

School Year: **2021-22**



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
Marshall Fundamental Secondary School	19-64881-1931674	April 14, 2021	6/30/2021

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.

The Marshall Fundamental Secondary School Plan was developed with the input of teachers, administrators, classified staff, and parent group leaders. The plan was collaboratively developed to set goals for improved academic performance, attendance, behavior, and parent involvement. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. The School Plan measures the goals and outcomes aligned to federal and state funding.

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

The SPSA is developed collaboratively throughout the year. The teaching staff reviews the goals at the beginning, middle, and end of each year. They provide input into the efficacy of the work. Each department is represented on the Instructional Leadership Team by a department chairperson. The Instructional Leadership Team also includes the administrative team, instructional coach, counselor, and ASB advisor. The site ILT brings input from the departments and reviews the plan and provides input. The English Language Advisory Committee reviews the plan throughout the year and makes official recommendations. The School Site Council reviews the goals throughout the year. Each member (teachers, classified staff, parents, students, and principal) review the plan and provide input, ultimately voting on the implementation of the plan.

Resource Inequities

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

Marshall is the only high school in PUSD that does not have the standard artificial track and field posing a safety hazard. As PUSD continues to liberally apply a skipping criteria to other schools, Marshall is adversely affected more than other schools with RIF notices. As Marshall continues to recruit a diverse workforce this is undone by losing the new diverse hires, as they are laid off and other teachers are placed at Marshall it counteracts the goals to diversify the workforce.

School Vision and Mission

Vision Statement:
Soaring to success!

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

School Profile

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

In 2019-2020, with 1925 students coming from varying backgrounds, cultures, socio-economic groups, and academic profiles, our school's ultimate strength lies in its ability to offer a diverse array of programs, services and instructional methodologies to meet the needs of all students. Our current diversity breakdown is 61% Hispanic, 20% White not of Hispanic origin (including Armenian), 8% African American, 4% Asian, 3% Filipino and 3% mixed race or other. Additional subgroups include 73% of the student population enrolled in the Free and Reduced Lunch Program, 6% English Learners, 1% Foster Youth, 3% Homeless, and 10% Students with Disabilities.

Students participate in a full comprehensive athletic program and a strong Associated Student Body [ASB] program that includes 52 clubs and organizations, many which continued to operate virtually during the 2020-2021 school year. In addition a Learns program that traditionally serves 160 Middle School students served 14 students daily during distance learning, and while LEARNs has reduced services to high school students still provides the College Access Plan for high school students. Marshall LEARNs offers an athletics program for Middle School students (although it was suspended during the COVID-19 pandemic).

Marshall Fundamental currently maintains a staff of 77 teachers. 65 teachers teach general ed (63.8 FTE) of which all are fully credentialed. 12 teachers teach special ed classes, including 1 teacher who teaches 2 periods of adaptive PE. 1.5 teachers are funded through CTE and is credentialed. Marshall also maintains 1 librarian, 1 school nurse, 4.6 counselors, 1 principal, and 3 assistant principals. Marshall offers a variety of courses that incorporate the varying academic needs of students. Courses are layered to provide intervention and strategic instruction in literacy and math; as well as AP Prep and Advanced Placement. GATE students are identified at the 6th grade level and are incorporated into classes that provide enrichment through either AP Prep or Advanced Placement. Marshall Fundamental employs 1 LDRT that works with ELL students, CELDT/ELPAC testing, site instructional leadership, and serves as liaison to the ELAC parent group. Marshall employs 17 instructional aides, 4 security officers, a LEARNs coordinator, 8.0 custodians, 9 clerical staff, and 2 hourly employees.

Marshall Fundamental maintains a focused coalition of parents in the ELAC, PTSA, AAPC (African-American Parent Council), Music Boosters, and Athletic Boosters. In addition, the SSC retains its strength in providing vision and focus regarding implementation of SPSA targets and the expenditures of funds. These coalitions provide the foundation or our parent community outreach, which is then supplemented by weekly phone and email blasts, Marshall website <https://www.pusd.us/marshall>, Constant Contact, and Blackboard Connect, a phone outreach program. In addition to a Parent Volunteer Coordinator, who assists in bringing parents into the school, and lead the parent-learning component of the EPSTEIN Model, the SSC has been instrumental in providing strong academic assistance through funding of programs such as Accelerated Reade, ALEKS, personnel support for the ELL students, TurnItIn.com, Security Resource Officer, and tutoring. Marshall is completing the sixth year of the Academy for Creative Industries (ACI).

Marshall has 1 computer lab for students with a total of 30 computers and an additional 21 computers in the library. Wireless Internet has been installed across campus. The robotics classroom has 40 laptops in a cart and the journalism class has 10 laptops and cameras. Additionally, all students are checked out a chromebook that they carry with them; and, each teacher has a Chrome Book. The library has student computers and a tutoring hub, a textbook room with expandable shelving and additional teacher workspace.

Marshall maintains a cohort graduation rate above 95% over the past several years. The cohort is the group of students who begin in 9th grade and graduate within 4 years. Marshall continues its open access policy to Advanced Placement and pre-Advanced Placement classes to expose and engage students to rigorous curriculum aligned to college standards. Consequently the number of AP tests given at Marshall has significantly grown to over 1100 tests in 2019. In 2020 due to the COVID-19 Pandemic only 968 exams were given, and the passage rate increased to 56%. The passage rate has increased from about one-third of all tests passed to more than half of all the tests taken being passed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.15%	0.21%	0.3%	3	4	5
African American	8.2%	7.69%	7.1%	163	148	142
Asian	3.98%	4.26%	3.9%	79	82	78
Filipino	2.62%	2.75%	2.8%	52	53	57
Hispanic/Latino	59.69%	61.25%	62.7%	1,186	1,179	1,261
Pacific Islander	0.3%	0.31%	0.4%	6	6	7
White	21.34%	20.21%	19.9%	424	389	400
Multiple/No Response	0.2%	0.21%	0.2%	4	4	3
Total Enrollment				1,987	1,925	2,012

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	267	280	286
Grade 7	291	284	324
Grade 8	289	279	322
Grade 9	311	290	296
Grade 10	296	295	266
Grade 11	264	253	283
Grade 12	269	244	235
Total Enrollment	1,987	1,925	2,012

Conclusions based on this data:

1. Despite declining enrollment in PUSD and surrounding districts, Marshall maintains a stable student enrollment; although, projections show that in out years enrollment will begin to decline. The stable enrollment is attributed to Marshall's focus on marketing and providing a high quality and well-rounded education.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	113	122	161	5.7%	6.3%	8.0%
Fluent English Proficient (FEP)	927	876	840	46.7%	45.5%	41.7%
Reclassified Fluent English Proficient (RFEP)	27	38	23	22.0%	33.6%	18.9%

Conclusions based on this data:

1. The reclassification criteria based on the ELPAC and providing accommodations for Students with Disabilities helped to increase the reclassification rates beginning in 17-18. Due to the large increase of reclassification in 17-18 it leveled off in 18-19, before improving again in 19-20.

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 6	271	263	261	266	261	257	266	261	257	98.2	99.2	98.5
Grade 7	302	297	284	300	283	275	300	281	273	99.3	95.3	96.8
Grade 8	310	295	280	303	287	265	302	285	261	97.7	97.3	94.6
Grade 11	216	277	256	202	273	252	202	271	252	93.5	98.6	98.4
All Grades	1099	1132	1081	1071	1104	1049	1070	1098	1043	97.5	97.5	97

* 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 6	2517.	2529.	2535.	17.67	19.92	24.90	28.20	29.12	25.68	22.56	27.59	26.46	31.58	23.37	22.96
Grade 7	2542.	2524.	2543.	14.33	14.95	18.68	33.00	30.60	29.67	24.00	18.86	23.44	28.67	35.59	28.21
Grade 8	2552.	2545.	2545.	14.90	13.68	14.56	32.78	31.23	31.80	23.51	23.86	20.69	28.81	31.23	32.95
Grade 11	2623.	2638.	2630.	31.68	38.75	35.32	36.14	31.37	31.75	19.31	19.56	23.02	12.87	10.33	9.92
All Grades	N/A	N/A	N/A	18.60	21.68	23.20	32.34	30.60	29.72	22.62	22.40	23.39	26.45	25.32	23.68

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 6	21.05	26.44	25.00	40.98	39.46	42.97	37.97	34.10	32.03
Grade 7	24.33	20.07	22.35	44.00	38.71	41.29	31.67	41.22	36.36
Grade 8	24.25	25.00	27.94	40.20	37.68	40.08	35.55	37.32	31.98
Grade 11	39.30	46.86	38.49	47.76	40.96	42.06	12.94	12.18	19.44
All Grades	26.31	29.50	28.36	42.88	39.18	41.61	30.81	31.32	30.03

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 6	25.66	24.52	30.08	38.11	50.57	47.66	36.23	24.90	22.27
Grade 7	28.67	24.01	29.06	41.00	42.65	50.57	30.33	33.33	20.38
Grade 8	24.75	19.08	27.78	43.81	42.76	44.05	31.44	38.16	28.17
Grade 11	43.78	45.56	49.60	40.80	39.26	39.68	15.42	15.19	10.71
All Grades	29.67	28.18	34.05	41.03	43.73	45.56	29.30	28.09	20.39

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 6	19.17	13.03	21.88	59.77	69.35	58.98	21.05	17.62	19.14
Grade 7	14.00	8.96	15.04	63.33	59.50	63.91	22.67	31.54	21.05
Grade 8	14.62	15.14	15.14	66.45	63.03	57.77	18.94	21.83	27.09
Grade 11	29.35	34.69	26.98	61.19	57.20	61.11	9.45	8.12	11.90
All Grades	18.35	17.90	19.71	62.92	62.19	60.49	18.73	19.91	19.80

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 6	27.07	32.18	29.30	41.73	49.04	48.05	31.20	18.77	22.66
Grade 7	25.33	26.16	30.30	46.00	43.37	45.45	28.67	30.47	24.24
Grade 8	26.51	25.09	28.05	46.31	46.29	41.06	27.18	28.62	30.89
Grade 11	41.79	43.91	40.08	47.26	44.65	50.00	10.95	11.44	9.92
All Grades	29.20	31.72	31.93	45.26	45.80	46.17	25.54	22.49	21.91

Conclusions based on this data:

1. Marshall continues to raise the means scale score in 6th grade, while maintaining consistent scores in the other grades (with a dip in 7th grade during in 17-18). 18-19 saw decreases in grades 6, 7, and 11 with a slight increase in grade 8.

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 6	271	263	261	265	260	255	265	259	255	97.8	98.9	97.7
Grade 7	302	297	284	301	283	273	301	283	273	99.7	95.3	96.1
Grade 8	310	295	280	299	285	254	299	284	252	96.5	96.6	90.7
Grade 11	216	277	256	202	275	252	202	275	252	93.5	99.3	98.4
All Grades	1099	1132	1081	1067	1103	1034	1067	1101	1032	97.1	97.4	95.7

* 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 6	2522.	2531.	2541.	23.40	26.25	28.24	19.62	16.99	20.00	26.79	28.57	26.27	30.19	28.19	25.49
Grade 7	2534.	2522.	2528.	20.60	21.20	21.25	22.59	18.37	15.02	22.92	21.55	29.30	33.89	38.87	34.43
Grade 8	2530.	2512.	2536.	17.06	11.97	21.03	19.73	17.25	17.06	18.39	24.30	20.24	44.82	46.48	41.67
Grade 11	2566.	2589.	2571.	12.87	15.27	14.68	15.35	22.91	18.65	30.20	26.91	25.40	41.58	34.91	41.27
All Grades	N/A	N/A	N/A	18.84	18.53	21.32	19.68	18.89	17.64	23.99	25.25	25.39	37.49	37.33	35.66

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 6	30.68	32.05	36.47	28.79	32.43	27.84	40.53	35.52	35.69
Grade 7	28.09	28.62	28.15	28.76	26.50	28.52	43.14	44.88	43.33
Grade 8	25.59	14.44	28.16	25.25	34.86	26.53	49.16	50.70	45.31
Grade 11	19.31	25.09	23.02	34.16	31.64	30.95	46.53	43.27	46.03
All Grades	26.37	24.89	28.96	28.81	31.34	28.47	44.82	43.78	42.56

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 6	20.75	21.71	23.53	42.26	41.86	44.31	36.98	36.43	32.16
Grade 7	25.58	22.61	20.51	37.87	37.81	42.49	36.54	39.58	37.00
Grade 8	19.13	17.96	22.80	39.60	44.37	37.20	41.28	37.68	40.00
Grade 11	14.36	20.73	21.03	45.54	48.36	37.70	40.10	30.91	41.27
All Grades	20.45	20.73	21.94	40.90	43.09	40.49	38.65	36.18	37.57

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 6	24.91	23.55	26.67	39.25	42.86	39.22	35.85	33.59	34.12
Grade 7	22.26	16.25	18.82	50.83	52.65	53.14	26.91	31.10	28.04
Grade 8	19.46	12.68	19.03	43.96	45.42	46.96	36.58	41.90	34.01
Grade 11	15.35	18.91	16.27	59.41	53.82	54.76	25.25	27.27	28.97
All Grades	20.83	17.71	20.20	47.65	48.77	48.59	31.52	33.51	31.22

Conclusions based on this data:

1. There was an increase in performance in grades 6-8 (although grade 7 has not reached it's high from 16-17; there has been annual teacher turnover in 7th grade) and a decrease in performance in 11th grade. In 18-19 grades 6-8 had a decline in proficiency and 11th grade had a increase.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1495.3	1519.8	1497.0	1496.0	1493.3	1543.2	24	13
Grade 7	1512.4	1527.5	1517.9	1526.2	1506.6	1528.4	27	20
Grade 8	1513.5	1514.5	1518.7	1516.0	1507.7	1512.5	23	22
Grade 9	1535.9	1498.3	1559.5	1497.2	1511.7	1499.0	15	18
Grade 10	*	1534.3	*	1543.5	*	1524.5	*	11
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	4
All Grades							100	91

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
6	*	23.08	*	7.69	*	53.85	*	15.38	24	13
7	*	30.00	40.74	20.00	*	35.00	*	15.00	27	20
8	*	18.18	*	31.82	*	27.27	*	22.73	23	22
9	*	16.67	*	16.67	*	38.89	*	27.78	15	18
10	*	18.18	*	9.09	*	45.45		27.27	*	11
11		*		*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	19.00	19.78	34.00	18.68	37.00	40.66	*	20.88	100	91

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
6	*	23.08	*	7.69	*	38.46	*	30.77	24	13
7	40.74	45.00	40.74	25.00	*	20.00	*	10.00	27	20
8	*	31.82	*	27.27	*	22.73	*	18.18	23	22
9	*	22.22	*	33.33	*	27.78		16.67	15	18
10	*	18.18		27.27	*	36.36		18.18	*	11
11		*	*	*	*	*		*	*	*
12	*	*	*	*		*	*	*	*	*
All Grades	39.00	28.57	37.00	27.47	17.00	26.37	*	17.58	100	91

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
6	*	7.69	*	23.08	*	53.85	*	15.38	24	13
7	*	30.00	*	5.00	*	35.00	44.44	30.00	27	20
8	*	18.18	*	13.64	*	31.82	*	36.36	23	22
9		5.56		11.11	*	50.00	73.33	33.33	15	18
10	*	9.09		0.00	*	27.27	*	63.64	*	11
11		*		*	*	*	*	*	*	*
12		*		*	*	*	*	*	*	*
All Grades	*	14.29	13.00	10.99	34.00	38.46	45.00	36.26	100	91

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
6	*	23.08	62.50	61.54	*	15.38	24	13
7	*	25.00	62.96	55.00	*	20.00	27	20
8	*	18.18	65.22	50.00	*	31.82	23	22
9	*	0.00	*	72.22	*	27.78	15	18
10	*	9.09		63.64	*	27.27	*	11
12	*	*	*	*	*	*	*	*
All Grades	21.00	14.29	59.00	57.14	20.00	28.57	100	91

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
6	75.00	23.08	*	38.46	*	38.46	24	13
7	81.48	60.00	*	25.00	*	15.00	27	20
8	73.91	54.55	*	22.73	*	22.73	23	22
9	73.33	55.56	*	27.78		16.67	15	18
10	*	45.45	*	27.27		27.27	*	11
All Grades	74.00	52.75	20.00	26.37	*	20.88	100	91

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
6	*	7.69	*	30.77	75.00	61.54	24	13
7	*	30.00	*	15.00	70.37	55.00	27	20
8	*	18.18	*	13.64	60.87	68.18	23	22
9		11.11	*	44.44	86.67	44.44	15	18
10	*	9.09	*	9.09	*	81.82	*	11
All Grades	*	15.38	21.00	24.18	71.00	60.44	100	91

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
6	*	53.85	83.33	46.15	*	0.00	24	13
7	*	25.00	77.78	60.00	*	15.00	27	20
8	*	13.64	78.26	68.18	*	18.18	23	22
9	*	0.00	*	72.22	*	27.78	15	18
10		0.00	*	72.73		27.27	*	11
All Grades	11.00	18.68	79.00	63.74	*	17.58	100	91

Conclusions based on this data:

- In the second year of ELPAC data grades 6-8 have improved the overall score and the 9th grade has slightly declined; continued support for English Learners in Reading, Writing, and Speaking will help improve their ELPAC performance.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1987	61.1	5.7	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	5.7
Foster Youth	18	0.9
Homeless	48	2.4
Socioeconomically Disadvantaged	1215	61.1
Students with Disabilities	249	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	163	8.2
American Indian	3	0.2
Asian	79	4.0
Filipino	52	2.6
Hispanic	1186	59.7
Two or More Races	70	3.5
Pacific Islander	6	0.3
White	424	21.3







Conclusions based on this data:

1. Marshall's student population, including the subgroups, has remained constant for the past few years; there are no major shifts in Marshall's student population, based on this data. In 2019-2020 the SED students increases to 71%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow	Chronic Absenteeism  Orange	
English Learner Progress No Performance Color		
College/Career  Green		

Conclusions based on this data:

1. Marshall continues to excel in ELA, graduation, suspension, and College/Career
2. Marshall math scores have improved, but are still in the yellow color and more improvement is needed
3. Marshall's chronic absenteeism has increased (grades 6-8), thus moving the Dashboard color to orange.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.1 points above standard</p> <p>Increased ++3.9 points</p> <p>1049</p>	<p>English Learners</p>  <p>Red</p> <p>88.7 points below standard</p> <p>Declined -7.1 points</p> <p>207</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p>  <p>Orange</p> <p>32.8 points below standard</p> <p>Maintained -0.4 points</p> <p>31</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>30.9 points below standard</p> <p>Maintained ++2.1 points</p> <p>671</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>88.3 points below standard</p> <p>Increased Significantly ++23.4 points</p> <p>115</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 20.4 points below standard Declined -8.4 points 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 97.5 points above standard Increased Significantly ++29.2 points 42	 No Performance Color 68.5 points above standard Declined -7.3 points 33
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Increased ++3.3 points 620	 No Performance Color 77.7 points above standard Increased Significantly ++27.2 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 56.3 points above standard Maintained -2.1 points 229

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
164.6 points below standard Declined -14.9 points 53	62.6 points below standard Declined -5.1 points 154	32.7 points above standard Maintained ++2 points 521

Conclusions based on this data:

1. Marshall maintains an achievement gap.
2. Marshall's instructional coach has many responsibilities and cannot specifically concentrate on EL progress. More instructional coaching targeting EL would improve the EL and RFEP performance.
3. Special education services are not consistently implemented and provided. As full wrap-around support is given to SWD they will improve.

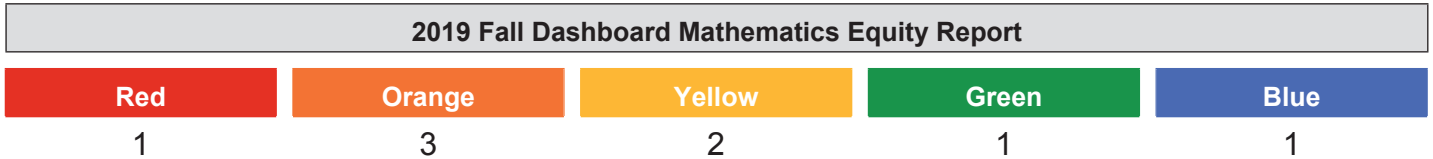
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 37.9 points below standard Increased ++6 points 1033	<p>English Learners</p>  Orange 113.4 points below standard Increased ++3.2 points 206	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  Red 108.5 points below standard Declined Significantly -16.5 points 32	<p>Socioeconomically Disadvantaged</p>  Yellow 74.4 points below standard Increased ++6.2 points 659	<p>Students with Disabilities</p>  Orange 132.1 points below standard Increased ++12.3 points 114

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 67.6 points below standard Declined -7.9 points 85	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 77.6 points above standard Increased Significantly ++31.4 points 42	 No Performance Color 51.8 points above standard Maintained -0.2 points 33
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 73.2 points below standard Increased ++3.7 points 611	 No Performance Color 63.9 points above standard Increased Significantly ++45.2 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 20.5 points above standard Maintained -1.1 points 227

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
189.6 points below standard Declined -10.4 points 54	86.3 points below standard Increased ++8 points 152	6 points below standard Maintained -0.1 points 512

Conclusions based on this data:

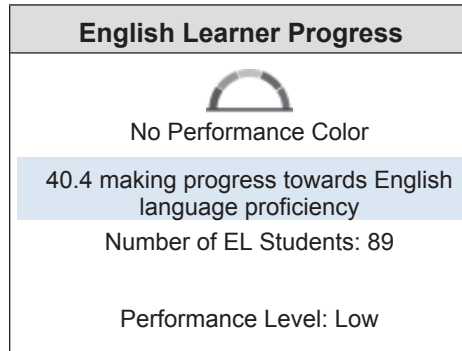
1. An achievement gap exists in math, although less pronounced than in ELA
2. Math scores, while below grade level, are remaining constant.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1	40.4	2.2	38.2

Conclusions based on this data:

1. Many EL students also have learning disabilities and additional support is needed in addressing ELs with disabilities.
2. Most EL students are making progress.

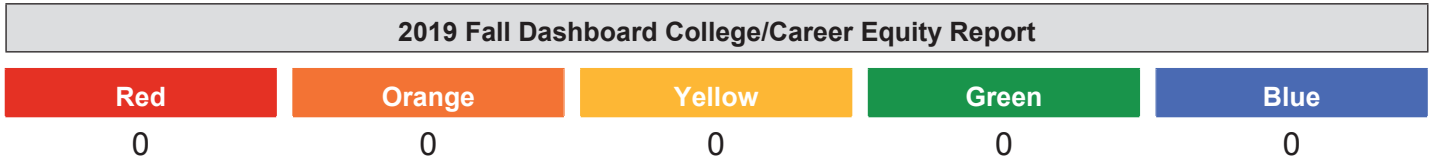
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>63.5</p> <p>Increased +7.5</p> <p>266</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
56 Prepared	56 Prepared	63.5 Prepared
16.9 Approaching Prepared	16.9 Approaching Prepared	13.2 Approaching Prepared
27.1 Not Prepared	27.1 Not Prepared	23.3 Not Prepared

Conclusions based on this data:

1. Marshall students across the board are demonstrating college and career preparedness.
2. As support is given to encourage students into a-g classes and achieve a C or better Marshall will continue to improve.

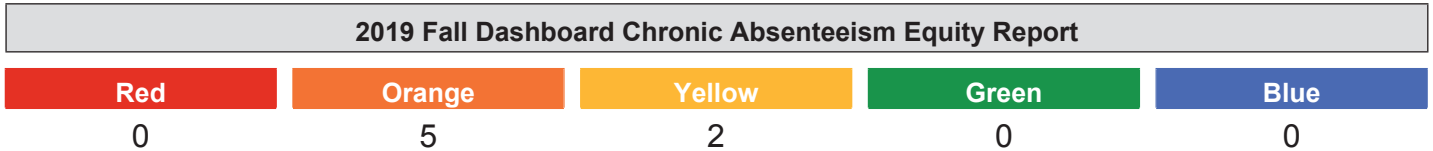
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.4 Increased +1.6 858	<p>English Learners</p>  Yellow 11.5 Declined -0.7 78	<p>Foster Youth</p>  No Performance Color 41.7 12
<p>Homeless</p>  Orange 12.9 Increased +7 31	<p>Socioeconomically Disadvantaged</p>  Orange 8 Increased +1.3 564	<p>Students with Disabilities</p>  Orange 16.5 Increased +4.3 109

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 14.8 Increased +6.9 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 29	 No Performance Color 0 Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5 Increased +0.6 504	 No Performance Color 5.3 Increased +2.8 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 4.3 Increased +2.6 188

Conclusions based on this data:

1. Marshall Chronic absenteeism has increased for all groups, except EL. The chronic absenteeism report is for grades 6-8 only.

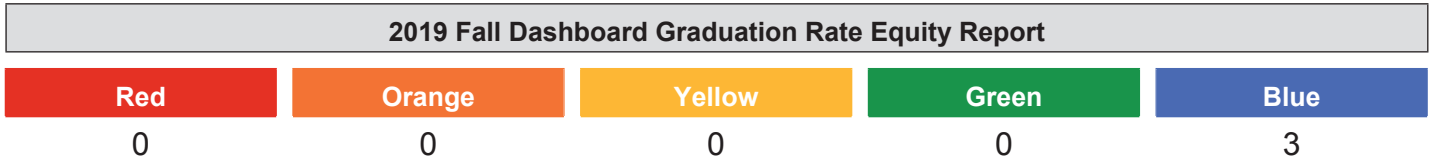
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 96.3 Maintained -0.9 267	<p>English Learners</p>  No Performance Color 92.9 Increased +9.5 14	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 86.7 15	<p>Socioeconomically Disadvantaged</p>  Blue 95.7 Declined -1.1 184	<p>Students with Disabilities</p>  No Performance Color 86.1 Maintained -0.1 36

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100 Maintained 0 24	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95 Declined -1.1 160	 No Performance Color 92.3 Declined -1 13	 No Performance Color 0 Students	 Blue 98.2 Declined -1.8 56

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.1	96.3

Conclusions based on this data:

1. Marshall continue to maintain a high graduation rate for all groups.

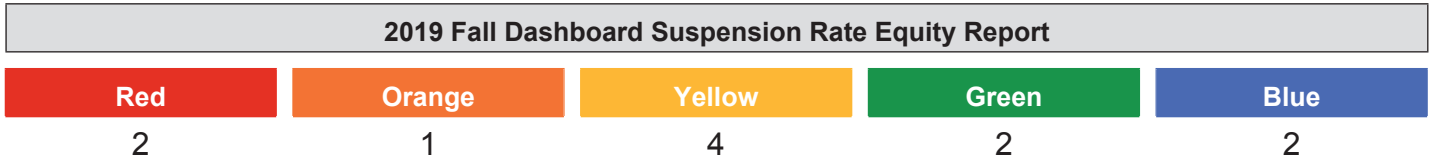
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 4.4 Declined -1.6 2039	<p>English Learners</p>  Red 11.8 Increased +0.9 119	<p>Foster Youth</p>  Red 35.1 Increased +10.1 37
<p>Homeless</p>  Yellow 6.7 Declined -3.7 75	<p>Socioeconomically Disadvantaged</p>  Yellow 6.1 Declined Significantly -2 1315	<p>Students with Disabilities</p>  Yellow 9.9 Declined Significantly -2.3 272

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 12 Declined Significantly -3.3 183	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Declined -1.3 79	 Blue 0 Maintained 0 54
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5 Declined -1.8 1211	 Orange 2.6 Increased +1.6 77	 No Performance Color Less than 11 Students - Data 6	 Green 2.3 Declined -0.9 426

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6	4.4

Conclusions based on this data:

1. While the overall suspension rate continue to decline, it increased for EL and Foster Youth.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.9 (Yellow) from 2019 by a total of 12.9 or more (to reach Green) with a stretch goal of 37.9 or more (to reach Blue) to end at -25 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline of -108.5 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 13.5 or more (to reach Yellow) to end at -105.5 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Asian will remain at the baseline of 77.6 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for White will increase the baseline of 20.5 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 35.5 or higher by the end of the 2021-2022 school year.

Students will all at least progress one grade level as measured by pre and post tests on the MDTP

Identified Need

Math SBAC performance has improved, increasing DFM by 6 points, but the mean DFM is still 37.9 points below grade level.

In 2021-2022 Based on the iReady results from Diagnostic 1 to Diagnostic 2 6th grade proficiency grew from 30% to 45%, 7th grade grew from 29% to 46%, and 8th grade grew from 19% to 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.9 (Yellow) from 2019 by a total of 12.9 or more (to reach Green) with a stretch goal of 37.9 or more (to reach Blue) to end at -25 or higher by the end of the 2020-2021 school year.	-37.9	-25
CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2020-2021 school year.	-113.4	-95
CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline of -108.5 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 13.5 or more (to reach Yellow) to end at -105.5 or higher by the end of the 2020-2021 school year.	-108.5	-105.5
CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or	-74.4	-25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
higher by the end of the 2020-2021 school year.		
CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2020-2021 school year.	-132.1	-95
CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2020-2021 school year.	-67.6	-64.6
CAASPP Math Average Distance From Standard for Asian will remain at the baseline of 77.6 or higher (to maintain Blue) from 2019 during the 2020-2021 school year.	77.6	77.6
CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2020-2021 school year.	-73.2	-25
CAASPP Math Average Distance From Standard for White will increase the baseline of 20.5 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 35.5 or higher	20.5	35.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
by the end of the 2020-2021 school year.		
Students will all at least progress one grade level as measured by pre and post tests on the MDTP	pre score given at the beginning of the year	+1 grade level by the post test given in May 2021

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)

All students

Strategy/Activity

Math department and 6th grade teachers will meet biweekly (including vertical teaming) to hold discussions and exchange of ideas and expertise to master pedagogy of standards using board approved and research-based materials.

Math teachers will incorporate blended learning; blended learning is using direct teaching blended with technology to support student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Daily incorporation of the CCSS into lessons per PUSD Scope & Sequence Chart. Courses will offer common assessments based on CCSS and use data to calibrate and improve instruction.

Teachers will collaborate on common, equitable, and grading reflective of math-level standards.

Teachers will participate in pull out days with district instructional coaches to focus on developing and analyzing common assessments.

Teachers will participate in training on textbook adoptions, Ready Math and Carnegie, to increase effectiveness of implementation and assessment to bridge gaps developed in distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will use the new CCSS and follow the district provided Scope & Sequence Pacing Chart

Teachers will use developed assessments and develop assessments as necessary based on CCSS and provide extended answers on the test (beyond multiple choice) that matches the Depth of Knowledge of CCSS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CCSS strategies and pertinent assessments will be used to promote collaboration, more effective and fluent communication, higher level/critical thinking and more creative applications of key concepts to solve varied problems.

Math classes will focus on math questions that will include all levels of DOK.

iReady (middle school) and Carnegie online used for no more than 45 minutes a week to provide practice for students and as an assessment tool. Teachers will use the SBAC Interim assessments for continued grade-level practice.

Teachers will research and use other online assessment materials, such as the Kahn Academy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be given frequent, often common, assessments. Students will be able to retake some assessments. Grades will reflect content learned. Students will be provided support to meet grade level standards.

Teachers will be trained in Carnegie, Ready Math and iReady to improve pedagogical skills to increase student performance on assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Academically At-risk students, Title 1 Students

Strategy/Activity

Provide targeted tutoring by adults to English Learners and academically at-risk students struggling in math with the development of the newly created math lab

Use of ALEKS (3-year license purchased in 2019) as an intervention tool for students who are behind math to give them practice to reach grade level standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Academically At-risk Students, Title 1 students

Strategy/Activity

Cross-curricular work in science classes to support math instruction

Teachers collaborate with math and science to connect science and math standards to support each other

Materials for math and science classrooms to support Title 1 students and provide more hands on activities and labs for the success of all types of learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

4000

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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.

On the California School Dashboard in Math from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 6 points to 37.9 points below standard (yellow)

Homeless students declined 16.5 points to 108.5 points below standard (red)

African American students declined 7.9 points to 67.6 points below standard (orange)

English learners increased 3.2 points to 113.4 points below standard (orange)

Students with Disabilities increased 12.3 points to 132.1 points below standard (orange)

Hispanic students increased 3.7 points to 73.2 points below standard (yellow)

Socioeconomically Disadvantaged students increased 6.2 points to 74.4 points below standard (yellow)

White students maintained (-1.1 points) at 20.5 points above standard (green)

Asian students increased 31.4 points to 77.6 points above standard (blue)

The plan was followed, and there was a new textbook adoption to implement. ALEKS was not used as an intervention in all grades.

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

Due to the sudden shift to Distance learning in March 2020, tutors from PCC did not work with students during the 2020-2021 school year. That money was shifted to provide more supplies for the math and science classrooms.

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.

As there are gaps developed with the change to distance learning as identified by assessments, the developed common assessments and training in adoptions will be used to focus on key areas and move forward at the appropriate level in 21-22 while simultaneously addressing previous gaps. Strategies 2, 5, and 6

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 4.1 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 19.1 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline of -32.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 27.8 or more (to reach Green) to end at -29.8 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Asian will remain at the baseline of 97.5 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for White will remain at the baseline of 56.3 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

Students will increase at least 100 lexile points as measured on the HMRI

Identified Need

Students need to continue to increase literacy and the demonstration of it as measured by the SBAC. The 2019 ELA SBAC scores DFM average is 4.1 points above grade level, bolstered by a strong performance at the 11th grade.

In the 2020-2021 school year 53% of students showed grade level proficiency on the HMRI (Reading Inventory).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 4.1 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 19.1 or higher by the end of the 2020-2021 school year.	4.1	19.1
CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2020-2021 school year.	-88.7	-85.7
CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline of -32.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 27.8 or more (to reach Green) to end at -29.8 or higher by the end of the 2020-2021 school year.	-32.8	-29.8
CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2020-2021 school year.	-30.9	-27.9

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2020-2021 school year.	-88.3	-70
CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2020-2021 school year.	-20.4	-5.4
CAASPP ELA Average Distance From Standard for Asian will remain at the baseline of 97.5 or higher (to maintain Blue) from 2019 during the 2020-2021 school year.	97.5	97.5
CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by the end of the 2020-2021 school year.	-24.9	-5
CAASPP ELA Average Distance From Standard for White will remain at the baseline of 56.3 or higher (to maintain Blue) from 2019 during the 2020-2021 school year.	56.3	56.3
Students in grades 6-12 not reading at grade level will	pre test HMRI score	increase at least 100 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase Lexile by 100 points on HMRI		

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)

All Students

Strategy/Activity

Cross-curricular collaboration with a focus on writing; special emphasis will be given to SWD and EL

Continue training in “Marshall Way” of writing implemented in all curricular areas with professional development for all departments. The "Marshall Way" is a standardized method of using common language in all classes to create strong, evidenced-based writing.

Professional Development to emphasize writing using evidence (work samples) in all curricular areas.

Vertical alignment in all curricular areas in how writing will be used at each level

Participation in PUSD initiative of Writing Workshops and teacher attendance and PUSD sponsored training on Writing Workshops

Build on the initial development a writing lab or center where students can receive targeted help in writing from adult tutors.

Training and support for the Writing Workshop methodology of teaching writing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
7000	LCFF - Supplemental and Concentration (S/C)
12000	Title I
7000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schoolwide training by site librarian in resources available in the library for conducting academic research

Develop common rubrics and teachers calibrate grading against common rubrics - common grading practices regarding writing and literacy

Teachers create a comprehensive list of essays all students write at all grade levels, with a specific target on research-based and reflection writing so students have the necessary essays for their Graduate Portfolio.

Online research databases made available 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)

4500

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Common reading and writing assignments across grade levels. Students will be given informational text selections with primary and secondary sources for them to read, evaluate, and write about in all curricular areas.

Writing and vocabulary instruction in all academic disciplines

Use of Accelerated Reader to bring in nonfiction literacy in all curricular areas, grades 6-8

Use TurnItIn.com for student revisions and to monitor plagiarism

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

LCFF - Supplemental and Concentration (S/C)

15000

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to reinforce and teach writing in all content areas Science and Social Studies will incorporate writing through the following writing strategies:

Document-based questions in all levels of history

Timed writing

Thesis practice

Narrative writing

Everybody writes

Focus on using evidence in writing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Marshall will engage students in Civic Learning through the Innovation Project to be completed by all students using cross-curricular skills with a paper that is turned in and an oral presentation.

Students will research, use an experiment, apply math to the research, write a paper, and do a presentation around an Innovative idea.

Staff will grade papers together using a common rubric

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners At-risk Students

Strategy/Activity

Use HMRI to measure lexile level and provide books of high interest to students at grade level to raise the reading level of English Learners and At-risk Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8700

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

On the California School Dashboard in ELA from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 3.9 points to 4.1 points above standard (green)

English Learners declined 7.1 points to 88.7 below standard (red)

African American students declined 8.4 points to 20.4 points below standard (orange)

Homeless students maintained (-0.4 points) at 32.8 points below standard (orange)

Socioeconomically disadvantaged students maintained (+2.1 points) at 30.9 points below standard (orange)

Students with Disabilities increased 23.4 points to 88.3 points below standard (orange)

Hispanic Students increased 3.3 points to 24.9 points below standard (yellow)

Asian students increased 29 points to 97.5 points above standard (blue)

White students maintained (-2.1 points) at 56.3 points above standard (blue)

TurnItIn.com and Accelerated Reader were implemented, although AR was used much less than in previous years and only in the middle school. The teachers did implement DBQ in the classes and articulated vertically the writing process to ensure each year students developed their writing in preparation for the Graduate portfolio.

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

As the school entered Distance Learning in the Fall writing tutors did not work with the students and the writing lab was not open during the 2020-2021 school year. The money was spent to buy more books to represent the various cultures of students on campus. Marshall did not do the Innovation Project during Distance Learning.

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.

As there are gaps developed with the change to distance learning as identified by assessments, the developed common assessments and training in adoptions will be used to focus on key areas and move forward at the appropriate level in 21-22 while simultaneously addressing previous gaps. There will be a renewed focus on the Marshall Writing Way. Marshall will return to the Innovation Project in the 21-22 school year. Strategies 1, 2, 3, 4, 5, and 6

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

By June 2022 the achievement gap as measured by the Distance from Mean (DFM) on both math and ELA SBAC will decrease by increasing the performance of academically at-risk subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic Status) greater than the school average.

By June 2022, 15% of the English Learners will reclassify.

Students of academically at-risk subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic status) will increase Lexile by 100 points as measured by the HMRI

Identified Need

In the 19-20 year, Marshall far exceeded the Reclassification standard of 15% by reclassifying 25% of the students. In the 20-21 school year in the first semester Marshall reclassified 7.5% of students. Due to Distance Learning the Reclassification Window is open through May so second semester rates are not currently available. Marshall needs to maintain the focus on reclassifying the students now in subsequent years and improving their performance on the ELPAC and in their English class as measured by their letter grade.

As measured by the DFM on the SBAC, English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic Status students perform lower than the school average and lower than the expected grade level. In order to close the gap they need to make larger score improvements than the general school population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain EL Reclassification rate above 15% annually	25%	15%
CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or	-113.4	-95

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
higher by the end of the 2020-2021 school year.		
CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or higher by the end of the 2020-2021 school year.	-74.4	-25
CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2020-2021 school year.	-132.1	-95
CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2020-2021 school year.	-67.6	-64.6
CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2020-2021 school year.	-73.2	-25
CAASPP ELA Average Distance From Standard for English Learners will decrease	-88.7	-85.7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2020-2021 school year.		
CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2020-2021 school year.	-30.9	-27.9
CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2020-2021 school year.	-88.3	-70
CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2020-2021 school year.	-20.4	15.4
CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by	-24.9	-5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the end of the 2020-2021 school year.		
Students of academically at-risk subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic status) will increase Lexile by 100 points as measured by the HMRI	lexile level determined with HMRI pretest	+100 Lexile points

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)

English Learners

Strategy/Activity

Use the Master Schedule to provide classes that address the needs of the LTELs

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

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

Per ELAC recommendation, at least 1 Field Trip to support EL and their goals and celebrate reclassification (PEF to provide bus)

Targeted training and support for students who are dual classified as EL and SWD so teachers are able to reach their language needs and learning disabilities.

Monitor RFEPs for 2 years after Reclassification

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

4000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Progress checks at least once each quarter, more frequently if student needs more support.

Training with all teachers in ELD strategies to support all students.

Form letter to parents from counselors regarding support to help failing grades

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

10046.88

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Specific EL classes (grades 6-11) to monitor student progress and support language needs of students.

Teachers will continue to apply EL strategies (every teacher given a folder with student names and effective strategies) to enhance vocabulary and strengthen students' listening, reading, writing, and communication skills

Teachers will follow the ELD curriculum using the LADD supported "Workshop Model."

"Ayuda-me" tutoring for English Learners and At-Risk students

Instructional Aide to support English Learners in their classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

33405

Title I

31994

Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Individual parent meetings held with LDRT and each EL parent to explain reclassification, what it means for the student, and how to support the student to reclassify - ILP (or PSP)

Beginning of the year EL Parent Orientation to inform parents of reclassification process and how to support their child

Data chats with LDRT and ELs at beginning and end of 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)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

Black/African American, Hispanic/Latino

Strategy/Activity

Adhering to CCSS, incorporate literature and studies from resources that represent cultural diversity and is reflective of the entire student population

Connect students with mentors in the community that reflect the diversity of the student population

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

English Learners, Black/African American, Hispanic/Latino, and SocioEconomic Status

Strategy/Activity

Provide targeted tutoring to at-risk students and communicate availability to parents, as directed by tutoring coordinator. Inform teachers of opportunities so they also provide referrals for students in need

After school credit recovery program for middle school students who have received an F on a semester grade

Provide mentoring to students who are struggling and at risk students

Provide high-interest, engaging literature to support reading proficiency for ELs and at-risk students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
15277	LCFF - Supplemental and Concentration (S/C)
21060	Title I
10000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

25% of English Learners reclassified.

On the California School Dashboard in ELA from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 3.9 points to 4.1 points above standard (green)

English Learners declined 7.1 points to 88.7 below standard (red)

African American students declined 8.4 points to 20.4 points below standard (orange)

Homeless students maintained (-0.4 points) at 32.8 points below standard (orange)

Socioeconomically disadvantaged students maintained (+2.1 points) at 30.9 points below standard (orange)

Students with Disabilities increased 23.4 points to 88.3 points below standard (orange)

Hispanic Students increased 3.3 points to 24.9 points below standard (yellow)

Asian students increased 29 points to 97.5 points above standard (blue)

White students maintained (-2.1 points) at 56.3 points above standard (blue)

On the California School Dashboard in Math from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 6 points to 37.9 points below standard (yellow)

Homeless students declined 16.5 points to 108.5 points below standard (red)

African American students declined 7.9 points to 67.6 points below standard (orange)

English learners increased 3.2 points to 113.4 points below standard (orange)

Students with Disabilities increased 12.3 points to 132.1 points below standard (orange)

Hispanic students increased 3.7 points to 73.2 points below standard (yellow)

Socioeconomically Disadvantaged students increased 6.2 points to 74.4 points below standard (yellow)

White students maintained (-1.1 points) at 20.5 points above standard (green)

Asian students increased 31.4 points to 77.6 points above standard (blue)

The at-risk groups are still not improving at a rate higher than the school.

English Learners are red in ELA and Orange in math

African American Students are orange in both ELA and math

English Learners are red in ELA and orange in math

Socioeconomically disadvantaged students are orange in ELA and yellow in math (showing positive growth in math)

Students with Disabilities are orange in ELA and yellow in math (showing positive growth in math)

Hispanic students are yellow in ELA and math (performing similar to All Students in math, but not in ELA)

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

With the shift to Distance Learning in March 2020, during the 2020-2021 school year the hourly employees were not cleared to work until later in the year so not all that money was spent and then was spent on providing culturally relevant books in the library.

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

This is similar to previous years, with the metric being more focused on DFM than mean and a focus on Dashboard colors.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Chronic Absenteeism for All Students will increase the baseline of 6.4 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.4 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for English Learners will decrease the baseline of 11.5 (Yellow) from 2019 by a total of -1.5 or more (to reach Green) with a stretch goal of -6.5 or more (to reach Blue) to end at 10 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Homeless Youth will decrease the baseline of 12.9 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -2.9 or more (to reach Green) to end at 12.4 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 8 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 8 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 16.5 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.5 or more (to reach Green) to end at 16 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for African American will decrease the baseline of 14.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.8 or more (to reach Green) to end at 14.3 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Hispanic will increase the baseline of 6.5 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.5 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for White will increase the baseline of 4.3 (Yellow) from 2019 by a total of 0 or more (to reach Green) with a stretch goal of -1.8 or more (to reach Blue) to end at 4.3 or lower by the end of the 2021-2022 school year.

Identified Need

The chronic absenteeism rate is 6.4%. During the 20-21 school year, due to Distance Learning and the change in marking attendance, the attendance rate is near 97%. Upon the return from Distance Learning in the 21-22 school year Marshall needs to work to improve in-person attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain an average daily attendance rate for school greater than 96%	96.86%	96%
Chronic Absenteeism for All Students will increase the baseline of 6.4 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.4 or lower by the end of the 2020-2021 school year.	6.4%	6.4%
Chronic Absenteeism for English Learners will decrease the baseline of 11.5 (Yellow) from 2019 by a total of -1.5 or more (to reach Green) with a stretch goal of -6.5 or more (to reach Blue) to end at 10 or lower by the end of the 2020-2021 school year.	11.5%	10%
Chronic Absenteeism for Homeless Youth will decrease the baseline of 12.9 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -2.9 or more (to reach Green) to end at 12.4 or lower by the end of the 2020-2021 school year.	12.9%	12.4%
Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 8 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 8 or lower by the end of the 2020-2021 school year.	8%	8%
Chronic Absenteeism for Students with Disabilities will decrease the baseline of 16.5 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.5 or more (to reach Green) to	16.5%	16%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
end at 16 or lower by the end of the 2020-2021 school year.		
Chronic Absenteeism for African American will decrease the baseline of 14.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.8 or more (to reach Green) to end at 14.3 or lower by the end of the 2020-2021 school year.	14.8%	14.3%
Chronic Absenteeism for Hispanic will increase the baseline of 6.5 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.5 or lower by the end of the 2020-2021 school year.	6.5%	6.5%

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)

At-Risk Students, RTI Tier 2 students

Strategy/Activity

Continue Response to Intervention (RTI) training with staff working on proactive strategies Marshall staff will do prior to students engaging in behavior that merits a referral or suspension.

Assistant principal to lead RTI and behavior intervention with the staff

Continued use of alternate forms of suspension.

Target at-risk students before they get in trouble or grades fall behind. Use positive rewards for students

Connect students to mentors and extracurricular activities (clubs, music, and sports) to create positive involvement in school - with a target on increasing more middle school activities

50% District SRO to work with at-risk students and provide peer mediation, mentoring, and behavior 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)

29888

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use the school safety committee led by parents, students, teachers, staff, and an administrator to continually revise the site safety plan.
The school safety committee will meet at least once a quarter providing progress of their plan.
2 fire drills per year, earthquake drill, and shelter-in-place

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Systematic check-in system developed in the office using front security door to buzz in visitors.
Signs posted on exit to keep doors securely shut to bring visitors through the front of the school
Cameras used to help maintain campus security

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

The overall attendance rate continues above 96%.

On the California School Dashboard Chronic Absenteeism (6-8) changed from 2017-2018 to 2018-2019 as follows:

All students increased 1.6% to 6.4% (orange)

African American students increased 6.9% to 14.8% (orange)

Students with Disabilities increased 4.3% to 16.5% (orange)

Hispanic students increased 0.6% to 6.5% (orange)

Homeless students increased 7% to 12.9% (orange)

Socioeconomically Disadvantaged students increased 1.3% to 8% (orange)

English Learners declined 0.7% to 11.5% (yellow)

White students increased 2.6% to 4.3% (yellow)

The school continued to provide tutoring through volunteers on Monday mornings and after school. Perfect attendance awards were given out with the Honor Roll and a Perfect Attendance board was created on campus. A "Catch students doing good" program was continued where staff would report students doing good and they would get an award.

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

Due to Distance Learning attendance was counted differently, as students could log into class, attend in person, or just email sayin they had technology issues. The focus in 21-22 will be improving in person attendance.

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

This goal will continue, with the goal to increase personnel to add to the socio-emotional support for students so they miss less school.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

Suspension Rate for All Students will decrease the baseline of 4.4 (Green) from 2019 by a total of -1.9 or more (to reach Blue) to end at 2.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for English Learners will decrease the baseline of 11.8 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 11.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Foster Youth will decrease the baseline of 35.1 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 34.8 or lower by the end of the 2021-2022 school year.

Suspension Rate for Homeless Youth will decrease the baseline of 6.7 (Yellow) from 2019 by a total of -2.2 or more (to reach Green) with a stretch goal of -4.2 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Socioeconomically Disadvantaged will decrease the baseline of 6.1 (Yellow) from 2019 by a total of -1.6 or more (to reach Green) with a stretch goal of -3.6 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 9.9 (Yellow) from 2019 by a total of -5.4 or more (to reach Green) with a stretch goal of -7.4 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for African American will decrease the baseline of 12 (Yellow) from 2019 by a total of -7.5 or more (to reach Green) with a stretch goal of -9.5 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Asian will remain at the baseline of 0 or lower (to maintain Blue) from 2019 during the 2021-2022 school year.

Suspension Rate for Filipino will remain at the baseline of 0 or lower (to maintain Blue) from 2019 during the 2021-2022 school year.

Suspension Rate for Hispanic will decrease the baseline of 4.5 (Green) from 2019 by a total of -2 or more (to reach Blue) to end at 2.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for White will decrease the baseline of 2.3 (Green) from 2019 by a total of -1.3 or more (to reach Blue) to end at 1. or lower by the end of the 2021-2022 school year.

Suspension Rate for Two or More Races will decrease the baseline of 2.6 (Orange) from 2019 by a total of -0.1 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 2.5 or lower by the end of the 2021-2022 school year.

Identified Need

The annual suspension rate has declined to 4.4% of all students suspended at least once. During the 20-21 school year, due to Distance Learning there were no suspensions. Upon the return from Distance Learning in the 21-22 school year Marshall needs to work to reduce suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate for All Students will decrease the baseline of 4.4 (Green) from 2019 by a total of -1.9 or more (to reach Blue) to end at 2.5 or lower by the end of the 2020-2021 school year.	4.4%	2.5%
Suspension Rate for English Learners will decrease the baseline of 11.8 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 11.5 or lower by the end of the 2020-2021 school year.	11.8%	11.5%
Suspension Rate for Foster Youth will decrease the baseline of 35.1 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 34.8 or lower by the end of the 2020-2021 school year.	35.1%	34.8%
Suspension Rate for Homeless Youth will decrease the baseline of 6.7 (Yellow) from 2019 by a total of -2.2 or more (to reach Green) with a stretch goal of -4.2 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.	6.7%	4.5%
Suspension Rate for Socioeconomically	6.1%	4.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disadvantaged will decrease the baseline of 6.1 (Yellow) from 2019 by a total of -1.6 or more (to reach Green) with a stretch goal of -3.6 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.		
Suspension Rate for Students with Disabilities will decrease the baseline of 9.9 (Yellow) from 2019 by a total of -5.4 or more (to reach Green) with a stretch goal of -7.4 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.	9.9%	4.5%
Suspension Rate for African American will decrease the baseline of 12 (Yellow) from 2019 by a total of -7.5 or more (to reach Green) with a stretch goal of -9.5 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.	12%	4.5%
Suspension Rate for Hispanic will decrease the baseline of 4.5 (Green) from 2019 by a total of -2 or more (to reach Blue) to end at 2.5 or lower by the end of the 2020-2021 school year.	4.5%	2.5%
Suspension Rate for Two or More Races will decrease the baseline of 2.6 (Orange) from 2019 by a total of -0.1 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 2.5 or lower by the end of the 2020-2021 school year.	2.6%	2.5%

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Good attendance required for admittance to school dances (including prom) and activities
Assistant principal to hold meetings with parents of habitually truant students
Students with excessive absences and tardies placed on school contract in August
Inclusion of Perfect Attendance Awards for students at the Evening of Excellence

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
3500	Title I
1496	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Students With Disabilities, Latino, and African American

Strategy/Activity

Behavior Intervention Specialist or Community Representative and Tutoring Coordinator to work with families, students, and teachers on referral basis and by using data points on behavior and academics to reach out to students in behavior and academic jeopardy with a focus on EL, SWD, Latino, and African American students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
20183	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

After school intervention for students with 5 or more tardies per week

Saturday School implemented for at-risk students for tardies and behavior in lieu of suspension

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

10067

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

On the California School Dashboard Chronic Absenteeism (6-8) changed from 2017-2018 to 2018-2019 as follows:

All students increased 1.6% to 6.4% (orange)

African American students increased 6.9% to 14.8% (orange)

Students with Disabilities increased 4.3% to 16.5% (orange)

Hispanic students increased 0.6% to 6.5% (orange)

Homeless students increased 7% to 12.9% (orange)

Socioeconomically Disadvantaged students increased 1.3% to 8% (orange)

English Learners declined 0.7% to 11.5% (yellow)

White students increased 2.6% to 4.3% (yellow)

The In School Suspension room was closed down and teachers implemented alternative methods to help support students. A teacher was assigned to supervise and counsel during lunch detention and additional supervision was provided during lunch to allow more space for students to be during unstructured time.

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

Due to Distance Learning Saturday School and the Behavior Intervention Specialist were not used during the school year, in fact as students were not on campus there were not behavior issues. The school focused on developing resources for a wellness room and mental health supports when students return to school.

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

This goal will continue, with the goal to increase personnel to add to the socio-emotional support for students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

By June 2022 more than 90% of all students will have at least 1 parent with a parent portal account.

Identified Need

In the 2020-2021 school year 95% of parents at Marshall have a Parent Portal account. Marshall reaches out and involves parents. Currently 78% feel encouraged to be involved. Marshall strives to involve parents from all groups to have diverse representation by having ELAC, AAPC, Music Boosters, Athletic Boosters, SSC, PTSA, and Annual Fund. Marshall needs to maintain the involvement in Parent Portal and involve all parents in the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of parents agreeing that the school encourages parent involvement to 90%	78%	90%
Maintain Parent Portal accounts over 90% of all students have at least 1 parent with a parent portal account	95%	92%

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)

All Students and English Learners

Strategy/Activity

Training is needed for parents, in English and in Spanish, how to access and use all data for Parent Portal (academics and attendance)

Computers for parents to use on campus to access Parent Portal if they do not have Internet access at home.

Use of PUSD phone app to push information to families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

7000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, English Learners, Students with Disabilities, Latino, African American, and SocioEconomic Status

Strategy/Activity

Communicate with parents through various methods, print, email, and phone. In addition to posting information on the school website and social media.

All communication sent in at least English and Spanish.

Assistant Coordinator, Marketing, Student Recruitment and Community Relations to work in the office to market the school to the community to develop positive relationships and build connections within the community with a focus on connecting all subgroups, including EL, SWD, Latino, and African American families.

Blackboard Connect allows staff to communicate via phone, email, and text message.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

120275

Source(s)

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Make webpage a resource for all families with the following: Up-to-date school calendar; Counseling page including a-g requirements, up-to-date course offerings; library webpage with resources and databases, information on the graduate defense; links to Parent Portal. Increase the

number of college counseling resources on the website. Teacher web pages included Power Learning (Haiku) and Google classroom, and will transition to Canvas

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Students with disabilities, African American

Strategy/Activity

Recruit African American parents, parents of English Learners, and parents of Students with Disabilities to be involved in all parent groups.

Provide translation services at all parent events.

Have an administrator present at each parent group meeting to receive input and provide guidance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students from Spanish speaking families

Strategy/Activity

Bilingual Employee to work with Spanish speaking community to support ELAC, set up Parent Portal accounts, translate at meetings to provide access for all, and facilitate communication between the school and the families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

22582

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

Per the California School parent survey, parents agreeing that the school encourages parental partnership in their child's education increased 1%.

The number of students with at least one parent with a parent portal account increased 3%, and maintains over 90%.

The 7 Marshall parent groups continue to meet regularly and be involved in the school. The Annual Fund increased its involvement in raising money to help support school facilities. Two newsletters were sent out to families. An additional Spanish newsletter was sent out to Spanish speaking families. Administrators were present and supportive of all the parent groups. The webpage was improved adding department webpages with resources for each department and course catalogs for the families.

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

Due to the shift to Distance Learning in March 2020 the community assistant bilingual was not cleared to start right away, but began working later in the school year. Parent meetings were held virtually, but no trainings were held.

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.

The goal has remained similar with a concerted focus to keep communication to families and parent involvement a top priority in the school.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 7

Graduation Rate for All Students will remain at the baseline of 96.3 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

Graduation Rate for Socioeconomically Disadvantaged will remain at the baseline of 95.7 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

Graduation Rate for Hispanic will remain at the baseline of 95 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

Graduation Rate for White will remain at the baseline of 98.2 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

College/Career Indicator Percent Prepared for All Students will increase the baseline of 63.5 (Green) from 2019 by a total of 6.5 or more (to reach Blue) to end at 70 or higher by the end of the 2021-2022 school year.

College/Career Indicator Percent Prepared for Socioeconomically Disadvantaged will increase the baseline of 57.1 (Green) from 2019 by a total of 9 or more (to reach Blue) to end at 66.1 or higher by the end of the 2021-2022 school year.

College/Career Indicator Percent Prepared for Hispanic will increase the baseline of 54.7 (Green) from 2019 by a total of 9 or more (to reach Blue) to end at 63.7 or higher by the end of the 2021-2022 school year.

College/Career Indicator Percent Prepared for White will remain at the baseline of 83.9 or higher (to maintain Blue) from 2019 during the 2021-2022 school year.

Identified Need

Marshall continues to maintain approximately 2/3 of seniors graduating meeting California's definition of College/Career Ready. The AP passage rate and overall number of students attempting and passing AP exams continues to rise, with 56% of AP tests receiving a passing score.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Indicator Percent Prepared for All Students will increase the	63.5	70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
baseline of 63.5 (Green) from 2019 by a total of 6.5 or more (to reach Blue) to end at 70 or higher by the end of the 2020-2021 school year.		
Increase the % of students scoring 3 or higher on the AP exams by 2 percentage points	48%	50%
Maintain cohort graduation rate above 96%	96.3%	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)

Strategy/Activity

Teachers, including special education, will continue be trained with district PUSD staff and school administration on CCSS and lesson development. Teachers will access CRW lessons. Teachers will reflect and measure effectiveness of lessons on student learning.

Students need practice on performance based, technology-enhanced assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Implementation of ACI in 9th-12th grade.

Development of our own projects based on CCSS, partnering with local business and community members with a culminating product and presentation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continued support from the ELA and math Common Core Lead Teachers for their respective departments in establishing deadlines, providing instructions for data upload, and following up with individual teachers.

Reinforcement from administration in holding teachers accountable for administering the benchmarks (MDTP, iReady, Interim SBAC) and performance tasks.

IO professional development on creating and administering assessments in IO

Department time focused specifically on development of common assessments

Target: Departments to implement at least two common assessments (for the whole department, by grade level, or by level of class) for the school year in addition to assessments required by the district.

Continue to create and give assessments in information systems where data can be gathered, disaggregated, and analyzed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

At leadership retreat prior to 2021-2022 school year, with input from department chairs, develop the professional development plan for A Mondays for the year.

Prior to the start of the school year, plan dates for departmental pullout days.

Continue to plan and deliver professional development focused on classroom management.

Administrators will continue to conduct informal observations during which they assess depth of knowledge, use of Teach Like a Champion strategies and the Marshall Writing Way. DOK, Teach Like a Champion, and RTI data will continue to be reported to teachers in the weekly e-newsletter.

Professional development prior to end of current school year to examine data and discuss next steps.

Departments will develop 3 goals for the year focused on EL, Writing, and cross-curricular work.

Each department will develop its goals for the 2021-2022 school year by June 2022.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

2000

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continued training in A Mondays on pedagogical technology, emphasizing Canvas

With partnership with PUSD roll out 1:1 Chromebook environment 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

All 10th and 11th graders will take PSAT as provided by PUSD

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

Incorporate SAT style prompts in classes

Train new AP teachers through College Board training on AP Exams and publicly celebrate students for taking challenge of AP Exams and for passing AP Exams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Targeted counseling needs to be available to students pursuing ACI.
50% counselor to work on developing students as leaders
Students need mentorship from industry professionals.
The school needs an advisory board to connect the work of ACI to industry and increase internship opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
57502	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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.

The percentage of students graduating with a-g requirements decreased by 2%.
The passage rate of AP exams increased by 7%.
The cohort graduation rate stayed above 96% at 97%.

Each of the new AP teachers attended the College Board training in the summer for AP teachers. Counselors made goals to monitor a-g completion rates of students. Teachers developed vertical articulation from grades 6-12 to ensure pedagogy increases in complexity with each grade level. This was the first year of implementation of the graduate defense and the staff participated in professional development in preparing students to succeed in the graduate defense. Marshall partnered with LEARNs and CAP to provide additional college counseling to students. In 2018 the first students graduated with the ACI medallion and work-based internships were made available to students. In 2020 over 50 students are anticipating to receive the ACI Medallion

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

Due to the shift to distance learning in March 2020, department goals were not completely adhered to. Other parts of the plan were followed as outlined. The Advisory Board for the Academy was implemented, although they board members were not as effectively engaged as the school had originally planned.

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.

The goal continues to remain the same with a focus on the same supports.

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	\$284,353.88
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$284,353.88
Other State/Local Funds provided to the school	\$253,050.00

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 Funding Sources	Allocation (\$)
Title I	\$284,353.88

Subtotal of additional federal funds included for this school: \$284,353.88

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$253,050.00

Subtotal of state or local funds included for this school: \$253,050

Total of federal, state, and/or local funds available for this school: \$537,403.88

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	284,353.88	
LCFF - Supplemental and Concentration (S/C)	253,050.00	

Expenditures by Funding Source

Funding Source	Amount
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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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karen Delgado	Parent or Community Member
Anita Abledu	Secondary Student
Mark Anderson	Principal
Gina Hernandez	Parent or Community Member
Veronica Serrano	Classroom Teacher
Marc Karish	Parent or Community Member
Hannah Meyers	Secondary Student
Leslie Stotlar	Classroom Teacher
Zara Agvanian	Classroom Teacher
Felita Kealing	Other School Staff
Lilia Romero	Classroom Teacher
Janet Morris	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
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee
	Other: PTSA, Athletic Boosters, Music Boosters, ACI Advisory Committee, ASB

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 April 14, 2021.

Attested:

	Principal, Mark Anderson, PhD on 04/14/2021
	SSC Chairperson, Marc Karish on 04/14/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,700,119.03:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: Marshall

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,700,119.03	9651	\$176.16	1423	\$250,675.68



Pasadena Unified School District
Child Welfare, Attendance & Safety
Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Marshall Fundamental	Principal: Dr. Mark Anderson
School Number: 95	Counselor: Catherine Charles
Date Completed: 5/7/2021	Principal Signature:

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

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal
97.96%	98%
	2021-22 ADA Long Term Goal
	99%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN		
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly
		Measure of Success



Pasadena Unified School District Child Welfare, Attendance & Safety

<p>Regular review of attendance data</p> <ul style="list-style-type: none"> Attendance clerk will provide administration with weekly attendance to review for accuracy and to identify strategies to keep students in class Notify any pupil who is chronically absent (a pupil who is absent from school for 10% or more of the school days in one school year) and supply appropriate interventions (Truancy letters, SART/SARB/SSST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.) 	<p>Frequently absent or tardy students (pupils who are absent from school for 10% or more of days in one school year)</p>	<p>Run AERIES reports weekly to identify chronically absent students</p> <p>Apply interventions on an ongoing basis</p>	<p>Identified strategies to support frequently tardy or absent students.</p> <p>Individualized plan and appropriate interventions for 100% of students who have been identified as chronically absent on a weekly basis</p> <p>Improve the attendance of chronically absent students 50% or more to be assessed quarterly</p>
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GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency	Measure of Success
<p>Social Emotional/ Second Step Curriculum - SEL/ 7th grade counselor will visit classes to give lesson on the importance of attendance, study skills and overall wellness</p> <p>Students will set their own attendance goals to monitor their absences on a daily basis using an attendance worksheet</p> <p>Create publications delineating attendance expectations (weekly Sunday Blast, biannual newsletter, PTSA Constant Contact)</p>	<p>7th grade students</p> <p>All students</p> <p>All parents</p>	<p>Daily/Weekly/Monthly/Yearly</p> <p>Once per semester</p>	<p>Reduced number of absences</p> <p>Reduced number of truancies</p> <p>Reduced chronic absenteeism</p> <p>Increased self-esteem as self-reported on surveys of students</p>
		<p>Include attendance messages each month either from a blast or a newsletter</p>	



Pasadena Unified School District Child Welfare, Attendance & Safety

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>SART - Conferences, Individual and Group SART conferences held regularly where students and parents sign contracts</p> <p>Trauma informed and restorative practices are used to build relationships with all students</p> <p>Recognize Perfect Attendance biannually at the Evening of Excellence a post a sign in family's yard</p>	<p>Students with 5 or more truancies, at risk for SARB meetings.</p> <p>All students and teachers (through professional development)</p>	<p>Monthly/ As needed</p> <p>Semester and end-of-year awards</p>	<p>SART signed by teachers and students.</p> <p>Increased overall ADA percentage, which will be measured at year's end</p> <p>Progress monitoring of ADA figures at the end of every attendance month</p>



Guía de Consulta para Padres:

Normas de Asistencia Escolar

No descuiden
las clases

Desde que se inicia el Kindergarten y hasta terminar la preparatoria, asistir con regularidad a la escuela es un factor importante para el éxito académico. Incluso cuando los niños crecen y se hacen más independientes, las familias juegan un papel clave para que los estudiantes acudan a la escuela con seguridad todos los días, y que entiendan por qué la asistencia es tan importante para el éxito en la escuela y en el trabajo.



¿SABÍAN QUE?

- El Distrito tiene la obligación, en virtud de la legislación, de notificar a los padres / tutores cuando un estudiante está ausente sin justificación.
- Se clasifica como faltista o estudiante ausente sin justificación alguna, al alumno sujeto a la enseñanza obligatoria que esté ausente de la escuela sin una excusa válida tres días completos, o tarde o ausente por más de un período de 30 minutos durante el día escolar sin una excusa válida en tres ocasiones en una escuela año, o cualquier combinación de los mismos.
- De acuerdo a las normas vigentes, las ausencias justificadas son:
 - ⇒ Enfermedad
 - ⇒ Comparecía en juzgados/ Ser parte de un jurado
 - ⇒ Citas con el medico/dentista
 - ⇒ Reunión para recibir a familiar de las fuerzas armadas
 - ⇒ Asistencia a sesiones educativas o de trabajo
 - ⇒ Funerales
 - ⇒ Motivos religiosos

¿QUÉ HACER EN ESTOS CASOS

COMUNICACIÓN CON LA ESCUELA

- Este al tanto de la asistencia de su hijo para que no acumule faltas excesivas
- Si tiene problemas para que su hijo acuda regularmente a la escuela pida ayuda al personal escolar, a los responsables de programas educativos complementarios, a otros padres de familia y a organizaciones comunitarias.
- **Cuando el alumno falte por causa justificada, mande una nota a la escuela en el lapso de tres días con la siguiente información:**
 - ⇒ Nombre del alumno que faltó a clases
 - ⇒ Nombre y firma del padre de familia o tutor que escribió la nota
 - ⇒ Fecha de la nota
 - ⇒ La fecha o fechas en que el alumno faltó a clases
 - ⇒ Motivo de la falta o faltas
 - ⇒ En su caso, incluya una nota de justificación que proporcione el médico

Child Welfare, Attendance & Safety
Eric Sahakian, Director
351 S. Hudson Ave. Room 206,
Pasadena, CA 91109
(626) 396-3600, Ext. 88230



Quick Reference Guide for Parents:

Attendance Policy

Pay Attention to Attendance

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.



DID YOU KNOW?

- The District is obligated, under statutory law, to notify the parent/guardian when a student is truant.
- A truant student is any pupil subject to compulsory education who is absent from school without a valid excuse three full days, or late or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant.
- According to State law, the following reasons are considered excused absences
 - ⇒ Illness
 - ⇒ Court Hearings/ Jury Duty
 - ⇒ Doctor/Dentist Appointment
 - ⇒ Military Family Reunification
 - ⇒ Attendance to and Employment / Educational Conference
 - ⇒ Funeral
 - ⇒ Religious Observance

WHAT YOU CAN DO

COMMUNICATE WITH THE SCHOOL

- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.
- **If the student misses school for an excusable reason, provide the school a written note with the following information within 3 school days from the absence:**
 - ⇒ The absent child's name
 - ⇒ The Name and Signature of the Parent/Guardian who wrote the note
 - ⇒ Date of the note
 - ⇒ Date of absence(s) to which the note refers
 - ⇒ The reason for the absence
 - ⇒ Or provide a medical note

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Comprehensive Needs Assessment Form

School Name: Marshall Fundamental Secondary School

School Year: 2020-2021

Stakeholders

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan.
[34 C.F.R. §200.26(a)(2)]

Who was involved in the comprehensive needs assessment?

Be sure to include stakeholder groups by name.

Principal and administrators

Teachers

Classified (school support) Staff

Parents, including ELAC

Students

How were stakeholders involved in the comprehensive needs assessment?

Be sure to include how teachers, parents/families, and school support staff were involved.

Principal and administrators - As an administrative team, the principal and assistant principals analyzed data and prepared staff development for teachers and classified staff to involve all stakeholders in the comprehensive needs assessment.

Teachers - Data was presented at staff meetings and teachers were put into groups to review the data and break it down to root causes and submit suggestions. The site leadership team (with department chairs representing teachers in their departments) then reviewed the work and suggestions of the teachers to focus the needs assessment at the site incorporating the work of all the teachers. Teachers also completed surveys to provide input.

Classified (school support) Staff - Meetings with the classified staff were held for them to analyze student achievement data and provide input.

Parents (including ELAC) - Marshall has 7 active parent groups: PTSA, Annual Fund, School Site Council, ELAC, African American Parent Council, Music Boosters, and Athletic Boosters. The SSC is presented data monthly that aligns to the School Plan and analyzes the data and the parents, teachers, and classified staff provide information. The SSC provided recommendations



Comprehensive Needs Assessment Form

based on the data. ELAC looks at data monthly to focus on the needs of English Learners and their families. California Healthy Survey was distributed to parents prior to this year.

Students - Students in 7th, 9th, and 11th grade (prior to this year) completed the California Healthy Kids Survey. The student government representatives at both the middle and high school level looked at data to provide input and voice to the students. Students are also represented on the SSC.



Comprehensive Needs Assessment Form

DATA SOURCES

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

What data sources did stakeholders review (qualitative and quantitative)?

Be sure to include data sources including school climate, student achievement, and school profiles. Common sources include the CA Dashboard, Chronic Absenteeism Reports, School Discipline Data, Parent Surveys.

Qualitative Data:

- Teacher perceptions of student discipline issues
- Focus groups (WASC) on Governance, Curriculum, Instruction, Assessment, and school culture
- NASSP school culture surveys - open ended questions

Quantitative Data:

- SBAC scores
- AP scores
- AP student enrollment demographics
- Attendance
- Referral data
- Suspension data
- English learner reclassification rates (with a focus on ELs who are also Special Education students)
- Grades
- CHKS survey for staff, students, and parents
- Parent Portal data
- NASSP school culture surveys



Findings

What were the findings of the data?

(just the facts; not opinions)

Problem Statement 1: English Learners - SpEd ELs are not reclassifying at the same rate as General Ed English Learners

- a. 62 of the 124 ELs are SpEd (50% of ELs have IEPs, but only 11% of the total school population has an IEP)
- b. 100% of ELs with an IEP enrolled in the school system 2009 or earlier, while only 16% of ELs without IEPs enrolled in the school system 2009 or earlier; 86% of students who began US schooling 2009 or earlier and have not reclassified have an IEP

Problem Statement 2: Literacy/Numeracy - Student achievement in numeracy decreases through the grades and literacy increases as compared to state averages measured by SBAC and AP exams.

- a. 3 times as many Marshall students attempt an AP test in a literacy-based class compared to a numeracy-based class, and 3 times more students pass literacy-based exams compared to numeracy based exams. At the state level, it is less than double the amount attempting literacy-based exams and less than double the amount passing compared to numeracy-based exams
- b. On the SBAC, 16-17, Literacy proficiency in 6th grade was 1 % lower than the state average and by 11th grade was 8 % higher than the state average. In Math, for 6th grade proficiency is 13% higher than the state average and in 11th grade is 4% lower than the state average.

Problem Statement 3: Response to Intervention - Students of color and/or SPED are referred for discipline at a higher rate than other students.

- a. 26% of the top 19 students in each grade level receiving referrals are SpecEd; SpecEd is 12% of the population
- b. 66% of all referrals are for Hispanic students and 22% are for African American students; they represent 60% and 10% of the population, respectively

What trends were noticed over time in schoolwide, sub-group, and/or grade level data?

English Learners

- Reclassification testing does not have modifications or accommodations for students with IEPs and IEP goals may not have a strong emphasis on reclassification
- In the classroom teachers need to plan to differentiate for both ELD and Spec Ed issues

Literacy/Numeracy

- With the adoption of CCSS frequent changing of materials and resources for numeracy-based classes with less focus on teacher development
- Literacy-based classes engage students with relevancy more than numeracy-based classes

Response to Intervention

- Assumptions that all teachers have the resources and techniques to work with culturally diverse students and support for students with disabilities in their GE classes



Prioritized Needs

Based on the data, which needs are most critical?

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

English Learners:

- Develop an alternative assessment to reclassify for SpecEd
- Train EL Coaches and Spec Ed teachers on alternative assessment strategies for Spec Ed to reclassify
- Train teachers on how to reach EL and Spec Ed needs simultaneously

Literacy/Numeracy:

- Training, such as Capturing Kids Hearts, to focus on connections to students
- Paid time for teachers to participate in Instructional Walkthroughs to learn from each other
- Consistent support for teachers in implementation of high school math curriculum with textbooks with follow up PD to maintain integrity of the program
- Purchase supplies for science to provide more hands on science activities to connect math to other subjects and real life

Response to Intervention:

- Recruitment and training for instructional aides and for teachers in how to utilize instructional aides to engage students in academic learning and social-emotional support with a focus on diverse student populations and students with disabilities
- Courses focused on social-emotional well-being and leadership for students in lieu of a traditional elective and coordinators to provide after-school services that encourage respectful and meaningful interactions, i.e. Restorative Justice
- Collaboration with behavior experts such as police officers, counselors, mental health professionals, case workers, and parents to work together with school personnel

Which needs will have the greatest impact on student outcomes, if addressed?

Evaluation measures/targets for priority focus areas:

- Reclassification rates of ELs who have IEPs
- Increase in high school math proficiency in SBAC, AP Test, and grades
- Reduction in referrals and suspensions of students of color and Spec Ed students



Root Cause Analysis

What are the potential root causes of the needs or concerns the team has prioritized?

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

English Learners:

If alternative measures for reclassifying English Learners who have disabilities is implemented, teachers and instructional aides are trained to address language and disability simultaneously, and EL Coaches and Spec Ed teachers collaborate together in goal setting and administering reclassification criteria, then more EL students with disabilities will reclassify.

Literacy/Numeracy:

If textbooks and curriculum for high school math are adopted and supported consistently for 3-5 years, teachers of numeracy are trained to build connections and relevancy with students, teachers participate in Instructional Walkthroughs, and science classes are provided supplies to explicitly connect math to their content then high school math proficiency will improve.

Response to Intervention:

If the recruitment and training of instructional aides and teachers focuses on academic and social-emotional engagement of students of color and with disabilities, courses focused on social-emotional well-being are implemented, and collaboration with behavior experts such as police officers, counselors, mental health professionals, case workers, and parents is developed to work together, then less students of color and with disabilities will be referred for discipline

Parent groups focused on the need for facility upgrades, improvements, and cleanliness to create a better environment and pride in school for all students.



Comprehensive Needs Assessment Form

Process Documentation

The school must document how the needs assessment was conducted, the results it obtained, and the conclusions it drew from those results.
[34 C.F.R. §200.26(a)(3)]

Explain how this needs assessment was completed.

The needs assessment might need more than one meeting for stakeholder groups to build consensus and understanding of the data. Use this section to memorialize and document the process.

Using gathered data, teachers were placed into groups and analyzed different data sets and over the course of the year used the data to analyze strengths and then issues, doing a root cause analysis generating Problem Statements and a Root Cause analysis. Parent groups used the data and read the analysis of the teachers and added their own viewpoint. Through the WASC process, classified staff, students, teachers, and parents continued to analyze data and align it to the Schoolwide Learner Outcomes and the school Action Plan or Single Plan for Student Achievement. Systems of measurement for each area were established and are reviewed each semester by the different stakeholder groups to monitor progress on our established goals to address the roots of the issues to create sustainable change.

Appendix B

English Learner Advisory Committee (ELAC) Recommendation to School Site Council (SSC) Form

Name of the School: Marshall Fundamental

Date of the meeting: April 13, 2021

The ELAC participates in the school's planning process for the programs and services for English Learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data prior to submitting recommendations to the SSC.

This data includes:

<ul style="list-style-type: none">● CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results● CA Accountability Model & School Dashboard https://www.caschooldashboard.org/● Title I, Part A-Accountability● Title III Accountability● English Language Proficiency Assessment for CA – ELPAC results	<ul style="list-style-type: none">● EL reclassifications data● Parent/Community Involvement data● School Accountability Report Card (SARC)● Other school selected indicators● Student attendance – Truancy● Student discipline – referrals, suspensions, expulsions● Trimester/Semester and/or other formative assessment results
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Please list the data reviewed by your committee prior to making the recommendations(s):

1. CA Accountability Model & School Dashboard
2. Academic Grades for English Learners
3. EL Reclassification Data
4. CA ELPAC Results

Based on the Needs Assessment conducted last month, ELAC recommends continued support for ELs in the 2021-2022 school year as follows:

- 1) **In addition to the existing tutoring opportunities, fund an instructional aide to be shared by ELA, Science and Math classes with $\frac{1}{3}$ or more English learners, as many will be needing intervention due to challenges during school closure.**
- 2) **Develop ways to provide recognition from the school to students who show gradual but continuous progress.**
- 3) **Fund an intervention program to improve grades of ELs and Recently reclassified ELs**
- 4) **Invest in extra technology equipment (chromebooks and hot spots) for ELs who do not have devices and internet at home.**
- 5) **A full-time community liaison is needed to meet parent involvement goals as outlined in the SPSA.**

Cecilia Garcia
Chairperson Name


Chairperson Signature

April 14, 2021
Date submitted

**This form may also be used by a subcommittee of the SSC when there is a delegation of authorization*



Pasadena Unified School District

Instructional Services

GIFTED AND TALENTED EDUCATION

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

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

Section 2: Identification

2:1 The nomination/referral process is ongoing.
 2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.
 2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?			<input checked="" type="checkbox"/>
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			<input checked="" type="checkbox"/>
Does the plan inform parents and teachers of the GATE referral window of August - September?			<input type="checkbox"/>
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			<input checked="" type="checkbox"/>

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.
 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			

	1	2	3
Middle School			<input checked="" type="checkbox"/>
Are high-achieving GATE students placed in accelerated or honors classes?			<input checked="" type="checkbox"/>
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			<input checked="" type="checkbox"/>
Are the following instructional options used in the development of the School GATE Plan:			<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 			<input checked="" type="checkbox"/>
High School			<input checked="" type="checkbox"/>
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			<input checked="" type="checkbox"/>
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Are Advanced Placement classes available?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Is the IB diploma/certificate program available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are the following instructional options used in the development of the School GATE Plan:			<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			<input checked="" type="checkbox"/>
All Grades			<input checked="" type="checkbox"/>
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			<input checked="" type="checkbox"/>
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?			<input checked="" type="checkbox"/>
Does the School Site Council review and approve the GATE Principal's Checklist annually?			<input checked="" type="checkbox"/>

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			<input checked="" type="checkbox"/>
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?			<input checked="" type="checkbox"/>
Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?			<input checked="" type="checkbox"/>
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			<input checked="" type="checkbox"/>
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			<input checked="" type="checkbox"/>
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			<input checked="" type="checkbox"/>
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			<input checked="" type="checkbox"/>
Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics:			<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 			
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics:			<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 			

Section 6: Parent and Community Involvement

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

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			<input checked="" type="checkbox"/>
Is the School GATE Plan shared with parents and the community effectively and systematically?		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section 7: Program Assessment

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

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			<input checked="" type="checkbox"/>

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

During the 20-21 school year Marshall will explicitly advertise GATE parent advisory meetings in the Sunday messages to families.

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):

Sueng Mee Seo, Marjorie Keith, Katrina Narvaez, Joshua Tornek, Mary Stevens, Lilia Romero, Jia Wu, Luis Rendon

School: Marshall Fundamental **Date Approved By School Site Council:** April 14, 2021

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic	date	topic
1st meeting	9/8/21	Identification	1/12/22	Cross curricular integration
2nd meeting	11/10/21	Enrichment	3/9/22	Class placement

Marshall Fundamental School/Parent Compact

Commitments and Expectations

Student Commitments and Expectations:

Our students, with support of our school staff and parents, will meet or exceed academic grade standards. Each Marshall student also commits to the following:

1. To respect all staff and students on campus at all times
2. To attend school each day and be on time
3. To bring a notebook, pencil, pen & textbooks daily
4. To complete all homework and classroom assignments
5. To participate in all class work and class activities
6. To maintain, at a minimum, a "C" grade in all subjects
7. To listen and follow directions given by adults at all times
8. To keep our campus clean and attractive
9. To carry a student ID card at all times
10. To have a valid pass to be out of class during instructional time.

Faculty and Staff Commitments:

Our faculty and staff will:

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

Parent/Guardian Commitments:

Our parents/guardians agree to:

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

Marshall Fundamental Secondary School Parent Involvement Policy

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

- II. Involvement of Parents**
 1. Marshall Fundamental Secondary School informs parents of their parental rights through distribution of the Parent Handbook.
 2. Marshall Fundamental Secondary School supports the following meetings:
 - Parent Teacher Student Meeting (Executive meetings are monthly and Association Meetings are 3x per year)
 - English Learner Advisory Meeting (2nd Thursday of the month @6pm)
 - School Site Council Meeting (3rd Wednesday of the month 4pm)
 - African American Parent Council (2nd Thursday of the month 6:00pm)
 - African American Parent Council
 - Athletic Boosters (2nd Thursday of the month 7:00 pm)
 - Music Boosters (2nd Thursday each month at 7:00 pm)

3. Marshall Fundamental Secondary School involves its' parents in an organized, ongoing and timely way, in the planning, review and improvement of it's' programs and the Parental Involvement Policy:
 - PTSA, ELAC, AAPC (once formed) and MPG will have the annual opportunity to review and offer input in the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's Parental Involvement Policy (minimally every two years or as deemed necessary prior to that term). This review and input could happen through in-person meetings or through electronic revisions via email or online document sharing.
 - Parent representatives from ELAC and SSC participate in District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) monthly meetings to share concerns, be informed and bring back information to Marshall Parents.
 - The Marshall Principal or his/her designee regularly reports to PTSA, ELAC, and SSC about categorical funding budgets.
4. Marshall Fundamental Secondary School provides parents with an explanation of curriculum, assessments, and proficiency levels, students are expected to meet:
 - Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at PTSA, ELAC, AAPC, MPG and SSC meetings, through emails to parents and through mail home newsletters sent home at a minimum of twice a year. Also information may be made available through the PUSD Welcome Center, and/or through presentations by the Los Angeles County Office of Education.
 - Data Director Reports are made available to parents at conferences and SST's.
 - Parents and guardians are encouraged to access our student information system via the Parent Portal. This enables the parent to have real-time access to grades and attendance to use in discussions with their student or teacher.
 - Parents have the opportunity to ask questions relating to curriculum, safety, etc. at the Coffee with the Principal held every other month.

III. Building Capacity for Involvement

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

To attain these goals:

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

IV. Accessibility

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

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

V. Parent Information Resource Centers (PIRCs)

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



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Marshall Fundamental Secondary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 10, 2021 Update

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

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

Marshall Fundamental Secondary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:



The plan 2021 been properly implemented and reviewed.

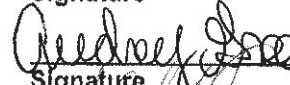
Amendments

School Site Council

Prepared by Audrey Green, Assistant Principal and approved by Marshall Fundamental School's Site Council: February 10, 2021

Signatures of Marshall Fundamental Secondary School's Site Council Members

	<u>2/25/21</u>		<u>2/10/21</u>
Signature	Date	Signature	Date

	<u>2/10/21</u>		
Signature	Date	Signature	Date

	<u>2/10/21</u>		
Signature	Date	Signature	Date

Signature	Date	Signature	Date
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Signature	Date	Signature	Date
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[SARC Home](#) » Marshall Fundamental

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Dr. Mark S. Anderson, Administrator

- Principal, Marshall Fundamental

**About Our School**

At John Marshall we believe in engaging students in rigorous instruction aligned to standards, supporting high expectations for all students, connecting with students both professionally and personally, and partnering with parents for student success. John Marshall offers a rigorous, open-access program focused on the success of each student. We are nationally acclaimed for challenging our students to strive to meet their personal academic goals, long-range future plans, and many community partnerships. We urge parents to join us in a partnership as we pursue excellence for our students.

Mark Anderson, Ph.D.
Principal

Contact

Marshall Fundamental
990 North Allen Ave.
Pasadena, CA 91104-4025

Phone: 626-396-5810
Email: anderson.mark@pusd.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2020–2021)	
School Name	Marshall Fundamental
Street	990 North Allen Ave.
City, State, Zip	Pasadena, Ca, 91104-4025
Phone Number	626-396-5810
Principal	Dr. Mark S. Anderson, Administrator
Email Address	anderson.mark@pusd.us
Website	http://marshall.pusd.us
County-District-School (CDS) Code	19648811931674

Last updated: 12/30/2020

School Description and Mission Statement (School Year 2020–2021)

Marshall Fundamental Secondary School is located in a residential area of northeast Pasadena and serves students from the diverse communities of Pasadena, Altadena, Sierra Madre, and nearby unincorporated areas of Los Angeles County. Marshall contains both a middle school and high school, spanning grades 6 through 12. Admission to Marshall is determined by lottery. All prospective families must apply for a permit through Open Enrollment to be admitted. While Marshall does not have an attendance zone, students living in the "neighborhood preference" area are given priority consideration for 50% of available seats as are siblings of currently enrolled students.

Schoolwide Beliefs

At Marshall Fundamental High School, we believe in:

- Engaging students in rigorous instruction aligned to standards
- Supporting high expectations for all students
- Connecting with students both professionally and personally
- Partnering with parents for student success

Mission

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

EAGLE Values

Marshall Students:

- Embrace diversity
- Act responsibly
- Graduate prepared
- Lead with integrity
- Engage in learning
- SUCCEED!

Pasadena Unified School District is a diverse community both culturally and economically. Due to an unusually large number of private schools, less than 60% of the school-age children in the district's attendance zone attend district schools. While Pasadena Unified School District's enrollment has been declining (during the last ten years, the district has lost, on average, more than 370 students a year), Marshall's enrollment has remained stable, and currently, Marshall is the only secondary school in the district at capacity. Marshall offers the career pathway, The Academy for Creative Industries (ACI).

Over the last few years, Marshall has been recognized by a number of outside entities for exceptional achievement. Since 2003, Newsweek has consistently ranked Marshall in the top 1,000 best public high schools in the country, and since 2009, Marshall has consistently been awarded a silver medal by U.S. News and World Report for high performance on state assessments and for preparing students for college. In 2014 and 2017, Marshall was named a Breakthrough School by the National Association of Secondary School Principals, an award given to only nine secondary schools in the country. The Breakthrough Schools program recognizes schools that serve high percentages of students of low socioeconomic status and that improve student achievement. Marshall was named to the CBEE (Campaign for Business & Education Excellence) Honor Roll in 2014 and 2018. CDE named Marshall a 2015 Gold Ribbon School for exemplary achievement in implementing state standards and the Excellence in Arts award. In 2018, Marshall was the recipient of the "Civic Learning Award of Excellence," the highest honor in the annual Civic Learning Awards program sponsored by California Supreme Court Chief Justice Tani G. Cantil-Sakauye and State Superintendent of Public Instruction Tom Torlakson. The award honors Marshall's annual civic education program that has focused on drought, transportation, and waste management. Marshall is among the three schools in the state to earn the top award and the only high school. In 2018 Mark Anderson was named the California Secondary Principal of the Year by ACSA and in 2019 was California Principal of the Year by NASSP.

School Plan:

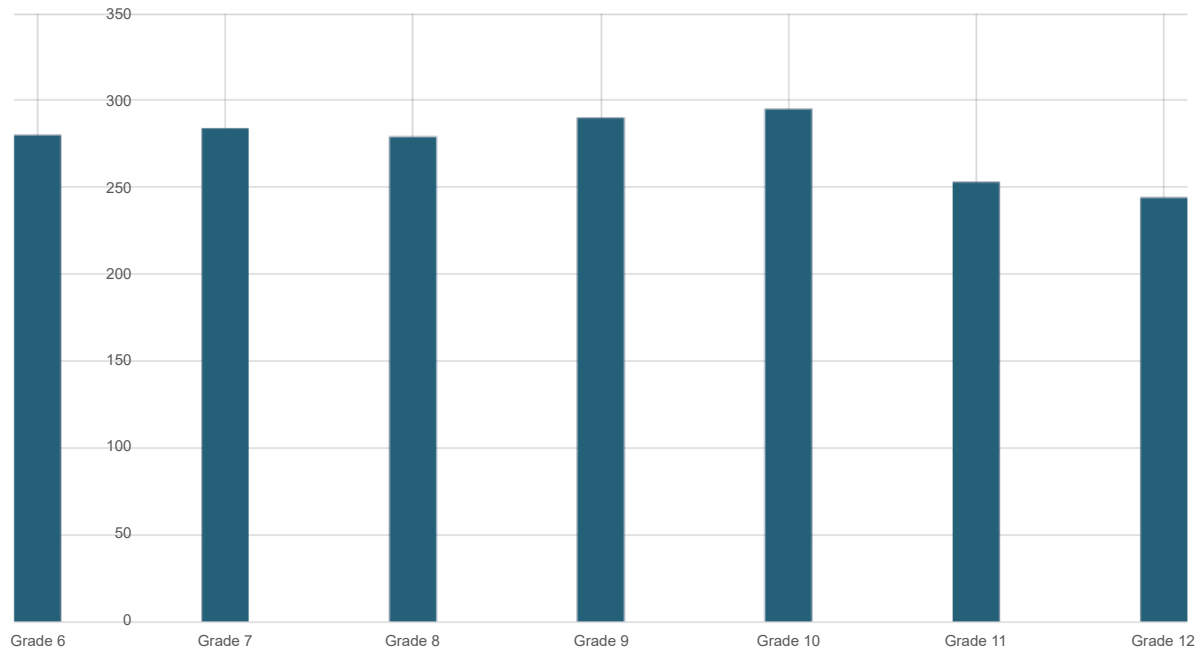
Marshall's School Plan is aligned to the Pasadena Unified School District LCAP. The 6 School goals are created in collaboration with parent groups, staff, and students.

- By June 2020 the student performance on the math SBAC will increase by 5 points for 6th grade, 20 points for 7th grade, 40 points for 8th grade, and 5 points for 11th grade. By June 2020 the percentage of students scoring "college-ready" on the math EAP will increase by 5 percentage points.
- By June 2020 the student performance on the ELA SBAC will increase by 5 points for 6th grade, 20 points for 7th grade, 10 points for 8th grade, and 5 points for 11th grade. By June 2020 the percentage of students scoring "college-ready" on the ELA EAP will increase by 5 percentage points.
- By June 2020 the achievement gap as measured by the mean score on both math and ELA SBAC will decrease by increasing the performance of academically at-risk subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and Socioeconomic Status) greater than the school average. By June 2020, 15% of the English Learners will reclassify.
- By June 2020 the cohort graduation rate will remain higher than 96%. By June 2020 the chronic truancy rate will decrease 1 percentage point. By June 2020 the suspension rate will decrease by 1 percentage point. By June 2020 the average daily attendance rate will be greater than 96%. By June 2020 the percentage of students scoring high on school connectedness, as measured by the California Healthy Kids Survey (CHKS) will increase by 10% points in grades 7, 9, and 11.
- By June 2020 more than 90% of all students will have at least 1 parent with a parent portal account. Increase the percentage of parents of all students (English Learners, African Americans, Socioeconomic Status, and Students with Disabilities) who agree in the California School Climate Survey that Marshall encourages parent involvement to 90%.
- By June 2020, increase the percentage of students graduating meeting the A-G requirements by 3 percentage points. By June 2020, increase the student enrollment in AP courses by 2 percentage points.
- By June 2020, increase the percentage of students scoring 3 or higher (passing) on the AP exams by 2 percentage points. By June 2020, the cohort graduation rate will remain above 96%

Last updated: 1/18/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 6	280
Grade 7	284
Grade 8	279
Grade 9	290
Grade 10	295
Grade 11	253
Grade 12	244
Total Enrollment	1925



Last updated: 12/30/2020

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	7.70 %
American Indian or Alaska Native	0.20 %
Asian	4.30 %
Filipino	2.80 %
Hispanic or Latino	61.20 %
Native Hawaiian or Pacific Islander	0.30 %
White	20.20 %
Two or More Races	3.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.60 %
English Learners	6.30 %
Students with Disabilities	8.40 %
Foster Youth	0.70 %
Homeless	3.20 %

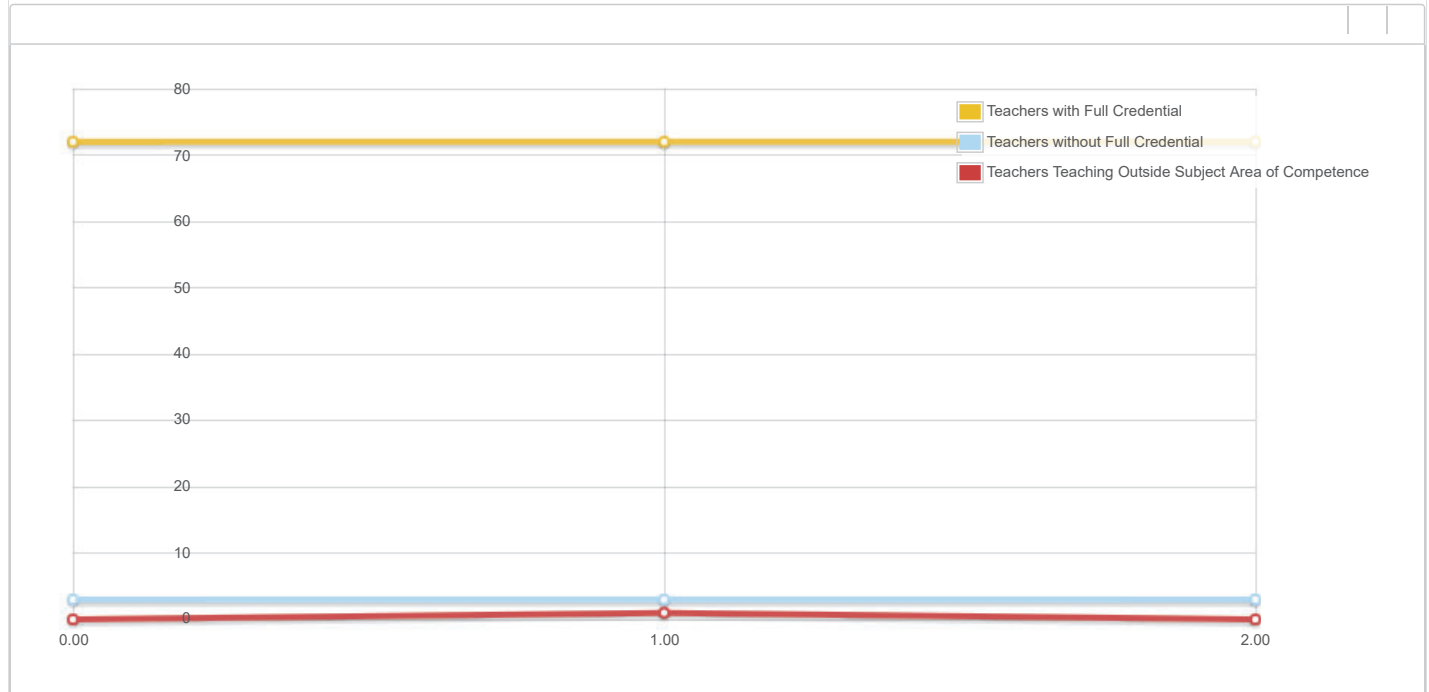
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	72	72	72	681
Without Full Credential	3	3	3	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	4

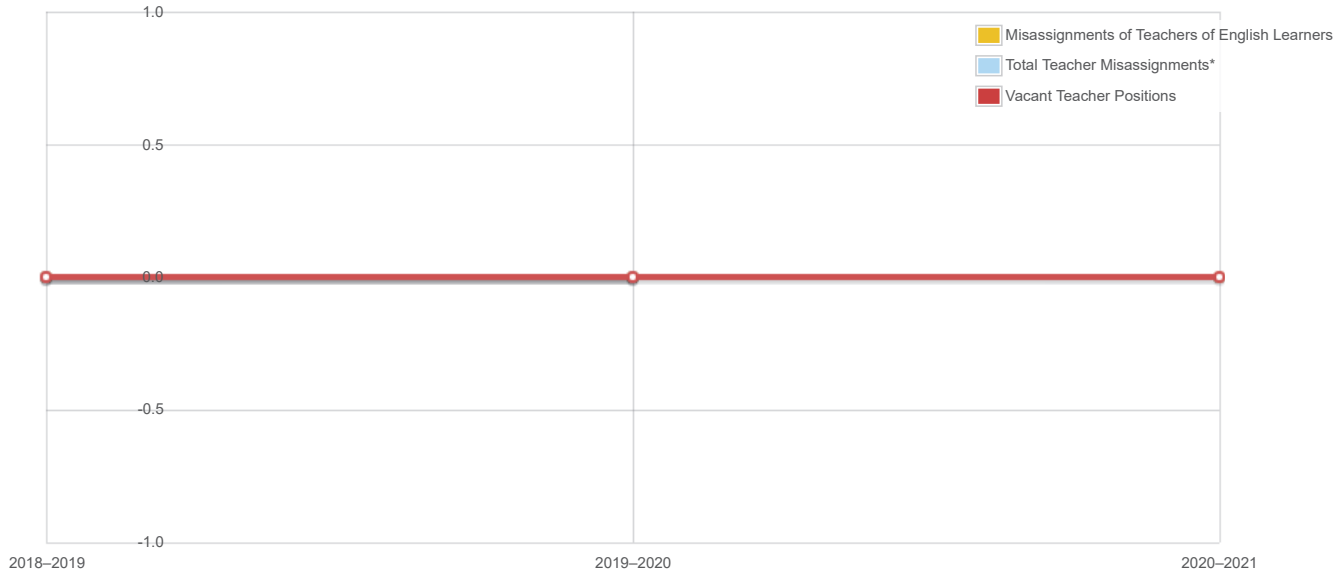


Last updated: 1/18/2021

Teacher Misassignments and Vacant Teacher Positions

2020-2021 Teacher Assignment Monitoring is scheduled to be completed at the end of the school year. The change in reporting timelines is due to a statewide transition to a new assignment monitoring system.

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010 10RLA 10, 11,12 Holt, Rinehart & Winston Holt Literature and Language Arts Fourth Course 2003 12RLA 12 CSU Press 2nd edition ERWC/ booklet 2013 AP English 11, 12 Bedford/St. Martin Press The Bedford Reader High School Edition 2009 AP English 11, 12 Pearson 100 Great Essays, 4th ed 2011 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Level A, B, C 2009 ELD 1 - 3 6-12 Houghton Mifflin/Scholastic English 3D ELD 1 - 3 6-12 Houghton Mifflin/Scholastic READ 180 Stage B, C 2012 ELD 1-5 6,7,8 Houghton Mifflin Read 180 2012	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017</p> <p>MATH 6-8 Amazon TenMarks</p> <p>6th-12th Mathematics Holt, Rinehart & 2008</p> <p>MATH (1, 2, 3) 9-12 Carnegie Learning Integrated Math 1 2016</p> <p>9th-12th Mathematics McDougal Littell 2008</p> <p>Advanced Math 9-12 McDougal Littell Precalculus With Limits 2007</p> <p>AP Statistics 9-12 Prentice Hall Modeling the World 2007</p> <p>Calculus 9-12 McDougal Littell Calculus 2008</p> <p>Calculus (AB, BC) 9-12 Houghton Mifflin Calculus of a Single Variable 2006</p> <p>AP Calculus 9-12 Houghton Mifflin Calculus of a Single Variable 2006</p> <p>Calculus Fundamentals 9-12 Key Curriculum Press Calculus Concepts and Applications 2008</p> <p>College Prep Math 12 Pearson Integrated Arithmetic & Basic Algebra 2013</p> <p>Math Topics 9-12 Holt, Rinehart & Winston Holt California Geometry 2008</p> <p>Statistics 9-12 Brase/Brase Understandable Statistics 2008</p>	Yes	0.00 %
Science	<p>6th-8th Science CPO Science 2007</p> <p>AP Biology 9-12 McGraw-Hill High School Binding Biology 2005</p> <p>AP Biology 9-12 Paradigm Biotechnology 2007</p> <p>AP Physics 9-12 Pearson Prentice Hall Physics 2009</p> <p>AP Physics 9-12 Pearson Physics: Principles with Application 2014</p> <p>Biology 9-12 Holt, Rinehart & Winston Holt Biology© 2006 2005</p> <p>Biotechnology 9-12 Paradigm Biotechnology 2007</p> <p>Chemistry 9-12 Prentice Hall Chemistry© 2005 2005</p> <p>Earth Science 9-12 McDougal Littell Earth Science 2005</p> <p>IS Science 9-12 McDougal Littell Earth Science 2005</p> <p>Physical Science 9-12 Prentice Hall Conceptual Physics© 2006</p> <p>ELD Science 9-12 Great Source Access Science 2005</p> <p>Integrated Science 9-12 Pearson Conceptual Integrated Science 2013</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006</p> <p>HSS/ DLIP 6 Houghton Mifflin Reflexiones 2006</p> <p>HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006</p> <p>HSS/DLIP 7 Mcdougal Littel La Historia Universal: Historia medieval e inicios de a epoca moderna 2006</p> <p>HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006</p> <p>HSS/DLIP 8 McGraw Hill CA Discovering Our Past: The American Journey to WW1 8th (Spanish)</p> <p>6th-8th Social Science/History Glencoe 2006</p> <p>9th-12th Social Science/History Holt, Rinehart & Winston 2006</p> <p>9th-12th Social Science/History McDougal Littell 2007</p> <p>AP Economics 9-12 Southwestern Publishing Principles of Economics 2007</p> <p>AP European History 9-12 Wadsworth Cengage Learning History of Western Society 2009</p> <p>AP Government 9-12 Cengage AP Edition American Government 2015</p> <p>AP Government 9-12 Houghton Mifflin American Government Advanced 2006</p> <p>AP US History 9-12 Cengage Learning American Pageant 2016</p> <p>AP World History 9-12 Cengage Learning Voyages in World History 2017</p> <p>Business Economics 12 Holt, Rinehart & Winston Holt Economics 2006</p> <p>History-ELD 9-12 Great Source Ed Group/HMH American History 2005</p> <p>Government 9-12 Prentice Hall Magruder's American Government 2006</p> <p>Honors World History 10 Bedford/St. Martin Press Ways of the World: A Global History 2012</p> <p>US History 9-12 McDougal Littell The Americans: Reconstruction to the 21st Century© 2007</p> <p>World History 9-12 Prentice Hall World History The Modern World© 2007</p> <p>AP World History 10 Longman Documents in World History 2003</p> <p>ELD History 9-12 Great Source Education Group/HMH Access American History 2008</p> <p>ELD History 9-12 Great Source Education Group/HMH Access World History 2008</p>	Yes	0.00 %
Foreign Language	<p>Spanish 1 6.7.8 Prentice Hall Realidades 2004</p> <p>Spanish 1 6, 7, 8 Houghton Mifflin Avancemos 1 2013</p> <p>AP Spanish 9-12 Vista Higher Learning Temas 2015</p> <p>AP Spanish 9-12 Vista Higher Learning Spanish for Mastery 3 2015</p> <p>Spanish 1 9-12 Houghton Mifflin Avancemos I 2013</p> <p>Spanish 2 9-12 Houghton Mifflin Avancemos 2 2013</p> <p>Spanish 3 6-12 Houghton Mifflin Avacemos 3 2013</p>	Yes	0.00 %
Health	<p>Teen Talk – Health Connected, Advocates for Youth 2016</p> <p>Health 9-12 Pasadena Unified School District Course OutlineAP Psychology 9-12 Myers Myers Psychology for AP 2nd edition 2014</p>	Yes	0.00 %
Visual and Performing Arts	<p>Art History AP Art History 9-12 Cengage Learning Art Through the Ages 15th edition 2016</p> <p>VAPA Art K-12 SRA Art Connections 2008</p> <p>VAPA Music K-12 Silver Burdett, Making Music 2008</p>	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

School Facility Conditions and Planned Improvements

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/18/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Poor	Work orders have been issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed
Electrical: Electrical	Good	No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
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Last updated: 1/19/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	39.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	27	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 12/30/2020

CAASPP Tests Results in Science by Student Group**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

Career Technical Education (CTE) Programs (School Year 2019–2020)

Students in PUSD are offered courses in the following CTE Industry Sectors:

- Arts, Media, and Entertainment
- Business and Finance
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Public Service

Course sequences are offered in all of the above Industry sectors by PUSD, these courses are directly aligned with high wage, high need jobs in our community and sequences with our local community college. Courses are sequenced in the following pathways:

- Public and Community Health
- Production and Management
- Design, Visual & Media Arts
- Business Management
- Engineering Design
- Food Service and Hospitality
- Software & Systems Development
- Graphic Productions Technology
- Legal Practice
- Patient Care

A complete list of Pasadena USD CTE courses can be found online: <https://www.pusd.us/Page/6762>

PUSD has a district-level advisory board that consists of the following participants:

- Amy Foell, Pasadena Chamber of Commerce – Regional Workforce Representative
- Mitch Aiken, CalTech – Post Secondary Representative
- Andy Tien, Pasadena Service Federal Credit Union – Business and Finance Representative
- Thom Coston, Light Bringer Project – Arts, Media, and Entertainment Representative
- Lesly Ito, Armory Center for the Arts -- Arts, Media, and Entertainment Representative
- Dr. Donald Grant, Pacific Oaks College - Post Secondary Representative
- Mary Jane Jonstone, Huntington Hospital – Health Science and Medical Technology Representative
- Joel Robinson, (retired) Exxon -- Engineering and Architecture Representative
- Bob Harris, Restaurant (Green Street) owner -- Hospitality, Tourism & Recreation Representative
- Raymond Ealy, Tech company owner –Information and Communication Technology Representative
- Lt. Tracy Ibarra, Pasadena Police Dept. –Legal Practice Representative

Last updated: 1/17/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	168
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00%

Last updated: 12/30/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	99.82%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	67.31%

State Priority: Other Pupil Outcomes*Last updated: 12/30/2020*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 12/30/2020***State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Marshall welcomes and encourages parent involvement. Marshall has 7 active parent organizations to involve parents:

- School Site Council
- PTSA
- Annual Fund
- English Language Advisory Committee
- African American Parent Council
- Athletic Boosters
- Music Boosters

Each of the parent groups participates in advising and supporting the school. Some are dedicated to fundraising and others are advisory and help set and monitor school goals.

Marshall dedicates 1 room for parent meetings and parent engagement. Marshall employees a full-time Community Liaison that may be reached at (626) 396-5810 ext 64199. Marshall also employees an Assistant Coordinator of Marketing, Student Recruitment, and Community Relations that may be reached at (626) 396-5810 ext 64093. If parents would like to volunteer with students, they may coordinate with the Community Liaison to go through the volunteer clearance process.

Additionally, the district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

District Contact Information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

Last updated: 1/19/2021

State Priority: Pupil Engagement

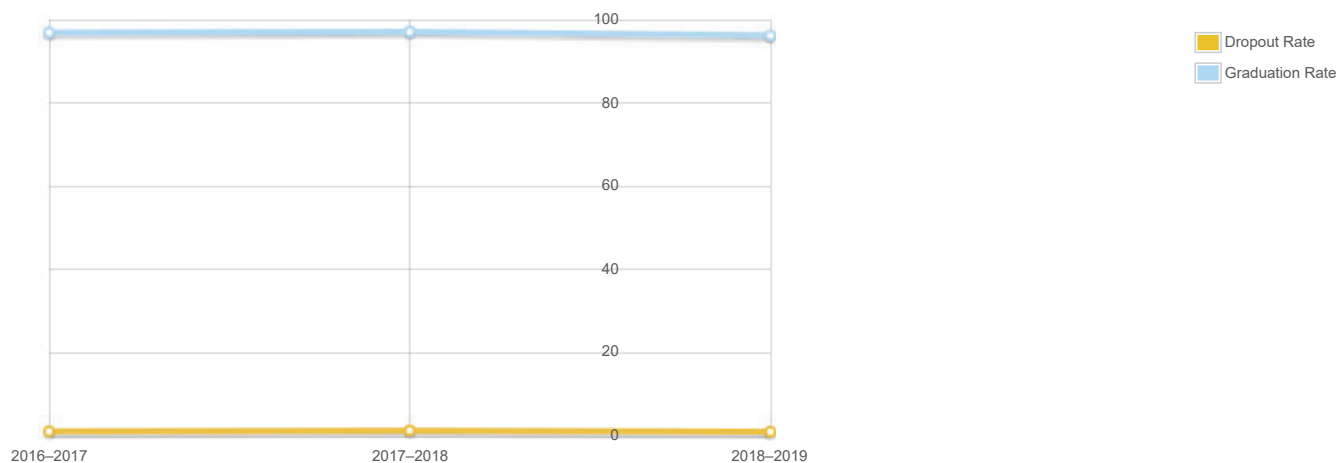
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	1.20%	1.40%	1.10%	9.70%	7.90%	9.40%	9.10%	9.60%	9.00%
Graduation Rate	96.90%	97.10%	96.20%	79.80%	80.30%	82.40%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/30/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	6.00%	4.40%	4.50%	4.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	4.60%	4.80%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/18/2021

School Safety Plan (School Year 2020–2021)

The safety of students and staff is a primary concern of Altadena Arts Magnet. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2020. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school re-opening plan.

Last updated: 1/20/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00	7	12	30
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
2				
3				
4				
5				
6	30.00	7	18	25
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	14	24	19
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/30/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	18	22	26
Mathematics	27.00	17	18	28
Science	30.00	9	10	36
Social Science	30.00	13	8	31

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
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Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	28.00	17	11	36
Mathematics	28.00	16	13	32
Science	30.00	9	14	33
Social Science	30.00	9	10	35

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	27.00	18	18	29
Mathematics	26.00	13	30	18
Science	28.00	11	17	28
Social Science	29.00	8	17	27

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/30/2020

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	506.6

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/30/2020

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	12.75

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12015.37	\$4510.02	\$7505.35	\$69835.10
District	N/A	N/A	\$8319.07	\$72871.00
Percent Difference – School Site and District	N/A	N/A	-10.28%	-4.25%
State	N/A	N/A	\$7750.12	\$84577.00
Percent Difference – School Site and State	N/A	N/A	-3.21%	-19.09%

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

Marshall offers a plethora of programs to support all students.

To build and support both the visual and performing arts Marshall maintains the career pathway, the Academy for Creative Industries (ACI). ACI is the fulcrum of the arts program and supports students pursuing work in graphic design, 2D and 3D visual art, music (strings, jazz, marching, and choral), dance, and theatre (technical and acting).

Marshall has a thriving Advanced Placement (AP) program and offers 19 AP classes where students can possibly earn college credit. As part of the AP program, Marshall offers the AP Capstone Diploma for students emphasizing independent research. To support the AP program at high school, Marshall offers pre-AP classes at the middle school level that prepare students for the rigorous AP work.

Marshall has a partnership with Pasadena City College (PCC) offering PCC classes on Marshall's campus exclusively for Marshall students.

Marshall offers 3 world languages, Spanish, American Sign Language, and Mandarin. Other elective offerings include the following: robotics, psychology, yearbook, journalism, art, graphic design, choir, orchestra, marching band, jazz band, music theory, drama, stage tech, research, seminar, and leadership.

Marshall partners with PCC to provide additional tutoring and support in math and English to students during the school day. After school and on late-start mornings teachers provide additional support in the tutoring hub located in the library.

Marshall has active teams that compete in the Science Bowl, Math Field Day, Destination Imagination, Mock Trial, and Poetry Out Loud. Marshall has over 50 clubs on campus. Each year there are 4 food fairs and 4 assemblies to celebrate diversity and various cultures on campus.

For middle school, Marshall partners with LEARNS to provide the following sports: cheer, football, soccer, volleyball, basketball, track, wrestling, and tennis. At the high school level, Marshall participates in cheer, cross country, volleyball, tennis, wrestling, basketball, soccer, baseball, softball, track, swimming, diving, and golf.

Marshall has many community partnerships to provide internships, resources, and guest teaching to students to support the arts and science. The Pasadena Educational Foundation (PEF) awards teacher grants for classroom projects, field trips, and attendance of professional conferences. PEF runs the Summer Enrichment Program (SEP) for students in the district, which enables students to take classes in their areas of interest. The Partnership for Success (PFS) also offers fully-funded summer enrichment classes taught on private school campuses in Pasadena by both public and private school teachers. The program is designed to recruit students who have demonstrated potential but do not have access to enrichment opportunities to prepare them for future success. Generally, students are recommended for the program by their elementary school principals and stay in the program for eight years until they graduate from high school. Graduates often return in the summer and serve as mentors to students currently in the program.

Foothill Family offers counseling to students who are facing challenges socially and emotionally. A referral system is in place for teachers to recommend struggling students for counseling, and students attend therapy sessions on campus during the school day.

LEARNs is a grant-funded program through the district that provides after-school enrichment and academic support for middle school and high school students. LEARNs also offers a summer program for enrichment as well as academic support and sponsors the CAP (College Access Plan) a program provides information

and support to students applying to college and for financial aid. A full-time LEARNs coordinator works on Marshall's campus, and youth leaders and Marshall staff run the classes and activities.

Through the Architecture, Construction, and Engineering (ACE) program, high school students meet twice a month with professional mentors and participate in field trips to explore careers in those fields. Marshall also works with Caltech through the Reaffirming and Increasing Scholastic Endeavors (RISE) program, which offers math and science tutoring. The Police Activity League (PAL) works with students on leadership, teamwork, homework and study skills.

EAOP (Early Academic Outreach Program) through UCLA works with minority students identified in 9th grade. Counselors from UCLA are on-campus twice a week to work with a group of students to monitor grades, offer mentoring, and keep them on-track academically so that they will enroll in a UC school. EAOP also offers SAT and ACT prep classes on Marshall's campus.

Upward Bound/TRiO identifies students in 8th grade who might need extra support to be college-bound. Students take summer classes at Cal State LA every year through the summer before 12th grade, and Upward Bound also offers tutoring on Marshall's campus for students in the program once a week.

Marshall partners with CalTech and the Jet Propulsion Laboratory (JPL) to bring science to the hands of the students culminating in Science Night.

The Academy for Creative Industries (ACI) is partnered with the Armory Center for the Arts. The music department also works with the LA Philharmonic, Mr. Holland's Opus Foundation, and American Composers Forum of Los Angeles to help build the music program. In addition, Marshall also works with the Pasadena Playhouse and A Noise Within, which offer students opportunities to attend performances and volunteers to work with students in the drama classes. ACI also has partnerships with post-secondary institutions such as CalArts, Art Center and UCLA and the Hammer Museum. These partnerships provide enrichment and work-based learning opportunities. Through a partnership with PEF and the Tom Sawyer Camp, all 9th graders participate in a field trip to the Tom Sawyer Camp through their PE class to engage in an adventure obstacle course. The experience is designed to help students focus on achieving goals, overcoming challenges, supporting others, and believing in themselves. 7th graders have been invited to the Rose Bowl to participate in health, exercise and athletics day where students meet professionals, tour the Rose Bowl including the news/tv center. The 7th-grade class has also been invited to performances at the Pasadena Playhouse. Through the Public Relations Office students have been able to write articles, press releases, op-ed pieces, and editorials publishing in local online and print publications. Student articles and art have also been included in the bi-annual newspaper.

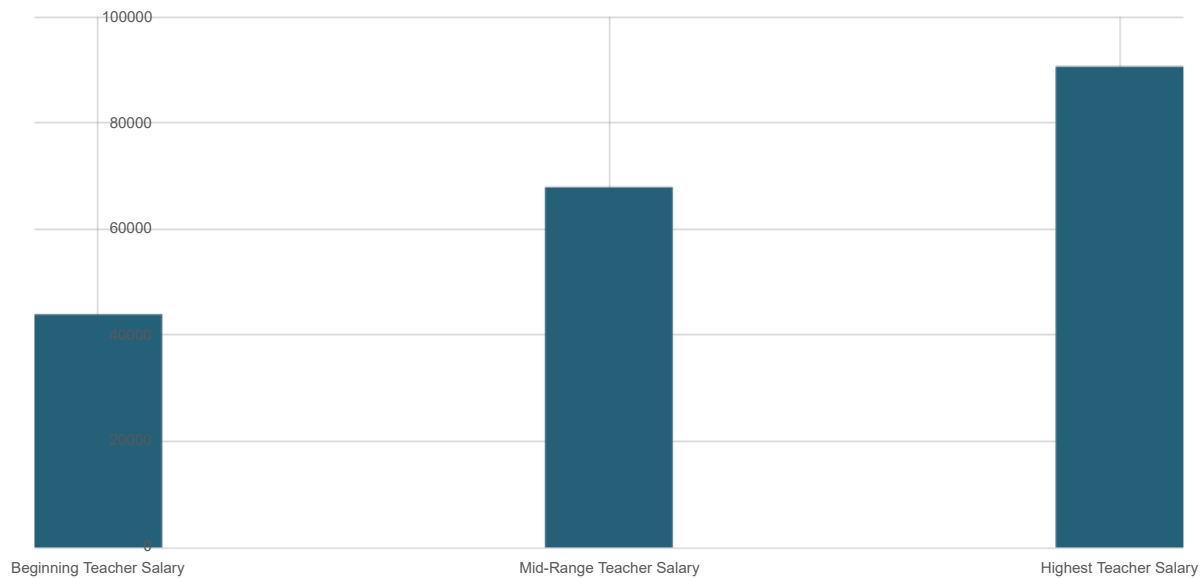
Last updated: 1/19/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

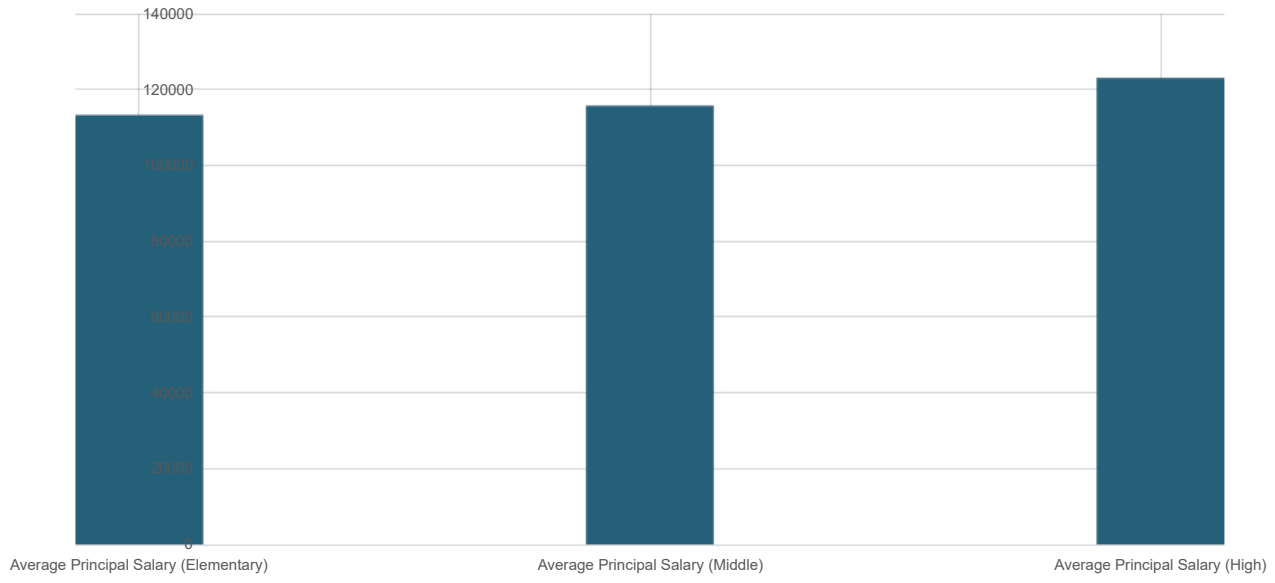
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$52,484
Mid-Range Teacher Salary	\$67,859	\$81,939
Highest Teacher Salary	\$90,585	\$102,383
Average Principal Salary (Elementary)	\$113,223	\$129,392
Average Principal Salary (Middle)	\$115,692	\$136,831
Average Principal Salary (High)	\$123,024	\$147,493
Superintendent Salary	\$261,768	\$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/30/2020

Advanced Placement (AP) Courses (School Year 2019–2020)**Percent of Students in AP Courses** 54.70%

Subject	Number of AP Courses Offered*
Computer Science	0
English	7
Fine and Performing Arts	4
Foreign Language	3
Mathematics	4
Science	11
Social Science	16
Total AP Courses Offered*	48

*Where there are student course enrollments of at least one student.

Last updated: 12/30/2020

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Title I SCHOOLWIDE PROGRAM Plan
School Plan Requirements Reference Guide
To be included with SPSA for Title I Schoolwide Schools.

The following Title I Schoolwide Plan components required by ESSA section 1114 (b), 1116 (b) California Education Code 64001, 65000, and 2 CFR 200.403(a) and are addressed in the (Marshall Fundamental Secondary School) School, School Plan for Student Achievement as indicated below.

Required State and Federal SWP Plan Components:	Indicate where in where information can be found
<p>× 1. Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> × Description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment that takes into account: <ul style="list-style-type: none"> × Information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards × Impact of the instructional program on student achievement, and other factors determined by the LEA/school × Results of the annual evaluation of the prior year’s plan × Description reflects an analysis of verifiable state data consistent with state priorities and informed by indicators used for federal accountability: <i>ELA & math; EL Proficiency; Grad rate; Chronic absenteeism (K-8); Suspension rate</i> 	See attachment in school plan of Comprehensive Needs Assessment
<p>× 2. Plan Development Input and Process</p> <ul style="list-style-type: none"> × Description of the process for annually developing, updating and approving the school plan × Description of how the School Site Council was involved in the annual development, update and approval of the plan × Description of how the ELAC and other advisory committees provided input to the plan × School year in which the most recent comprehensive needs assessment was conducted (If the school did not conduct a one-year comprehensive needs assessment, include basis for the LEA’s decision that a lesser amount of time was needed) 	SPSA page 2 “Stakeholder Involvement” and attached Comprehensive Needs Assessment and ELAC Recommendations
<p>× 3. Plan Content (Strategies, Actions and Services)</p> <ul style="list-style-type: none"> × Description of evidence-based strategies and specific actions and services the school will implement to address student needs including how the strategies will: <ul style="list-style-type: none"> × Provide opportunities for all children, including subgroups of students, to meet state academic standards × Strengthen the academic program in the school × Increase the amount and quality of learning time × Help provide an enriched and accelerated curriculum × Address the needs of all children, particularly those at risk of not meeting state academic standards × Parent engagement activities, including funds allocated to the site through the 	SPSA Goals 1, 2, 3, 5, 6, and 7

1 percent district reservation	
Required State and Federal SWP Plan Components:	Indicate where in where information can be found
× 4. Annual Evaluation × Description of: × Process for evaluating and monitoring implementation of the SPSA. × Process for evaluating and monitoring progress towards accomplishing SPSA goals × The results of an annual evaluation of the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards × Evaluation includes: × Analysis of academic performance data to determine student needs × Analysis of impact of instructional strategies in the prior year’s plan in meeting identified outcomes	See attached Comprehensive Needs Assessment
× 5. Plan Budget × Budgeted expenditures for costs associated with each action included in the plan × Total of Title I expenditures for actions equals total budget and accounts for all Title I funds allocated to the school × All costs are reasonable and necessary to the performance of the Title I schoolwide program × All expenditures allocable to the program, are included in the SPSA budget and support activities included in the SPSA	Budget identification per each goal in SPSA Budget Summary
× 6. List of programs consolidated in the plan, if consolidating funds	N/A



Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • 2021-22

Fill in your plan and provide the Theory of action Statements Below

Problem Statement	Long-term Outcome (Outcome/Need)
<p>Student achievement in numeracy decreases through the grades and literacy increases as compared to state averages measured by SBAC; while true for all students, this is more pronounced with Students with Disabilities and African American students..</p>	<p>All students, with specific focus on Students with Disabilities and African American students, will improve in math performance through improved attendance and reduced suspensions coupled with effective teachers and high quality instruction.</p>

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
<p>If the recruitment and training of instructional aides and teachers focuses on academic and social-emotional engagement of students of color and with disabilities, courses focus on social-emotional well-being, and collaboration with behavior experts such as police officers, counselors, mental health professionals, case workers, and parents is developed to work together,</p>	<p>Then less students of color and with disabilities will be referred for discipline and thus suspended</p>	<p>Less students are sent out of the class and miss instructional time in the classroom, and students' social-emotional needs are addressed so they want to be in the classroom.</p>	<p>Suspension Rate for African American will decrease the baseline of 12 (Yellow) from 2019 by a total of -7.5 or more (to reach Green) with a stretch goal of -9.5 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.</p> <p>Suspension Rate for Students with Disabilities will decrease the baseline of 9.9 (Yellow) from 2019 by a total of -5.4 or more (to reach Green) with a stretch goal of -7.4 or more (to reach Blue) to end at</p>

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<p>If SROs are fully staffed and monitoring campus, the PE area clusters classes together while increasing dress participation, soap is fully stocked at all times in all bathrooms to prevent the spread of germs, activities are created to engage students in school (specifically Students with disabilities and African American students) and teachers and instructional aides are trained in MTSS strategies to meet the socio-emotional needs of students</p>	<p>Then student absenteeism will decrease both from students on campus who ditch class and those who never come to campus</p>	<p>Fewer students will be out of class while still being on campus and fewer students will avoid not coming to school on a daily basis as measured on monthly attendance reports; thus, increasing academic performance.</p>	<p>4.5 or lower by the end of the 2020-2021 school year.</p> <p>Chronic Absenteeism for Students with Disabilities will decrease the baseline of 16.5 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.5 or more (to reach Green) to end at 16 or lower by the end of the 2020-2021 school year.</p> <p>Chronic Absenteeism for African American will decrease the baseline of 14.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.8 or more (to reach Green) to end at 14.3 or lower by the end of the 2020-2021 school year.</p>
<p>If textbooks and curriculum for high school math used consistently, teachers of numeracy are trained to build connections and relevancy with students, teachers participate in Instructional Walkthroughs, and science classes are provided supplies to explicitly connect math to their content</p>	<p>Then high school math proficiency will improve.</p>	<p>Teachers and students will track math progress formatively while delivering high quality first instruction coupled with timely in-school interventions and support for students and grades will improve as measured by assessments.</p>	<p>CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.9 (Yellow) from 2019 by a total of 12.9 or more (to reach Green) with a stretch goal of 37.9 or more (to reach Blue) to end at -25 or higher by the end of the 2020-2021</p>



Pasadena Unified School District

			<p>school year.</p> <p>CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2020-2021 school year.</p>
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(for each specific goal)

If... Then... So that... Which leads to...
(Provide your Theory of Action here)

- IF** Sites are provided a repository of standards-aligned, evidence based programs and practices for school and student improvement
 - THEN** Educators will have access to evidence based, standards-aligned programs, practices, and strategies to implement in their classroom
- AND**
- IF** Instructional coaches are trained on how to plan, monitor, and provide feedback for co-teaching models of instruction
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THEN Educators will accelerate the implementation and integration of specific evidence based practices in their classroom

SO THAT Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities

WHICH LEADS TO

Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

IF Professional development is provided on effective use of MTSS frameworks for building school intervention plans

THEN School sites will have consistent frameworks for accessing what interventions and supports are available/appropriate for each student

SO THAT Teachers integrate appropriate feedback regarding their practices while utilizing standards-aligned, evidence based programs aligned to student outcomes.

WHICH LEADS TO

Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

Title I Schoolwide Program

Readiness Rubric

Title I Schoolwide programs provide significant flexibility in use of funds; however, that flexibility is based on a school plan that is focused on closing achievement gaps for students most at-risk of not meeting state academic standards. The Schoolwide Plan must be based on a comprehensive needs assessment. Schools are to spend a year engaging in an in-depth process to develop the Schoolwide Plan, unless the district finds a lesser amount of time is needed. This process requires a commitment from the entire school community. The following questions are designed to assist district administrators in determining whether or not schools are ready to take on this process. Schools with poverty rates of at least 40% are eligible to operate schoolwide programs but they are not required to do so and the district needs to make the determination of their readiness to undertake the process and operate effective schoolwide programs. LEAs may waive the 40% eligibility if certain criteria are met.

	Not Prepared to Begin SWP Planning Process; <i>Requires Support from LEA with Prerequisite Conditions</i>	Ready to Begin SWP Needs Assessment Process; <i>Significant Support from LEA Required</i>	Prepared to Begin Needs Assessment with LEA Guidance	Well-Prepared for SWP Planning
Leadership	New site administrator(s) with little or no previous experience leading school planning processes.	Site administrator(s) has had training or supported school planning processes, but has not led the process.	Site leadership has some experience leading needs assessment and planning processes; however, the process may have had limited impact on the instructional program and student outcomes.	School leadership has significant, successful experience leading needs assessment and in-depth planning processes and demonstrates commitment to a comprehensive, inclusive planning process.
Vision/Mission	The school does not have a clearly articulated and agreed upon vision or mission statement	The school's vision and mission are not understood or agreed on by all stakeholders.	The school has a clearly articulated vision/mission understood and agreed upon by stakeholders, but it does not drive the school plan and decision-making.	School has a clearly articulated vision/mission, understood and supported by all, that drives the instructional program and is evident in decision making.

	Not Prepared to Begin SWP Planning Process; Requires Support from LEA with Prerequisite Conditions	Ready to Begin SWP Needs Assessment Process; Significant Support from LEA Required	Prepared to Begin Needs Assessment with LEA Guidance	Well-Prepared for SWP Planning
Collaboration	Little or no evidence of structures in place to support collaboration; school culture reflects work in isolation or informal exclusive groups.	Structures for collaboration are in place but are not fully or effectively implemented or valued as evidenced by limited participation.	Most school teams function effectively and collaborate in a professional manner on improvement efforts.	Staff collaboration is evident throughout the school (shared planning, focused professional learning communities, open classrooms).
Commitment to Equity	School culture and structures reflect low expectations for underachieving/special need students; divisions among different community groups are evident in interactions among students and parents.	School faces pressure from community to focus on programs for high achieving students; there is a perception among some that being identified as a Title I school has negative connotations and/or stigmatizes the school.	The school community (administrators, staff and parents), exhibit an understanding of the needs of various student groups in the school and recognize the need for varying types and levels of support to meet the needs of all students, and is working to reflect this in the school program.	School leadership, staff and stakeholders demonstrate a commitment to equity as demonstrated by current plans and programs and in formal and informal communications; instructional and extra-curricular programs reflect inclusion of all student groups.
Use of Data to Drive Instruction	State academic assessment results are reviewed annually and used as required by the district for planning.	Efforts are underway to train staff in use of Dashboard data for use in school plan revisions. District benchmark assessments are used for planning and evaluating program effectiveness.	State, district and school level data are used to on an ongoing basis for planning, evaluating and monitoring program effectiveness.	There is evidence that the school has a culture and history of using multiple data sources to inform instruction as reflected in data informed planning, systems for identifying at-risk students and intervening in a timely manner, monitoring and evaluating program effectiveness.

	Not Prepared to Begin SWP Planning Process; Requires Support from LEA with Prerequisite Conditions	Ready to Begin SWP Needs Assessment Process; Significant Support from LEA Required	Prepared to Begin Needs Assessment with LEA Guidance	Well-Prepared for SWP Planning
Planning Processes	Site leadership has no experience with school planning; current school program lacks direction and coherence.	School has a current school plan, a functioning schoolsite council and ELAC. SSC and ELAC have minimal input into the SPSA. Actions in the plan are vague and often result in mid-year requests for expenditures that were not initially included in the plan and do not address needs identified in needs assessment.	The school has recently been through a comprehensive school planning process (WASC/FOL or other planning process involving a comprehensive needs assessment);	The school has a written plan that is understood and used by staff to drive the instructional program; there is also a process for regularly monitoring and revising the plan based on data; planning efforts reflect coherence and integration of all planning requirements.
Differentiation	Classroom instruction reflects little or no differentiation to address the needs of English learners, students with disabilities and other struggling students.	There is some evidence of differentiation of instruction but it is not reflected schoolwide; interventions and supports for EIs, SWD and other at-risk groups primarily takes place outside the regular core program.	Teachers and administrators understand the importance of implementing differentiated strategies to meet the varied needs of students and are working toward ensuring all students have full access to instructional offerings.	Differentiation of instruction to meet the needs of students at all levels is evident throughout the school and is reflected in planning and collaboration meetings. Full inclusion for students with disabilities (SWD) and schedules allow all students, including EIs, the opportunity to access the full offering of instructional and extra-curricular activities.