

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thurgood Marshall K-8 School	56725380100362	October 14, 2019	November 13, 2019

Purpose and Description

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

Schoolwide Program

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

Marshall K-8 is the Academy of Visual and Performing Arts that focuses on SEI instruction. Marshall's mission is to inspire students to reach their highest potential. Marshall's vision is to create and maintain a culture of success. Through the mediums of technology, visual and performing arts we inspire students to reach their highest potential and become leaders in their community.

Marshall staff provide an environment that fosters support for all students in TK-7th grade. Our special programs include Deaf and Hard of Hearing, our Children's Academy of Listening, Language and Learning, and Visually Impaired. Currently, Marshall School is in a transition period of growing into a K-8 school site. This year Marshall serves students in TK-7th grade and by the 2020-2021 school year, Marshall will have its first promoting 8th-grade class.

The focus at Thurgood Marshall School is optimal student learning for every student. Our instructional staff regularly reflect on best practices to monitor student progress and plan instruction. We collaborate to align instruction to the Common Core Standards for all subject areas. The staff reference district assessment timelines to ensure that curricular areas are covered in a timely manner and that all children are engaged in learning. The Administrators monitor instruction through regular classroom visitations and student monitoring conferences with individual teachers and grade levels. A full time credentialed Reading Specialist supports instruction by focusing on students who

are having difficulty in reading and collaborates with teachers to provide resources for reading instruction.

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

Marshall's goal for the 2019-2020 year is to focus on student-centered instruction that allows for rigorous questioning and opportunities for writing across the curriculum. Marshall intends to focus on collaboration to help shift the teaching pedagogy by focusing on data-driven and standards-based instruction while continuing to incorporate twenty-first-century learning skills. For targeted students, specific interventions and in-class interventions are offered. The CST/SST Team continues to implement and refine our Response to Intervention (Rtl) model. Marshall conducts regular Coordinated Services Team (CST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at-risk students.

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

Additional programs are used in order to provide our students with various learning opportunities. The Accelerated Reader (AR) program helps all students to hone their comprehension skills and encourage a love of reading. The online myON program and Battle of the Books support reading progress for students. Lexia Core 5 supports our students with intervention and enrichment in reading support. CAPIT is used in Kindergarten to help students achieve literacy on grade level. Technology is utilized by all classes for research, and the use of software programs allows students additional time to practice and develop their skills in reading and mathematics.

Thurgood Marshall School's highly qualified teachers meet the district and state guidelines. Common Core training in the areas of reading/language arts and mathematics empowers our staff to be effective instructional leaders. The staff regularly participates in high quality, district approved training in all core disciplines including technology.

Marshall School continues to incorporate a safe and positive learning environment with the lead from our Positive Behavior Intervention Support (PBIS) Team. There is a school-wide implementation of CHAMPS at Marshall and staff use a progressive discipline model to respond to student behavior in the classroom, on the playground and administration level. The PBIS team meets on a regular basis

to analyze data and identify areas of need and focus on the campus in order to help strengthen the positive learning environment. This year Marshall has implemented a counseling center called the "Paw Pad" where students go during recess time to build positive relationships with peers through games and activities. The counselor also provides lessons to classes in addition to restorative circles and mindful practices in the counseling center.

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The teaching staff have had professional development opportunities focusing on STAR 360 monitoring and data interpretation for local assessments as well as IAB assessments that provide data which helps to drive and modify instruction. The school leadership team analyzed the 2018-2019 data over the summer to reflect on instructional practices and plan for the vision and goals for 2019-2020 school year.

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

Teachers utilize IO data base, STAR 360, ELLevations, and CAASPP Interim Assessment Administration Resources to help monitor student progress throughout the school year. Two staff meetings a month are dedicated to specific collaboration for assessments.

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 has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. 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. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Marshall has dedicated two staff meeting per month to specific collaboration and at least an additional two hours per month of collaboration time for grade level teams to collaborate.

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

At Marshall school we have an RTI pyramid that we follow that allows for targeted interventions. Staff is trained to focus on targeted interventions and a variety of materials and strategies are provided to assist students in effectively meeting their targets.

Evidence-based educational practices to raise student achievement

Teachers are trained to provide evidence based instructional practices to raise student achievement for all students. This includes an Intervention Support Provider (ISP), Kinder Para support, the Reading Specialist and our district math coach as well as lead teachers on campus specializing in certain academic areas of focus. Additional time is given for teacher collaboration which includes ongoing review of assessment results and strategies.

Parental Engagement

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

Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC and "Coffee with Parents" are regular opportunities and are open to all interested parents. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. Family Nights are open to parents and families. During the 2019-20 school year, Family Nights are planned for AVID, Mathematics and Music and the Arts.

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

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

Funding

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

Marshall uses its Title funds to target and support under performing students. An Intervention Support Provider (ISP) Teacher focuses on struggling students and identifies specific needs of the students to develop lessons to help close the achievement gap. The services also includes teacher collaboration specifically focusing on data analysis which will help to drive instruction to meet the needs of under performing students, specifically English Learners and African American Students. Title III funds specifically target students focusing on opportunities to focus on after school tutoring for under performing English Learners.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

One of our target focuses was tutoring for students. We were not able to either have students stay after school for various reasons (transportation, prior commitments, etc). For about three months we did not have an ORC so this also significantly impacted our ability to efficiently plan SST/CST's and focus on attendance intervention as well.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.6%	0.38%	%	3	2	
African American	2.7%	3.95%	%	15	21	
Asian	2.0%	1.50%	%	11	8	
Filipino	2.6%	2.44%	%	14	13	
Hispanic/Latino	82.6%	81.58%	%	454	434	
Pacific Islander	0.2%	0.38%	%	1	2	
White	9.1%	8.27%	%	50	44	
Multiple/No Response	%	%	%			
Total Enrollment				550	532	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	110	107	
Grade 1	99	91	
Grade 2	96	102	
Grade3	69	92	
Grade 4	77	65	
Grade 5	99	75	
Total Enrollment	550	532	

Conclusions based on this data:

This data shows that Marshall has a high population of hispanic/latinos and a significant amount of African American youth. The student population is increasing and continues to grow based on the fact that Marshall continues to roll up and grow into a K-8 by the year 2020-2021.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	229			41.6%		
Fluent English Proficient (FEP)	29			5.3%		
Reclassified Fluent English Proficient (RFEP)	28			12.9%		

Conclusions based on this data:

Our data shows that 41.6% of students are English Learners and 12.9% are reclassified students. Teachers continue to incorporate reading and writing into all core subjects across the curriculum. Staff is trained on how to incorporate various teaching strategies to improve language for the English Language Learner. Staff use integrated ELD strategies and evidence based practices during AVID Excel in grades 6-7 to support EL Students.

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	67	87	99	67	86	97	67	86	97	100	98.9	98
Grade 4	76	64	86	76	64	86	76	64	86	100	100	100
Grade 5	94	70	65	93	70	65	93	70	65	98.9	100	100
Grade 6			66			66			66			100
All Grades	237	221	316	236	220	314	236	220	314	99.6	99.5	99.4

* 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	2366.	2427.	2401.	4.48	27.91	19.59	19.40	26.74	12.37	25.37	19.77	29.90	50.75	25.58	38.14
Grade 4	2399.	2441.	2460.	7.89	14.06	20.93	14.47	28.13	26.74	15.79	23.44	19.77	61.84	34.38	32.56
Grade 5	2488.	2462.	2496.	12.90	12.86	15.38	29.03	17.14	35.38	34.41	25.71	23.08	23.66	44.29	26.15
Grade 6			2494.			9.09			22.73			31.82			36.36
All Grades	N/A	N/A	N/A	8.90	19.09	16.88	21.61	24.09	23.25	25.85	22.73	26.11	43.64	34.09	33.76

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	8.96	24.42	14.43	35.82	44.19	51.55	55.22	31.40	34.02
Grade 4	10.53	14.06	17.44	43.42	48.44	60.47	46.05	37.50	22.09
Grade 5	20.43	17.14	20.00	54.84	38.57	52.31	24.73	44.29	27.69
Grade 6			9.09			51.52			39.39
All Grades	13.98	19.09	15.29	45.76	43.64	54.14	40.25	37.27	30.57

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	8.96	20.93	14.43	41.79	48.84	44.33	49.25	30.23	41.24
Grade 4	10.53	10.94	16.28	34.21	53.13	48.84	55.26	35.94	34.88
Grade 5	27.96	18.57	21.54	43.01	40.00	55.38	29.03	41.43	23.08
Grade 6			13.64			50.00			36.36
All Grades	16.95	17.27	16.24	39.83	47.27	49.04	43.22	35.45	34.71

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	4.48	24.42	12.37	67.16	55.81	62.89	28.36	19.77	24.74
Grade 4	5.26	10.94	12.79	50.00	68.75	73.26	44.74	20.31	13.95
Grade 5	9.68	12.86	7.69	69.89	52.86	73.85	20.43	34.29	18.46
Grade 6			10.61			71.21			18.18
All Grades	6.78	16.82	11.15	62.71	58.64	69.75	30.51	24.55	19.11

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	7.46	32.56	20.62	50.75	45.35	46.39	41.79	22.09	32.99
Grade 4	7.89	20.31	17.44	44.74	53.13	58.14	47.37	26.56	24.42
Grade 5	21.51	21.43	29.23	54.84	41.43	44.62	23.66	37.14	26.15
Grade 6			7.58			57.58			34.85
All Grades	13.14	25.45	18.79	50.42	46.36	51.59	36.44	28.18	29.62

Conclusions based on this data:

Overall in reading all grade levels we decreased the number of students below standard by almost 7%. In writing, we also decreased the number of students below the standard by 0.5%. Listening also decreased by 6% for students performing below the standard. Research and Inquiry increased slightly by 0.7%. By closely monitoring individual student progress data and identifying students not making adequate progress, students who need extra support will receive reteaching, small group instruction and other interventions as appropriate. Formative and evaluative evaluations will contribute to a clear understanding of individual student progress. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	67	87	99	67	86	98	67	86	98	100	98.9	99
Grade 4	76	64	86	76	64	86	76	64	86	100	100	100
Grade 5	94	70	65	93	70	65	93	70	65	98.9	100	100
Grade 6			66			66			66			100
All Grades	237	221	316	236	220	315	236	220	315	99.6	99.5	99.7

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

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	2384.	2409.	2413.	2.99	9.30	17.35	17.91	29.07	21.43	37.31	29.07	21.43	41.79	32.56	39.80
Grade 4	2441.	2433.	2451.	5.26	3.13	6.98	22.37	23.44	27.91	40.79	37.50	33.72	31.58	35.94	31.40
Grade 5	2481.	2450.	2469.	10.75	4.29	10.77	16.13	15.71	9.23	40.86	24.29	36.92	32.26	55.71	43.08
Grade 6			2477.			3.03			12.12			45.45			39.39
All Grades	N/A	N/A	N/A	6.78	5.91	10.16	18.64	23.18	18.73	39.83	30.00	33.02	34.75	40.91	38.10

Concepts & Procedures Applying mathematical concepts and procedures										
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	8.96	18.60	22.45	38.81	40.70	31.63	52.24	40.70	45.92	
Grade 4	11.84	14.06	16.28	32.89	28.13	33.72	55.26	57.81	50.00	
Grade 5	16.13	7.14	12.31	39.78	28.57	33.85	44.09	64.29	53.85	
Grade 6			4.55			37.88			57.58	
All Grades	12.71	13.64	14.92	37.29	33.18	33.97	50.00	53.18	51.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	11.94	19.77	23.47	49.25	51.16	42.86	38.81	29.07	33.67	
Grade 4	13.16	7.81	15.12	42.11	54.69	48.84	44.74	37.50	36.05	
Grade 5	13.98	8.57	9.23	47.31	34.29	47.69	38.71	57.14	43.08	
Grade 6			4.55			42.42			53.03	
All Grades	13.14	12.73	14.29	46.19	46.82	45.40	40.68	40.45	40.32	

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	4.48	17.44	20.41	55.22	52.33	37.76	40.30	30.23	41.84
Grade 4	6.58	9.38	16.28	51.32	45.31	46.51	42.11	45.31	37.21
Grade 5	13.98	7.14	7.69	50.54	45.71	44.62	35.48	47.14	47.69
Grade 6			6.06			48.48			45.45
All Grades	8.90	11.82	13.65	52.12	48.18	43.81	38.98	40.00	42.54

Conclusions based on this data:

Overall our mathematics scores did not show as significant growth as our Language Arts scores. Marshall improved in the percentage of students above standard and decreased in the number of students below standard for concepts and procedures. Grades 3 and 4 showed a slight decrease in overall achievement. All grade levels showed an increase in the area of problem-solving & modeling/analysis, concepts and procedures, and communicating reasoning. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Small group instruction will give extra support to students with their outcomes closely monitored by teachers. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments. Teachers are receiving additional strategies that incorporate Math Mindset to help improve instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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

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

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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	

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	

Conclusions based on this data:

19% of Marshall's English Learners Reclassified during the 2018-2019 School Year. Teachers continue to provide strategies and support for the EL's in the classroom. Teachers provide students opportunities to practice ELPAC type questions throughout the school year. 6th and 7th-grade teachers are targeting long term EL students by incorporating AVID Excel strategies into the classroom in addition to planning and designing lessons to meet the needs of English Learners.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
532	74.1%	43.6%	0.2%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	232	43.6%
Foster Youth	1	0.2%
Homeless	7	1.3%
Socioeconomically Disadvantaged	394	74.1%
Students with Disabilities	58	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.9%
American Indian	2	0.4%
Asian	8	1.5%
Filipino	13	2.4%
Hispanic	434	81.6%
Two or More Races	8	1.5%
Pacific Islander	2	0.4%
White	44	8.3%






Conclusions based on this data:

75% of the students are Marshall are socioeconomically disadvantaged, 43% of students are English Learners. The significant ethnic groups include Hispanic, White and African American. Based on this data, Marshall will focus on strengthening designated and integrated English Language Development for English Learners. Teachers will analyze formative and summative assessments throughout the year that will help drive instruction, allowing students to progress monitor student achievement and develop specific targeted intervention for the needs of the students. Marshall will be monitoring the various subgroups throughout the year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 732">Orange</p>		
<p data-bbox="154 825 511 856">English Learner Progress</p>  <p data-bbox="203 905 462 932">No Performance Color</p>		

Conclusions based on this data:

Based on the Overall Performance for 2018, Marshall School falls in the mid range with academic performance, academic engagement and suspension rate. Marshall will continue to monitor student progress to guide instruction and monitor student attendance, and the overall conditions and climate of the campus.

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:











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 22.6 points below standard Increased 25.6 points 216 students	<p>English Learners</p>  Yellow 38.2 points below standard Increased 22.5 points 95 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 37.4 points below standard Increased 23.9 points 158 students	<p>Students with Disabilities</p>  No Performance Color 106.6 points below standard Maintained 1.3 points 27 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29 points below standard Increased 25.9 points 180 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 12.7 points below standard Increased 7.9 points 14 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.2 points below standard Increased 16.3 points 66 students	30.1 points above standard Increased 17.7 points 29 students	9.8 points below standard Increased 27.5 points 120 students

Conclusions based on this data:

Overall for Grades 3-6, Marshall School increased. Student Groups that increased include English Learners and Socioeconomically disadvantaged, while students with disabilities maintained. Students who were Hispanic and White increased, and English Learners, Reclassified and English Only students increased. Marshall will continue to use various evidence-based EL strategies with our English Language Learners. We will continue to monitor and evaluate the needs of English Language Learners, and provide interventions and enrichment to continue academic growth and achievement.

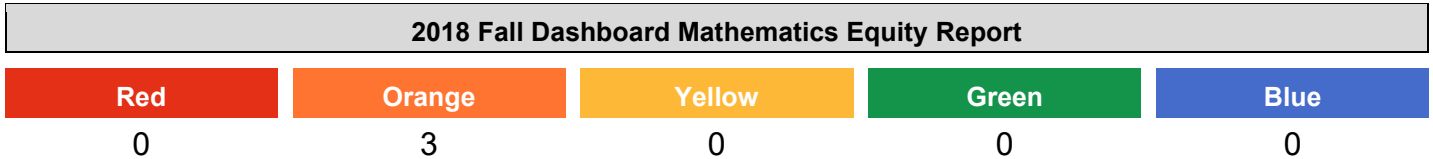
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 49.8 points below standard Maintained -2.5 points 216 students	<p>English Learners</p>  Orange 62 points below standard Declined -4.6 points 95 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 62.8 points below standard Declined -7.9 points 158 students	<p>Students with Disabilities</p>  No Performance Color 103.1 points below standard Increased 14.5 points 27 students

2018 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 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.5 points below standard Maintained -2.6 points 180 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 35.3 points below standard Declined -20.9 points 14 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard Declined -4 points 66 students	22.4 points below standard Declined -20.4 points 29 students	40.4 points below standard Maintained -1.7 points 120 students

Conclusions based on this data:

Overall for Grades 3-6, Marshall School maintained. Student Groups that declined include socioeconomically disadvantaged and English Learners. The group that increased was students with disabilities. Students who were Hispanic maintained, while White students declined. English Learners and Reclassified students declined, while English Only students maintained. Marshall will continue to use evidence-based EL strategies for English Learners. We will also strengthen our work with Mathematical Mindset training. Teachers will be provided with collaboration time to discuss successful strategies used in the classroom along with the use of the District Math TOSA to ensure that instruction in mathematics is being implemented more effectively.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
221	29%	36.7%	19%	15.4%

Conclusions based on this data:

65% of EL students are well developed or moderately developed. At Marshall, the majority of English Learners are Moderately Developed. Marshall will use evidence-based strategies to increase the proficiency levels of our English Language Learners. Grade level teams will collaborate to specifically focus on the needs of the EL students based on their performance level. Designated and Integrated ELD will be implemented using district adopted materials. Middle school students will have opportunities to use AVID Excel strategies within the classroom in order to target English Learner growth.

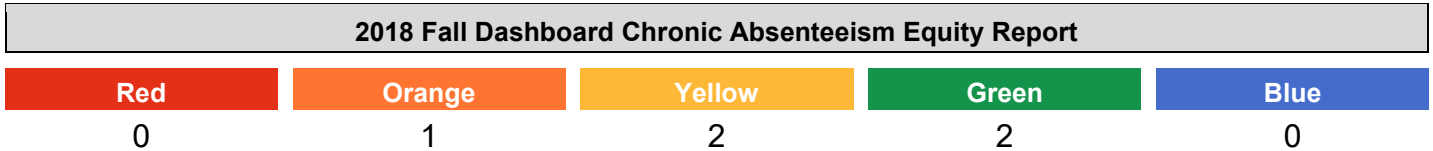
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 8.1% chronically absent Maintained 0.1% 557 students	<p>English Learners</p>  Green 7.3% chronically absent Declined 0.8% 247 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 25% chronically absent Increased 16.7% 12 students	<p>Socioeconomically Disadvantaged</p>  Yellow 8.7% chronically absent Maintained 0.1% 424 students	<p>Students with Disabilities</p>  Orange 13.3% chronically absent Increased 3.3% 75 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% chronically absent Increased 3.2% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0% chronically absent Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.6% chronically absent Maintained 0.1% 451 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 4.2% chronically absent Declined 1.3% 48 students

Conclusions based on this data:

All students have maintained in Chronic Absenteeism, however, the following subgroups increased: Homeless, Students with Disabilities and African Americans. The groups that decreased are English Learners and White. The groups that maintained are Hispanic, Filipino and Socioeconomically disadvantaged. Marshall will develop an incentive-based program for students with chronic absenteeism. The ORC in coordination with the Attendee Tech will monitor absences and provide outside resources to the families as needed. Mini SARB's are held frequently to educate parents on the importance of school attendance and to identify any obstacles students may be facing that are preventing them from being at school and on time every day.

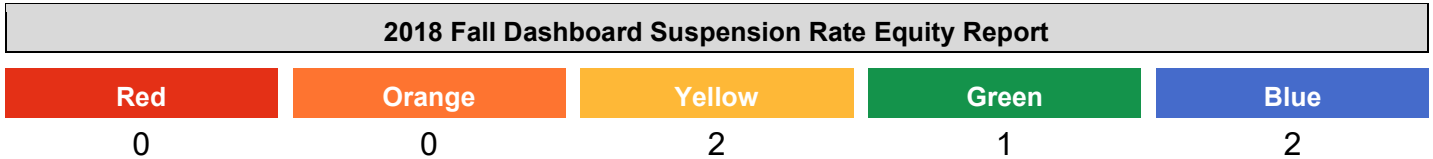
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.7% suspended at least once Increased 0.7% 574 students	<p>English Learners</p>  Green 0.4% suspended at least once Increased 0.4% 255 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 13 students	<p>Socioeconomically Disadvantaged</p>  Yellow 0.7% suspended at least once Increased 0.7% 438 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 77 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 23 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least once Increased 0.9% 462 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 50 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

The 2018 Fall Dashboard Suspension Rate (0.7%) indicates that there was an increase in students who were suspended, specifically with Hispanics at 0.9%. Marshall School began the roll-up of the K-8 with the implementation of sixth grade last year, which could have contributed to the increase in suspensions. Marshall has established a progressive discipline policy and has trained staff in CHAMPS and PBIS strategies to help target behavioral problems.

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
STAR Early Literacy assessment	46 % of Kinder students were at or above benchmark. 56 % of 1st grade students were at or above benchmark. 0% of 2nd grade students were at or above benchmark.	Students in grades K-2 who meet or exceed benchmark will increase by 10%.
STAR360 Reading	Fall 2019 Baseline Data: 32% of 2nd grade students were at or above the benchmark. 23% of 3rd grade students were at or above the benchmark. 38% of 4th grade students were at or above the benchmark. 46% of 5th grade students were at or above the benchmark. 34% of 6th grade students were at or above the benchmark.	Students in grades 1-7 who meet or exceed benchmark will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	34% of 7th grade students were at or above the benchmark.	
STAR360 Math	Fall 2019 Baseline Data: 41% of 1st grade students were at or above the benchmark. 38% of 2nd grade students were at or above the benchmark. 23% of 3rd grade students were at or above the benchmark. 37% of 4th grade students were at or above the benchmark. 17% of 5th grade students were at or above the benchmark. 17% of 6th grade students were at or above the benchmark. 13% of 7th grade students were at or above the benchmark.	Students in grades 1-7 who meet or exceed benchmark will increase by 10%.
Reclassification rates	19% of EL students in grades 3-6 reclassified during the 2018-2019 school year.	The reclassification rate of EL students will increase by at least 15%.
CAASPP Math	38% of students in grade 3 met or exceeded the benchmark. 35% of students in grade 4 met or exceeded the benchmark. 20% of students in grade 5 met or exceeded the benchmark. 15% of students in grade 6 met or exceeded the benchmark.	Students in grades 3-7 who meet or exceed benchmark will increase by 10%
CAASPP ELA	32% of students in grade 3 met or exceeded the benchmark. 48% of students in grade 4 met or exceeded the benchmark. 50% of students in grade 5 met or exceeded the benchmark. 32% of students in grade 6 met or exceeded the benchmark.	Students in grades 3-7 who meet or exceed benchmark will increase by 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.

This goal pertains to all students.

Strategy/Activity

The district Math Instructional Specialist will support teachers implement Math Mindset strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
None Specified
Certificated Salary: District Math Instructional Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

This goal pertains all students, with an emphasis on English Learners and African American population groups.

Strategy/Activity

Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. The principal will lead progress monitoring meetings with grade levels. Staff will analyze assessment results from regular assessments such as IAB, STAR 360, Wonders unit assessments, Study Sync, My Math chapter assessments to make instructional decisions. Teachers will meet for two collaboration hours per month in addition to two dedicated staff meetings per month focused on specific collaboration. Teachers will also utilize collaboration time to monitor the progress of African American Students and English Learners. The school leadership team will meet on a regular basis to monitor and guide school-wide 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)

19,907	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
20,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours Certificated Substitutes
11,620	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

This goal pertains to English Learners.

Strategy/Activity

Dedicated ELD instruction will be provided to students by classroom teachers to EL students 45 minutes daily in grades 1-6. Kinder students will receive 30 minutes of daily 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)

833

Source(s)

Title III
4000-4999: Books And Supplies
Supplemental materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

ISP (Intervention Support Provider) teacher will provide support and intervention to address the needs of students who need extra help in Language Arts 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)
28,942	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teacher
575	Title I 4000-4999: Books And Supplies Intervention Books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Coordinations of Services Team (CST) and Student Success Team (SST) meetings to address the instructional needs of at risk students. Outreach Coordinator (ORC) coordinates SST.

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)
2,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading 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)

Centralized Services
1000-1999: Certificated Personnel Salaries
Teacher Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-7. A Spring Fling Culminating activity will showcase student work at the end of the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

LCFF - Targeted
4000-4999: Books And Supplies
Materials
Teachers: Extra Help

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Accelerated Reader, Star360, myON, CAPIT, Starfall, ESGI and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	LCFF - Intervention 4000-4999: Books And Supplies School license for Lexia
700	LCFF - Intervention 4000-4999: Books And Supplies ESGI License

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Teachers and Staff will have use of the Cannon copier machines, laminator and Duplo copy machine for support in duplicating instructional materials.

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)
4,884	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreement

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Administration will do regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD and Math. Administration will utilize a teacher in charge 1-2 times a month for admin 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)

3,600

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
No Additional Cost

Teachers: Extra Help
Teacher in Charge: Certificated Substitute

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

This goal pertains to Special Education students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,000

Source(s)

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

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

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

This goal pertains to all students.

Strategy/Activity

Recognize student progress toward meeting their goals in Accelerated Reader (AR) monthly through the purchase of student incentives and achievement and participation in the CAASPP assessment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Student Incentives

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

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

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

This goal pertains to all students.

Strategy/Activity

Implement My Math lessons that align with the Common Core Standards with support of Jo Boaler Math Mindset.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Site Tech

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

A Music Teacher for grades K-7 is contracted for the school year. The teacher will work with students in grades TK-5 and 7th as part of their the Academy of Visual and Performing Arts Strand.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

To enhance the science curriculum, science materials will be provided and students in 5th grade will have access to Stemscoptes in preparation for the CAST.

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)

2,700

LCFF - Intervention
4000-4999: Books And Supplies
Supplies
App

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Professional Development will be provided through training on initiatives that support our instructional program which will include EL students and the implementation of AVID in grades 6-7.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,200	Title III 5000-5999: Services And Other Operating Expenditures Conference expenses
9,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Conference expenses

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Library will receive new books that add to Accelerated Reader selections. Physical improvements in the Library will increase student and teacher access to Library.

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)
2,000	LCFF - Intervention 4000-4999: Books And Supplies Books for library

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
26,230	Discretionary 4000-4999: Books And Supplies

Strategy/Activity 22**Students to be Served by this Strategy/Activity**

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Cost

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

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF - Targeted
4000-4999: Books And Supplies
Headphones

1,000

Discretionary
4000-4999: Books And Supplies
Replace Technology

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,045

Source(s)

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

4,455

Title I
5000-5999: Services And Other Operating Expenditures
Field Trip Fees
Transportation

2,400

LCFF - Intervention
5000-5999: Services And Other Operating Expenditures
AVID Field Trip
AVID Opportunities

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,058

Source(s)

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

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Professional development
Certificated Substitutes

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

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

This goal pertains to English Learners.

Strategy/Activity

EL student progress will be monitored through data meetings reviewing STAR360, My Math, Wonders, CAASPP, CELDT and the ELPAC. Administration will target instruction during ELD time to improve ELD instruction to ELD students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,200

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Teacher in Charge Extra Hours
Certificated Substitute

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Sound Equipment/Technology

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Marshall maintained overall proficiency in 2018-2019, despite some grade levels dropping scores in Math and a slight improvement in Language Arts. The focus last year was to improve Math scores and Marshall utilized the Math Mentor and also implemented training on Math Mindset Mathematics. In order to continue to close the gap in Language Arts, Marshall utilized the Reading Specialist and hired an Intervention Service Provider (ISP) to target students in grades 1-4. Marshall will continue to provide interventions and will dedicate time to teacher collaboration to analyze data to guide instructional decisions. During collaboration time teachers will be analyzing data from STAR 360, CAASPP Interim Assessment Block, ELD assessments, CAASPP and ELPAC results as well as other assessments that will help to monitor student achievement. Students who are not performing will be monitored and will coordinate with the CST and SST team

if necessary. Teachers will collaborate to focus on first instructional practices and evidence-based intervention which will be provided by the classroom teacher.

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

For 2019-2020 the overall Marshall budget is larger due to the increase in the amount of students. Last year enrollment was 585 and this year the current enrollment is 720. Although there are more funds, we have more of a need and therefore our resources are limited.

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

Marshall has dedicated its focus this year to continue to improve instructional practices to provide the best learning opportunities for our students. Collaboration time is a central focus and our budget allocations reflect that this year. The teacher leadership team analyzed the data from the 2018-2019 school year and also recalled and reflected on our realities and programs to determine our direction for the 2019-2020 school year. Based on this analysis a change can be seen in the focus on instruction which includes collaboration time, targeted instructional focus on student-centered instruction with rigorous questioning and writing throughout the curriculum. Marshall will continue to utilize an ISP Teacher who will work closely with the Reading Specialist to identify students in grades 1-4 to target. The site will also continue the work with Mathematical Mindset strategies to continue to deepen students understanding of critical problem-solving skills.

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 2017-2018 was 0.7%	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data	Chronic Absenteeism rate for 2017-2018 was 8.1%	Chronic Absenteeism rates for 2019-2020 will decrease by 2%
California Healthy Kids Survey: percentages of students who indicate positive indicators, such as opportunities for meaningful participation at their school.	As demonstrated in the California Healthy Kids Survey taken by 5th graders: 89% indicated academic motivation 80% of showed strong school connectedness 87% of 5th grades felt safe at school 78% reported high levels caring relationship with a teacher, or other adult at school 91% of students had recognition of high expectations of teachers.	California Healthy Kids Survey: The number of students indicating academic motivation will increase by 5% to 94%. The number of students indicating strong school connectedness will increase by 10% to 90%. The number of students who feel very safe at school will increase 5% to 92%. The number of students who report high level of caring relationships with a teacher, or other adult at their school will increase by 10% to 88%. The number of students with recognition of high

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		expectations of teachers will increase by 5% to 96%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

CHAMPS is used as a structure to support positive student outcomes in a school wide setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
CHAMPS program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Healthy choices will be taught and reinforced with Red Ribbon Week. Grades 6-7 students attend an assembly on the effects of tobacco use. Incentives with healthy choice themes are given to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

700

LCFF - Targeted
4000-4999: Books And Supplies
Materials and student incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Provide students with attendance incentives that promote regular, on time attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Support will be provided for the needs of Homeless Youth through weekend snack backpack distribution.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Hold meetings with parents of students who are chronically truant. Set up positive reinforcement contracts with targeted students and their parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Continue use of Positive Behavior Intervention Support plan school wide, use of Restorative Justice and CHAMPS to support positive behavior and keep suspensions at a minimum. CHAMPS Store items for students to purchase using CHAMPS bucks. The Bulldog Paw Pad offers intervention and support for students to build positive relationships and receive counseling based lessons and services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items
1,228	LCFF - Targeted 4000-4999: Books And Supplies Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

The referral system for social emotional student needs is supported by the CST and SST process. All staff trained on updated forms and procedures such as data collection and data monitoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

K-2nd Grade students will receive foundational social skills through Second Step.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

School Counselor works with staff to support the social and emotional needs of students who need extra support. Targeted students needing Tier 2 Rtl social and emotional support receive individual, and or group counseling lead by Counselor on topics such as divorce, friendship, anger management and trauma.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 6)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

PBIS Committee will monitor student discipline data each trimester for purposes of determining how to further support student behaviors, as well as how to implement school wide Rtl for student behaviors. PBIS Team will meet bi-monthly to review the school plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,129

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Staff Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

700

Source(s)

Discretionary

4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Student recognition assemblies for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held a minimum of 3x a year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

6th Grade teaches will receive Minnesota Smoking Prevention Program (MSPP) training to educate 6th grade students on tobacco use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Materials

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Campus Assistants
6,500	Discretionary 2000-2999: Classified Personnel Salaries Extra Hours

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month.

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)
2,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Extra staff hours

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Inventory of appropriate safety supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Discretionary
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.

This goal pertains to all students.

Strategy/Activity

Counselor works with the entire school to support the social emotional development of all Tier I students. Students are identified as needing Tier II level intervention receive a more targeted counseling goal. Counselor works with School Psychologist to transition those students needing Tier III 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)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 6)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
CHAMPS program

Annual Review

SPSA Year Reviewed: 2018-19

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.

In 2018-2019, Marshall School began rolling up to a TK-8 and is currently in the transition period of TK-7th grade students. Marshall has seen a need to focus on students' social-emotional well being, especially students coming to school with trauma. The teaching staff was given an opportunity to read "Fostering Resilient Learners" over the summer to help spark the conversation in regard to how to help support students with traumatic needs. One need, in particular, that was developed by the PBIS team was to incorporate a space where students could receive counseling and given an alternative to recess to help with our social-emotional needs. As a result, the PBIS

team with the lead of the counselor developed the "Bulldog Paw Pad" that provides games, activities, yoga, restorative circles and lessons provided by the school counselor. The goal is for the students to achieve a positive self-being. Marshall also provides opportunities for students to be rewarded for the behavior by providing a CHAMPS store every two weeks.

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

There were no major differences. Marshall continues to implement strategies to help strengthen the support of our students for their socio emotional well being.

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.

For the 2019-2020 year, Marshall will continue to utilize the PBIS team to lead the way as we continue to monitor data and analyze the needs of our students as they roll up to older grade levels. This will include meeting the needs of not only the K-5 grades but also the 6-7 grades as well. Student discipline will also be monitored and analyzed monthly to determine how PBIS can help support the needs of our students. In middle school, there has been an addition of a student Leadership Elective that will allow for student opportunities to help bridge the TK-8 grade levels together. Morning announcements are planned to give students a sense of unity and will be lead by our student leaders.

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
Parent participation in parent meetings: SSC, ELAC, PTA, Coffee with Parents	In 2018-19 an average of 15 parents participated in PTA meetings. An average of 15 parents participated in ELAC meetings.	Attendance at PTA meetings will increase by 50% at PTA meetings. Attendance at ELAC meetings will increase by 25%.
Parent attendance at Back to School Night	There were 343 Parents that participated in Back to School Night.	Parent participation at back to school night will increase by 20%.

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.

Strategy/Activity

Parents are given an overview of involvement opportunities at Middle School Orientation and Back to School Night.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

Title III

Babysitting

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Parents are invited to celebrations including: Spring Reclassification Celebration to honor students in Grades 3-6 who met reclassification requirements during the school year and students that participated in athletics throughout the school year for an annual sports banquet.

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)

350

Title III

Reclassification Refreshments

150

Title III

Reclassification Supplies for awards

700

Discretionary

Sports Banquet Refreshments
Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Discretionary Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700	Title III Translators
2,000	Discretionary Translators

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Family Nights give parents opportunities to learn how to support their child in the areas of Math and Visual and Performing Arts and Deaf and Hard of Hearing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Targeted Teacher Extra Help
1,000	LCFF - Targeted Teacher Extra Help

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Discretionary Refreshments
350	Discretionary Translation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

350

Discretionary
Refreshments

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Child care will be provided as needed at Parent Meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Discretionary
Classified extra help

500

Discretionary
Child Care

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC (see goal 1, action 6)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

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.

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

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

Marshall did not see any major differences. As Marshall rolls up to TK-8, we will continue to strengthen our parent and community engagement and find way to ensure that our middle school families are welcomed and supported.

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

During 2019-2020 Marshall will continue to build upon family and community engagement, especially with the roll up of the middle school. Parents will also have more opportunities to volunteer and be part of the school community.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,612.00
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	\$213,956.00

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	\$53,879.00
Title III	\$10,733.00

Subtotal of additional federal funds included for this school: \$64,612.00

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 (\$)
Discretionary	\$46,164.00
LCFF - Intervention	\$43,487.00
LCFF - Targeted	\$59,693.00

Subtotal of state or local funds included for this school: \$149,344.00

Total of federal, state, and/or local funds for this school: \$213,956.00

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	46,164.00	0.00
Title I	53,879.00	0.00
Title III	10,733.00	0.00
LCFF - Targeted	59,693.00	0.00
LCFF - Intervention	43,487.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	46,164.00
LCFF - Intervention	43,487.00
LCFF - Targeted	59,693.00
Title I	53,879.00
Title III	10,733.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	3,500.00
	Discretionary	1,350.00
2000-2999: Classified Personnel Salaries	Discretionary	6,500.00
4000-4999: Books And Supplies	Discretionary	29,930.00
5000-5999: Services And Other Operating Expenditures	Discretionary	4,884.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	28,187.00
4000-4999: Books And Supplies	LCFF - Intervention	12,900.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,400.00

	LCFF - Targeted	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	44,220.00
4000-4999: Books And Supplies	LCFF - Targeted	10,428.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3,045.00
1000-1999: Certificated Personnel Salaries	Title I	48,849.00
4000-4999: Books And Supplies	Title I	575.00
5000-5999: Services And Other Operating Expenditures	Title I	4,455.00
	Title III	1,200.00
	Title III	300.00
1000-1999: Certificated Personnel Salaries	Title III	7,200.00
4000-4999: Books And Supplies	Title III	833.00
5000-5999: Services And Other Operating Expenditures	Title III	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,349.00
Goal 2	20,257.00
Goal 3	8,350.00

School Site Council Membership

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

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

Name of Members	Role
Sarah Lepe	Principal
Heather Rose	Classroom Teacher
Elizabeth Montoya	Classroom Teacher
Justin Donovan	Classroom Teacher
Joleen Segura	Other School Staff
Xilomen Durazo	Parent or Community Member
Kimberley Polis	Parent or Community Member
Jeannete Ramirez	Parent or Community Member
Brenda Pacheco Perez	Parent or Community Member
Fernando Zaragoza	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on October 15, 2018.

Attested:

	Principal, Sarah Lepe on 10/15/19
	SSC Chairperson, Kimberly Polis on 10/15/19

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.

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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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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