

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marshall Fundamental Secondary School	19-64881-1931674	2024	2024

Purpose and Description

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

Schoolwide Program

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

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

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

Resource Inequities

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

Marshall is the only high school in PUSD that does not have the standard artificial track and field, posing a safety hazard. Our softball field is also a hazard, including irrigation issues and a lack of dugouts for home or away teams, posing a Title IV issue. Our band room has been inoperable for over a year. Our restrooms are in desperate need of upgrade. We often have plumbing issues or leaks which force room or space closures. Our auditorium does not have an HVAC system or proper lighting, posing a safety hazard. Our dance room needs a sprung floor to avoid injury for our dancers. Our auditorium stage needs to be sanded and waxed to avoid injury to our performers. Wifi signal does not extend to the athletic fields so in case of emergency, ability to seek assistance is limited. Our new camera install needs to occur as soon as possible - we were promised 70 new cameras for surveillance. We've asked for push bar, gated doors installed at the exit on Casa Grande Street from B building and are waiting for that install. HVAC is needed in our cafeteria due to cooling and heating issues.

School Vision and Mission

Marshall Vision Statement:

Soaring to Success!

Mission Statement:

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

School Profile

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

Marshall Fundamental reside in the Altadena, Pasadena, Sierra Madre, and the unincorporated areas of Los Angeles. School Plan for Student Achievement (SPSA) Page 3 of 99 Marshall Fundamental Secondary School

In 2022-2023, with 1,879 students coming from varying backgrounds, cultures, socio-economic groups, and academic profiles, our school's ultimate strength lies in its ability to offer a diverse array of programs, services and instructional methodologies to meet the needs of all students. Our current diversity breakdown is 62% Hispanic, 19% White not of Hispanic origin (including Armenian), 7% African American, 4% Asian, 3% Filipino and 3% mixed race or other. Additional student groups include 72% of the student population considered SocioEconomically Disadvantaged, 8% English Learners, 1% Foster Youth, 5% Homeless, and 12% Students with Disabilities.

Students participate in a full comprehensive athletic program and a strong Associated Student Body [ASB] program that includes 55 clubs and organizations. The Marshall afterschool LEARNs Program offers an athletics program for Middle School students and provides the College Access Plan for high school students.

Marshall Fundamental currently maintains a staff of 75 teachers. 67 teachers teach general ed (63.8 FTE) of which all are fully credentialed. 11 teachers teach special ed classes, including 1 teacher who teaches 2 periods of adaptive PE. 1.5 teachers are funded through CTE and are credentialed. Marshall also maintains 1 librarian, 1 school nurse, 5 counselors, 1 principal, and 3 assistant principals. Marshall offers a variety of courses that incorporate the varying academic needs of students. Courses are layered to provide intervention and strategic instruction in literacy and math; as well as AP Prep and Advanced Placement. GATE students are identified at the 6th grade level and are incorporated into classes that provide enrichment through either AP Prep or Advanced Placement. Marshall Fundamental employs 1 Instructional Coach who works with ELL students, CELDT/ELPAC testing, site instructional leadership, and serves as liaison to the ELAC parent group. Marshall also employs 1 RTI Coach who provides mentorship, Tier 2 interventions, and assists with student behavior issues. Marshall employs 18 instructional aides, 5 security officers, a LEARNs coordinator, 8.0 custodians, 1 clerical staff, and 1 hourly employees.

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

Marshall has 1 computer lab for students with a total of 30 computers and an additional 21 computers in the library. Wireless Internet has been installed across campus. The robotics classroom has 40 laptops in a cart and the journalism class has 10 laptops and cameras. Additionally, all students are issued individual Chromebooks to access course materials; and, each teacher also has a district issued device - Chromebook or laptop. The library has student computers and a tutoring hub, a textbook room with expandable shelving, and additional teacher workspace.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.30%	0.22%	5	6	4
African American	7.1%	7.48%	7.19%	142	148	133
Asian	3.9%	3.64%	3.62%	78	72	67
Filipino	2.8%	3.23%	3.19%	57	64	59
Hispanic/Latino	62.7%	62.41%	63.6%	1,261	1235	1176
Pacific Islander	0.4%	0.30%	0.27%	7	6	5
White	19.9%	19.25%	18.55%	400	381	343
Multiple/No Response	2.9%	3.23%	3.03%	59	64	56
Total Enrollment				2,012	1979	1849

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	286	272	241
Grade 7	324	293	274
Grade 8	322	331	286
Grade 9	296	311	291
Grade 10	266	282	281
Grade 11	283	234	259
Grade 12	235	256	217
Total Enrollment	2,012	1,979	1,849

Conclusions based on this data:

1. Based on this information the enrollment of our subgroups have decreased.
2. Based on this information student enrollment in grades 8th, 9th, 10th and 12th has decreased.
3. Based on this information enrollment in the 11th grade increased.

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	161	153	179	8.00%	7.7%	9.7%
Fluent English Proficient (FEP)	840	785	686	41.70%	39.7%	37.1%
Reclassified Fluent English Proficient (RFEP)	18			11.2%		

Conclusions based on this data:

1. The data shows that the percentage of English Learners have increased.
2. The data shows that the percentage of FEPs have have decreased.

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 6	278	266	226	0	259	216	0	257	216	0.0	97.4	95.6
Grade 7	320	286	264	0	276	260	0	270	260	0.0	96.5	98.5
Grade 8	318	315	278	0	287	268	0	273	268	0.0	91.1	96.4
Grade 11	265	221	239	219	216	223	216	214	221	82.6	97.7	93.3
All Grades	1181	1088	1007	219	1038	967	216	1014	965	18.5	95.4	96.0

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 6		2525.	2508.		19.07	12.50		27.63	29.17		25.68	28.24		27.63	30.09
Grade 7		2544.	2545.		23.70	19.23		25.19	31.15		20.74	21.54		30.37	28.08
Grade 8		2527.	2533.		9.16	14.93		28.21	27.99		28.21	20.52		34.43	36.57
Grade 11	2594.	2607.	2611.	27.31	29.91	28.51	25.93	31.78	32.58	25.46	17.29	23.98	21.30	21.03	14.93
All Grades	N/A	N/A	N/A	27.31	19.92	18.65	25.93	28.01	30.16	25.46	23.27	23.32	21.30	28.80	27.88

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 6		21.09	13.89		53.13	54.17		25.78	31.94
Grade 7		19.78	18.85		56.72	58.46		23.51	22.69
Grade 8		15.24	14.61		60.22	54.68		24.54	30.71
Grade 11	28.84	33.33	27.73	56.28	52.58	58.64	14.88	14.08	13.64
All Grades	28.84	21.77	18.59	56.28	55.86	56.49	14.88	22.37	24.92

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 6		17.58	17.59		55.08	52.31		27.34	30.09
Grade 7		31.58	27.69		36.84	43.08		31.58	29.23
Grade 8		11.57	16.54		45.52	46.24		42.91	37.22
Grade 11	26.67	30.95	32.27	46.19	42.86	52.73	27.14	26.19	15.00
All Grades	26.67	22.50	23.39	46.19	45.10	48.23	27.14	32.40	28.38

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 6		14.06	12.96		74.22	71.76		11.72	15.28
Grade 7		13.75	10.38		68.03	73.08		18.22	16.54
Grade 8		11.15	13.11		73.23	64.79		15.61	22.10
Grade 11	15.28	17.76	12.27	71.30	70.09	72.73	13.43	12.15	15.00
All Grades	15.28	13.99	12.15	71.30	71.43	70.40	13.43	14.58	17.45

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 6		19.46	14.35		66.15	67.13		14.40	18.52
Grade 7		21.85	23.08		61.11	59.23		17.04	17.69
Grade 8		13.97	19.10		68.01	65.92		18.01	14.98
Grade 11	25.46	27.57	26.36	64.35	58.41	64.09	10.19	14.02	9.55
All Grades	25.46	20.34	20.77	64.35	63.67	63.97	10.19	15.99	15.26

Conclusions based on this data:

1. Based on this information there was an increased in the percentage of 6th and 7th grade students that participated with the CAASPP English section.

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 6	278	266	226	0	254	207	0	254	207	0.0	95.5	91.6
Grade 7	320	286	264	0	266	248	0	261	246	0.0	93.0	93.9
Grade 8	318	315	278	0	289	257	0	284	257	0.0	91.7	92.4
Grade 11	265	221	239	204	213	213	197	212	213	77.0	96.4	89.1
All Grades	1181	1088	1007	204	1022	925	197	1011	923	17.3	93.9	91.9

* 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 6		2519.	2498.		18.11	14.98		23.23	20.77		24.02	19.32		34.65	44.93
Grade 7		2512.	2502.		17.24	11.79		15.71	17.07		27.97	25.20		39.08	45.93
Grade 8		2487.	2505.		10.21	14.40		15.14	13.23		16.55	16.34		58.10	56.03
Grade 11	2618.	2559.	2560.	23.35	15.57	13.62	28.93	13.68	21.13	21.32	23.58	18.78	26.40	47.17	46.48
All Grades	N/A	N/A	N/A	23.35	15.13	13.65	28.93	17.01	17.77	21.32	22.85	19.93	26.40	45.00	48.65

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 6		23.62	24.27		41.73	34.95		34.65	40.78
Grade 7		16.60	14.69		47.88	44.90		35.52	40.41
Grade 8		12.01	13.39		37.10	37.80		50.88	48.82
Grade 11	34.01	15.09	19.72	43.15	43.40	31.46	22.84	41.51	48.83
All Grades	34.01	16.77	17.65	43.15	42.36	37.58	22.84	40.87	44.77

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 6		16.93	11.59		47.24	46.86		35.83	41.55
Grade 7		13.79	11.38		47.51	50.00		38.70	38.62
Grade 8		12.68	15.95		42.25	48.64		45.07	35.41
Grade 11	25.51	20.75	14.55	51.53	51.89	53.52	22.96	27.36	31.92
All Grades	25.51	15.73	13.43	51.53	46.88	49.73	22.96	37.39	36.84

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 6		17.32	10.63		58.27	61.35		24.41	28.02
Grade 7		15.00	10.16		59.62	64.23		25.38	25.61
Grade 8		8.80	9.34		54.23	56.81		36.97	33.85
Grade 11	21.32	16.98	15.96	64.47	57.55	59.15	14.21	25.47	24.88
All Grades	21.32	14.26	11.38	64.47	57.33	60.35	14.21	28.42	28.28

Conclusions based on this data:

1.

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
6	1532.8	1556.2	1570.3	1539.3	1566.0	1581.7	1525.8	1546.0	1558.5	41	24	37
7	1514.6	1562.4	1554.5	1518.4	1580.3	1569.0	1510.2	1543.9	1539.4	36	34	22
8	1545.1	1559.4	1576.8	1558.3	1570.1	1595.4	1531.6	1548.2	1557.9	19	28	24
9	1527.5	1574.4	1576.4	1533.9	1603.7	1604.8	1520.5	1544.6	1547.4	16	14	20
10	1551.3	1566.6	*	1560.4	1573.4	*	1541.7	1559.4	*	15	14	10
11	1486.5	1539.0	*	1493.9	1541.5	*	1478.5	1535.8	*	12	13	7
12	*	*	*	*	*	*	*	*	*	6	6	9
All Grades										145	133	129

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
6	26.83	45.83	51.35	36.59	37.50	37.84	29.27	16.67	8.11	7.32	0.00	2.70	41	24	37
7	13.89	32.35	40.91	36.11	38.24	31.82	38.89	23.53	18.18	11.11	5.88	9.09	36	34	22
8	15.79	21.43	33.33	26.32	46.43	45.83	52.63	32.14	20.83	5.26	0.00	0.00	19	28	24
9	6.67	21.43	20.00	26.67	42.86	45.00	60.00	35.71	35.00	6.67	0.00	0.00	15	14	20
10	13.33	14.29	*	46.67	42.86	*	26.67	42.86	*	13.33	0.00	*	15	14	*
11	18.18	0.00	*	9.09	38.46	*	45.45	38.46	*	27.27	23.08	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.78	24.81	33.33	34.27	42.86	37.98	39.16	28.57	24.03	9.79	3.76	4.65	143	133	129

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
6	39.02	70.83	89.19	46.34	29.17	8.11	12.20	0.00	0.00	2.44	0.00	2.70	41	24	37
7	27.78	52.94	63.64	58.33	41.18	22.73	5.56	5.88	9.09	8.33	0.00	4.55	36	34	22
8	26.32	42.86	54.17	57.89	46.43	37.50	15.79	10.71	8.33	0.00	0.00	0.00	19	28	24
9	13.33	42.86	35.00	66.67	42.86	50.00	13.33	14.29	15.00	6.67	0.00	0.00	15	14	20
10	33.33	28.57	*	46.67	50.00	*	20.00	21.43	*	0.00	0.00	*	15	14	*
11	18.18	23.08	*	45.45	53.85	*	18.18	7.69	*	18.18	15.38	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.67	46.62	57.36	54.55	43.61	29.46	11.89	8.27	9.30	4.90	1.50	3.88	143	133	129

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
6	12.20	8.33	24.32	26.83	33.33	29.73	34.15	54.17	35.14	26.83	4.17	10.81	41	24	37
7	2.78	8.82	18.18	25.00	26.47	18.18	36.11	50.00	31.82	36.11	14.71	31.82	36	34	22
8	5.26	10.71	12.50	21.05	25.00	33.33	26.32	50.00	41.67	47.37	14.29	12.50	19	28	24
9	6.67	0.00	0.00	6.67	28.57	15.00	40.00	35.71	60.00	46.67	35.71	25.00	15	14	20
10	6.67	14.29	*	20.00	21.43	*	26.67	35.71	*	46.67	28.57	*	15	14	*
11	9.09	0.00	*	9.09	7.69	*	27.27	53.85	*	54.55	38.46	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.99	7.52	13.18	20.28	24.81	24.81	33.57	48.87	39.53	39.16	18.80	22.48	143	133	129

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
6	19.51	8.33	24.32	53.66	83.33	70.27	26.83	8.33	5.41	41	24	37
7	8.33	5.88	18.18	63.89	67.65	68.18	27.78	26.47	13.64	36	34	22
8	10.53	7.14	25.00	68.42	71.43	62.50	21.05	21.43	12.50	19	28	24
9	6.67	14.29	20.00	53.33	64.29	70.00	40.00	21.43	10.00	15	14	20
10	13.33	7.14	*	60.00	71.43	*	26.67	21.43	*	15	14	*
11	9.09	0.00	*	45.45	46.15	*	45.45	53.85	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.89	6.77	18.60	58.74	68.42	67.44	29.37	24.81	13.95	143	133	129

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
6	82.93	100.00	94.59	14.63	0.00	5.41	2.44	0.00	0.00	41	24	37
7	86.11	100.00	81.82	8.33	0.00	13.64	5.56	0.00	4.55	36	34	22
8	73.68	96.43	95.83	26.32	3.57	4.17	0.00	0.00	0.00	19	28	24
9	93.33	100.00	95.00	0.00	0.00	5.00	6.67	0.00	0.00	15	14	20
10	86.67	100.00	*	13.33	0.00	*	0.00	0.00	*	15	14	*
11	72.73	84.62	*	9.09	15.38	*	18.18	0.00	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	83.92	97.74	90.70	11.89	2.26	6.98	4.20	0.00	2.33	143	133	129

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
6	19.51	8.33	18.92	39.02	58.33	54.05	41.46	33.33	27.03	41	24	37
7	13.89	11.76	18.18	33.33	52.94	31.82	52.78	35.29	50.00	36	34	22
8	10.53	14.29	12.50	21.05	32.14	58.33	68.42	53.57	29.17	19	28	24
9	6.67	0.00	5.00	33.33	50.00	55.00	60.00	50.00	40.00	15	14	20
10	13.33	7.14	*	40.00	35.71	*	46.67	57.14	*	15	14	*
11	9.09	0.00	*	27.27	46.15	*	63.64	53.85	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.29	8.27	13.18	34.27	47.37	48.84	52.45	44.36	37.98	143	133	129

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
6	17.07	25.00	45.95	73.17	75.00	54.05	9.76	0.00	0.00	41	24	37
7	8.33	17.65	13.64	75.00	76.47	77.27	16.67	5.88	9.09	36	34	22
8	11.11	0.00	12.50	77.78	100.00	83.33	11.11	0.00	4.17	18	28	24
9	0.00	0.00	0.00	93.33	85.71	95.00	6.67	14.29	5.00	15	14	20
10	0.00	14.29	*	73.33	71.43	*	26.67	14.29	*	15	14	*
11	0.00	7.69	*	63.64	76.92	*	36.36	15.38	*	11	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.15	11.28	19.38	76.06	82.71	73.64	14.79	6.02	6.98	142	133	129

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1849	77.9	9.7	0.5
Total Number of Students enrolled in Marshall Fundamental Secondary 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	179	9.7
Foster Youth	10	0.5
Homeless	12	0.6
Socioeconomically Disadvantaged	1441	77.9
Students with Disabilities	248	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	133	7.2
American Indian	4	0.2
Asian	67	3.6
Filipino	59	3.2
Hispanic	1176	63.6
Two or More Races	56	3
Pacific Islander	5	0.3
White	343	18.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Orange

Chronic Absenteeism



Yellow

English Learner Progress



Blue

College/Career

Medium

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

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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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 9.7 points below standard Increased +4.8 points 973 Students	English Learners Orange 96.9 points below standard Increased +14.3 points 167 Students	Foster Youth Less than 11 Students 3 Students
Homeless 70.9 points below standard Increased Significantly +24.1 points 18 Students	Socioeconomically Disadvantaged Yellow 32.7 points below standard Increased +5.7 points 761 Students	Students with Disabilities Orange 96.4 points below standard Increased +12.6 points 138 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 31.9 points below standard Decreased -7.4 points 71 Students	Less than 11 Students 2 Students	 Green 84.1 points above standard Decreased -5.3 points 31 Students	47.1 points above standard Decreased Significantly - 17.8 points 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.9 points below standard Increased +6.5 points 623 Students	 Blue 57.2 points above standard Increased +5.6 points 37 Students	Less than 11 Students 2 Students	 Blue 52.3 points above standard Increased +4.1 points 184 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.5 points below standard Increased +10.5 points 86 Students	64.4 points below standard Increased Significantly +18.8 points 81 Students	17.4 points above standard Maintained +2 points 527 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

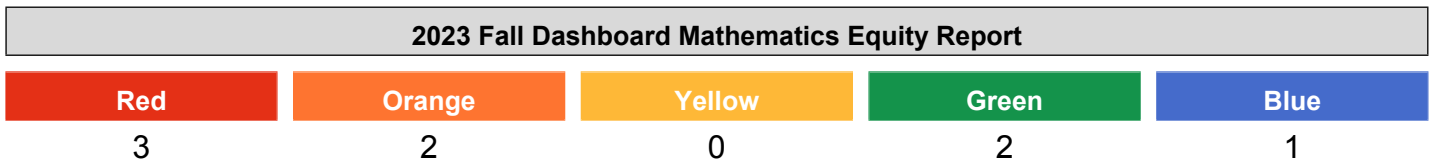
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>75 points below standard</p> <p>Decreased -8 points</p> <p>958 Students</p>	<p>English Learners</p> <p>Orange</p> <p>147 points below standard</p> <p>Increased +13.4 points</p> <p>166 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>108.9 points below standard</p> <p>Increased Significantly +26.2 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>104.4 points below standard</p> <p>Decreased -9.8 points</p> <p>751 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>158.8 points below standard</p> <p>Increased +4.1 points</p> <p>136 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 109.6 points below standard Decreased Significantly - 26.3 points 71 Students	Less than 11 Students 2 Students	 Green 36.4 points above standard Decreased -3.5 points 31 Students	46.3 points below standard Decreased Significantly - 79.6 points 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 108.8 points below standard Decreased -4.6 points 612 Students	 Blue 40 points above standard Increased +8.7 points 36 Students	Less than 11 Students 2 Students	 Green 3.6 points above standard Maintained -0.5 points 181 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.6 points below standard Maintained -0.6 points 87 Students	113.2 points below standard Increased Significantly +29.8 points 79 Students	48.6 points below standard Decreased -11.4 points 521 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

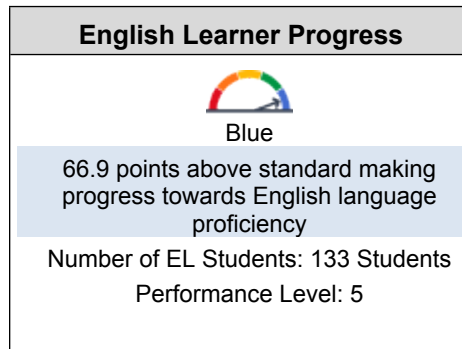
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
17	24	0	85

Conclusions based on this data:

- 1.

School and Student Performance Data

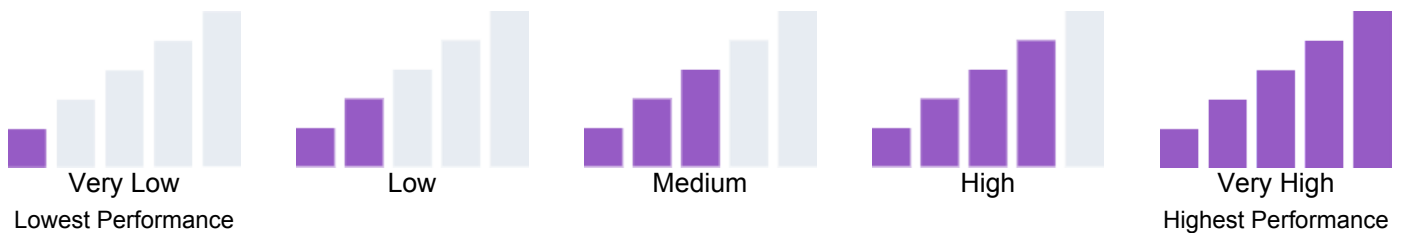
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

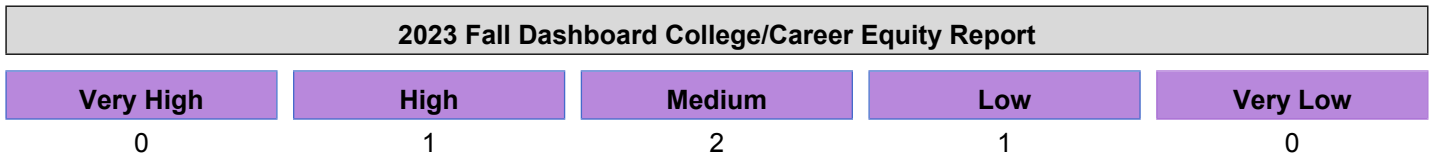
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

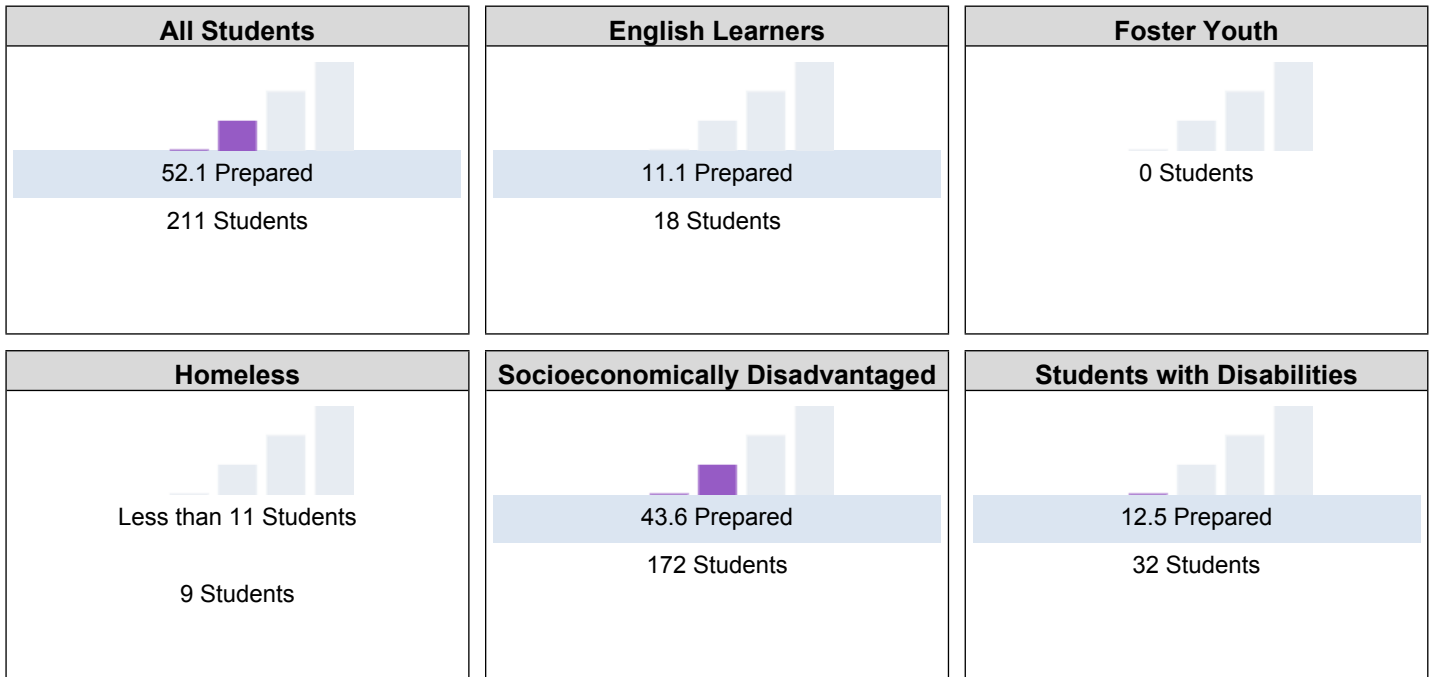


This section provides number of student groups in each level.

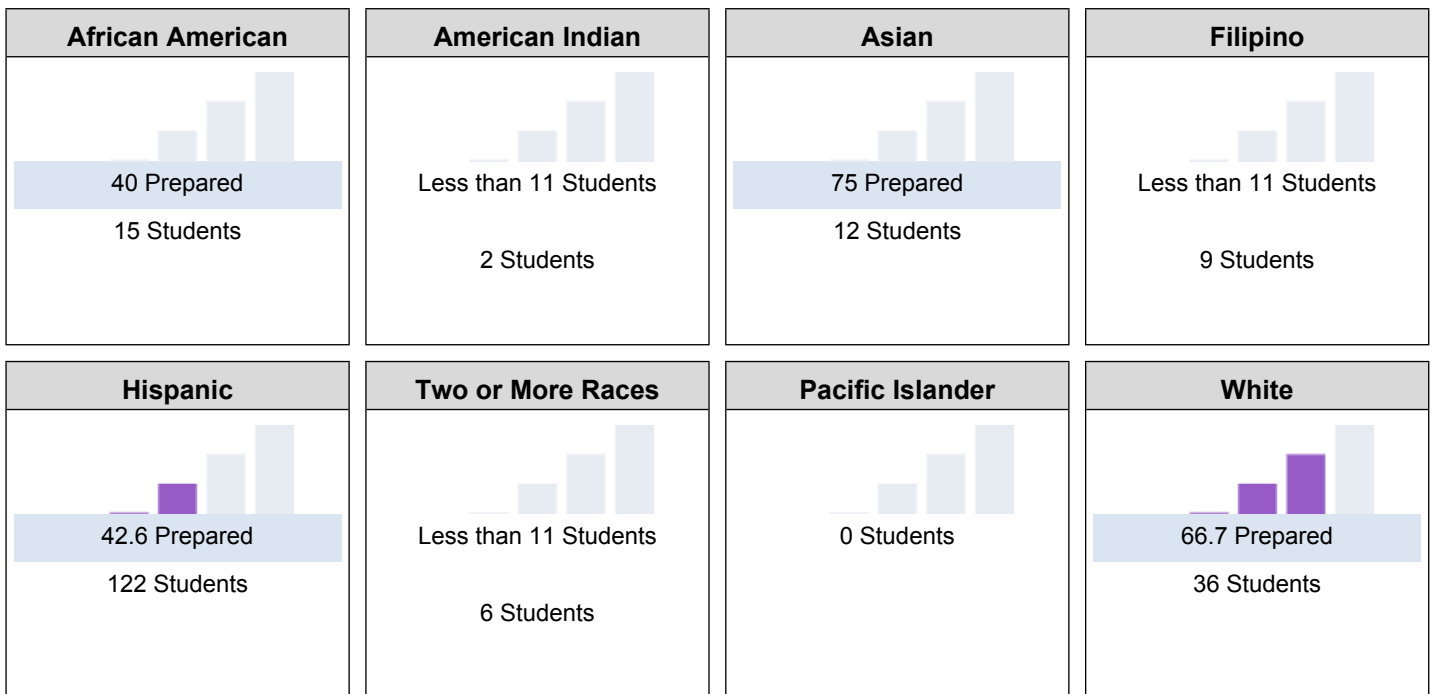


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

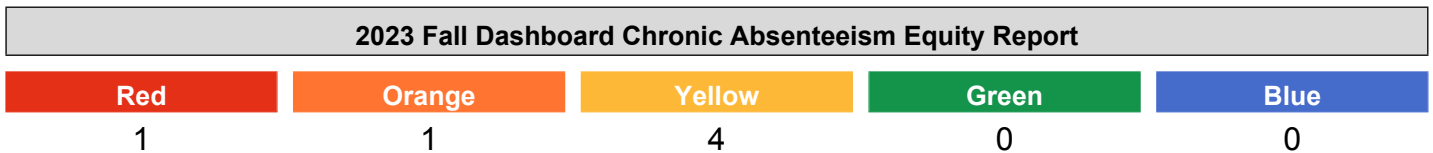
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>14.4% Chronically Absent</p> <p>Declined Significantly -8.7</p> <p>808 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>19.4% Chronically Absent</p> <p>Declined -5.2</p> <p>124 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>25% Chronically Absent</p> <p>Declined -1</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined Significantly -10.3</p> <p>648 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>22.1% Chronically Absent</p> <p>Declined -8.2</p> <p>122 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 23.1% Chronically Absent Increased 2 65 Students	Less than 11 Students 1 Student	0% Chronically Absent Declined -3.7 23 Students	0% Chronically Absent Declined -3.8 19 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.8% Chronically Absent Declined Significantly -11.6 533 Students	6.9% Chronically Absent Declined -14.5 29 Students	Less than 11 Students 2 Students	 Yellow 14% Chronically Absent Declined -3.5 136 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

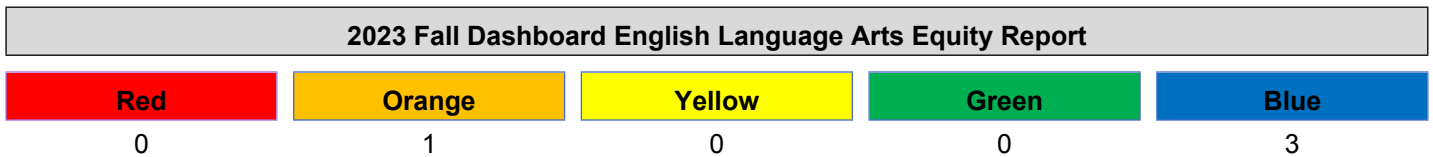
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 96.2% graduated Maintained 0 212 Students	English Learners 94.4% graduated Increased Significantly 7.8 18 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Blue 95.3% graduated Decreased -1.7 172 Students	Students with Disabilities Orange 78.8% graduated Decreased -1.2 33 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">93.3% graduated</p> <p align="center">15 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">100% graduated</p> <p align="center">12 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p align="center">95.9% graduated</p> <p align="center">Decreased -1</p> <p align="center">123 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center"> Blue</p> <p align="center">97.2% graduated</p> <p align="center">Maintained 0.6</p> <p align="center">36 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

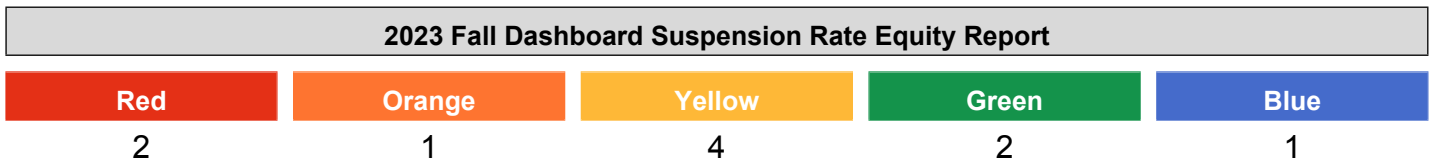
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 5.1% suspended at least one day Declined -1.2 1897 Students	English Learners Red 11.3% suspended at least one day Maintained -0.1 186 Students	Foster Youth 20% suspended at least one day Declined -0.8 15 Students
Homeless Yellow 5.7% suspended at least one day Declined -1.7 35 Students	Socioeconomically Disadvantaged Yellow 6.3% suspended at least one day Declined -1 1482 Students	Students with Disabilities Orange 10.4% suspended at least one day Declined -0.5 269 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 13.8% suspended at least one day Maintained -0.1 138 Students	Less than 11 Students 4 Students	 Green 1.5% suspended at least one day Declined -5.5 67 Students	 Blue 0% suspended at least one day Declined -4.7 59 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.6% suspended at least one day Declined -1.1 1208 Students	 Yellow 2.7% suspended at least one day Maintained -0.2 75 Students	Less than 11 Students 6 Students	 Green 2.1% suspended at least one day Maintained -0.2 340 Students

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.9 (Yellow) from 2019 by a total of 12.9 or more (to reach Green) with a stretch goal of 37.9 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline of -108.5 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 13.5 or more (to reach Yellow) to end at -105.5 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Asian will remain at the baseline of 77.6 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for White will increase the baseline of 20.5 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 35.5 or higher by the end of the 2023-2024 school year.

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Annual Review

SPSA Year Reviewed: 2023-24

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.

More emphasis is needed on data analysis to examine affects on student groups with highest needs - assessment scores, grade distribution, and potential connection to chronic absenteeism. Blended learning focus has not produced enough evidence to indicate effective/ineffective outcomes.

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

Due to the new configuration of A, B, and C Mondays, time constraints did not allow for comprehensive data analysis. There was also limited time for collaboration and vertical alignment.

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.

C-Monday meetings allow for regular/dedicated department conversations (B-Mondays for 6th grade as well). 1-hour meeting times with 2 weeks in between is not effective for consistency. Math indicators still reflect underperformance - 75 points below average, 8 point decline in 22-23. iReady diagnostic data is inconsistent, mismatch with grade distribution.

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)

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

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

Tri-weekly meetings to review goals, discuss vertical and horizontal alignment of key standards, and instructional strategies and sequence. In meetings teachers hold discussions and exchange of ideas and expertise to master pedagogy of standards using board approved and research-based materials.

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 4.1 (Yellow) from 2023 by a total of 15 or more (to reach Green) to end at 19.1 or higher by the end of the

2024-2025 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Orange) from 2023 by a total of 3 or more (to reach Yellow) to end at -85.7 or higher by the end of

the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline of -70.9 to 50 (no performance color available) to end at -29.8 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -32.7 (Yellow) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal

of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2023 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2023 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Asian will remain at the baseline of 84.1 or higher (Green) from 2023 with a stretch goal of -5.3 pts (Blue) during the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2023 by a total of 15 or more (to reach Green) or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for White will remain at the baseline of 52.3 or higher (to maintain Blue) from 2023 during the 2024-2025 school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

On the California School Dashboard in ELA from 2022-2023 to 2024-2025 Marshall changed as follows:

All students increased 4.8 points (yellow)

English Learners improved 13.4 points (orange)

African American students declined 7.4 points (orange)

Homeless students decreased 70.9 pts (no performance color available)

Socioeconomically disadvantaged students increased 5.7 pts (yellow)

Students with Disabilities increased 12.6 points (orange)

Hispanic Students increased 6.5 points (yellow)

Asian students decreased 5.3 pts (green)

White students increased 4.1 pts (blue)

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

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

Title I funding was used to fund the Community Liaison position. The money was spent to buy more books to represent the various cultures of students on campus. Scholastic Action Magazine is being used in EL classes for reading and writing. Additionally, Middle School is using Scholastic Scope for Reading. Funding was also used to provide after school tutoring in the library with certificated personnel. Credit Recovery for Middle School on Saturdays and ACELLUS for High School (Reading & Writing).

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.

School wide departments are developing common assessments and grading scales. Training in text/program adoptions (Study Sync and English 3-D) will be used to focus on key areas and move forward while simultaneously addressing previous gaps. California Association for Bilingual Education (CABE) training for English Language teachers and parents. "A" Mondays staff book club for culturally inclusive teaching and rigorous learning for all students, "All Students Must Thrive" by Dr. Tyrone Howard purchased for each teacher.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Cross-curricular collaboration with a focus on writing; special emphasis will be given to SWD and EL
School-wide training and use of writing methodology consistent with CCSS standards.
Professional Development to emphasize writing using evidence (work samples) in all curricular areas.
Increased number of regular pull-out days for collaboration and curricular planning.
Vertical alignment in all curricular areas in how writing will be used at each level
Participation in PUSD initiative of Writing Workshops and teacher attendance in PUSD sponsored training on Writing Workshops
Targeted writing tutoring/support from adult tutors.
Training and support for the Writing Workshop methodology of teaching and writing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9400

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schoolwide training by site librarian in resources available in the library for conducting academic research
Develop common rubrics and teachers calibrate grading against common rubrics - common grading practices regarding writing and literacy
Additional time for teachers to meet and calibrate to grade using common rubrics.
Teachers create a comprehensive list of essays all students write at all grade levels, with a specific target on research-based and reflection writing so students have the necessary essays for their Graduate Portfolio.
Online research databases made available to students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

40,000

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Writing and vocabulary instruction in all academic disciplines

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

Use TurnItIn.com for student revisions and to monitor plagiarism. Access to JSTOR for AP Capstone Seminar and Research students.

Use Scholastic resources for additional literacy interventions. "

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21,445.00

LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 3

By June 2023 the achievement gap as measured by the Distance from Mean (DFM) on both math and ELA SBAC will decrease by increasing the performance of academically, historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and Socioeconomic Status) greater than the school average.

By June 2023, 15% of the English Learners will reclassify.

Students of academically historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and Socioeconomically Disadvantaged) will increase Lexile levels as measured by the iReady/HMRI

Identified Need

In the 20-21 school year in the first semester Marshall reclassified only 7.5% of students. Due to Distance Learning the Reclassification Window was open through May so second semester rates were not currently available. In the 21-22 school year, the reclassification rates increased to 22%. This percentage reflects students reclassifying in Spring 21 and 21-22. Marshall will maintain the focus on reclassifying the students and improving their performance in both the ELPAC and their letter grade in English.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain EL Reclassification rate above 15% annually		
CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2022-2023 school year.		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or higher by the end of the 2022-2023 school year.</p>		
<p>CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2022-2023 school year.</p>		
<p>CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2022-2023 school year.</p>		
<p>CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2022-2023 school year.</p>		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2022-2023 school year.</p>		
<p>CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2022-2023 school year.</p>		
<p>CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2022-2023 school year.</p>		
<p>CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2022-2023 school year.</p>		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by the end of the 2022-2023 school year.</p>		
<p>Students of historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic status) will increase Lexile by 100 points as measured by the HMRI.</p>		

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

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

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

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

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

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

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

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

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

Identified Need

The chronic absenteeism rate is 14.4%. During the 22-23 school year, , the attendance rate is near 86%. In the 24-25 school year Marshall needs to work to improve attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain an average daily attendance rate for school greater than 85.6% Chronic Absenteeism for All Students will decrease the baseline of 8.7 (yellow) from 2019 by a total of 0 or more (to		

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
12.9% 12.4% 8% 8% 16.5% 16%		
School Plan for Student Achievement (SPSA) Page 56 of 98 Marshall Fundamental Secondary School Metric/Indicator Baseline/Actual Outcome Expected Outcome end at 16 or lower by the end of the 2020-2021 school year.		
Chronic Absenteeism for African American will decrease the baseline of 14.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.8 or more (to reach Green) to end at 14.3 or lower by the end of the 2020-2021 school year.		
Chronic Absenteeism for Hispanic will increase the baseline of 6.5 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.5 or lower by the end of the 2020-2021 school year.		

Annual Review

SPSA Year Reviewed: 2023-24

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.

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.

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

The overall attendance rate continues above 96%.

On the California School Dashboard Chronic Absenteeism (6-8) changed from 2022 to 2023 as follows:

All students increased 1.6% to 6.4% (orange)

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

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

Hispanic students increased 0.6% to 6.5% (orange)

Homeless students increased 7% to 12.9% (orange)

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

English Learners declined 0.7% to 11.5% (yellow)

White students increased 2.6% to 4.3% (yellow)

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At-Risk Students, RTI Tier 2 students

Strategy/Activity

Transition to MTSS training with staff working on proactive strategies that Marshall staff will utilize prior to students engaging in behavior that merits a referral or suspension.

Assistant Principal to lead MTSS and behavior intervention professional development with the staff
Continued use of alternate forms of suspension.

Target historically underserved students and provide services to maintain academic/behavior standards and prevent decline. Conference with administrator and parent during registration
Increase extracurricular activities (clubs, music, and sports) to create positive involvement and belongingness in school - with an emphasis on increasing more middle school activities
2nd Full Time District RTI Coordinator to work with historically underserved students to provide peer mediation, mentoring, and behavior support

Counselors will collect data on student participation/involvement in extracurricular activities through a student intake survey
 Develop a communication plan to track the progress of tier 2 and 3 students that includes RTI Coordinator, counselor, and teachers
 Develop and implement matrix of response linking behaviors and specific interventions
 Increase diversity of offerings in visual and performing arts (ceramics, photography, music production, and audio tech)
 Addition of two arts teachers (one music and one visual art - district funded)
 Increase arts activities to engage 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)
\$ 200000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$173177
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$173177
Other State/Local Funds provided to the school	\$254880

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
----------------------------------	-----------------

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

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

State or Local Programs Funding Sources	Allocation (\$)
---	-----------------

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

Total of federal, state, and/or local funds available for this school: \$428,057

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	254880	33,435.00
Title I Part A: Parent Involvement	6143	6,143.00
Title I Part A: Allocation	167034	117,634.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	221,445.00
Title I Part A: Allocation	49,400.00

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:

School Principal

Classroom Teachers

Name of Members

Role

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.





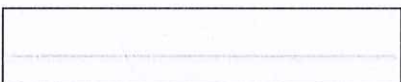
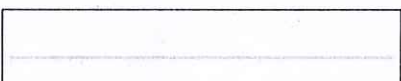
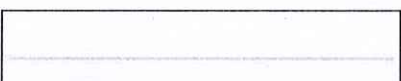

Recommendations and Assurances

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
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> State Compensatory Education Advisory Committee
<div style="text-align: right;"><u>Clear</u></div> 	<input checked="" type="checkbox"/> English Learner Advisory Committee
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> Special Education Advisory Committee
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> Compensatory Education Advisory Committee
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> Departmental Advisory Committee
<div style="text-align: right;"><u>Clear</u></div> 	<input type="checkbox"/> Other: _____

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 _____.

Attested:

Clear



Principal, Lori Tortolomitan on 5/22/24

Clear



SSC Chairperson, Lisa Penner on 5/22/24

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/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$2,057,070.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: Marshall Fundamental

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$2,057,070.00	9,440	\$217.90	1,402	\$305,495.80