



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	May 24, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement
Marina West has been identified for Additional Targeted Support and Improvement (ATSI). The state of California requires schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcome. The three subgroups at Marina West in which students need additional support are students with disabilities, socioeconomically disadvantaged, and Hispanic students. English learners is a significant subgroup that makes up 45% of the student population but it has not been identified for additional targeted support. To continue making progress, the administrator will keep staff up to date on the ELD framework and encourage the integration of ELD standards into all academic areas. Students will be placed in ELD groups based on data and provided with daily English language development instruction. We will continue to offer tutoring outside the school day and monitor goal progress. To meet the needs of our special education students, we will be focusing on student outcomes and ensuring we target their IEP goals.

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

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

- * Confident and solution oriented, able to demonstrate a growth mindset and be able to advocate for themselves and others
- * Collaborative learners able to communicate and learn with and through others
- * Creative writers, successful readers and mathematical thinkers
- * High School, college and career ready
- * Technologically, artistically, academically, and linguistically prepared to succeed and lead

- * Compassionate, multilingual, multicultural, and global thinkers
- * Able to demonstrate their knowledge on state and local measures in all academic areas

This will be accomplished through an intentional focus on providing our students with a challenging academic program by emphasizing full implementation of Common Core State Standards (CCSS). There is an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5, including supporting instructional apps and programs such as Lexia, ST Math and Star assessments. We will use the district-adopted curricula of World of Wonders (TK), Wonders (K-5), My Math, Twig Science and Social Studies Alive! To provide further support, we use intervention programs such as PALS, SIPPS and Read Naturally. The teaching staff at Marina West is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students regularly to monitor student growth in the core areas and meet to analyze student data results after the assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title I meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, Parent Square, marquee messages, school website and Twitter.

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Informal classroom walkthroughs were conducted to understand the climate of the school and provide specific feedback to teachers about teaching and student learning. Based on current walkthrough observations, an area we need to augment is consistent use of instructional strategies such as differentiation, class discussions and cooperative learning. Instructional strategies are key to reaching all levels of learners. During collaborative PLC's, teachers will monitor student outcomes and adjust lesson plan to reach all learners.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers met weekly in PLCs. Student progress was monitored through curriculum and Star assessments. Teachers provided specific differentiation, intervention or remediation for underperforming students through flexible groups during the school day. Data from Star, IAB's, and curriculum assessments was used for discussions and to determine needs for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

Marina West will continue to prioritize parent involvement during the 2023-24 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Student Achievement. Parent representatives on the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) are elected on a regular basis (to fill any vacant positions). Bylaws govern the protocols and decision-making process for each of these committees to ensure that annual goals and fiscal spending are centered on student achievement. Throughout the 2023-24 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness in meeting these goals. School Site Council and the English Language Advisory Committee meet regularly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a regular basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's educations. We offer opportunities for parents to be involved through school-wide events and parent advisory committees. Examples of advisory committees are School Site Council, English Learner Advisory Committee, Title 1, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. Examples of school-wide events are family nights, Books and Blankets and carnival. The School Leadership Team and school Principal work together in writing, planning and updating the SPSA. The English Learner Advisory Committee provided input and feedback to the School Site Council. School Site Council reviewed and updated the SPSA before approving the SPSA at the May 31 meeting. Constant review of district data through Star and CAASPP results were used in guiding the direction and allocation of funds to support student success. Input for this School Plan was provided between April-May 2023.

Resource Inequities

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

During the 2022-23 school year, resource inequities were due to staffing shortages. We have a Literacy Intervention Teacher on site to support underperforming students. Due to a substitute shortage in the district and county, she was pulled to substitute in classrooms several times. As a result, she was unable to support istudents identified for this targeted support consistently. Individual Student Monitoring Conferences with teachers were planned and scheduled to occur three times this school year. However, due to substitute teacher shortages, not all the cycles were completed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.2%	1.57%	1.83%	12	8	9
Asian	%	%	0%			0
Filipino	0.6%	0.59%	0.41%	3	3	2
Hispanic/Latino	91.6%	93.91%	93.28%	491	478	458
Pacific Islander	0.4%	0.20%	0.2%	2	1	1
White	3.7%	3.34%	3.46%	20	17	17
Multiple/No Response	1.5%	0.39%	0.81%	8	2	4
Total Enrollment				536	509	491

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	99	83
Grade 1	79	73	96
Grade 2	83	78	72
Grade 3	96	78	76
Grade 4	90	89	74
Grade 5	96	92	90
Total Enrollment	536	509	491

Conclusions based on this data:

Student enrollment at Marina West is declining. This may be due to a variety of factors, which may include the high cost of living in our area and post pandemic challenges. Most student groups at Marina West declined, with the exception of first grade which has increased. In 20-21 it was 79 and in the 22-23 school year it was 96. The largest group represented at Marina West are Hispanic/Latino with over 91%. We also have other groups represented in smaller numbers: white- 3.46%, African American- 1.83, Filipino- 0.41%, Pacific Islander- 0.2% and multiple/no response at 0.81%. At Marina West, we recognize we have diverse classrooms and build on students' individual and cultural experiences and their prior knowledge. Teachers ensure that their lessons promote equity and inclusivity in the classroom. Some culturally responsive strategies which have been observed are: activating prior knowledge, making learning contextual, and presenting content in multiple forms. Our Outreach Coordinator supports by monitoring student attendance, focusing on our sub-group attendance, and reaching out to families.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	234	230	205	43.70%	45.2%	41.8%
Fluent English Proficient (FEP)	48	28	21	9.00%	5.5%	4.3%
Reclassified Fluent English Proficient (RFEP)	13		14	5.6%		

Conclusions based on this data:

Marina West reclassified 14 general education students in the 2022-23 school year. The number of English learners and Fluent English Proficient students decreased. Between 20-21 and 22-23, the number of English learners decreased from 234 to 205 and fluent English proficient students from 48 to 21. A factor could be due to declining enrollment at the school level. We will continue to monitor English learners and ensure there is a designated ELD block with instruction focused on each student's language proficiency level and integrated ELD throughout the disciplines. We will continue to use Title III funds to provide after-school tutoring to English Learners to help increase student achievement.

School and Student Performance Data

Star Early Literacy

Marina West Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	25	2	8%	5	20%	1	4%	17	68%	4	805
Grade 1	93	35	38%	7	8%	11	12%	40	43%	4	805
Grade 2	11	11	100%	0	0%	0	0%	0	0%	1	732

Conclusions based on this data:

Star Early Literacy average scores indicate most Kindergarten and first grade students tested are late emergent readers. These students are beginning to read basic picture books, build their vocabularies and understand print. They will benefit from targeted support in small groups to focus on specific skills during flexible learning groups, Literacy Intervention Teacher, and paraeducator support. Four grade 2 students did take the Early Literacy exam. The exam identified basic literacy areas where additional support is needed. 68% of Kindergarteners are At/Above benchmark and 46% of first graders are at At/Above benchmark.

School and Student Performance Data

Star Reading

Marina West Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	73	39	53%	16	22%	10	14%	8	11%	1	882
Grade 3	71	35	49%	21	30%	10	14%	5	7%	1	920
Grade 4	72	49	68%	12	17%	7	10%	4	6%	1	921
Grade 5	90	40	44%	19	21%	23	26%	8	9%	1	996

Conclusions based on this data:

Based on end of year Star Reading district benchmark data, all grades made gains in language arts with the exception of grades 3 and 4, which slid back from previous baselines. Grade 1 made the largest gain with an increase of 18% increase from the baseline. The grade level that is furthest from the expected benchmark is grade 4. 77% of tested fourth graders are needing intervention while 17% are at/above the district benchmark. The general areas in which students need more support are key ideas and details, craft and structure and integration of knowledge. Marina West is in ATSI and performing below expectations in reading and mathematics. Monitoring for timely support will be taking place at more frequent intervals in order to identify areas of need.

School and Student Performance Data

Star Math

Marina West Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	93	33	35%	30	32%	23	25%	7	8%	2	830
Grade 2	77	33	43%	23	30%	16	21%	5	6%	2	889
Grade 3	72	32	44%	18	25%	16	22%	6	8%	2	946
Grade 4	69	42	61%	20	29%	6	9%	1	1%	1	942
Grade 5	90	56	62%	15	17%	11	12%	8	9%	1	1010

Conclusions based on this data:

End of year Star Math district benchmark data indicates that grades 1, 2, and 3 grew from baseline data. Grade 4 stayed the same and grade 5 slid back. Grade 2 showed the most growth with a 17% increase. For the lower grades, it will require significant work in number sense while in the upper grades, it will require number sense but a special focus on automaticity with multiplication, multi-step problems, and word problems. The focus will be on addressing review and extra support in smaller flexible learning groups and tutoring.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		76			74			74			97.4	
Grade 4		89			89			89			100.0	
Grade 5		89			89			89			100.0	
All Grades		254			252			252			99.2	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.			8.11			21.62			20.27			50.00	
Grade 4		2380.			1.12			10.11			28.09			60.67	
Grade 5		2422.			4.49			19.10			21.35			55.06	
All Grades	N/A	N/A	N/A		4.37			16.67			23.41			55.56	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		6.76			54.05			39.19		
Grade 4		4.49			55.06			40.45		
Grade 5		5.62			58.43			35.96		
All Grades		5.56			55.95			38.49		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.76			45.95			47.30	
Grade 4		1.12			40.45			58.43	
Grade 5		3.37			46.07			50.56	
All Grades		3.57			44.05			52.38	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.70			67.57			29.73	
Grade 4		4.49			58.43			37.08	
Grade 5		3.37			78.65			17.98	
All Grades		3.57			68.25			28.17	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.16			55.41			32.43	
Grade 4		2.25			65.17			32.58	
Grade 5		5.62			57.30			37.08	
All Grades		6.35			59.52			34.13	

Conclusions based on this data:

Marina West's CAASPP English language arts data shows that 3rd grade decreased from the 2021-22 test cycle from 29% to 17% meeting or exceeding standards, 4th grade increased from 11% to 17%, and 5th grade increased from 23% to 37%. Grade 5 met the 10% year growth goal. At Marina West, we are focusing on ensuring students are provided with multiple opportunities to develop literacy and intervene with additional support through flexible learning groups, tutoring, literacy intervention specialist and paraeducator support.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		76			74			74			97.4	
Grade 4		89			89			89			100.0	
Grade 5		89			89			89			100.0	
All Grades		254			252			252			99.2	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2368.			2.70			21.62			25.68			50.00	
Grade 4		2384.			1.12			7.87			24.72			66.29	
Grade 5		2409.			1.12			2.25			29.21			67.42	
All Grades	N/A	N/A	N/A		1.59			9.92			26.59			61.90	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.76			40.54			52.70	
Grade 4		3.37			28.09			68.54	
Grade 5		1.12			37.08			61.80	
All Grades		3.57			34.92			61.51	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.05			47.30			48.65	
Grade 4		0.00			28.09			71.91	
Grade 5		1.12			39.33			59.55	
All Grades		1.59			37.70			60.71	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.41			56.76			37.84	
Grade 4		0.00			49.44			50.56	
Grade 5		1.12			47.19			51.69	
All Grades		1.98			50.79			47.22	

Conclusions based on this data:

Marina West's CAASPP math data shows 3rd grade decreased from 23% to 20% met or exceeded standards, 4th grade increased from 8 to 9%, and 5th grade increased 3 to 20%. Grades 4 and 5 showed growth from the previous year.

During the 2022-23 school year, teachers found they needed to fill in gaps and accelerate learning. For the 2023-24 school year, we plan on addressing teaching and learning in mathematics with an intense focus on essential grade level standards, having students work collaboratively, and in small groups. Our goal is to continue to make growth across all sub-groups.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1406.5			1421.8			1370.9			29	0	
1	*	1431.8		*	1449.2		*	1413.8		*	18	
2	1469.7	1471.1		1470.9	1473.8		1468.0	1467.9		31	32	
3	1479.8	1484.9		1475.8	1490.5		1483.1	1478.6		50	37	
4	1498.4	1501.9		1503.1	1510.6		1493.1	1492.8		45	49	
5	1503.3	1532.6		1498.4	1539.4		1507.9	1525.4		28	39	
All Grades										186	175	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			34.48			48.28			13.79			29		
1	*	11.11		*	16.67		*	50.00		*	22.22		*	18	
2	6.45	10.00		45.16	43.33		32.26	23.33		16.13	23.33		31	30	
3	2.04	18.92		44.90	32.43		36.73	27.03		16.33	21.62		49	37	
4	9.09	14.29		40.91	42.86		36.36	20.41		13.64	22.45		44	49	
5	3.70	33.33		37.04	33.33		40.74	20.51		18.52	12.82		27	39	
All Grades	5.46	18.50		40.44	35.84		38.25	25.43		15.85	20.23		183	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			48.28			41.38			6.90			29		
1	*	16.67		*	33.33		*	38.89		*	11.11		*	18	
2	25.81	30.00		38.71	26.67		22.58	26.67		12.90	16.67		31	30	
3	20.41	37.84		42.86	24.32		18.37	21.62		18.37	16.22		49	37	
4	31.82	28.57		45.45	44.90		18.18	16.33		4.55	10.20		44	49	
5	18.52	51.28		59.26	35.90		11.11	7.69		11.11	5.13		27	39	
All Grades	21.31	34.68		45.90	34.10		21.31	19.65		11.48	11.56		183	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			10.34			51.72			34.48			29		
1	*	0.00		*	22.22		*	38.89		*	38.89		*	18	
2	9.68	6.67		35.48	30.00		32.26	30.00		22.58	33.33		31	30	
3	0.00	8.11		12.24	18.92		65.31	37.84		22.45	35.14		49	37	
4	2.27	0.00		18.18	26.53		40.91	36.73		38.64	36.73		44	49	
5	0.00	7.69		11.11	28.21		59.26	46.15		29.63	17.95		27	39	
All Grades	3.28	4.62		16.94	25.43		50.27	38.15		29.51	31.79		183	173	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			89.66			6.90			29		
1	*	11.11		*	77.78		*	11.11		*	18	
2	32.26	30.00		54.84	53.33		12.90	16.67		31	30	
3	14.29	35.14		69.39	48.65		16.33	16.22		49	37	
4	25.00	36.73		65.91	51.02		9.09	12.24		44	49	
5	11.54	15.38		80.77	76.92		7.69	7.69		26	39	
All Grades	18.13	27.75		70.88	59.54		10.99	12.72		182	173	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.14			48.28			27.59			29		
1	*	16.67		*	66.67		*	16.67		*	18	
2	22.58	33.33		58.06	50.00		19.35	16.67		31	30	
3	29.79	57.14		51.06	25.71		19.15	17.14		47	35	
4	38.10	32.65		59.52	57.14		2.38	10.20		42	49	
5	51.85	73.68		40.74	21.05		7.41	5.26		27	38	
All Grades	32.96	45.29		51.96	42.35		15.08	12.35		179	170	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			79.31			17.24			29		
1	*	5.56		*	44.44		*	50.00		*	18	
2	25.81	6.67		51.61	60.00		22.58	33.33		31	30	
3	0.00	8.11		65.31	37.84		34.69	54.05		49	37	
4	4.65	4.08		53.49	53.06		41.86	42.86		43	49	
5	7.41	10.26		59.26	71.79		33.33	17.95		27	39	
All Grades	7.69	6.94		60.99	54.34		31.32	38.73		182	173	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24			37.93			44.83			29		
1	*	0.00		*	76.47		*	23.53		*	17	
2	6.45	10.00		58.06	56.67		35.48	33.33		31	30	
3	8.16	13.51		73.47	59.46		18.37	27.03		49	37	
4	4.88	4.08		78.05	71.43		17.07	24.49		41	49	
5	0.00	10.26		74.07	74.36		25.93	15.38		27	39	
All Grades	7.22	8.14		65.56	67.44		27.22	24.42		180	172	

Conclusions based on this data:

Based on the 2023 summative ELPAC, Marina West tested 187 English learners. Of the students who tested, 47% (89 students) are English proficient at levels 3 and 4. 14 general education students were reclassified in the 22-23 school year. We will continue our focus on developing language with all English learners by ensuring there is a dedicated and protected block of time for designated ELD and continue to deliver integrated ELD lessons across all disciplines. Currently, we have 46 students at the Expanding level and 28 at the Emergent level between grades 2 - 5.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
509	94.9	45.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marina West Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	230	45.2
Foster Youth		
Homeless	15	2.9
Socioeconomically Disadvantaged	483	94.9
Students with Disabilities	109	21.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.6
American Indian		
Asian		
Filipino	3	0.6
Hispanic	478	93.9
Two or More Races	2	0.4
Pacific Islander	1	0.2
White	17	3.3

Conclusions based on this data:

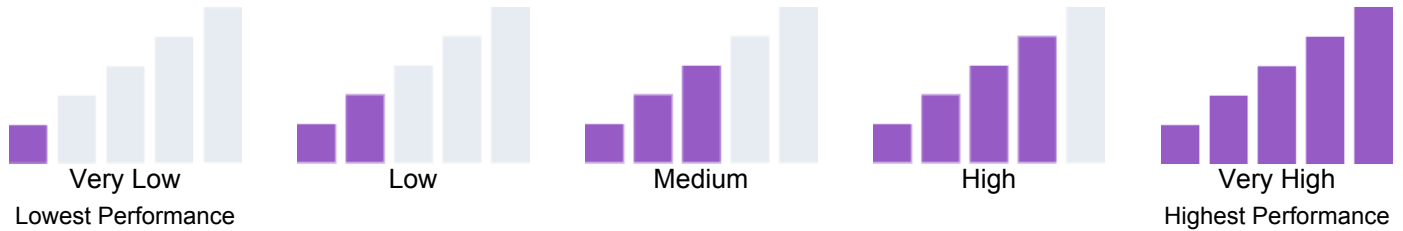
The major subgroups at Marina West School are socioeconomically disadvantaged (483 students/94%), English Language Learners (230 students/45%), students with disabilities (109 students/21%) and Hispanic (478 students/93%). With the exception of English learners, Marina is in ATSI status with the three other subgroups. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we, at Marina West, continue to focus on the needs of all our students. We focus on first instruction by ensuring standards based instruction, assessment and reflection; instructional rigor and student engagement. Tier 1 intervention was delivered by the classroom teacher, and Tier 2 intervention in small group delivered by teachers during flexible learning groups, tutoring (before and after school), Literacy Intervention Teacher and paraeducators supporting all grade levels. At Marina West, we used Title 1 funds to provide tier 2 intervention with an ISP that focused on ELA and math support during the school day. Student data was used to make instructional decisions and small group instruction. Small group instruction was based on teacher and STAR 360 assessment data. It was reviewed and discussed at weekly PLC/ Collaboration meetings.

School and Student Performance Data

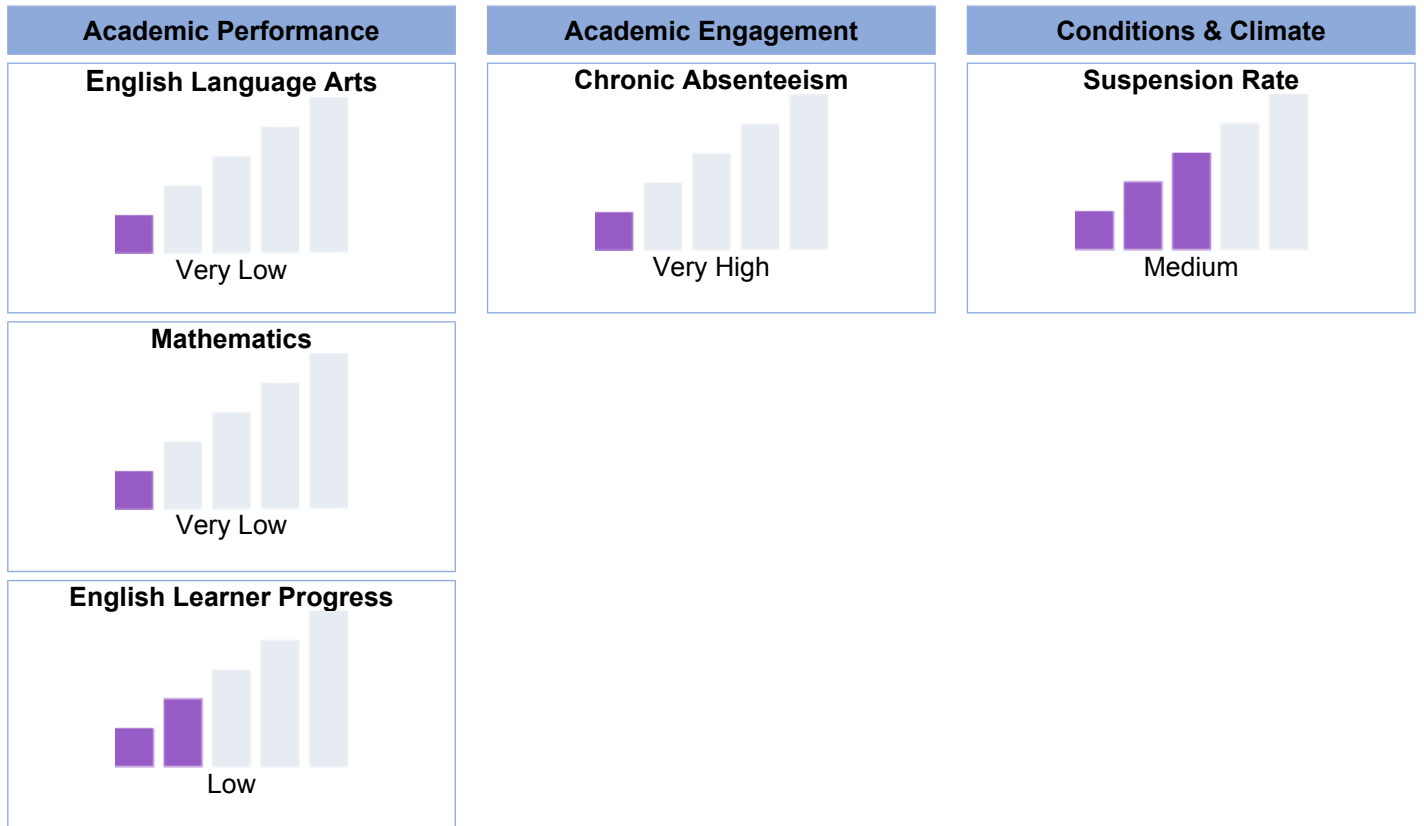
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

As a school, we scored very low in English language arts and mathematics on the 2021-22 CAASPP exam. Chronic absenteeism was very high and our suspension rate medium. English learner progress was low. Our focus is on first instruction (standards based instruction, assessment and reflection, student engagement) in Language Arts and math. English Language Development will focus on building reading, listening, speaking and writing. Tier 1 intervention in language arts and math will be delivered by classroom teachers in all grades. Tier 2 intervention for Grades 1-5 will be

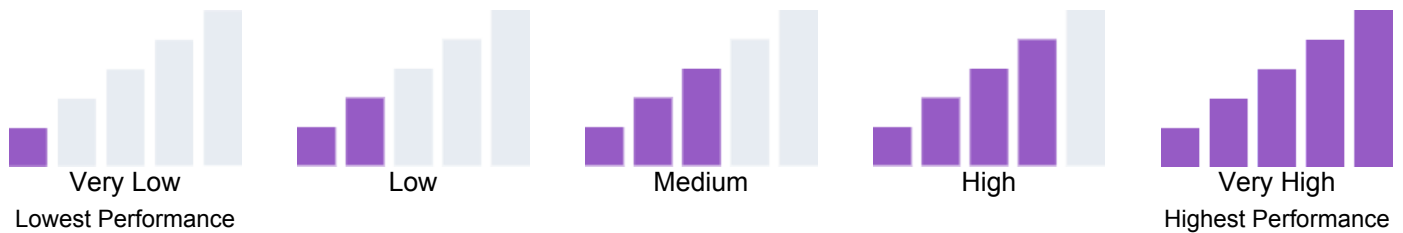
in a small group delivered by the ISP, Literacy Intervention Specialist, teachers, and paraeducators in small groups with research based materials and guidance by the classroom teacher. Student assessment data will be used to guide instructional decisions. Assessment data will be reviewed and discussed at weekly PLC/Collaboration meetings. We will also use Title III funds to help provide after-school intervention to our English Learner population. To address chronic absenteeism, we will continue and make adjustments to our student incentive system, strengthen our site SARB committee as well as our parent attendance campaign. To lower our suspension rate, as a school and through our PBIS committee, we plan to review more frequently our discipline referrals to spot trends and provide timely support.

School and Student Performance Data

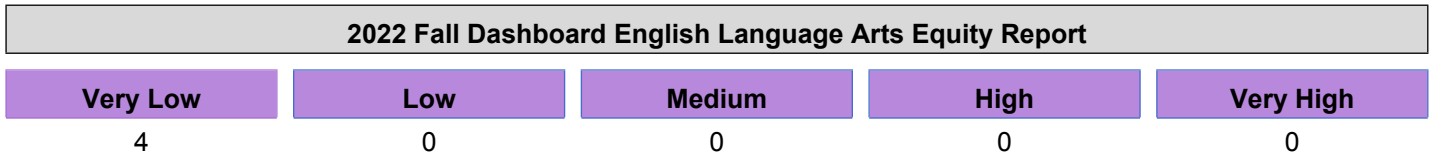
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

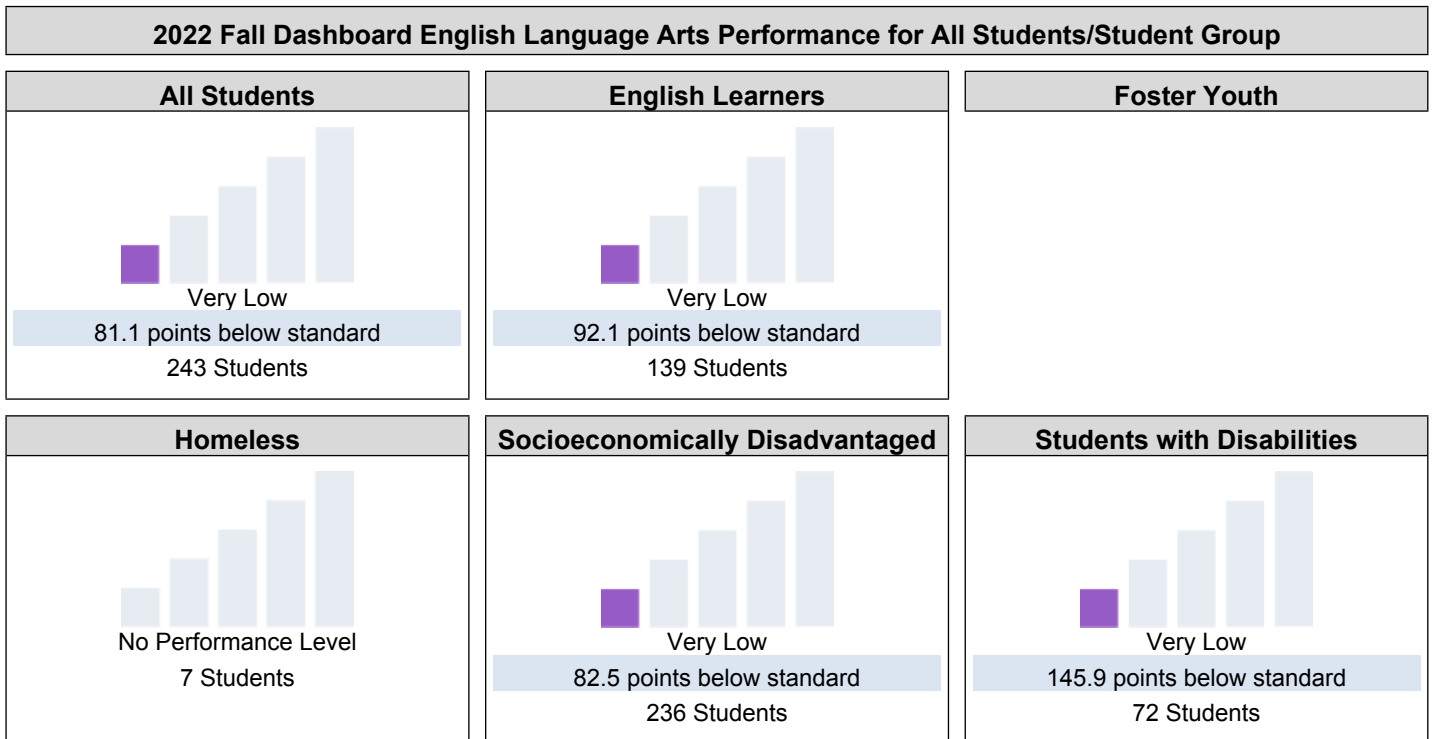
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.0 points below standard 117 Students	45.2 points below standard 22 Students	71.1 points below standard 99 Students

Conclusions based on this data:

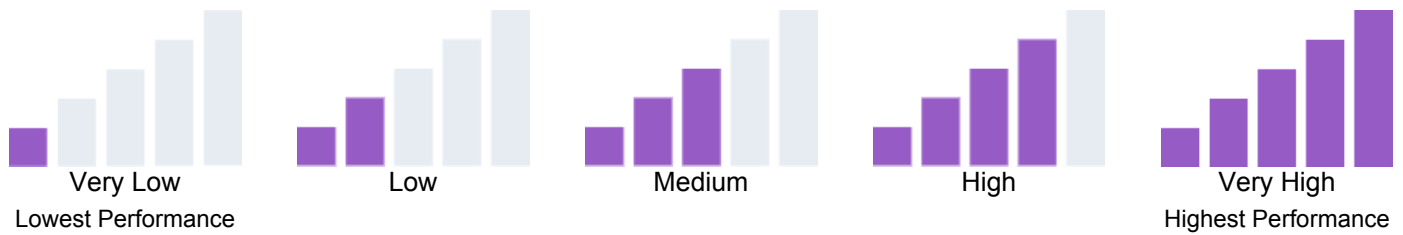
The Dashboard Data shows that our largest subgroups (students with disabilities, socioeconomically disadvantaged, Hispanic, English learners) are performing in the very low band in English language arts. Points below standard range from 82 for the first three subgroups and 45-101 for English learners. Despite having the extra support of paraeducators, ISP, and literacy teacher, and tutoring, our student outcomes were disappointing. Additionally, we used Title III funds to focus non-reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners to also be supported with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 small flexible learning groups and Tier 2 (LIT) throughout the day and focus on all our subgroups.

School and Student Performance Data

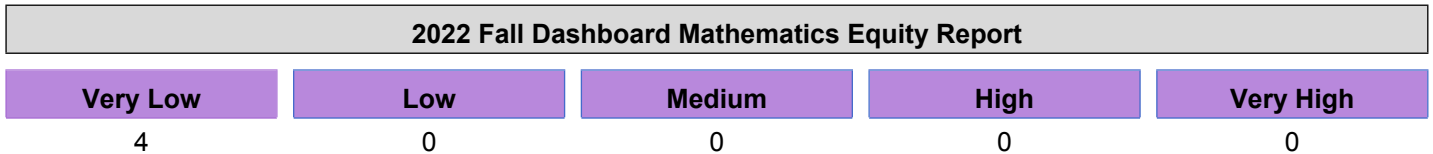
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

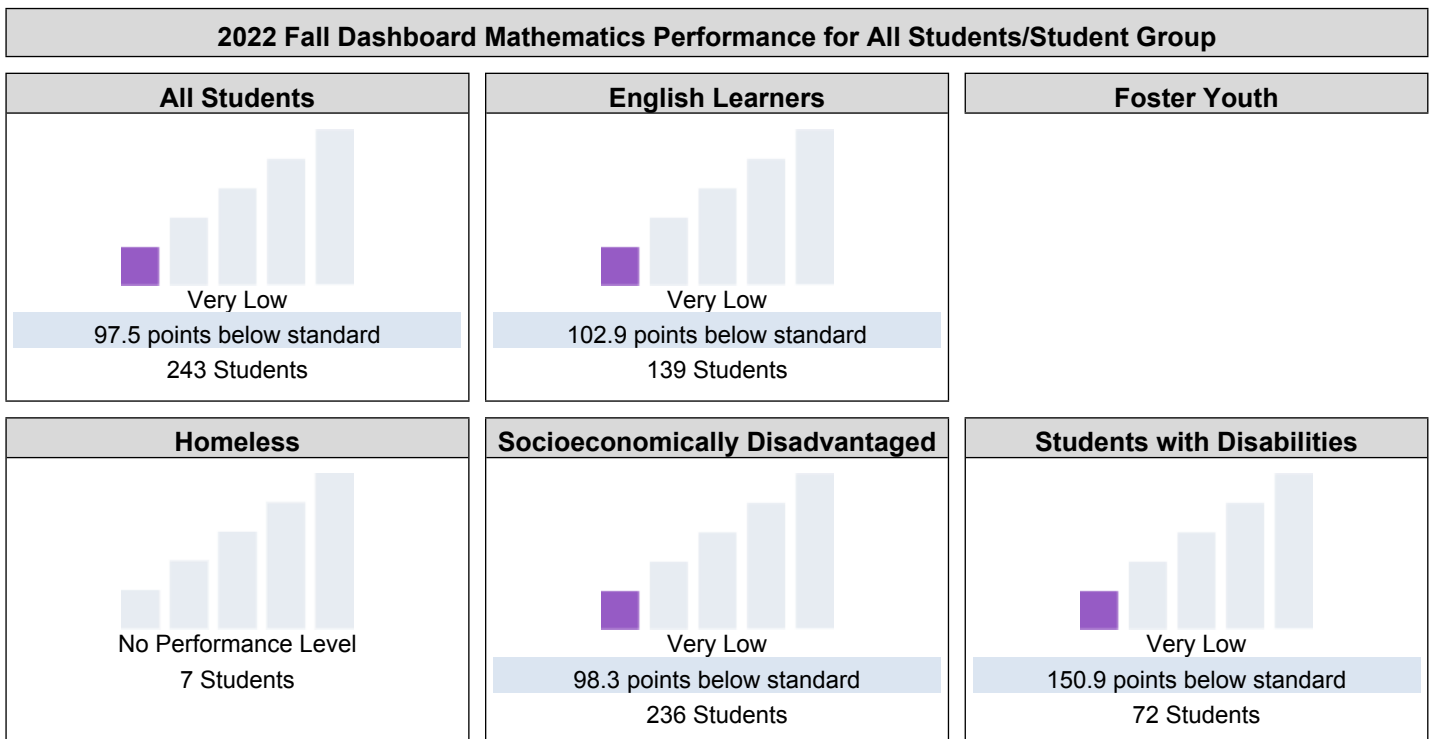
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.7 points below standard 117 Students	66.4 points below standard 22 Students	92.0 points below standard 99 Students

Conclusions based on this data:

All reported subgroups scored in the very low band. Points below standard met, ranged from 97 All Student to 150 students with disabilities. Supporting first instruction by the classroom teacher were paraeducators, the Literacy Intervention Teacher and the ISP who had small groups of students to work with. A continued focus on first instruction in conjunction with specific, intentional use of human resources will continue. A more precise identification of skills and knowledge gaps will be identified and targeted. We will continue to use assessment data to adjust instruction.

We used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide targeted interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 (flexible learning groups) and Tier 2 (LIT) throughout the day and focus on all our subgroups.

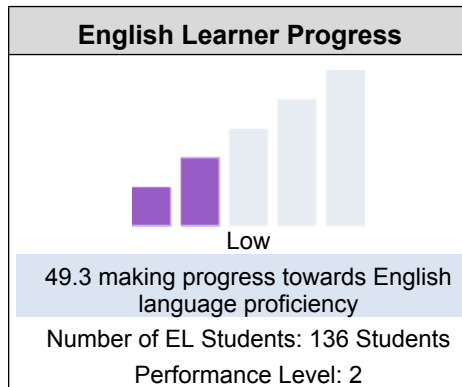
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
15.4%	35.3%	0.0%	49.3%

Conclusions based on this data:

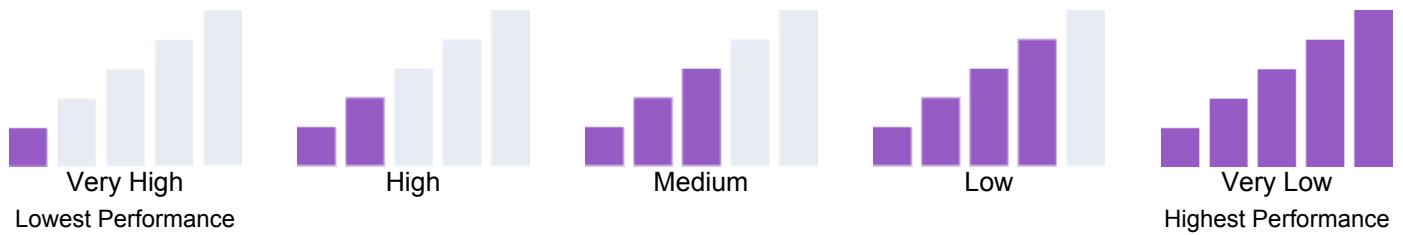
15% of our English learners decreased one English proficiency level, 35% maintained a lower proficiency level, and 49% moved up at least one level. Aside from receiving designated and integrated ELD on a daily basis, we offered extra support in the form of tutoring after school. It may be that our English learners are needing additional targeted support in academics, specifically reading.

School and Student Performance Data

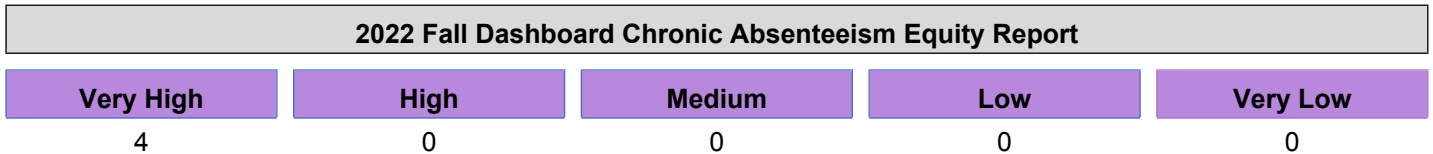
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

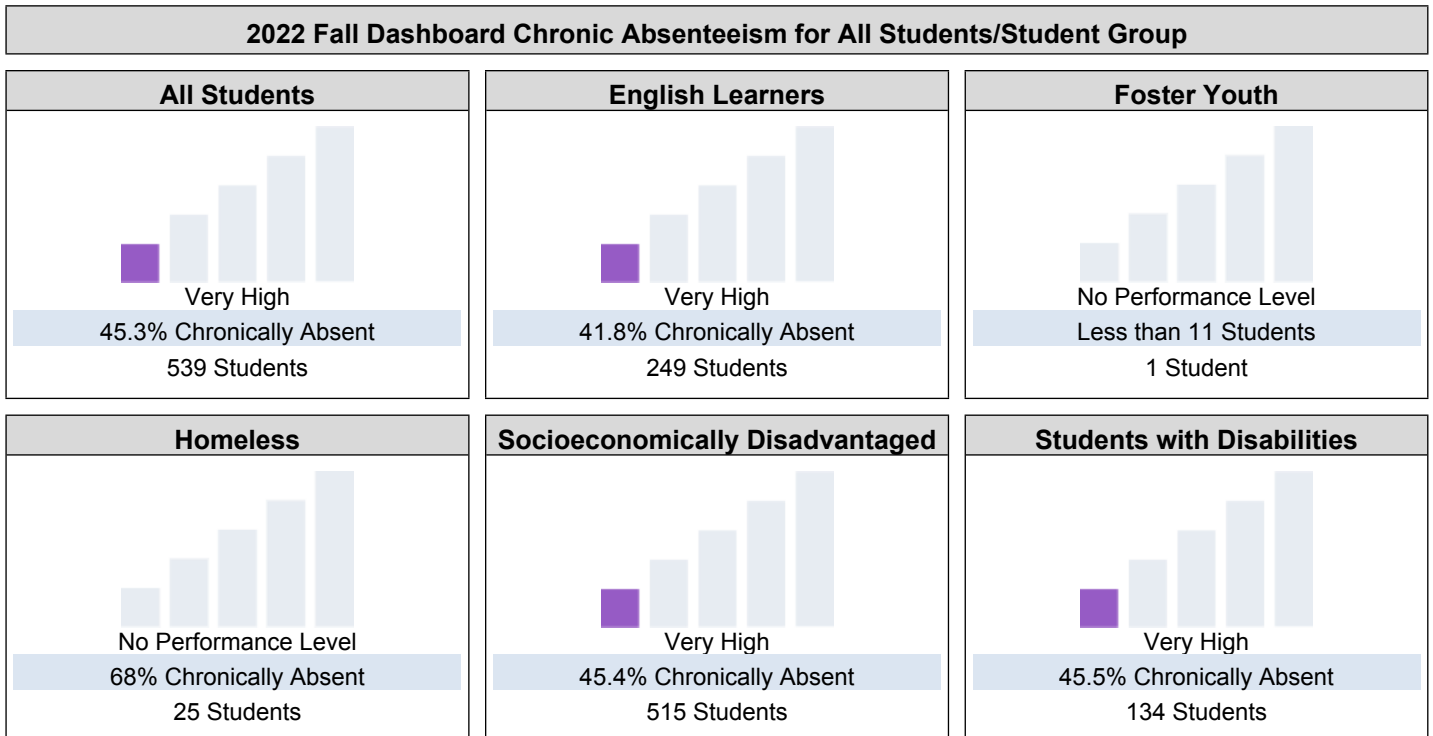
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



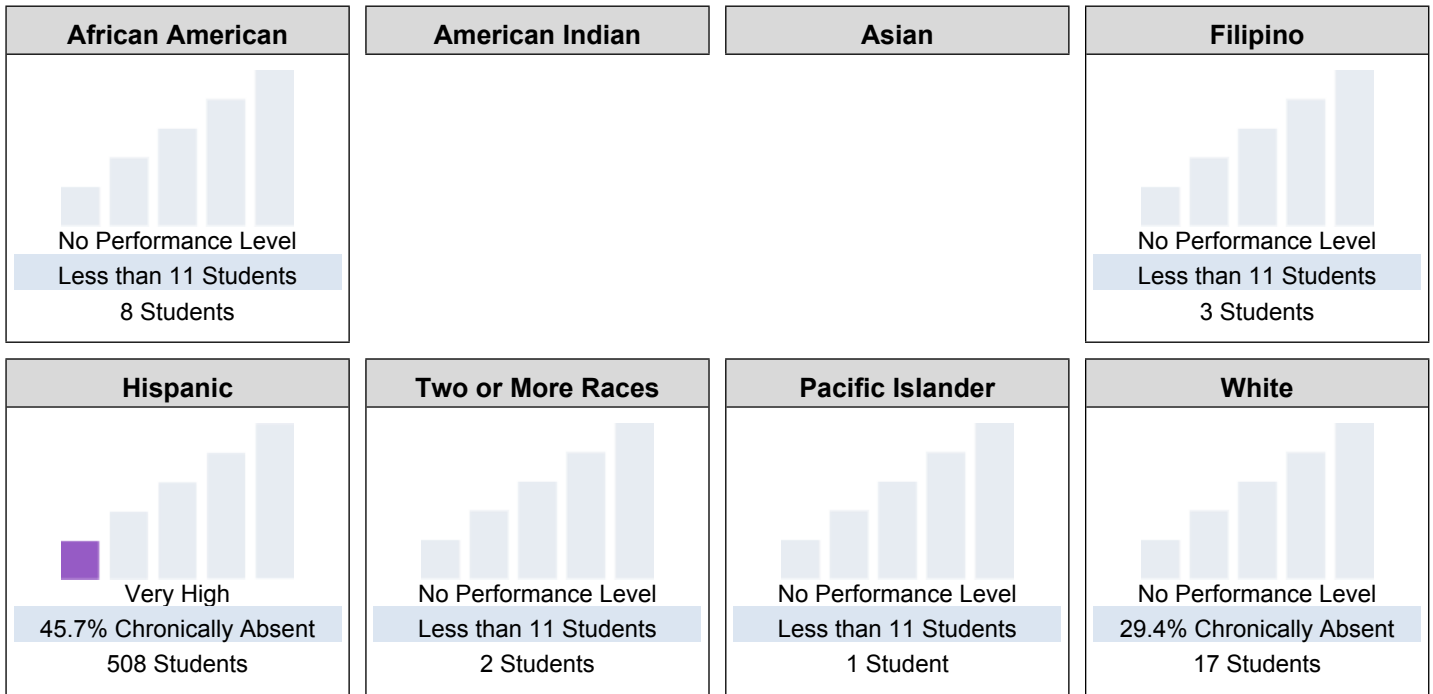
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

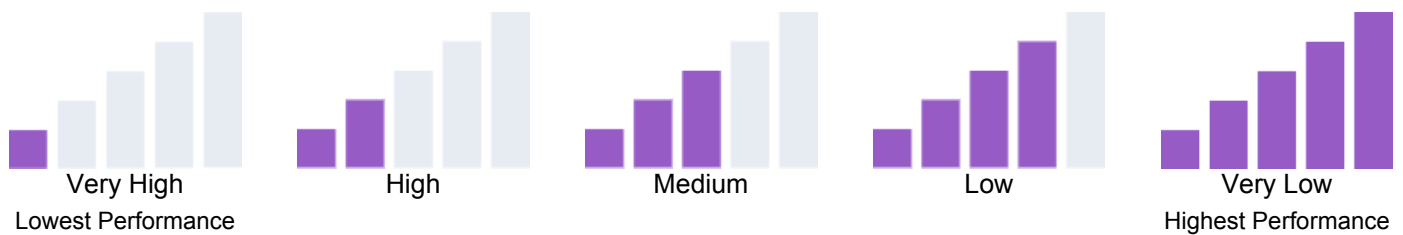
The data above shows that Marina West has a very high chronic absenteeism rate. At 45% chronically absent, are our significant sub-groups- Hispanic, English Learners, Students with Disabilities and Socioeconomically Disadvantaged. Our White sub-group, even though it is not a significant sub-group, had the lowest percentage with 29% chronically absent. We currently have a student incentive system that targets specific students with attendance challenges. We will continue to conduct attendance meetings with parents to ensure we are constant communication with families and provide timely support.

School and Student Performance Data

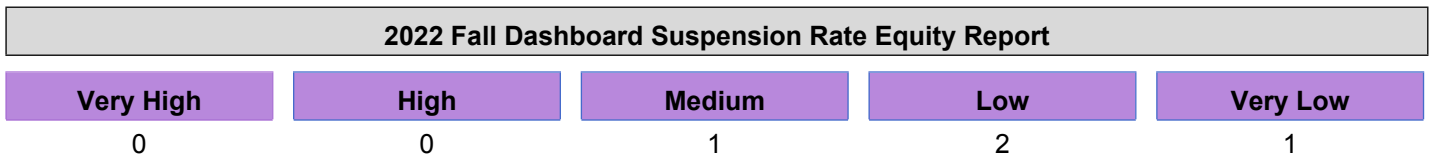
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

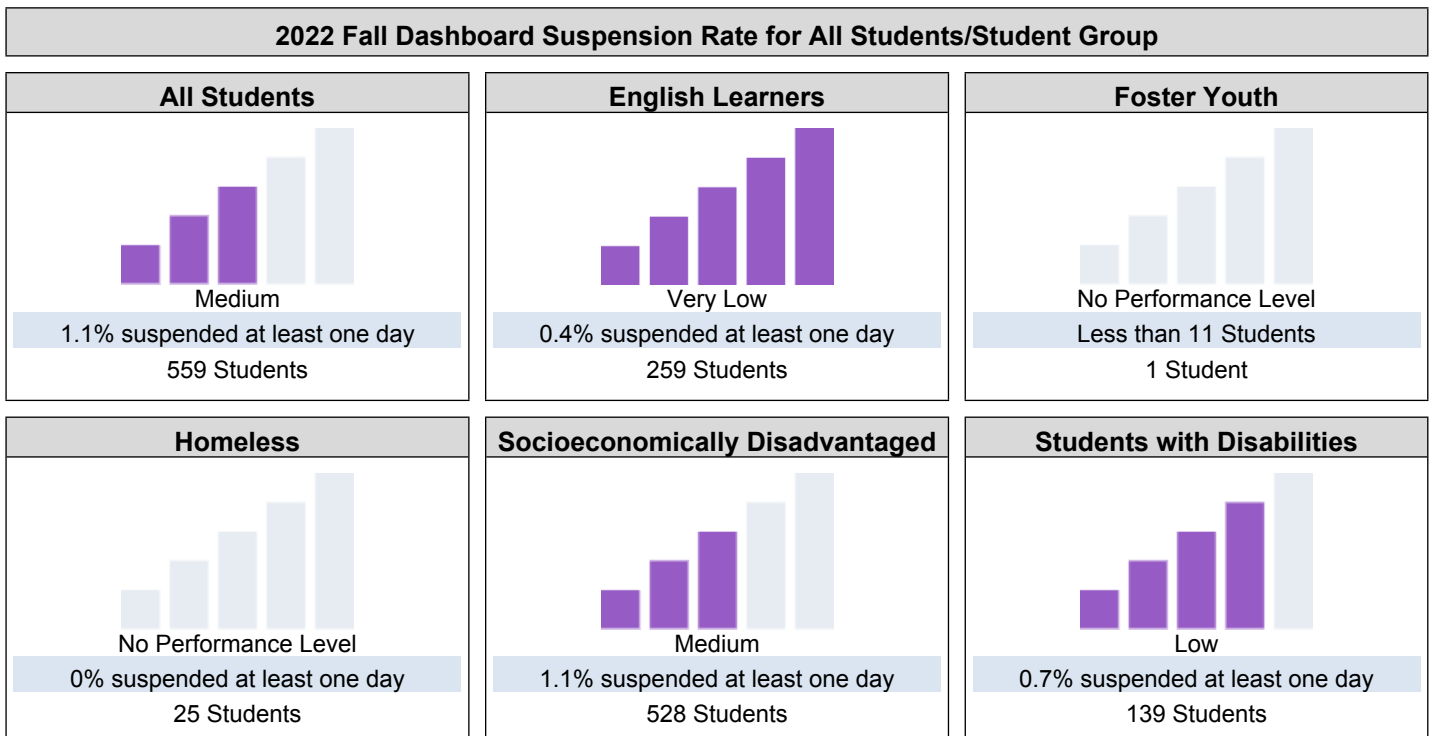
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



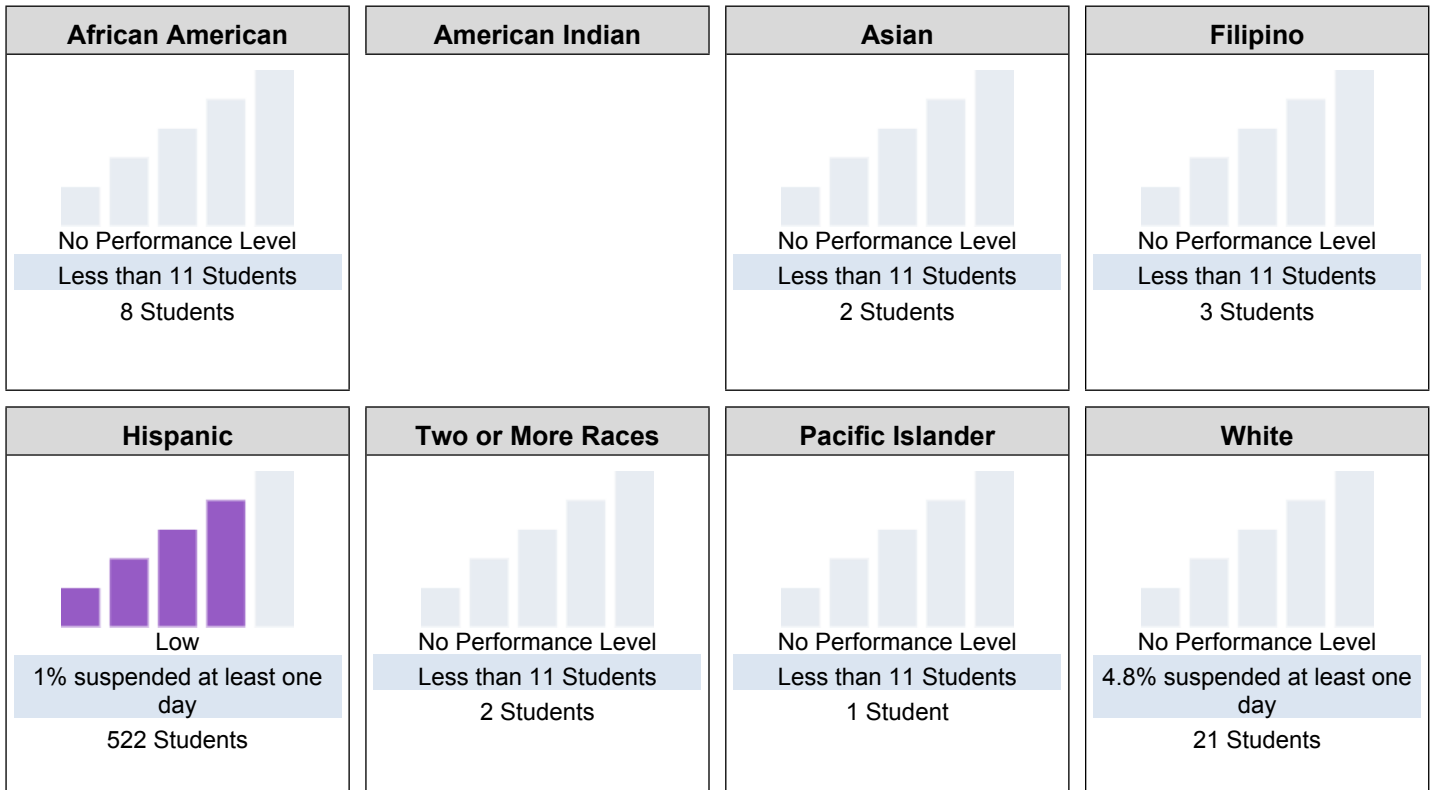
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

With regard to the suspension rate of the larger subgroups at Marina West and in which we are in ATSI status are the following: Out of 528 socioeconomically disadvantaged students, 1% (5 students) have been suspended at least 1 day; Out of 139 students with disabilities, 0.7% have been suspended at least one day (1 student); Out of 522 Hispanic students, 1% has been suspended at least one day (5 students). Some of the students have been counted more than once as they belong to different categories. The suspensions were a result of students using force or violence on other students. At Marina West we take a proactive approach to avoid suspension and trying other means of correction. Some examples are behavior expectation assemblies throughout the year, (especially after long breaks), encouraging positive behavior by awarding Shark Dollars which can be spent at the Shark Store, added safe options at recess, use of restorative circles in the classroom and a Wellness Center to support students who may need a break.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	2022-23 CAASPP ELA Data by Grade Level Percentage of students scoring at "Met Standard" or "Exceeded Standard" : 3rd Grade Students: 16% 4th Grade Students: 15% 5th Grade Students: 35%	The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 10% in each grade level on the 2023-24 assessment. Percentage of students who will will score "Met Standard" or Exceeded Standard" on the 2023-24 assessment: 26% of current 3rd Grade students 25% of current 4th Grade students 45% of current 5th Grade students
CAASPP Math Assessment	2022-23 CAASPP Math Data by Grade Level	The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 10% in each grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Percentage of students scoring at "Met Standard" or "Exceeded Standard"</p> <p>3rd Grade Students: 20% 4th Grade Students: 9% 5th Grade Students: 20%</p>	<p>level on the 2023-24 assessment.</p> <p>Percentage of students who will score "Met Standard" or Exceeded Standard" on the 2023-24 assessment: 30% of current 3rd Grade students 19% of current 4th Grade students 30% of current 5th Grade students</p>
<p>Star Early Literacy and Star Reading Assessment</p>	<p>EOY 2023 Star Data by Grade Level Scoring At/Above District Benchmark: Percentage of students scoring at benchmark:</p> <p>Early Literacy (District benchmark): TK Students: 71% Kindergarten Students: 68% 1st Grade Students: 43%</p> <p>Star Reading (State benchmark): Kindergarten Students: No Results 1st Grade Students: 52% 2nd Grade Students: 26% 3rd Grade Students: 21% 4th Grade Students: 14% 5th Grade Students: 34%</p>	<p>The number of students scoring At/ Above Benchmark will increase by at least 5% in each grade level by January 2024 and 10% by May 2024.</p> <p>Early Literacy (District benchmark): 76% of TK students by January 2024; 81% by May 2024 73% of Kindergarten students by January 2024; 78% by May 2024 48% of 1st grade students by January 2024; 53% by May 2024.</p> <p>Star Reading (State benchmark): 57% of 1st Grade students by January 2024; 66% by May 2024 31% of 2nd Grade students by January 2024; 36% by May 2024 26% of 3rd Grade students by January 2024; 31% by May 2024 19% of 4th Grade students by January 2024; 24% by May 2024 39% of 5th Grade students by January 2024; 44% by May 2024</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math Assessment	<p>EOY 2023 Star Math Data by Grade Level Scoring At/Above State Benchmark: Percentage of students scoring At/Above State Benchmark:</p> <p>Kindergarten Students: No Results 1st Grade Students: 32% 2nd Grade Students: 28% 3rd Grade Students: 31% 4th Grade Students: 10% 5th Grade Students: 21%</p>	<p>The number of students scoring At/ Above State Benchmark will increase by at least 5% in each grade level by January 2024 and 10% by May 2024.</p> <p>37% of 1st Grade students by January 2024; 42% by May 2024</p> <p>33% of 2nd Grade students by January 2024, 38% by May 2024</p> <p>36% of 3rd Grade students by January 2024; 41% by May 2024</p> <p>15% of 4th Grade students by January 2024; 20% by May 2024</p> <p>26% of 5th Grade students by January 2024; 31% by May 2024</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 4000-4999: Books And Supplies Adopted curriculum
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

SED, SWD, English learners, homeless, migrant

Strategy/Activity

Instructional Service Provider (ISP) will provide targeted support to students in need of support as part of Tier 2 instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

29,000	Title I 1000-1999: Certificated Personnel Salaries ISP Salary
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Program contracts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

SED, SWD, English learners, Foster, Homeless

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Para Educator salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Program contracts

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The principal will conduct student monitoring conferences after the fall, winter and spring Star assessment cycles to discuss and address student learning needs using ELA, math and EL assessment results. Students struggling to meet grade level goals will be identified for additional supports to address their instructional needs. Additionally, student groups identified for ATSI, will be monitored and provided timely 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)

2,000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Substitute Teacher Costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students, SWD, SED (ATSI student groups)

Strategy/Activity

Professional development in curricular areas (ELA, math, writing process, science, social studies) will be available through staff meetings, after school trainings and conferences. District Teachers on Special Assignment (TOSAs) will be consulted to support teachers as needed. Additionally, we will use formative assessment results to monitor growth of ATSI student groups and provide targeted professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

SED, SWD, English learners, migrant, foster, homeless

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
LIT salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

SWD, SED, English learners, migrant, foster, homeless

Strategy/Activity

Teachers will provide support, specific differentiation, intervention and remediation for underperforming students through flexible learning groups during the school day (formerly referred to as Universal Access).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The STEAM Lab will be used to support our academy strand through student collaboration and project-based tasks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Books and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

English learners, SWD, SED, migrant, foster, homeless

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Tutoring

1,728

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Tutoring

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title III 5000-5999: Services And Other Operating Expenditures Materials, Supplies, Technology, Services
2,000	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Materials, Supplies, Technology, Services

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Scholar's Afterschool Program will provide services to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ASES

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11,500

LCFF
1000-1999: Certificated Personnel Salaries
Substitute Teacher Costs

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

LCFF
4000-4999: Books And Supplies
Certificates, Assemblies, medals

1,000

LCFF
2000-2999: Classified Personnel Salaries
Classified Extra Help (after school special activities, assemblies)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Students will participate in a supplemental Reading Project to encourage reading outside of the classroom. The Reading Project is in collaboration with the district Consulting Teacher TOSA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,026

LCFF
4000-4999: Books And Supplies
Reading Project Books

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF
4000-4999: Books And Supplies
Library Books

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Support the arts portion of our strand focus through arts classes/program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17,600

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Art program/lessons/classes

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide all basic instructional materials and supplies; fund operating costs to ensure full access to equipment and services to ensure confidentiality of documents and student information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,826	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Duplo)
2,000	LCFF 5000-5999: Services And Other Operating Expenditures Rental, leases, repairs (2 storage portables)
500	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Shred It)
27,600	LCFF 4000-4999: Books And Supplies Basic instructional materials and supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF

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

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Marina West has been identified for Additional Targeted Support for Improvement (ATSI) status. The three significant subgroups are: Hispanic, students with disabilities and socioeconomically disadvantaged students. Throughout the 2022-2023 school year, Marina West focused on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers concentrated on building and implementing a strong reading practice across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers also focused on strategies to improve reasoning skills. Additionally, we worked as grade level teams during Professional Learning Community/Collaboration time on a weekly, to discuss and analyze student data from formative (Star Early Literacy, Star Reading, Star Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data was used to guide and modify instruction and intervention provided to all students to ensure access to Common Core State Standards.

Ongoing monitoring of student data enabled grade levels to identify students in need of intensive, research based interventions that was provided by the classroom teacher, Literacy Intervention Teacher, and paraeducators during grade specific flexible learning groups. Schoolwide Star data shows a growth from baseline data from 21-22 to 22-23.

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

Marina West will continue to focus on building strong academic foundations for all students through strong first instruction. As a staff, we will explore effective and research based instructional strategies via our collaboration (PLC) process in response to identified student needs. Our SPSA goals are focused on ensuring we are focused on student outcomes and timely support.

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

An analysis of our 2022-23 SPSA and school assessment data has resulted in the need for improved evidence-based instruction and collaboration amongst teachers. To further support student growth we will intentionally differentiate and scaffold instruction to meet our students' needs. A significant number of students are bus riders and cannot participate in before/after school tutoring. As a result, we will differentiate during the instructional day via flexible learning groups. Strategies we will put in place include collaboration with district teachers on special assignment with specific areas of expertise (such as literacy, English learner instruction), tutoring, extra support during the instructional day with support from the LI teacher and paraeducators, frequent monitoring and timely support. A primary driver to student growth is engagement and motivation. In the coming year, we plan to continue our focus of ensuring every Marina West student feels welcome and receives the support they need. We will continue strengthening the social emotional aspect through the support of our site counselor. Academically, we have already enlisted the support of Ms. Rachel Sutherland, district TOSA, to help us launch a reading project at Marina West that has a dual focus of promoting reading and developing a love for literature.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate for 2022-23 school year: 16 incidents	Suspension Rate for the 2023-24 school year will be fewer than 8 incidents.
Panorama Survey	School climate and student well-being will be measured through the Panorama survey. The top three areas of need identified in the Spring 2023 survey are: *Sense of belonging- 64% *Engagement- 58% *Emotion regulation- 49%	Expected growth for the 2023-24 school year: *Sense of belonging- 74% *Engagement- 68% *Emotion regulation- 59%
Attendance Data	2022-23 attendance data: SARB: 12 students	The number of students referred to SARB will decrease by 50%; Overall student attendance: 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

LCFF
4000-4999: Books And Supplies
Supplies, posters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School-wide Shark Guidelines for Success will support and encourage positive student behavior. Incentive system to reward positive behavior will be used

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF
4000-4999: Books And Supplies
Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Offer safe options (hoola hoop, jump rope and spinner area) at recesses 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)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Replacement play equipment

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,000

Source(s)

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

SED, Foster, Homeless, Migrant

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor salary

District Funded
2000-2999: Classified Personnel Salaries
ORC Salary

LCFF
1000-1999: Certificated Personnel Salaries

	Counselor Extra help
2,500	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Help

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

SED, migrant, foster, homeless

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF 4000-4999: Books And Supplies Attendance incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

SED, migrant, foster, homeless

Strategy/Activity

Form a site School Attendance Review Committee (SARC) to analyze attendance data (bimonthly) and provide support as needed. Committee will include the site principal, attendance tech, ORC and other site personnel as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Recognize students for meeting behavior and attendance goals through special activities, assemblies and awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF
4000-4999: Books And Supplies
Certificates, medals, pencils

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

2,000

Source(s)

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

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ASES

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide extra-curricular activities to increase student connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 1000-1999: Certificated Personnel Salaries Extra time
500	LCFF 4000-4999: Books And Supplies Equipment, materials, supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF
4000-4999: Books And Supplies
Materials, supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Throughout the 2022-2023 school year, Marina West continued to build a positive school climate and promote positive student behavior by implementing a school-wide behavior and school climate program. Our program incentivized students caught following school rules and giving them Shark Dollars to spend at the Shark Store. Office referrals were tracked. Staff focused on implementing the Shark Guidelines for Success schoolwide while promoting a caring and safe environment and keeping students highly motivated. The focus on building community and monitoring student behavior yielded positive results. Overall, we saw fewer referrals originating in the classroom. Most referrals originated on the playground. We also saw an increase in incidents resulting in suspensions in grade 4. Our findings align with Panorama Survey results- we need to continue to build on strengthening sense of belonging, engagement, and emotion regulation with support of our site counselor.

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

We will continue to focus on systematically improving our school climate throughout school, both in and out of the classroom. The Panorama Survey, discipline referrals and observational data will be used to ascertain areas of need and areas of strength. The Shark Store and Shark dollars were well received by students in the 2022-23 school year but did not decrease the number of referrals originating from unstructured time on the playground despite offering additional safe choices such as hoola-hoop area, skip its and jump rope area to basketball, soccer, big toy and handball areas.

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

Analysis of the Panorama Survey data resulted in a need to improve emotion regulation, engagement, and sense of belonging. At Marina West, we will continue to strengthen our PBIS and CHAMPS model and monitor those key indicators of school climate. Adjustments will be made to our Shark Store/Share Dollar incentive program. Examples of strategies to support student behavior include more frequent review of expectations and support from the PBIS site team. During the 2022-23 school year, the PBIS did not meet regularly. That is the most significant change we will implement in the 2023-24 school year. In the area of attendance, changes that will be made to this plan include forming a school attendance review committee to monitor attendance and intervene with support in a timely manner as well increasing attendance awareness with the parent/guardian community. While Marina West is in ATSI status in the areas of mathematics and reading, our suspension rate is identified as medium. This means that as a school team, we need to look to the Panorama Survey to provide insight into which areas our students need to strengthen- school connectedness, self management, emotion regulation. A priority for our student population includes creating and maintaining safe options for lunch/recess that do provide opportunity for choices where students will be unsafe with each other.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Family Responses)	Per Parent Responses: Family Engagement: 9% Family-School Communication: 73%	Family Engagement: 19% Family-School Communication: 90%
Parent Attendance to Workshops	For the 23-24 school year, baseline data on parent attendance at meetings will be collected (ex. SSC, ELAC, Parent Events, Family Nights, Back to School Night, Parent Conferences, Coffee with the Principal/ORC/Counselor). Average Attendance 2022-23: School Site Council: 5 ELAC:4 Enrichment Activities (Family Nights, Cookies with Santa, Books and Blankets):25	Providing workshops on topics of interest to parents will yield greater attendance and participation at schoolwide events and advisory committees: Expected Outcome from 2023-24: School Site Council: 10 ELAC:8 Enrichment Activities (Family Nights, Cookies with Santa, Books and Blankets):35

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title III 1000-1999: Certificated Personnel Salaries Translations
4,399	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
1,500	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help
6,000	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conferences (CABE), Parent Participation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students, English Learners, Migrant

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title III 2000-2999: Classified Personnel Salaries Translation
200	LCFF 5900: Communications Materials and supplies
1,500	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title III 5000-5999: Services And Other Operating Expenditures Supplies, Materials, Refreshments
500	Title III 2000-2999: Classified Personnel Salaries Personnel for event

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

230

Source(s)

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Host Family Nights to include parents in their child's learning. Family Night examples include: reading, math, science, movie, Books and Blankets.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra time for teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Host community experts during parent engagement nights.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Consulting services

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Extra help, translation, babysitting

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Frequent parent communication to strengthen home-school relationship through Blackboard Connect, school website, flyers, marquee announcements, social media and teacher communication platforms. Teachers will communicate regularly with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF
5900: Communications

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

Migrant, foster youth, homeless

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

SED, migrant, foster, homeless

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In the 2022-23 school year we focused our efforts on increasing parent engagement and attendance across all school meetings and forums. Attendance proved to be a challenge. We had very few parents attend advisory committee meetings. Parents were encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal meetings. Families are an integral part of student success. We did have fantastic attendance at school-wide events such as family nights, Books and Blankets/book fair, Cookies with Santa and awards assemblies. At Marina West, we value family input and continued support in student achievement by providing opportunities for parents to participate in a variety of meetings and settings to help increase student success. Despite efforts to increase parent participation at advisory committee meetings, we fell short of our goals. We plan to continue to reach out using various platforms and increase the frequency of our efforts to reach as many parents as possible.

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

We had a significant number of parents attending school-wide event meetings and parent nights. We plan to continue to focus on increasing parent participation and attendance at school wide

events and advisory committee meetings and to ensure we have the support and partnership in learning from parents.

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.

At Marina West, our focus is have families partner with us in their child's education. We want to expand on and promote parent participation by creating a welcoming environment. Strategies to support this initiative are having meetings held in a language all parents understand (Translation), frequent communication (2-way communication), and encourage participation on advisory committees. Additionally, we will continue to implement strategies and communication (Monthly Calendar, Parent Square, calls home, Parent Leaders) to help increase parent participation. We will be offering more workshops/family nights on topics of interest to parents such as homework help, reading strategies for home reading and math night.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,629
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$180,509.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Amount (\$)
LCFF	\$107,152.00
LCFF - Intervention	\$3,728.00

Subtotal of state or local funds included for this school: \$110,880.00

Total of federal, state, and/or local funds for this school: \$180,509.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	50,999.00	0.00
Title III	18,630.00	0.00
LCFF	107,152.00	0.00
LCFF - Intervention	3,728.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	107,152.00
LCFF - Intervention	3,728.00
Title I	50,999.00
Title III	18,630.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	20,000.00
2000-2999: Classified Personnel Salaries	LCFF	18,000.00
4000-4999: Books And Supplies	LCFF	50,126.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,826.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,500.00
5900: Communications	LCFF	700.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	1,728.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,000.00

2000-2999: Classified Personnel Salaries	Title I	4,399.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,600.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
2000-2999: Classified Personnel Salaries	Title III	4,500.00
5000-5999: Services And Other Operating Expenditures	Title III	7,130.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,680.00
Goal 2	30,500.00
Goal 3	21,329.00

School Site Council Membership

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

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

Name of Members	Role
Elva Gonzales-Nares	Principal
Lowell Foster	Classroom Teacher
Suzanne Fries-Hostka	Classroom Teacher
April Rosas	Classroom Teacher
Reyna Moreno	Other School Staff
Eva Barraza	Parent or Community Member
Leticia Ceja Conejo	Parent or Community Member
Gabriela Vazquez Vidrio	Parent or Community Member
Lisa Lopez	Parent or Community Member
Amber Gomez	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/31/2023.

Attested:

	Principal, Elva Gonzales-Nares on 5/31/2023
	SSC Chairperson, Lowell Foster on 5/31/2023

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.

[Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner 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 (Educational Partner Involvement).

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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