School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thurgood Marshall Secondary School	19-64881-1931674	May 13, 2026	June 26, 2026

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
English Learners, Unhoused, Students with Disabilities

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

Marshall's aligns our SPSA with our PUSD LCAP in alignment with the ESSA requirements in the following ways:

1. Focus on Unduplicated Student Groups: Prioritize services for English Learners, Foster Youth, and Low-Income students, addressing the needs of disadvantaged populations as required by ESSA.

2. Use of Evidence-Based Strategies: Include evidence-based actions such as targeted interventions, professional development, and expanded access to programs like Career Technical Education (CTE) and arts/music enrichment, meeting ESSA's mandate for evidence-based practices.

3. Accountability and Performance Metrics: Incorporates metrics like CAASPP ELA and Math proficiency, graduation rates, chronic absenteeism, and college and career readiness, aligning with ESSA's accountability requirements.

4. Support for English Learners: Provides specific goals and actions for English Learners, including reclassification targets, instructional support, and teacher professional development, consistent with ESSA's focus on English Learner success.

5. Community Partner Engagement: Involves consultations with parents, teachers, administrators, and community members, aligning with ESSA's emphasis on meaningful community engagement.

6. Focus on Equity: Addresses equity through targeted interventions, additional staffing for schools with high concentrations of unduplicated students, and programs to close achievement gaps, consistent with ESSA's equity priorities.

7. Monitoring and Evaluating Effectiveness: Includes provisions for monitoring and evaluating the plan in collaboration with community partners to ensure accountability and improved outcomes, as required by ESSA.

8. Alignment with State and Federal Accountability Systems: Uses data from the California School Dashboard, which aligns with ESSA's accountability system, ensuring cohesive tracking of progress.

By integrating these elements, the Marshall SPSA aligns with the PUSD LCAP and ensures compliance with ESSA while addressing local needs and priorities.

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 or representative. The Instructional Leadership Team also includes the administrative team, MTSS coaches, lead counselor, and librarian. The site ILT brings input from the departments and reviews the plan and provides input. The English Learner Advisory Committee reviews the plan throughout the year and makes official recommendations. The School Site Council reviews the goals throughout the year and approves expenditures associated with the plan. 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 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 sufficient lighting, which poses a safety hazard. Internet Wifi signal does not extend to the basement or athletic fields, and in case of an emergency, ability to seek assistance is limited. Our new camera install needs to be completed, as there are still several blind spots on campus and in hallways that pose a significant safety risk. HVAC is needed in our cafeteria due to cooling and heating issues. Our PA system is in need of repair. School-wide announcements cannot be heard in every classroom or office, posing another significant safety hazard. Lastly, the classroom clocks in all classrooms need to be replaced. They broken and do not indicate the correct time.

School Vision and Mission

Marshall Vision:
Soaring to Success!

Mission Statement:

The mission of Thurgood Marshall Secondary School is to empower our students to be critically conscious thinkers, grounded in community, through rigorous, culturally responsive instruction, aligned to standards.

Beliefs:

Engaging students in rigorous instruction aligned to grade level standards
Supporting high expectations for all students
Connecting with students both academically and socio-emotionally
Partnering with families and community partners for student success

Eagle Values:

Embrace Diversity
Act Responsibly
Graduate Prepared
Lead with Integrity
Engage in Learning
SUCCEED!

School Profile

Thurgood Marshall Secondary School is one of two schools in the Pasadena Unified School District that offers grades 6-12 within the same educational site. Since 1973, when the school was reopened as a “fundamental” school, Marshall 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”, lottery school and accepts students from a diverse geographical area of the district. Students attending Marshall reside in the Altadena, Pasadena, Sierra Madre, and the unincorporated areas of Los Angeles. In 2025, Marshall celebrated its Centennial and a grassroots effort culminated in a renaming of the the school to Thurgood Marshall Secondary School.

Thurgood Marshall serves 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 57.26% Hispanic, 17.38% White not of Hispanic origin, 1% Armenian, 9.22% African American, 5.99% Asian, 1.99% Filipino and 6.06% mixed race and 1.81% other. Additional student groups include 62.85% of the student population considered Socioeconomically Disadvantaged, 11.78% are English Learners, .7% Foster Youth, 2.77% Homeless, and 16.30% Students with Disabilities. Students participate in a full comprehensive athletic program and a strong Associated Student Body [ASB] program that includes 57 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 currently maintains a staff of 75 teachers. 67 teachers teach general education (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, 1 health clerk, 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 employs 2 MTSS Coaches who work with ELL students, CELDT/ELPAC testing, site instructional leadership. Our Marshall MTSS Coaches provide mentorship, Tier 2 &3 interventions, and assist with student behavior concerns. Marshall employs 18 instructional aides, 5 security officers, a LEARNs coordinator, 8.0 custodians, 7 clerical staff, and 2 hourly employees. Marshall 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 or our parent community outreach, which is then supplemented by weekly phone and email blasts, Marshall website https://www.pusd.us/marshall, Constant Contact, and Blackboard Connect, a phone outreach program. In addition to a Parent Volunteer Coordinator, who assists in bringing parents into the school, 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 96% 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 1000 tests in 2025. 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

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Thurgood Marshall Secondary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.16%	0.12%	0.12%	3	2	2
African American	6.71%	5.74%	5.67%	124	88	91
Asian	3.30%	3.73%	3.18%	61	42	51
Filipino	3.14%	3.37%	2.87%	58	40	46
Hispanic/Latino	62.77%	62.11%	62.55%	1160	992	1004
Pacific Islander	0.32%	0.36%	0.19%	6	6	3
White	20.29%	20.49%	20.37%	375	252	327
Multiple/No Response	3.03%	3.43%	4.24%	56	84	68
			Total Enrollment	1848	1583	1605

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	287	243	233
Grade 7	258	279	237
Grade 8	284	241	279
Grade 9	268	233	203
Grade 10	254	239	220
Grade 11	252	230	216
Grade 12	245	224	217
Total Enrollment	1,848	1,689	1,605

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 has fluctuated.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	131	115	119	9.7%	7.1%	7.4%
Fluent English Proficient (FEP)	673	592	518	37.1%	36.4%	32.3%

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	226	274	234	216	267	231	216	267	227	95.6	97.4	98.7
Grade 7	264	237	276	260	221	262	260	221	260	98.5	93.2	94.9
Grade 8	278	275	242	268	264	226	268	264	223	96.4	96	93.4
Grade 11	239	221	215	223	211	202	221	211	201	93.3	95.5	94
All Grades	1007	1007	967	967	963	921	965	963	911	96.0	95.6	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2508.	2524.	2515.	12.50	21.35	25.11	29.17	24.72	22.03	28.24	28.84	19.38	30.09	25.09	33.48
Grade 7	2545.	2522.	2538.	19.23	14.03	20.38	31.15	25.79	29.62	21.54	27.15	18.85	28.08	33.03	31.15
Grade 8	2533.	2540.	2534.	14.93	10.98	15.70	27.99	32.95	28.70	20.52	23.86	17.04	36.57	32.20	38.57
Grade 11	2611.	2624.	2617.	28.51	35.07	33.33	32.58	30.81	34.33	23.98	19.43	16.92	14.93	14.69	15.42
All Grades	N/A	N/A	N/A	18.65	19.83	23.27	30.16	28.56	28.54	23.32	25.03	18.11	27.88	26.58	30.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.89	21.97	20.35	54.17	51.89	47.79	31.94	26.14	31.86
Grade 7	18.85	18.10	19.69	58.46	57.01	57.14	22.69	24.89	23.17
Grade 8	14.61	17.49	20.18	54.68	53.99	45.74	30.71	28.52	34.08
Grade 11	27.73	31.28	30.85	58.64	52.61	55.72	13.64	16.11	13.43
All Grades	18.59	21.90	22.44	56.49	53.81	51.71	24.92	24.30	25.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.59	23.40	22.47	52.31	49.81	42.73	30.09	26.79	34.80
Grade 7	27.69	17.65	29.80	43.08	44.34	41.18	29.23	38.01	29.02
Grade 8	16.54	14.07	13.96	46.24	55.51	49.10	37.22	30.42	36.94
Grade 11	32.27	42.18	39.30	52.73	44.08	44.78	15.00	13.74	15.92
All Grades	23.39	23.65	26.19	48.23	48.85	44.31	28.38	27.50	29.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.96	13.64	14.10	71.76	70.45	68.72	15.28	15.91	17.18
Grade 7	10.38	9.05	14.29	73.08	69.23	64.48	16.54	21.72	21.24
Grade 8	13.11	9.13	15.25	64.79	69.58	66.82	22.10	21.29	17.94
Grade 11	12.27	14.69	17.41	72.73	73.46	67.66	15.00	11.85	14.93
All Grades	12.15	11.57	15.16	70.40	70.59	66.81	17.45	17.83	18.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.35	17.74	18.06	67.13	66.79	60.35	18.52	15.47	21.59
Grade 7	23.08	17.19	21.24	59.23	62.90	58.30	17.69	19.91	20.46
Grade 8	19.10	17.49	17.49	65.92	65.40	60.54	14.98	17.11	21.97
Grade 11	26.36	30.81	27.86	64.09	57.82	61.69	9.55	11.37	10.45
All Grades	20.77	20.42	20.99	63.97	63.54	60.11	15.26	16.04	18.90

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.
2. The data shows that students who met or exceeded academic standards overall and specifcally in reading, writing, listening, and research/inquiry is near or over 50%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	226	274	234	207	259	229	207	259	229	91.6	94.5	97.9
Grade 7	264	237	276	248	222	257	246	222	255	93.9	93.7	93.1
Grade 8	278	275	242	257	256	225	257	256	225	92.4	93.1	93
Grade 11	239	221	215	213	204	200	213	203	199	89.1	92.3	93
All Grades	1007	1007	967	925	941	911	923	940	908	91.9	93.4	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2498.	2513.	2504.	14.98	21.62	20.96	20.77	18.53	16.59	19.32	25.48	22.27	44.93	34.36	40.17
Grade 7	2502.	2500.	2519.	11.79	14.86	18.04	17.07	13.96	20.39	25.20	24.32	21.96	45.93	46.85	39.61
Grade 8	2505.	2514.	2512.	14.40	14.45	16.89	13.23	13.67	16.44	16.34	21.09	17.33	56.03	50.78	49.33
Grade 11	2560.	2575.	2574.	13.62	15.27	17.09	21.13	18.72	20.60	18.78	22.17	19.60	46.48	43.84	42.71
All Grades	N/A	N/A	N/A	13.65	16.70	18.28	17.77	16.17	18.50	19.93	23.30	20.37	48.65	43.83	42.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.27	23.55	21.49	34.95	41.70	39.04	40.78	34.75	39.47
Grade 7	14.69	16.22	20.00	44.90	38.74	42.35	40.41	45.05	37.65
Grade 8	13.39	12.89	16.00	37.80	42.58	35.56	48.82	44.53	48.44
Grade 11	19.72	18.23	18.09	31.46	38.92	38.69	48.83	42.86	43.22
All Grades	17.65	17.77	18.96	37.58	40.64	39.03	44.77	41.60	42.01

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.59	14.67	15.28	46.86	49.03	42.36	41.55	36.29	42.36
Grade 7	11.38	13.06	15.69	50.00	47.75	47.84	38.62	39.19	36.47
Grade 8	15.95	13.28	14.67	48.64	52.73	48.44	35.41	33.98	36.89
Grade 11	14.55	17.73	20.10	53.52	60.59	56.78	31.92	21.67	23.12
All Grades	13.43	14.57	16.30	49.73	52.23	48.57	36.84	33.19	35.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.63	20.08	17.03	61.35	54.05	48.47	28.02	25.87	34.50
Grade 7	10.16	10.81	9.41	64.23	62.16	62.35	25.61	27.03	28.24
Grade 8	9.34	13.67	13.78	56.81	54.30	52.44	33.85	32.03	33.78
Grade 11	15.96	16.75	18.09	59.15	58.62	59.30	24.88	24.63	22.61
All Grades	11.38	15.43	14.32	60.35	57.02	55.73	28.28	27.55	29.96

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1570.3	1554.3	1539.7	1581.7	1564.3	1549.6	1558.5	1543.7	1529.3	37	19	23
7	1554.5	1506.1	1574.4	1569.0	1504.5	1609.9	1539.4	1507.4	1538.2	22	22	11
8	1576.8	1541.9	1539.5	1595.4	1537.9	1559.4	1557.9	1545.4	1519.2	24	12	22
9	1576.4	1501.7	*	1604.8	1505.9	*	1547.4	1497.2	*	20	11	9
10	*	*	*	*	*	*	*	*	*	10	9	10
11	*	*	*	*	*	*	*	*	*	7	*	7
12	*	*	*	*	*	*	*	*	*	9	4	5
All Grades										129	80	87

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	51.35	42.11	30.43	37.84	31.58	43.48	8.11	21.05	17.39	2.70	5.26	8.70	37	19	23
7	40.91	0.00	54.55	31.82	36.36	27.27	18.18	36.36	18.18	9.09	27.27	0.00	22	22	11
8	33.33	8.33	9.09	45.83	41.67	45.45	20.83	41.67	36.36	0.00	8.33	9.09	24	12	22
9	20.00	0.00	*	45.00	27.27	*	35.00	54.55	*	0.00	18.18	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	15.00	25.29	37.98	32.50	41.38	24.03	37.50	24.14	4.65	15.00	9.20	129	80	87

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	89.19	57.89	60.87	8.11	31.58	30.43	0.00	5.26	4.35	2.70	5.26	4.35	37	19	23
7	63.64	4.55	81.82	22.73	50.00	9.09	9.09	36.36	9.09	4.55	9.09	0.00	22	22	11
8	54.17	16.67	45.45	37.50	58.33	45.45	8.33	16.67	4.55	0.00	8.33	4.55	24	12	22
9	35.00	0.00	*	50.00	72.73	*	15.00	9.09	*	0.00	18.18	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.36	22.50	54.02	29.46	48.75	32.18	9.30	20.00	9.20	3.88	8.75	4.60	129	80	87

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	24.32	21.05	8.70	29.73	26.32	34.78	35.14	36.84	26.09	10.81	15.79	30.43	37	19	23
7	18.18	4.55	9.09	18.18	13.64	18.18	31.82	22.73	54.55	31.82	59.09	18.18	22	22	11
8	12.50	8.33	4.55	33.33	25.00	9.09	41.67	33.33	54.55	12.50	33.33	31.82	24	12	22
9	0.00	0.00	*	15.00	18.18	*	60.00	36.36	*	25.00	45.45	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.18	8.75	6.90	24.81	20.00	22.99	39.53	37.50	44.83	22.48	33.75	25.29	129	80	87

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	24.32	31.58	30.43	70.27	47.37	60.87	5.41	21.05	8.70	37	19	23
7	18.18	0.00	27.27	68.18	68.18	72.73	13.64	31.82	0.00	22	22	11
8	25.00	25.00	9.09	62.50	58.33	59.09	12.50	16.67	31.82	24	12	22
9	20.00	0.00	*	70.00	81.82	*	10.00	18.18	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.60	12.50	17.24	67.44	65.00	65.52	13.95	22.50	17.24	129	80	87

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	94.59	68.42	82.61	5.41	26.32	13.04	0.00	5.26	4.35	37	19	23
7	81.82	57.14	90.91	13.64	42.86	9.09	4.55	0.00	0.00	22	21	11
8	95.83	50.00	90.91	4.17	41.67	4.55	0.00	8.33	4.55	24	12	22
9	95.00	36.36	*	5.00	45.45	*	0.00	18.18	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	90.70	56.96	82.76	6.98	36.71	12.64	2.33	6.33	4.60	129	79	87

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	18.92	15.79	8.70	54.05	42.11	39.13	27.03	42.11	52.17	37	19	23
7	18.18	4.55	0.00	31.82	31.82	45.45	50.00	63.64	54.55	22	22	11
8	12.50	8.33	9.09	58.33	41.67	22.73	29.17	50.00	68.18	24	12	22
9	5.00	0.00	*	55.00	27.27	*	40.00	72.73	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.18	7.50	6.90	48.84	41.25	43.68	37.98	51.25	49.43	129	80	87

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	45.95	47.37	30.43	54.05	47.37	65.22	0.00	5.26	4.35	37	19	23
7	13.64	9.09	18.18	77.27	68.18	81.82	9.09	22.73	0.00	22	22	11
8	12.50	8.33	0.00	83.33	91.67	90.91	4.17	0.00	9.09	24	12	22
9	0.00	0.00	*	95.00	81.82	*	5.00	18.18	*	20	11	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.38	15.00	11.49	73.64	73.75	81.61	6.98	11.25	6.90	129	80	87

Conclusions based on this data:

1. The data shows that Marshall maintains the highest number of students who received a 4 on the ELPAC district-wide.

2. The data shows that the year we employed an EL Instructional Coach, academic performance for ELs increased.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1689	**58.8%**	**6.8%**	**0.3%**
Total Number of Students enrolled in Thurgood Marshall 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	6.8%
Foster Youth	5	0.3%
Homeless	15	0.9%
Socioeconomically Disadvantaged	993	58.8%
Students with Disabilities	206	12.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	97	5.7%
American Indian	2	0.1%
Asian	63	3.7%
Filipino	57	3.4%
Hispanic	1049	62.1%
Two or More Races	58	3.4%
Pacific Islander	6	0.4%
White	346	20.5%

Conclusions based on this data:

1. The data shows that the majority of our student population continues to be Hispanic and Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Blue	**Suspension Rate**  Green
Mathematics  Yellow	**Chronic Absenteeism**  Orange	
English Learner Progress  Blue		
College/Career  Blue		

Conclusions based on this data:

1. The data shows that our graduation rate continues to be high, maintaining above 96% consistently.
2. The data shows our suspension rate is low.
3. The data shows that our English Learner Progress is high and our College and Career indicator remains high.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	0	1	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
9.3 points below standard	87.8 points below standard	157.1 points below standard
Declined 3.2 points	Maintained -0.7 points	Declined 26.8 points
912 Students	163 Students	42 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	33.6 points below standard	42.3 points below standard
5 Students	21 Students	Declined 14.5 points
		628 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
113.4 points below standard	43.4 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2.4 points	Declined 6.2 points	2 Students
118 Students	56 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
54 points above standard	33.7 points above standard	38.8 points below standard
Declined 24.4 points	Increased 3.4 points	Declined 7.4 points
33 Students	27 Students	566 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
91.9 points above standard	Fewer than 11 students - No Data for Privacy	48.2 points above standard
Increased 18.8 points	3 Students	Maintained -0.4 points
43 Students		179 Students

Conclusions based on this data:

1. The data shows that we need to continue our focus on the academic performance of our underserved populations.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	0	2	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Red
56.1 points below standard	128.1 points below standard	196.6 points below standard
Increased 4.1 points	Increased 5.4 points	Declined 18.6 points
907 Students	166 Students	41 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	124.6 points below standard	90.7 points below standard
6 Students	21 Students	Declined 3.2 points
		629 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
169.4 points below standard	98.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 5.1 points	Declined 12.4 points	2 Students
119 Students	55 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
10.4 points above standard	3.3 points below standard	90.4 points below standard
Declined 17.4 points	Increased 16.1 points	Maintained -0.2 points
34 Students	26 Students	564 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
55 points above standard	Fewer than 11 students - No Data for Privacy	9.3 points above standard
Increased 22.3 points	3 Students	Increased 4.7 points
42 Students		181 Students

Conclusions based on this data:

1. The data shows that a continued focus on math proficiency for our historically underserved students is needed.
2. The data shows that we had an increase in the math proficiency of our English Language Learners.
3. The data shows that we had an increase in our math proficiency for students overall at Marshall.

School and Student Performance Data

Academic Performance
Science

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
53.3 science points	35.9 science points	22.6 science points
Maintained -1.8 points	Maintained -1.8 points	Declined 8 points
439 Students	73 Students	22 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	35.5 science points	47.4 science points
1 Student	14 Students	Declined 3.8 points
		310 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
38.2 science points	41 science points	0 Students
Maintained 1.8 points	Declined 8.1 points	
63 Students	28 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
64.6 science points	62.2 science points	47.4 science points
Declined 7 points	Increased 3.9 points	Declined 2.5 points
20 Students	11 Students	275 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
72.6 science points	Fewer than 11 students - No Data for Privacy	66.3 science points
18 Students	2 Students	Increased 3.1 points
		86 Students

Conclusions based on this data:

1. The data shows that we maintained our progress in the area science proficiency for all students, overall at Marshall.
2. The data shows that we maintained our progress in the area science proficiency for English Language Learners and Students with Disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Blue	Blue
60.5 making progress.	61.1 making progress.
Number Students: 86 Students	Number Students: 54 Students

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.

2025 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
9.6%	27.7%	1.2%	61.4%

Conclusions based on this data:

1. The data shows a significant increase in our English Learner Progress.
2. The data shows a significant increase in our Long-Term English Learner Progress.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
Prepared 71.2%	Prepared 15.4%	Fewer than 11 students - No Data for Privacy
Increased 3.6%	Increased 6.3%	9 Students
222 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Prepared 73.3%	Prepared 65.3%
1 Student	Increased 31.7%	Increased 6.5%
	15 Students	176 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Prepared 27.8%	Prepared 66.7%	0 Students
Maintained -1.6%	Increased 10.4%	
18 Students	12 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
Prepared 100%	Prepared 91.7%	Prepared 64.2%
Increased 9.1%	12 Students	Increased 6.1%
12 Students		134 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 86.7%
3 Students	2 Students	Increased 7.3%
		45 Students

Conclusions based on this data:

1. The data shows a significant increase for all students in college/career readiness at Marshall.
2. The data shows a significant increase for our socioeconomically disadvantaged students in college/career readiness.
3. The data shows a significant increase for our Hispanic students in college/career readiness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
13.9% Chronically Absent	15.2% Chronically Absent	15% Chronically Absent
Maintained 0.4	Increased 0.6	Maintained 0.2
789 Students	79 Students	40 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	25% Chronically Absent	16.4% Chronically Absent
8 Students	0	Increased 1.1
	16 Students	554 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
22.1% Chronically Absent	20% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.5	Declined 8.4	2 Students
104 Students	50 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
3.8% Chronically Absent	0% Chronically Absent	14.4% Chronically Absent
Maintained 0	Maintained 0	Increased 0.8
26 Students	21 Students	486 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
4.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	15.2% Chronically Absent
Increased 1.3	1 Student	Increased 2.8
45 Students		158 Students

Conclusions based on this data:

1. The data shows that we maintained our current chronic absenteeism rate for all students.
2. The data shows a decline in chronic absenteeism for our African American students and Students with Disabilities.
3. The data shows an increase in chronic absenteeism for our Hispanic students.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Blue	 No Performance Color	 No Performance Color
98.6% graduated	100% graduated	Fewer than 11 students - No Data for Privacy
Increased 2.3%	Increased 9.1%	9 Students
222 Students	13 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	93.3% graduated	98.9% graduated
1 Student	Declined 6.7%	Increased 3.3%
	15 Students	176 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
94.4% graduated	100% graduated	0 Students
Increased 11.6%	Increased 12.5%	
18 Students	12 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Blue
100% graduated	100% graduated	99.3% graduated
Maintained 0%	12 Students	Increased 1.4%
12 Students		134 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	100% graduated
3 Students	2 Students	Increased 4.8%
		45 Students

Conclusions based on this data:

1. The data shows an increase in graduation rate for all students at Marshall - 98.6%!
2. The data shows an increase in graduation rate for our Hispanic students - 99.3%!
3. The data shows an increase in graduation rate for our Socioeconomically Disadvantaged students - 98.9%!

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	6	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Green	Green
3.4% suspended at least one day	4% suspended at least one day	4% suspended at least one day
Declined 1.3%	Declined 9.5%	Declined 13.4%
1751 Students	125 Students	75 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
35.7% suspended at least one day	8.9% suspended at least one day	4.2% suspended at least one day
Declined 9.7%	Increased 8.9%	Declined 1.8%
14 Students	56 Students	1228 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
6.3% suspended at least one day	10.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 5.4%	Declined 1.2%	2 Students
223 Students	105 Students	

Asian	Filipino	Hispanic
 Blue	 Blue	 Green
0% suspended at least one day	0% suspended at least one day	4% suspended at least one day
Maintained 0%	Maintained 0%	Declined 1.5%
69 Students	57 Students	1083 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
Maintained -0.2%	6 Students	Declined 0.9%
73 Students		356 Students

Conclusions based on this data:

1. The data shows a declined suspension rate for all students overall at Marshall.
2. The data shows a declined suspension rate for all historically underserved students overall at Marshall.

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 fore 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

By June 2027, all Thurgood Marshall students will increase their testing performance in Mathematics on the CAASPP. As measured by the Distance from Standard (DFS) in math CAASPP results, targeted math strategies (including ongoing Data Chats/Data Analysis, the implementation of math manipulatives, targeted reteaching, and test retakes) will be implemented to accelerate the performance of academically and historically underserved subgroups. The explicit objective is for these subgroups (English Learners, Students with Disabilities, Hispanic, African American, and Socioeconomically Disadvantaged) to demonstrate growth that exceeds the schoolwide average to aggressively close the achievement gap

Identified Need

All Students need to increase their mathematical literacy, understanding of grade level concepts and the demonstration of it as measured by the CAASPP. The 2024 math CAASPP DFM average -60.2, (yellow), for all students indicates that strategies are needed to improve all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the average performance of All Students by +16.1 points or more to reach -40.0 DFS (Orange), with a stretch goal of +31.1 points to reach -25.0 DFS (Yellow)	-56.1 points	increase performance between 16.1 and 31.1 points
Increase the average performance of English Learners by +13.1 points or more to reach -115.0 DFS (Yellow), with a stretch goal of +33.1 points to reach -95.0 DFS (Green)	-128.1 points	increase performance by 13.1 to 33.1 points
Reverse the current decline and increase average performance of socioeconomically disadvantaged students by +15.7 points to reach -75.0 DFS (Yellow), with a stretch	-90.7 points	increase performance by 15.7 to 40.7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
goal of +40.7 points to reach -50.0 DFS (Green)		
2026–2027 Target: Reverse the current decline of students with disabilities and increase average performance by +19.4 points to reach -150.0 DFS (Orange), with a stretch goal of +49.4 points to reach -120.0 DFS (Yellow).	-169.4 points	increase performance by19.4 poins and 49.4 points.
Arrest the 12.4-point decline experienced by african-american students and increase average performance by +18.9 points to reach -80.0 DFS (Orange), with a stretch goal of +33.9 points to reach -65.0 DFS (Yellow).	-98.9 points	increase performance between 18.9 points and 33.9 points.
Increase the average performance of Hispanic students by +15.4 points to reach -75.0 DFS (Yellow), with a stretch goal of +40.4 points to reach -50.0 DFS (Green).	-90.4 points	increase performance between 15.4 and 40.4 points

Annual Review

SPSA Year Reviewed: 2025-26

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 the effects on student groups with highest needs - assessment scores, grade distribution, and potential connection to chronic absenteeism and excessive tardies. In high school teachers used Carnegie Math as the curriculum which has since been discontinued.

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. More training is needed for staff on data analysis and how it relates to shifts in teaching practices. 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 little time for 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 - 60 points below average, although we increased 14.7 points. . iReady diagnostic data is inconsistent and shows a 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)

Students of academically historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and Socioeconomically Disadvantaged) will improve their performance in math

Strategy/Activity

Math department and 6th grade teachers will meet bimonthly (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 more student voice in their math classroom along with Data Chats, reteaching, test retakes and the use of math manipulative to support student learning. The new math curriculum in High School, Reveal Math, provides additional support with the addition of ALEKS for all students.

Bi-monthly meetings are needed 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.

Teachers are also encouraging students to set their own goals for improvement and use opportunities to retake their assessments to measure growth and place an emphasis on developing a growth mindset.

Ongoing opportunities for informal observations conducted by administrators and MTSS coach and/or Intervention Teacher with feedback and recommended next steps to support development of skills for both teachers and learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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

Goal 1(Broad) : Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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 that meets their needs and will show academic achievement.

Goal 2

CAASPP ELA Average Distance From Standard for All Students will improve from the 2025 status of 9.3 points Below Standard by 9.3 points or more to reach a status of 0.0 (Met Standard) or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for English Learners will improve from the 2025 status of 87.8 points Below Standard (Red) by 17.8 points or more (to exit the Red category) to end at -70.0 points or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Homeless Youth will reverse the recent decline and improve from the 2025 status of 33.6 points Below Standard by 13.6 points or more to end at -20.0 points or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will improve from the 2025 status of 42.3 points Below Standard (Orange) by 7.3 points or more to reach -35.0 points (Yellow target), with a stretch goal of improving by 17.3 points to reach -25.0 points or higher (Green target) by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will improve from the 2025 status of 113.4 points Below Standard (Red) by 23.4 points or more to exit Red and end at -90.0 points or higher (Orange/Yellow target) by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for African American students will improve from the 2025 status of 43.4 points Below Standard (Orange) by 8.4 points or more to reach -35.0 points (Yellow target), with a stretch goal of improving by 23.4 points to end at -20.0 points or higher (Green target) by the end of the2026-2027 school year.

CAASPP ELA Average Distance From Standard for Asian students will reverse the decline and improve from the 2025 status of 54.0 points Above Standard (Green) by 6.0 points or more to achieve 60.0 points or higher to reach/maintain the Blue performance category by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Hispanic students will improve from the 2025 status of 38.8 points Below Standard (Orange) by 8.8 points or more to reach -30.0 points (Yellow target), with a stretch goal of improving by 18.8 points to reach -20.0 points or higher (Green target) by the end of the2026-2027 school year.

CAASPP ELA Average Distance From Standard for White students will maintain or exceed its current strong standing, remaining at a baseline of 48.2 points Above Standard or higher to firmly maintain the Blue performance category through the end of the 2026-2027 school year.

Identified Need

Students need to continue to increase literacy and the demonstration of it as measured by the CAASPP. The distance from mean average for all students is a 9.3 points below standard, which indicates students indicates that strategies are needed to improve all subgroups by the end of the 20206-2027 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for All Students will improve from the 2025 status of 9.3 points Below Standard by 9.3 points or more to reach grade level standard or higher by the end of the 2025-2026 school year.	-9.3	+9.3
CAASPP ELA Average Distance From Standard for English Learners will improve from the 2025 status of 87.8 points Below Standard (Red) by 17.8 points or more (to exit the Red category) to end at -70.0 points or higher by the end of the 2026-2027 school year.	-87.8	+17.8
CAASPP ELA Average Distance From Standard for Homeless Youth will reverse the recent decline and improve from the 2025 status of 33.6 points Below Standard by 13.6 points or more to end at -20.0 points or higher by the end of the 2026-2027 school year.	-33.6	91.4
CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will improve from the 2025 status of 42.3 points Below Standard (Orange) by 7.3 points or more to reach -35.0 points (Yellow target), with a stretch goal of	-42.3	+7.3 - +17.3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
improving by 17.3 points to reach -25.0 points or higher (Green target) by the end of the 2026-2027 school year.		
CAASPP ELA Average Distance From Standard for Students with Disabilities will improve from the 2025 status of 113.4 points Below Standard (Red) by 23.4 points or more to exit Red and end at -90.0 points or higher (Orange/Yellow target) by the end of the 2026-2027 school year.	-113.4	+23.4
CAASPP ELA Average Distance From Standard for African American students will improve from the 2025 status of 43.4 points Below Standard (Orange) by 8.4 points or more to reach -35.0 points (Yellow target), with a stretch goal of improving by 23.4 points to end at -20.0 points or higher (Green target) by the end of the 2026-2027 school year.	-43.4	+8.4
CAASPP ELA Average Distance From Standard for Hispanic students will improve from the 2025 status of 38.8 points Below Standard (Orange) by 8.8 points or more to reach -30.0 points (Yellow target), with a stretch goal of improving by 18.8 points to reach -20.0 points or higher (Green target) by the end of the 2026-2027 school year.	-38.8	+8.8 - +18.8
CAASPP ELA Average Distance From Standard for Asian students will reverse the decline and improve from the 2025 status of 54.0 points Above Standard (Green) by 6.0 points or more to achieve 60.0 points or higher to reach/maintain the Blue	+50.4	+6.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
performance category by the end of the 2026-2027 school year.		
CAASPP ELA Average Distance From Standard for White students will maintain or exceed its current strong standing, remaining at a baseline of 48.2 points Above Standard or higher to firmly maintain the Blue performance category through the end of the 2026-2027 school year.	+48.2	0

Annual Review

SPSA Year Reviewed: 2025-26

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.

When tracking our multi-year trajectory toward our current SPSA targets, our baseline shift demonstrates a steady upward trend for the majority of our student groups, alongside a few critical areas of decline that require ongoing intervention:

All Students: Increased by 4.8 points, establishing a baseline of 9.7 points Below Standard (Yellow)
English Learners: Demonstrated significant growth, improving by 13.4 points to reach 96.9 points Below Standard (Orange).
Students with Disabilities: Showed strong upward movement, increasing by 12.6 points to finish at 96.4 points Below Standard (Orange)
Socioeconomically Disadvantaged Students: Increased by 5.7 points, moving to 32.7 points Below Standard (Yellow).
Hispanic Students: Progressed by 6.5 points, ending at 37.9 points Below Standard (Yellow)
White Students: Increased by 4.1 points, maintaining a strong standing at 52.3 points Above Standard
Homeless Youth: Adjusted to a baseline of 70.9 points Below Standard (student group size too small to asign a color).
African American Students: Experienced a setback, declining by 7.4 points to finish at 31.9 points Below Standard (Orange)
Asian Students: Declined by 5.3 points, ending at 84.1 points Above Standard (Green).

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 Bilingual Community Assistant 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 after school and on Saturdays and Ingenuity for High School (Reading & Writing) was conducted as an extra measure of support for students.

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 continued to focus on developing common assessments and grading scales. Training in textbook/program adoptions (such as Study Sync and English 3-D) will be used to focus on key areas in reading and writing and move forward while simultaneously addressing previous gaps.

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

All students' reading and writing will be enhanced by increased collaboration and curriculum planning of current and new textbook adoptions. Students will be provided personalized service in reading, analysis and writing as a result of RSP pull out and teacher collaboration.

School librarian will provide school-wide training by site librarian in resources available in the library for conducting academic research.

A focus on common rubrics will continue through department collaboration and teachers will calibrate to ensure that their grading is normed and standardized.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student literacy will be enhanced by implementation/or development of the following:
School wide training by site librarian in resources available in the library for conducting academic research
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 - supplemental planning time.
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.

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

Amount(s) Source(s)

Strategy/Activity 3

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

All Students

Strategy/Activity

All Students, especially groups at the lowest performing level, will access high interest materials and supplemental technology materials to increase reading and writing proficiency in fictional and nonfictional text.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 graduates in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

By June 2027 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 2027, 15% or more 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 iReady.

Identified Need

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. AMOs are determined based on those data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain EL Reclassification rate above 15% annually		
By June 2027, the ELA achievement gap will decrease by ensuring the combined average growth of our targeted subgroups exceeds the schoolwide growth average. While All Students will target an improvement of 9.3 points to meet standard (0.0 DFS), the Socioeconomically Disadvantaged, African American, and Hispanic subgroups will increase their performance by a minimum of 15 points, and Students with Disabilities and English Learners will increase their	variable	+9.3, +15 and +25 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
performance by a minimum of 25 points, significantly narrowing the historical performance gap		
By June 2027, the percentage of English Learners reclassifying as English Proficient (RFEP) will reach or exceed 15% annually. To support this, the school will maintain its Blue Dashboard status for English Learner Progress by ensuring at least 62% of current EL students make annual progress toward English language proficiency as measured by the ELPAC and the California School Dashboard.	62%	15% growth
By June 2027, 80% or more of students within our academically and historically underserved subgroups (English Learners, Students with Disabilities, Hispanic, African American, and Socioeconomically Disadvantaged) will meet or exceed their individualized i-Ready Stretch Growth targets in reading annually, resulting in a measurable increase in Lexile levels and serving as a leading indicator for CAASPP performance	-158.8	+133.8
By June 2027, the Mathematics achievement gap will decrease by ensuring the combined average growth of our targeted subgroups exceeds the schoolwide growth average. While All Students will target an improvement of 11.1 points to reach -45.0 DFS, our Socioeconomically Disadvantaged, Hispanic, and English Learner groups will increase their performance by	56.1 points	11.1 points; 15 points and 20 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a minimum of 15 points (to break into the Yellow band), and our African American and Students with Disabilities subgroups will increase their performance by a minimum of 20 points to exit the Red performance tier.		
By June 2027, the English Learner subgroup will sustain its positive upward trajectory on the California School Dashboard by improving its average performance by an additional 13.1 points or more, moving from the 2025 baseline of 128.1 points Below Standard to a target of -115.0 points or higher. This will be supported by ensuring that at least 58% of English Learners meet or exceed their growth expectations annually.	-128.1	-115 point or 13.1 point increase
By June 2027, 75% or more of students within our targeted math subgroups (Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, and English Learners) will meet or exceed their individualized i-Ready Stretch Growth targets in Mathematics annually, providing a vital pathway to reverse recent subgroup declines and boost overall CAASPP proficiency.	-169.4 (SWD) and -98.9 (AA)	75% or more students will reach their i0Ready Stretch growth targets

Annual Review

SPSA Year Reviewed: 2025-26

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.

When evaluating historical trendlines against our latest data, a clear narrative emerges regarding our equity gaps:

Progress vs. Distance: While our historically underserved student groups have periodically demonstrated strong, positive incremental growth spikes, they continue to remain Below Standard at a disproportionate rate compared to the school-wide average.

The Literacy-to-Numeracy Divide: A significant disparity exists between ELA and Math performance across our focus demographics.

English Learners maintained an Orange status across both ELA and Math during this baseline window.

African American Students achieved an Orange status in ELA but dropped into a critical Red status in Math.

Socioeconomically Disadvantaged Students reached a Yellow status in ELA but faced a steep decline into Red for Math.

Students with Disabilities demonstrated positive upward movement, placing Orange in ELA and Yellow in Math.

Hispanic Students secured a Yellow status in ELA but experienced performance drops that triggered a Red status in Math.

Our 37% reclassification rate proves that our language acquisition strategies work. However, our ongoing challenge is stabilizing these gains so that our English Learners, Students with Disabilities, and socioeconomically disadvantaged subgroups don't fluctuate between Orange, Yellow, and Red from year to year. We will use our local i-Ready diagnostic data to monitor these historical gaps in real-time, ensuring our resources directly target mathematics conceptual understanding and core academic literacy.

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.

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Ensure the appropriate curriculum is available to ELD teachers at the start of the school year in August.

Use the Master Schedule to provide classes that address the needs of the SPED-ELD students

Apply EL (English Learners) strategies to improve engagement and vocabulary growth that will target their listening, reading, writing, and communication skills (focused on achieving proficiency on the ELPAC exam).

Additional support for students with IEPs to improve reading skills to meet reclassification criteria.

Per ELAC recommendation, funds permitting, tutoring/credit recovery afterschool for EL students.

Implement ELAC Recommended Strategies:

1) Professional learning in designated ELD
2) Continued Support from Bilingual Community Assistant - funds permitting
3) Data Chats - hold evening sessions that include parent participation
4) Include LEARNs - possible funding for recommendations
5) Student led conferences for discussions on reclassification process
6) Tutoring/Interventions with iReady/ALEKS Data

Targeted training and support for students who are dual classified as EL and SWD (Students With Disabilities) so teachers can reach their language needs and learning disabilities.

Continue to use the new textbook/TCI curriculum to differentiate instruction for ELs.

Include Data Chats evening events for parents.

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

Amount(s) Source(s)

Strategy/Activity 2

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

English Learners

Strategy/Activity

Progress checks at least once each quarter to identify students in need of more support.

Train teachers in integrated ELD strategies to support all students across curricula areas.

Create and send a form letter to parents from counselors regarding support to help students with failing grades in order to promote timely communication with parent partners.

ELD Teachers to host Data Chat nights for parents and families to be involved in the reclassification process. Once per semester. Supplemental funds will be used to compensate ELD teachers beyond contractual hours.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
1081	Title I Part A: Parent Involvement
50096	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)

English Learners

Strategy/Activity

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

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

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

Funds permitting - Instructional Aides to support English Learners in their classes.

Increase Puente access for all students.

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

Amount(s)	Source(s)

Strategy/Activity 4

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

English Learners

Strategy/Activity

Individual parent meetings will be held with AP to explain reclassification, what it means for the student, and how to support the student to reclassify to complete the PSP form for each student's EL file held outside of instructional hours.

At the beginning of the year, EL Parent Orientation to inform parents of the reclassification process and how to support their student(s) after school.

EL students will participate in data chats with the ELD teachers twice a year - at the end of the first semester and mid-second semester to monitor and identify ELPAC and academic goals.

Provide teachers with a list of identified ELs at the beginning of the Fall semester.

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

Amount(s) Source(s)

Strategy/Activity 5

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

Black/African American, Hispanic/Latino

Strategy/Activity

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

Opportunities for field trips to visit culturally relevant museums, as well as, colleges and career fairs for supporting/targeting specific student groups.

Increased training for teachers on unpacking racial biases, anti-racism, equity and belonging, cultural proficiency, and culturally responsive teaching practices.

Implement GENIUS teaching strategies as per LACOE GENIUS Initiative.

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Provide targeted tutoring to historically underserved students and communicate availability to parents, as directed by the tutoring coordinator. Inform all teachers of support structures so they may provide referrals for students in need.

After and/or before school credit recovery program for all students who have received an F on a semester grade (funding through LEARNs Expanded Learning Programs)

MTSS Intervention Coach to provide tiered interventions to all students, including the historically underserved.

Provide high-interest, engaging literature to support reading proficiency for ELs and historically underserved 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)
39105	Title I Part A: Allocation
5876	Title I Part A: Parent Involvement

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 decrease by 0.9% (to reach 13.0% or lower) to cross into the Green performance tier. A 3.9% reduction or greater (to reach 10.0% or lower) to achieve the Blue performance tier.

Identified Need

The current chronic absenteeism rate is 12%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism for All Students will decrease by 0.9% (to reach 13.0% or lower) to cross into the Green performance tier. A 3.9% reduction or greater (to reach 10.0% or lower) to achieve the Blue performance tier.	13.9% Chronically Absent (All)	0.9% - 3.9% reduction in chronic absenteeism among all students.
Decrease chronic absenteeism among Socioeconomically disadvantaged students by 1.4% (to end at 15.0% or lower) to elevate this student group into the Yellow performance tier. Decrease chronic absenteeism by 3.4% or more (to end at 13.0% or lower) to reach the Green performance tier	16.4% Chronically Absent (SED)	1.4% - 3.4% reduction among socioeconomically disadvantaged youth
Decrease chronic absenteeism by 2.1% (to end at 20.0% or lower) to move the indicator from Orange to Yellow. Decrease chronic absenteeism by 5.1% or more (to end at	22.1% Chronically absent (SWD)	2.1% - 5.1% decrease among students with disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
17.0% or lower) to advance into the Green performance tier.		
Maintain or decrease chronic absenteeism to remain at or below 20.0% to solidify placement in the Yellow tier and target transition toward Green. Decrease chronic absenteeism by 3.0% or more (to end at 17.0% or lower) to cross directly into the Green performance tier.	20% Chronically Absent (AA)	Decrease chronic absenteeism by 3% among AA students
Decrease chronic absenteeism by 1.2% (to end at 14.0% or lower) to transition from Orange to the Yellow performance tier. with a stretch goal of decreasing chronic absenteeism by 3.2% or more (to end at 12.0% or lower) to achieve the Green performance tier.	15.2% chronically absent (ELs)	Decrease chronic absenteeism among EL students by 1.2% to 3.2%
Decrease chronic absenteeism among hispanic students by 1.4% (to end at 13.0% or lower) to progress into the Yellow performance tier and a stretch goal of Decrease chronic absenteeism by 2.4% or more (to end at 12.0% or lower) to reach the Green performance tier.	14% of Hispanic students are chronically absent	reduce the percentage of chronically absent students between 1.4% and a stretch goal of 2.4% to get into the green tier.
Reduce chronic absenteeism by 3.0% (to reach 22.0% or lower) to support local equity metrics and align with state-level Yellow targets with a stretch goal of reducing chronic absenteeism by 5%.	25% of homeless students are chronically absent.	reduce chronic absenteeism among homeless students by 3-5%

Annual Review

SPSA Year Reviewed: 2025-26

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.

Goals for the 2026-2027 school year are based on most recent data from the 2025 CA Dashboard which indicates that chronic absenteeism for All Students has plateaued, shifting slightly from 13.6% in 2024 to 13.9% in 2025 (categorized as Maintained by +0.4 points). When disaggregated by student groups on the 2025 Dashboard, the data changes as follows:African American Students: Showed the most significant improvement on campus, experiencing a substantial -8.4 point decline to drop the chronic absenteeism rate down to 20.0%, positioning this group in the Yellow performance tier. Students with Disabilities (SWD): Demonstrated positive progress with a -1.5 point decline, bringing their chronic absenteeism rate down to 22.1% (Orange tier). Socioeconomically Disadvantaged Students: Faced increased challenges, showing a +1.1 point increase to end at a 16.4% chronic absenteeism rate (Orange tier). English Learners (EL): Chronic absenteeism increased by +0.6 points, bringing the group's total rate to 15.2% (Orange tier). Hispanic Students: Experienced a minor increase of +0.8 points, moving the chronic absenteeism rate to 14.4% (Orange tier). White Students: Showed an increase of +2.8 points, resulting in a 15.2% chronic absenteeism rate (Orange tier). Homeless Youth: Registered a chronic absenteeism rate of 25.0% (Maintained at 0.0 points); because this group consists of 16 students, it is designated as Gray on the state dashboard due to privacy/group size.

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 isolated incidents of students who were chronically absent for a variety of reasons, chronically absent students did not have access to tiered interventions.

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

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

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)

MTSS 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

2 Full Time District MTSS Coaches (or 1 MTSS Coach and 1 Intervention Teacher, or 1 Intervention Teacher and 2 student Support Activity Aides) to work with historically underserved students to provide peer mediation, mentoring, behavior and academic interventions.
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 MTSS , counselors, social workers and teachers
Develop and implement matrix of response linking behaviors and specific interventions
Increase student participation in arts offerings
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)

Strategy/Activity 2

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

All Students

Strategy/Activity

Use the School Safety Committee led by parents, students, teachers, staff, and an administrator to continually revise the site safety plan.
The School Safety Committee will meet a minimum of three times a year and provide progress reports on site safety plan.
One safety drill per month (alternating themes, e.g., fire, earthquake, lockdown, etc.) will occur monthly.
Collaborate with district consultants to improve emergency operating procedures.

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

Amount(s) Source(s)

Strategy/Activity 3

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

Students, staff, and all community partners will be aware of safety measures on campus and how to access information.

Strategy/Activity

Systematic check-in system developed in the main office using front security door to buzz in visitors.

Increased signage on campus detailing security procedures and Marshall EAGLES Values and new school name. (Measure O)
Purchase new marquee for new school name - Thurgood Marshall (Measure O)
Upgrade camera system used to help maintain campus security (district paid)

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

Amount(s) Source(s)

Strategy/Activity 4

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

All students

Strategy/Activity

Positive attendance record required for admittance to school dances (including prom) field trips, and other activities
Assistant Principal to hold meetings with parents of habitually truant students and complete SART contracts.
Counselors to hold student attendance review team meetings and coordinate with administration for Student Attendance Review Board referrals.
Students with excessive absences and tardies from previous year placed on attendance contract at the start of new school year
Inclusion of Attendance Awards for students at recognition ceremonies
Training for teachers on inclusion of Social Emotional Learning curriculum in the school day
Expansion of student clubs to include more students.
Expand space and personnel for Wellness Center for social emotional learning resources and support (working with SWSS office personnel).
Fine tune comprehensive discipline plan covering attendance/tardies, academics, and behavior.
Continue to incentivize good behavior with PBIS strategies and materials.

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

By June 2027, we will decrease our suspension rate by 1.9% to achieve a target of 2.5% or lower for all students.

All Students: Decrease the 2026 baseline of 4.4% (Green) by -1.9% to achieve a target of 2.5% or lower (Blue) by the end of the 2026–2027 school year.
English Learners: Decrease the 2026 baseline of 11.8% (Red) by a minimum of -0.3% to reach 11.5% (Orange), with a stretch goal of -2.0% to reach 9.8% (Yellow) by the end of the 2026–2027 school year.
Foster Youth: Decrease the 2026 baseline of 35.1% (Red) by a minimum of -0.3% to reach 34.8% (Orange), with a stretch goal of -2.1% to reach 33.0% (Yellow) by the end of the 2026–2027 school year.
Homeless Youth: Decrease the 2026 baseline of 6.7% (Yellow) by -2.2% to reach 4.5% (Green), with a stretch goal of -4.2% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.
Socioeconomically Disadvantaged: Decrease the 2026 baseline of 6.1% (Yellow) by -1.6% to reach 4.5% (Green), with a stretch goal of -3.6% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.
Students with Disabilities: Using the established baseline of 9.9% (Yellow), decrease by -5.4% to reach 4.5% (Green), with a stretch goal of -7.4% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.
African American: Using the established baseline of 12.0% (Yellow), decrease by -7.5% to reach 4.5% (Green), with a stretch goal of -9.5% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.
Hispanic: Using the established baseline of 4.5% (Green), decrease by -2.0% to achieve a target of 2.5% or lower (Blue) by the end of the 2026–2027 school year.
White: Using the established baseline of 2.3% (Green), decrease by -1.3% to achieve a target of 1.0% or lower (Blue) by the end of the 2026–2027 school year.
Two or More Races: Using the established baseline of 2.6% (Orange), decrease by -0.1% to reach 2.5% (Yellow), with a stretch goal of -0.3% to reach 2.3% or lower (Green) by the end of the 2026–2027 school year.

Identified Need

Marshall needs to work to reduce suspensions for African American students and Students with IEPs and 504s.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students: Decrease the 2026 baseline of 4.4% (Green) by -1.9% to achieve a target of	4.4%	Reduce by 1.9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.5% or lower (Blue) by the end of the 2026–2027 school year.		
English Learners: Decrease the 2026 baseline of 11.8% (Red) by a minimum of -0.3% to reach 11.5% (Orange), with a stretch goal of -2.0% to reach 9.8% (Yellow) by the end of the 2026–2027 school year.	11.8%	reduce by 0.3% to 2.0%
Foster Youth: Decrease the 2026 baseline of 35.1% (Red) by a minimum of -0.3% to reach 34.8% (Orange), with a stretch goal of -2.1% to reach 33.0% (Yellow) by the end of the 2026–2027 school year.	35.1%	reduce by 0.3%
Homeless Youth: Decrease the 2026 baseline of 6.7% (Yellow) by -2.2% to reach 4.5% (Green), with a stretch goal of -4.2% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.	6.7%	reduce between 2.2% and 4.5%
Socioeconomically Disadvantaged: Decrease the 2026 baseline of 6.1% (Yellow) by -1.6% to reach 4.5% (Green), with a stretch goal of -3.6% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.	6.1%	reduce between 1.6% and 4.5%
Students with Disabilities: Using the established baseline of 9.9% (Yellow), decrease by -5.4% to reach 4.5% (Green), with a stretch goal of -7.4% to reach 2.5% or lower (Blue) by the end of the 2026–2027 school year.	9.9%	reduced between 5.4% and 7.4%

Annual Review

SPSA Year Reviewed: 2025-26

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.

Given the recent reductions in force and the resulting slight uptick in suspension numbers, the focus for the 2026–2027 school year is to stabilize our campus culture by maximizing efficiency, leaning into proactive frameworks, and deepening family partnerships. To align with State Priority 3 (Parent and Family Engagement) and State Priority 6 (School Climate), the following goals have been established for the upcoming academic year. Optimize and streamline the EAGLE Academy framework to provide targeted, efficient behavioral interventions and life skills, ensuring high-impact support despite reduced staffing. Implement "The Table and the Timeline" operational protocol to maximize the visibility, efficiency, and responsiveness of campus safety personnel during high-traffic transition periods. Refine our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) referral pipelines to catch tier-2 behaviors before they escalate into suspendable offenses.

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

MTSS Coach will facilitate mentorship opportunities, restorative practices, and TIERed interventions.

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

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

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

Positive attendance record required for admittance to school dances (including prom) field trips, and other activities
Assistant Principal to hold meetings with parents of habitually truant students
Counselors to hold student attendance review team meetings and coordinate with administration for Student Attendance Review Board referrals
Students with excessive absences and tardies from previous year placed on attendance contract at the start of new school year
Inclusion of Attendance Awards for students at recognition ceremonies
Implement Tier 1 attendance interventions to improve attendance
Training for teachers on inclusion of Social Emotional Learning curriculum in the school day

Expansion of mentor program to include all students
Expand space and personnel for Wellness Center for social emotional learning resources and support

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

Amount(s)	Source(s)

Strategy/Activity 2

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

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

Strategy/Activity

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

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

Amount(s)	Source(s)
33653	LCFF Supplemental and Concentration (S/C)
113681	Title I Part A: Allocation
35000	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)

Historically Underserved Students

Strategy/Activity

Lunch time detentions and after school intervention for students with 5 or more tardies per week
Saturday School implemented for students with tardies, absences, etc.
Use of on-site intervention program as an alternative to suspension and to address academic concerns.
Eagle Academy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Goal 5: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

By June 2027 more than 95% of all students will have at least 1 parent/guardian/caretaker with a "Parent Portal" account.

Identified Need

In the 2026-2027 school year 90% of parents/guardians/caretakers at Marshall have a Parent Portal account. Marshall actively reaches out and involves households. Marshall strives to involve parents/guardians/caretakers from all groups to have diverse representation by having ELAC, AAPC, Music Boosters, Athletic Boosters, SSC, PTSA, and Annual Fund. Marshall needs to maintain the involvement in Parent Portal and involve all parents/guardians/caretakers in the school.

Annual Measurable Outcomes

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Per the California School parent survey, parents agreeing that the school encourages parental

partnership in their child's education increased 1%.
The number of students with at least one parent with a parent portal account increased 3%, and maintains over 90%.
The 7 Marshall parent groups continue to meet regularly and be involved in the school. The Annual Fund increased its involvement in raising money to help support school facilities. Two newsletters were sent out to families. An additional Spanish newsletter was sent out to Spanish speaking families. Administrators were present and supportive of all the parent groups. The webpage was improved adding department webpages with resources for each department and course catalogs for the families.

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

Parent Portal trainings were held only at Eagle Days/Registration, Back to School, Showcase Night and Open House.

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

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

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

Strategy/Activity 1

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

All Students and English Learners

Strategy/Activity

Training is needed for parents/guardians/caretakers, in English and in Spanish, how to access and use all data from Parent Portal (academics and attendance)
Multiple sessions for trainings for parents/guardians/caretakers with varying availabilities
Computers for families to use on campus to access Parent Portal if they do not have internet access at home - Chromebooks/Chromebook Cart
Use of Blackboard app to push information to families

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

Amount(s) Source(s)

Strategy/Activity 2

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

All Students, English Learners, Students with Disabilities, Latino, African American, and SocioEconomically Disadvantaged

Strategy/Activity

Communicate with households through various methods, print, email, and phone. In addition to posting information on the school website and social media.
Utilize marketing materials to recruit families - mailers, ads in local news outlets, etc.
All communication sent in English, Spanish, and other languages as necessary
Marketing, Student Recruitment, and Community Relations Coordinator to develop positive relationships and build connections within the community with various partners such as business partners and community leaders, increase enrollment by at least 100 students.
Blackboard Connect allows staff to communicate via phone, email, and text message.

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

Amount(s)	Source(s)
172987	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

All Students

Strategy/Activity

Make webpage a resource for all families with the following: Up-to-date school calendar; Counseling page including a-g requirements, up-to-date course offerings; library webpage with resources and databases, information on the graduate defense; links to Parent Portal.
Increase the number of college counseling resources on the website.
Teachers maintain Canvas learning management system with weekly up dates on assignments and grades

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

Amount(s)	Source(s)

Strategy/Activity 4

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

English Learners, Students with disabilities, African American

Strategy/Activity

Recruit African American parents, parents of English Learners, and parents of Students with Disabilities to be involved in all parent groups.
Provide translation services at all parent/guardian/caretakers events
Have an administrator present at each parent group meeting to receive input and provide guidance

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

Amount(s) Source(s)

Strategy/Activity 5

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

Students from Spanish speaking families

Strategy/Activity

Bilingual Community Advocate/Liaison to work with Spanish speaking community to support ELAC - funds permitting
set up Parent Portal accounts, translate at meetings to provide access for all, and facilitate communication between the school and the families

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

Amount(s) Source(s)

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, including English Learners, Foster Youth, those eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

Thurgood Marshall's graduation and College/Career goal for all students is 100%.
Graduation Rate for All Students will remain at the baseline of 96.4 or higher (to maintain Blue) from 2025-2026.
Graduation Rate for Socioeconomically Disadvantaged will remain at the baseline of 95.6 or higher (to maintain Blue) during the to the next school year, 2025-2026.
Graduation Rate for Hispanic will remain at the baseline of 97.8 or higher (to maintain Blue) during the 2025-2026. to the next school year.
Graduation Rate for White will remain at the baseline of 95.2 or higher (to maintain Blue) during the 2025-2026.
College/Career Indicator Percent Prepared for All Students will increase the baseline of 55.9 or higher (Green)
from 2025-2026. to the next school year.
College/Career Indicator Percent Prepared for Socio Disadvantaged to maintain 47.8 (Green) or higher for 2025-2026.
College/Career Indicator Percent Prepared for Hispanic will increase the baseline of 47.8 or higher (Green) from
2025-2026.
College/Career Indicator Percent Prepared for White will increase the baseline of 66.7 or higher (Green)
2025-2026.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Indicator Percent Prepared for All 55.9 (which increased 3.7%) School Plan for Student Achievement (SPSA) Marshall Fundamental Secondary School	55.9	43.6

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator Baseline/Actual Outcome Expected Outcome Students will increase the baseline of 55.9 (Green) to reach a status of High (Blue)		
Increase the 73.2% of students scoring 3 or higher on the AP exams by 2 percentage points	73.2	78%
Maintain cohort graduation rate	100%	98%

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The percentage of students graduation rate maintained at 96.2%
The passage rate of AP exams increased by 7%..

Each of the new AP teachers attended the College Board training in the summer for AP teachers. Counselors made goals to monitor a-g completion rates of students. Teachers developed vertical articulation from grades 6-12 to ensure pedagogy increases in complexity with each grade level. Marshall partnered with LEARNs and CAP to provide additional college counseling to students. ***In 2018 the first students graduated with the ACI medallion and work-based internships were made available to students. In 2024 over 50 students are anticipating to receive the ACI Medallion

Teachers, including special education, will continue to receive training from PUSD staff and school administration on CCSS and lesson development. Teachers will access ERWC lessons. Teachers will reflect and measure effectiveness of lessons on student learning.
Teachers and administrators will review current grading policies and make revisions to shift to more equitable grading.
Dual enrollment courses offered by Pasadena City College during the school day

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 Goal of Marshall is to offer a robust selection of programs and courses for their students.

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

The goal has remained similar with an effort to increase teacher training and student access to Marshall's programs such as ACI, AP classes and Dual Enrollment.

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

Instructional Leadership Team will conduct a leadership retreat to plan professional development topics and sessions for the year during the summer.
Prior to the start of 2025-2026 the team will plan dates for regular departmental pullout/collaboration days.
Continue to plan and deliver professional development focused on cultural proficiency/responsiveness, anti-bias, anti-racism, interdisciplinary writing and classroom management.
Administrators will continue to conduct informal observations to assess implementation of district, school-wide, and department goals as well as Depth of Knowledge. MTSS data will continue to be reported to teachers quarterly in the weekly bulletin.
Conduct staff development prior to end of current school year to examine common assessment data, share best practices, and discuss next steps.
Departments will develop 3 goals for the year focused on wellness, communication, and collaboration.
Increase dual enrollment opportunities in world languages for the 2025-2026 school year.
Each department will develop its goals for the 2025-2026. school year by September 2025.. "

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of ACI in 9th-12th grade - consider new ACI tracks (photography)
School Plan for Student Achievement (SPSA) Page 74 of 99 Thurgood Marshall Secondary School
Re-organization of Academy by cohorting students in 9th and 10th grade English classes

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

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

Amount(s) Source(s)

Strategy/Activity 3

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

All Students

Strategy/Activity

"Based on our commitment to enhancing our curriculum, we have decided to continue to expand areas of study within current courses and diversify the range of offerings with new courses in the arts department. This decision was influenced by the insightful data we gathered from the scheduling process, which revealed that our students' elective selections indicated a strong desire and need for more options within the visual arts sector of our arts department.

In fact, our students have shown a keen interest in disciplines such as ceramics and photography. Recognizing this need, we have embarked on the process of establishing dedicated sequences in these two areas. Along with these students to delve deeper into these disciplines, fostering their creativity and allowing for a more comprehensive understanding and appreciation of these art forms.

By doing so, we aim to cater to our students' interests and provide them with the necessary skills and knowledge that will serve them well beyond their time in our institution. We believe that these additions to our curriculum will further enrich our students' educational experiences and foster a deeper understanding and appreciation for visual arts."

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

All 10th and 11th graders will take the PSAT as provided by Marshall - funds permitting
Funding will be allocated for students who are low income to take AP exams

Partner with LEARNs and College Access Plan (CAP) to provide college preparation support after school at no cost to the students
Send new AP teachers to College Board training on AP Courses/Exams and publicly celebrate students for taking challenge of and for passing AP Exams - APSI Free in Summer 2026

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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	$244839
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	$244839
Other State/Local Funds provided to the school	$206640

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: $451,479

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	206640	0.00
Title I Part A: Parent Involvement	6957	0.00
Title I Part A: Allocation	237882	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	206,640.00
Title I Part A: Allocation	237,882.00
Title I Part A: Parent Involvement	6,957.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Lori Touloumian	Principal
Heather Bryant	Classroom Teacher
Christine Gunnel	Classroom Teacher
Zara Agvanian	Classroom Teacher
Devette Johnson	Classroom Teacher
Susana Castro	Parent or Community Member
Teri Richardson	Parent or Community Member
Tony Boschetti	Parent or Community Member
Lisa Penner	Parent or Community Member
N. Kreakopyan	Secondary Student
E. Dassie	Secondary Student
Veronica Garcia	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Teacher rep

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 02/11/2026.

Attested:

	Principal, Lori Touloumian on 05/13/2026
	SSC Chairperson, Teri Richardson on 05/13/2026

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Thurgood Marshall Secondary School	**Principal:**	Lori Touloumian
School Number:	(626) 396-5810	**Counselor:**	All
Date Completed:	05/05/2026	**Principal Signature:**	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
12.68%	12.7%	10%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	ADA reports, chronically absent student list, truancy list and monthly reports from the CWA/SWSS office will be used to implement Attendance Interventions. School Engagement activities and contests, SART meetings, Attendance Data Chats, CICO, ILPs, SARB with embedded positive attendance and improvement incentives.	*Attendance Data will be reviewed with MTSS coaches on a bi-weekly basis and shared monthly with the Counseling team, Instructional Leadership Team, Staffulty, and parent committees (in aggregate) as part of progress monitoring and student support processes.*	All sources of data will be examined through an MTSS lens as the team aims to understand and improve the relationship between school connectedness and regular attendance. Our success will be measured by our efforts to decrease chronic absenteeism school-wide and improve attendance rates for african american students, students with IEPs and EL students. We will also measureour success by students increase participation in

			school-sponsored activities, events and trips.
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Marshall will have a team dedicated to reviewing the needs of the whole child. CHronica Absenteeism and school refusal are often an underlying symptom of additional needs not being met. Our team will include the following key players: ● Admin ● Counselors ● MTSS Coaches ● CSW ● Clerical support (attendance, discipline, counseling and curriculum)	*The team will meet the monthly on C Mondays to review cases and monitor progress. We will schedule SART, home visits and SARB meetings on a monthly basis.*	

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Target historically underserved students and provide services to maintain academic/behavior standards and prevent decline. Conference with administrator and parent during registration in anticipation of support based on previous years' data.	Ongoing Yearly	

	Restorative Circles to build relationships in the classroom such that students feel safe and supported in school.	Weekly	
	Students will be recognized for good attendance, most improved attendance, and timeliness (tardies).	Twice Yearly	
	Teachers will create an attendance improvement goal for their classroom with an identified attendance prevention (Give Me 5; LEADER) activity that teaches the importance of attendance directly to students.	Quarterly	
	All grades will compete in a school-wide attendance competition.	Twice Yearly	
	Student expectations assemblies will be used to teach attendance directly to students using the Attendance Success Plan.	Twice Yearly	
	Admin team will stress the importance of regular school attendance at all meetings with students.	Quarterly	

	Assistant Principal and counselors to hold meetings with parents of habitually truant students.	Ongoing	
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Administrators will stress the importance of regular student attendance during every Parent meeting. Office staff will send letters to inform parents of attendance policy, expectations, and holiday schedule A month-long school-wide Attendance Awareness Campaign will be held in September with activities, incentives, and messaging to promote regular attendance. Outreach will be provided to parents of chronically absent students; Daily calls to parents of absent students	Monthly Monthly Yearly Weekly	

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Connect with families prior to school start and begin attendance plan/SMART Goal writing.	Yearly	Thurgood Marshall MTSS team will improve the attendance of 50% or more of all chronically absent students by the end of

	Regular communication about the importance of attendance to all Positive Attendance Behavior Support (PABS) Plans will be implemented for habitually truant, chronically absent, and chronically tardy students. Plans will include appropriate Tier 2 interventions and incentives such as: ● Check in & Check Out ● Adult mentors ● Therapy referrals & ongoing provider check-ins ● Check and connect groups ● PBIS incentives	Twice Yearly Weekly	each semester through the implementation of targeted interventions and support. Thurgood Marshall MTSS team will partner with THRIVE mental health interns, STARS and LACDMH to provide support for chronically absent students.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Expand space and personnel for Wellness Center to provide support for school connectivity and social emotional learning resources and support, including the following: restorative circles check and connect student groups foster youth groups Fine tune MTSS plan covering attendance/tardies, academics, and behavior. Continue to incentivize good	Start of 26-27 Yearly	MTSS team meeting agendas and minutes Student group sign in sheets Tiered Fidelity Index Progress monitoring documents Agendas and sign ins from monthly meetings

	behavior with PBIS strategies, incentives and materials. MTSS teams will create individualized Behavior and Learning plans to support chronically absent students with needed behavior interventions and academic support. Professional learning will be held to refresh training on restorative circles, behavior management, crisis response and de-escalation and tiered interventions during A-Monday Meetings.	Monthly semesterly	

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 the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Thurgood Marshall Secondary

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	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	967	$312,331.33