

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MARSHALL ELEMENTARY SCHOOL**

2020-21

37-68338-6039952
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Donahue, Stacie

Contact Person: Donahue, Stacie

Position: Principal

Telephone Number: (619) 344-5100

Address: 3550 Altadena Ave, Marshall Elementary, San Diego, CA, 92105-3613

E-mail Address: swright2@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Marshall Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Stacie Donahue**

PHONE: **(619)344-5100**

FAX:

E-MAIL ADDRESS: **swright2@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 10/1/20 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>11/5/20</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 10/6/20

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Stacie Donahue
Type/Print Name of School Principal

/Stacie Donahue/ 10/6/20
Signature of School Principal / Date

Ariel Caswall
Type/Print Name of SSC Chairperson

/Ariel Caswall/ 10/6/20
Signature of SSC Chairperson / Date

Adayca Obub
Type/Print Name of ELAC Chairperson

/Adayca Obub/ 10/6/20
Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 11/18/20
Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program. The Marshall Elementary staff members strive for excellence in order to meet the needs of all students. School programs are strategically designed to engage students and staff in teaching, learning and cultivating critical thinking. To ensure a strong academic program is provided to all students, the staff at Marshall works collaboratively, creating opportunities in which students develop appropriate social, critical thinking, and problem-solving skills that promote life-long learning. Teacher collaboration is a cornerstone in creating the school culture- where all students receive scaffold access to a high quality education that includes rigorous standards based lessons. The intentional and detailed progress monitoring, ensures students advance towards the targeted learning and language goals. The investment in teacher mindset is clearly an essential effort that will be closely supported with feedback for all staff as to what we believe about all students particularly our Black Youth, English Language Learners, and our students with disabilities. Student strengths should always be highlighted and utilized to guide our instruction and next steps with students in order to meet them at their point of need. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and student and parent participation. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Our Marshall community is eager to engage collaboratively in the process of developing the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were informed about the 2019-2020 budget via multiple meetings. Initial meetings included SSC, ILT, and staff meetings. In 2019-2020, the committees expanded to include SGT as well, resulting in a more collaborative process that reflected input from all stakeholders. This process encountered challenges as a result of COVID 19 and distance learning parameters, yet through zoom meetings and continuous communication, all stakeholder committees were able to gather collective input and a greater understanding of our process, their role, and the importance of their voice. Teams continue to collaborate, expand impact and establish parent

involvement that is a true representation of the diverse student population and our school community. The expansion in parent representation is especially important as ELAC members are a group we intend to engage more purposefully this year as we hope to meet outside of just our normal

SSC meetings

9/10/19 -SGT bylaws, member introductions, role/purpose of advisory

9/27/19 -SSC SPSA Review & Feedback, Title 1 Parent Involvement Policy, Home/School Compact, SDUSD Parent Involvement Policy

10/18/19 - SSC roles & responsibilities: discussed what is and what is not the scope of SSC, clarified the budgets and how the sites use them, and covered the workings of title 1, breakdown of constituents of SSC, changes /revisions required

10/17/19 ILT shared data around need for behavior support and ideas to increase student engagement to address in PD and share at SGT/SSC

11/8/19 -SSC Strategize targeted intervention funds and the implementation of student support.

11/12/19 SGT discussed implementation of the discipline policy and clarity around restorative support and follow-through

1/24/20 ILT reviewed school goals and current successes. Devised next steps for teaching practice and intervention implementation as noted in learning contracts. Considered implications for next year's allocations.

2/3/2020 -SSC met to analyze data and provide budget recommendations.

2/4/20 SGT reflected on data, input from whole staff meeting and ILT to agree on budget recommendations.

2/7/20 SSC reviewed and approved budget for 2020-2021 school year reflecting stakeholder input from all site committees.

4/17/20 ILT expressed ideas and concerns for our student population, collectively determining how we could support student success online.

4/27/20 SSC Focus our resources on students - looked over budget, training noon duty to support problem solving, software licenses. Reviewed expense reports and realigned expenses, voting on moving title one funds to align with student needs during Covid 19 school closures and distance learning.

7/20/20 SSC members voted on exact dollar amounts moved to balance budget, analyzed data, root causes, and provided goal recommendations.

10/1/20 SSC reviewed and revised SPSA goals and funding, welcomed new members, discussed purpose and Title 1 Parent Agreement and School Compact

10/5/20 SSC discussed modifications to SPSA and approved 2020-2021 SPSA

RESOURCE INEQUITIES

Marshall's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-20 SPSA along with a comparison of the 2018-19 SPSA. An analysis of school wide growth over the 3-year span indicates growth in ELA of almost 5% grades 3-5.

English Language Arts- all student

	2017	2018	2019
3rd Grade	36%	52.5%	30.9%
4th Grade	43.2%	51.2%	58.1%
5th Grade	47.4%	43.8%	53.3%
Total	42.2%	49.1%	47.3%

ELA Analysis:

3rd Grade:

- 3rd grade has shown a decrease of 5.1% over the past 3 years, however there was significant growth of 16.5% from 2017 to 2018. It was not sustained in 2019; as a result, proficiency levels were an alarming 21.6% lower than the previous year.

4th Grade:

- 4th grade has shown a steady increase over the past 3 years totaling 15.1%.

- When tracking the same cohort of students, the gains were also continuous, improving by 15.2% from 2017 to 2018 and 5.5% when looking at 2018 students in 2019.

5th Grade:

- 5th grade decreased from 2017 to 2018 but the significant increase resulted in overall growth across the 3-year span of 5.9%

Though our totals exhibit growth of 5.1% from 2017 to 2019, the 2018 to 2019 in fact decreased 1.8%

English Language Arts: Subgroups:

ELLs: Our English Learners have an increase of 19.7% over the 3 years though slightly regressing by 1% in 2018-2019. These students will remain a focus for explicit language instruction.

SWD: Our Students with disabilities only had 10.3% of students meeting grade level expectations in 2019, and when comparing the growth from the last reported data in 2016, it shows growth of 5.5%. Our focus will include multiple measures of success for this subgroup of students, which is essential in identifying student growth and areas of need.

Hispanic: Our Hispanic students have remained relatively steady over the past 3 years, yet in 2018 to 2019, they declined 4.6% with only 39.3%. As with all subgroups, the ultimate goal is an increase in student achievement for all children.

African American: Our African American students were almost exactly like the Hispanic population with 39.2% meeting standard, yet in this subgroup, there was a 3.5% increase from the previous year. Our intention will be to support our Black Youth using a holistic approach promoting a sustainable rise in student success.

Root Causes:

During the 2019 year, the veteran team of 3rd grade teachers were shuffled around. One teacher left for a central office position, while others were moved to primary. These 3rd grade students lacked effective Tier 1 instruction in reading foundational skills due to lack of curriculum accessibility and continuity. The baseline for these students isn't represented in this ELA data because 3rd grade is the first year students are assessed, however as 5th graders this year, we must pay even closer attention to any gaps these students exhibit so that they are addressed before students are promoted to middle school.

This is data supporting the need for common assessments across the school that are ongoing, formative assessments, outside of just high stakes standardized tests that incorporate and reflect technological proficiencies as well as academic content knowledge. Support in strengthening Tier 2 and 3 instruction is crucial for the students exhibiting performance gaps. The subgroup analysis for our English Language Learners also displays the need for effective designated ELD and professional growth in high leverage teaching practices. 4th grade remained consistent in staffing and teachers routinely used technology and standards based online practice, promoting the alignment of SBAC required skills therefore yielding results that show growth. The 5th grade team also shows consistent gradual improvement, especially when tracking the cohorts of students over the span of the 3 years. When analyzing our root causes, the need for Reading Foundational Skill in Tier 1 instruction during K-2nd grade years was evident. It greatly impacts student achievement 3rd grade to 5th grade when early reading strategies and skills have not been effectively taught. In addition to reading challenges, a lack of designated ELD instruction has negatively impacted our ELLs at every grade-level. Likewise, students with disabilities lacked sufficient academic support, resulting in students with disabilities performing nearly 40% less than the students without disabilities. Transference from small group support or pull out interventions needs to be improved in order to affect the students to the degree necessary to be successful. The co-teaching model will be included in our collaboration and PLC data analysis so that multiple supports and personnel can be utilized. Specific attention will be given to create co-teaching opportunities where administration will provide explicit feedback to ensure effective implementation of this model and that it is conducive to student learning as well as teacher growth. Nearly 95% of students in testing grades are socioeconomically disadvantaged, increasing the social emotional issues that often disrupt student's ability to learn. The attendance issues are likely the major factor affecting student success. This has become a major focus and area of concern and improvement. Last year a few high need students required frequent support, resulting in the principal, counselor, and vice principal (who was serving dual roles) being pulled away from building teacher capacity in PLCs and classroom time.

Math

	2017	2018	2019
3rd Grade	42.4%	47.5%	41.2%
4th Grade	42.5%	60.2%	59.7%
5th Grade	36.8%	48.6%	54.7%
Total	40.5%	52.8%	51.7%

Through the analysis of the Math data, there are gains in some grade levels but it tends to vary year to year. Overall, there is a drop of 1.1% yet the 5th grade gains in 2019, compensated for the decrease in 3rd grade. However, when analyzing the trends in cohorts of students, growth is notable every

year with the exception of 2018 fourth graders as fifth graders in 2019. This observation sparked an inquiry around the depth of understanding students are expected to have around mathematical concepts. Promoting the use of manipulatives and strengthening mathematical practice standards, needs to be a focus in order for students to truly understand the content vs. memorizing a rule. Dialogue with teachers in PLC will explore the importance of manipulatives even in the upper grades. This may disrupt the thinking of some teachers, but will eventually support the goal of increasing student's mathematical proficiencies. The level of language and designated ELD is a great opportunity to build ideas and practice a variety of forms and functions students need to clearly justify their thinking or comment on and analyze the work of a peer.

SPSA Focus:

To support academic progress in both ELA and Math, school structures will be modified. We need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged impacting attendance trends. The near 95% of students who have socioeconomic difficulties and qualify for site 1 title one funds are represented in our whole group data as well as in our subgroup information. English Language Development will continue to be a focus as we deepen our understanding of the Benchmark resource and the ELD framework. We will strengthen our lens of content Integration, providing students multiple opportunities to practice the language of the discipline, while they progress through the gradual release support during the literacy block. Lesson study and PLC, will be where the professional learning is unpacked and analyzed, discussing what, why, how, and when we are reaching each of our subgroups to maximize impact.

Math coaching cycles that took place the past two years will be revisited through capacity builders in grade level teams. With support from the Vice Principal, we will continue to explore mathematical concepts and teaching practices during collaborative experiences.

Students with Disabilities will be supported as we move towards co-teaching models through ed-specialists attending PD and participating in grade level PLCs to align efforts in strengthening the gradual release based on student need and standards. Para educators are also beginning to engage in the professional learning process as well. The integrated zoom opportunities have strengthened relationships essential to the co-teaching model.

PLC time will now include certificated staff in bi-monthly grade level Professional Learning Communities. They will meet every other week to create common formative assessments across grade-levels that are fair, valid, and reliable. The data analysis will be used to plan instruction for whole group implications but also individual supports for our subgroups of students we have identified as target students. PLCs meet for 2 hours, allowing action plans to be developed immediately. Utilizing our team strengths, especially that of the Vice Principal who knows early learning extremely well, will be an important job. If the orchestration of staff and families goes well, the thought is that phase 2 will happen sooner rather than later, expanding the impact we can have on our most needy students.

Strategies and resources including but not limited to:

- Developing common understandings of 'best practice,' integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists

- Administering common diagnostic- FAST (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team during PLC, including setting short term student goals to close learning gaps.
- Strengthening the RTI process to quickly identify struggling students and create an intervention program to advance their learning is imperative in student acceleration plans. (FAST online program also contains an intervention program to target skills deficits in both ELA and Math)

Curriculum:

K-5 uses Benchmark for the ELD instruction and will be studied in greater depth now that the program resources are available to teachers and students. Critical Literacy is used to analyze texts, develop understanding on how stories work, compare texts with similar themes and conceptualize ideas. Leveled Literacy Intervention will be explored by grade levels to determine strategic grouping of students with gaps in reading strategies. We will closely monitor this data to ensure students are always met at their point of need. Reading plus, Raz Kids, and Moby max are used to supplement independent practice for all students at their level. District units are used for math, incorporating daily lessons and number talks to engage students in thinking as well as expressing ideas. Grades 2-5 will be using Fast to measure student progress over time

Data Analysis:

- Instructional Leadership Team (ILT): Our ILT meets monthly to analyze real time data from our SMART goals, reading levels and additional assessments. They provide input around programs and collaborate to determine instructional practices to study.
- Professional Learning Communities (PLC):
 - Weekly grade level collaboration for common formative assessments, data analysis and instructional planning
 - SSC - Trimester review of real time data
 - SGT - Trimester review of real time data
 - ELAC - Trimester review of real time data

Community Involvement:

- SSC - monthly
- SGT - monthly
- ELAC- minimum 4 times a year
- SDSU Tutors - partnership with SDUSD to provide tutors during school day.
- Family Engagement Workshops: monthly Teacher Coaching Principal Coaching
- Every other week for collaboration using common formative assessments, data analysis and instructional planning (2 hours each meeting)

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism (Red Indicators in CA Dashboard). The school community continues to support student attendance and a positive school culture.

- The office staff will work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social emotional needs.

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- There will be consistent weekly home visits and communication with families to ensure that students are in school.
- Increase parent engagement and strengthen the home-school relationships with families through events and parent initiated support.
- In addition, the counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home.

The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement school wide strategies to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Stacie Donahue	Principal
Ariel Caswall	Teacher
Eleazer Luna	Teacher
Stephanie Gutierrez	Parent
Georginna Ortega	Parent
Blanca Ortega	Parent
Victoria Garcia	Other School Representative
Katie Pagan	Teacher
Marcella Zaleski	Teacher
Nicole Rick	Teacher
Amy V. Smith	Other School Representative
Ojulu Damene	Parent
Zenab Alabdullh	Parent
Adayca Obub	Parent
Tyteera Vaughn	Parent
Angela Neff	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The counselor and vice principal worked very closely to get to know the students on an individual level. Students were invited to meet with them and thrived off the acknowledgement. They joined students at recess to provide supervision, but to also interact with students to develop rapport. Making an effort to greet every child in the morning, even if tardy, Marshall staff let them know we were happy they came.

Vice Principal (VP)

- Worked in unison with the Counselor to support students and families social and emotional wellbeing, ensuring students were ready and able to attend school.

- Coordinated and planned assemblies, incentive events, and acknowledgments through the use of strategies and systems that are replicable and feasible for other staff members.

- Made home visits as needed for support and encouragement, as well as recognition and praise.

- Joined in facilitation of ILT meetings to explore welcoming and engaging strategies that make students want to be at school.

- Attended SGT incorporate additional ideas from stakeholders with the site plan and vision.

- Developed, planned and lead PD building staff moral and promoting growth mindset through choice words, creating benefits for staff and students

- Engaged with the counselor in community opportunities with North Central Mental Health.

Instructional Assistant:

- Supported students with differentiated needs, both in and out of the classroom

- Particularly supported students with limited English and were new to the country.

- Collaborated with other educators to gather additional data on student needs.
 - Implemented confidence-building strategies with students, allowing them to thrive in class through meaningful contributions instead of disruptions.
- Supplies:
- Supplies were purchased to support teaching and learning for students and teachers.
 - Resources that supported community building and student agency were utilized both inside and outside of the classroom.

***Major Differences**

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 Vice Principal role shifted, not able to offer intensive push-in and pull-out support. Marshall experienced a vacancy in the Principal position. The Vice Principal worked with an interim Principal unfamiliar with the current budget methodology. Site Based Budgets were due, therefore the VP intensively engaged in the budget analysis to ensure all categorical funds were appropriately allocated. Staying true to the scope of the work, the VP and the Counselor also sustained the systems in place to follow-up with families. Strengthening family connections and support through extensive individual outreach while working onsite and remotely.

***Changes**

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 Vice Principal will continue a focus on student achievement and support the improvement of school behavior interfering with engagement and learning.

Together, the Principal and Vice Principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

Teachers will continue to focus on English language learners

Major Change:

The need for strong Tier 1 and 2 instruction in the primary grades is the foundational data that is missing for some of our struggling readers. With minimal students reading at grade level, the VP will narrow focus on the reading strategies and assessments needed to create accelerated plans for our early readers.

The EL students as well as our students with disabilities will be the focus of the coaching around co-teaching.

The new 4TK program will be a focus grade to create rigorous and rich learning that mirrors the kinder TK expectations and follows a logical daily schedule.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease school wide chronic absenteeism rate	20.2	10	Attendance	Trimester
June 2021	3rd - 5th	Decrease suspension rate	1.3	.5	Suspension	Trimester
June 2021	5th	Improve the percentage of students on the School Climate Report Card in the area of meaningful participations and feeling part of the school.	47%	62%	CAL-SCHLS (CHKS)	Annual

***Identified Need**

On the 2018 California Dashboard, Marshall Elementary is in the red for Chronic Absenteeism. The overall school chronic absenteeism rate is 20.2%. The 2019 data shows an increase of 1.8% putting Marshall at 22% of our students who have been absent a significant amount of days.

1. The rates are a clear indicator that Marshall staff needs to be proactive in making sure kids want to come to school and are feeling accepted and welcomed. Visits previously funded by the Nell Soto Grant, encouraged teachers to visit homes and establish family connections. Non-classroom hourly funds can be utilized to promote visits once safe to do so. Clearly, attendance is one of the greatest factors getting in the way of student achievement, therefore the team responsible for student outreach is expanding to a school wide effort. The subgroup that needs to be monitored the closest is our homeless students.

	color	Percent chronically absent	change	Number of students
Students with Disabilities	red	32.8	Maintained 0%	58
Hispanic	red	30.4	Increased 1.7%	253
Homeless	red	43.6	Increased 22.8%	39
Socioeconomically Disadvantaged	red	22.4	Increased 2.1%	474
Asian	orange	9.6	Increased 5%	83
African American	orange	14.6	Increased 1.9%	123
English Learners	orange	18.2	Increased 1.3%	340

According to the California Dashboard (2018), Marshall Elementary suspension rate is in the yellow at 1.3%, (students were suspended at least one time). The 2019 data shows a .5% drop, with only .8% of our students suspended placing our school in the green.

In 2017 suspensions were 1.4%, the following year in 2018, they were 1.3% and in 2019 only 0.8%. This is progress in the right direction, however knowing that we were not on campus the last few months of the year, we want to monitor our behavior support plan, being proactive in helping students resolve conflict and regulate emotions. This appears to be true for our student with disabilities, our only subgroup above the school percentage at 1.2%.

***Online Learning Implications**

Social Emotional Learning:

- School wide expectations will be set for teachers and students engaging in zoom lessons reinforcing proper online learning etiquette.
- Strategies and data is to be explored during whole staff PD, then Vice Principal and principal will observe teachers weekly to look for QLTs or QTPs, exhibiting replicable structures or systems.
- Daily lessons incorporate multi culturally responsive texts and activities. Themes addressed and discussed, promote the Marshall community needs.
- Class Dojo allows teachers to communicate with families almost instantly. Teachers are encouraged to reach out daily about positive feedback for students. Marshall's whole school dojo, new this year, will increase connectivity with families and bring our community together.
- Staff is personally reaching out to families, offering support through listening and community outreach. Individualized technology support or setting up an email account shows family we care without judgment.
- Instructional supplies for each grade level were ordered, assembled, and distributed to students, received with appreciation and gratitude. Marshall staff's dedication ensures students are able to access progressive lessons.
- Results from parent needs Google surveys are discussed with site committees, acknowledge and most of the time, responded to with options for solutions. Families feel supported in assisting student learning on line.
- Responding to families in a non-threatening or judgmental way, maintains open lines of communication with families. The counselor, vice principal, principal and nurse are reaching -out to families daily, connecting them with resources that might help resolve barriers facing attendance.
- Zoom classroom visits are regular, creating reflective dialogue with teachers and provides space for frequent communication and opportunities for growth.
- Food distribution and feeding America support families' physical well-being, as does personal visits setting up new arrival students, or assisting families grieving family tragedy.
- Zoom workshops for parents offered at various times, gives family members confidence and skills needed to help support online learning at home.
- Small group and parenting workshops with our local Crawford Cluster partnerships will support families with self-identified challenges that have arisen from the social/emotional adjustments students have had to make.
- SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional wellbeing. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning as a result of the professional development experiences.

- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees are adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk - 5th	Students with Disabilities	Decrease chronic absenteeism rate	32.8	22.8	Chronic Absenteeism	Weekly
June 2021	Tk - 5th	Hispanic or Latino	Decrease chronic absenteeism rate	30.4	18.7	Chronic Absenteeism	Weekly
June 2021	Tk - 5th	Homeless/Foster	Decrease chronic absenteeism rate	20.8	10.8	Chronic Absenteeism	Weekly
June 2021	Tk - 5th	Black or African American	Decrease chronic absenteeism rate	12.7	2.7	Chronic Absenteeism	Weekly
June 2021	Tk - 5th	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	22.4	12.4	Chronic Absenteeism	Weekly
June 2021	Tk - 5th	English Learner	Decrease chronic absenteeism rate	18.2	8.2	Chronic Absenteeism	Weekly
June 2021	Tk - 5th	Asian	Decrease chronic absenteeism rate	9.6	0.5	Chronic Absenteeism	Weekly

Co-Constructing and Supporting a Welcoming School Climate

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy, particularly students with chronic absenteeism, especially our African American, ELL, Hispanic, and Students with Disabilities. . Note: Nearly 95% of Marshall students are considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

The Vice Principal, Counselor and Principal will continue to support students’ social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor modeling second step lessons with the goal to implement these lessons school wide.

The Vice Principal (VP) will:

Co-lead assemblies to highlight positive behaviors and expectations, attendance as well as monthly character traits.

Teach into specific behaviors and newly adopted expectations pertaining specifically to online learning, as well as the Marshall 9 scholarly behaviors used school wide.

Support teachers by providing explicit feedback from classroom visits, regarding choice words and language promoting growth mindset for students and adults.

Assist or co-develop workshops with the principal to support families in positively responding their children while learning online.

Analyze the Survey results periodically given to gather parent input, and then determine supports that will get children to school daily on time.

Monitor and set up additional recess and attendance parties encourage students to be present every day. Family movie nights and game nights are held via zoom, ideally on campus events such as gardening and campus beautification days will be held.

The principal, vice principal, counselor and classroom teachers will work collaboratively to call families of absent students committing to the follow up as it proved to be a high impact strategy. We will conduct home visits to reinforce student attendance with support from district personnel Each staff members will be responsible to call the families of students with chronic absenteeism and connect with their families on a regular basis

Organization from the Marshall Closet and food distribution, will help families make sure their basic needs are met as defined in Maslow's' hierarchy. The principal, vice principal, counselor, and nurse will monitor student attendance. The intent is to be a support, avoiding punitive interactions initially. In addition, weekly assemblies will display classes with the highest attendance. Teacher and family connectivity is even more critical as we shifted to online learning. Strategies to make students and families feel welcome and safe, as teachers transitioned into teaching in the students home via zoom, will remain a focus. Efforts for translation, email communication, frequent parent meetings evolved the monthly coffee with a principal to a zoom with the principal, held both in the morning and in the evening to reach all families. This has identified the need ensuring students are feeling safe enough to have video on, so teachers need to build personal connections from the very beginning.

The Distance Learning Playbook was purchased for all classroom teachers and support staff to be used and studied in our Professional Development and our grade level teams. The relationships and supports as students transition through the phases of onsite learning, will be pivotal factors in the success of creating a collaborative and inclusive environment. The Quality Learning Interactions are going to be thread throughout the professional learning all year.

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Ensuring experiences and assemblies that are multi-culturally responsive to our diverse population of students' will help improve attendance for students identified in our subgroups. Assemblies about acceptance and texts about students with differences will help some of our students with disabilities identify as learners and part of our community.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01951N	Vice Principal -	0.40000	\$45,458.40	\$63,477.20	0195-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]		The vice principal will strengthen and support community outreach, connect with families regularly and work with the counselor to provide support in regards to attendance.
N01951X	Inservice supplies		\$400.00	\$400.00	0195-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Engage families in events like a movie night, academic night.
N019572	Postage Expense		\$200.00	\$200.00	0195-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Use postage to reach out to families when attendance is a concern.
N019575	Interprogram Svcs/Field Trip		\$6,000.00	\$6,000.00	0195-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Create opportunities that are high interest for all Marshall students.
N0195AP	Tech Professional OTBS Hrly		\$500.00	\$663.95	0195-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Site tech support would help student connectivity during online learning.
	Supplies				0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners Ref Id : N019533	Purchase items to offer enrichment opportunities to students during and after school. Promoting school being enjoyable and a community, they belong to.

*Additional Supports for this Strategy/Activity

Working with district translation services for zooms and parent notifications is a necessity for Marshall families to engage in the school and learning experiences of their children. Capturing video to share with our staff, is also important in building capacity. Investing in the staff first, making sure each person on our site feels valued and recognized, is supported with public celebrations on our school newsletter as well as privately providing feedback to staff members on a regular basis. As we look at the Healthy Kids Survey, there is a need to involve students in their learning. Intentionally building student agency and allowing students some choice in learning preferences or topics, increases how invested and excited students are in their learning experiences and opportunities. Most of the data shows that we have a caring staff with high expectations, so including students in what they are learning is a perfect next step. We can start with student council and collaborative group projects within classrooms, creating the space to involve students by listening and honoring our youngest stakeholders ideas.

The vice principal will strengthen and support community outreach, finding extracurricular activities for students or high interest assemblies. She will connect with families regularly to promote parent involvement and work with the counselor to provide support in regards to attendance. Each grade level can select two field trips or bring assemblies to the students as an extension of content learning.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

The Vice Principal committed to:

- Supporting classroom teachers in order to strengthen pedagogy and content knowledge individually, within teams and eventually school-wide.
- Responding to teachers needs so they were all supported to strengthen tier 1, tier 2, and tier 3 instruction. Differentiation for the teachers provided them various entry points in understanding what MTISS is and how it should be incorporated into daily teaching. Comparatively, other teacher experiences and encounters, were spent actually exploring implementation strategies and the impact it was having or not having on focus students.
- Improving systems and structures at school to increase efficiency and implementation of literacy instruction and material use.
- Helping develop professional learning that meets teacher's needs.
- Required work with kids to assess them and gather data that drives daily instruction.
- Attending IEPs becoming familiar with goals and possible intervention supports
- Working with teachers to reclassify students and provide appropriate language instruction.
- Teaching staff how to develop assessments that are valid, fair, and reliable.
- Visiting teachers were hired to release classroom teachers during PLC time. At PLC's teachers collaborated and planned instruction based on students' needs. They also analyzed assessments to ensure students were making academic progress. The Vice Principal helps facilitate teacher meetings, modeling content when necessary.

- Finding substitute teachers for regular PLCs that provide release time for classroom teachers to engage in additional planning and lesson design.
- Ordering and distributing supplies and online resources that ensure all students have access to grade level content as well as level appropriate independent practice whether learning in person or online.

***Major Differences**

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 Vice Principal role shifted, not able to offer intensive push-in and pull-out support. Marshall experienced a vacancy in the Principal position. The Vice Principal worked with an interim Principal unfamiliar with the current budget methodology. Site Based Budgets were due, therefore the VP intensively engaged in the budget analysis to ensure all categorical funds were appropriately allocated. Staying true to the scope of the work, the VP and the Counselor also sustained the systems in place to follow-up with families. strengthening family connections and support through extensive individual outreach while working onsite and remotely. Reflecting upon the vice principal position recommendation and allocation, it is clear that it was supported due to the numerous duties a Marshall VP has to fulfill.

The Vice Principal:

- Will support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.
- Will support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Will build teacher effectiveness by facilitating and/or planning professional development for all grade-levels. This will support Marshall's plan to improve effective instructional practices, and implementing our new curriculum adoption as it supports student data.
- Will support co-teaching models within special education and early learning.
- Will collaborate with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results.
- Will work with teachers to Reclassify English Language Learners.
- Will continue to collaborate with teachers around the quality learning interactions and the quality teaching practices to ensure rich learning experiences occur daily in all classrooms.

Visiting Teachers:

- Visiting teachers will release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
- Visiting teachers will be in enrichment labs weekly while teachers engage in PLCs.

*Changes

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 Vice Principal will continue a focus on student achievement and support the improvement of school behavior interfering with engagement and learning.

Together, the Principal and Vice Principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards.

Substitute teachers will be used to provide release time to classroom teachers for planning and coaching cycle work. This will include regular monitoring meetings between teachers and administration to make sure the data we collect is effectively responded to. Fast will be expanding and used to determine school wide articulation alongside the reading levels for all students.

Teachers will continue to focus on English language learners, expanding the impact of designated ELD as we enter our second year with the benchmark resource. Now that we have all of the materials, teachers can begin threading the language through the balanced literacy block as well, taking on a true integrated ELD approach as well.

Major Change:

The need for strong Tier 1 and 2 instruction in the primary grades is essential for students to develop foundational skills. The data presents that these skills are missing for many of our readers and the gaps continue to grow for our struggling readers, where in fact, they should be shrinking with intensive targeted instruction. Due to the minimal number of students reading at grade level, the VP will narrow her focus on the reading strategies and assessments needed to help teachers create accelerated plans for our early readers.

The EL students as well as our students with disabilities will be the focus for the coaching around co-teaching. The new 4TK program will be a focus grade to create rigorous and rich learning that mirrors the kinder TK expectations and follows a logical daily schedule.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	30.9	40.9	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	58.1	68.1	CAASPP ELA	Annually

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June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	53.3	63.3	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	47.3	57.3	CAASPP ELA	Annually
June 2021	1-5	Increase the percentage of students meeting and exceeding reading levels and strategies per SDUSD crosswalk and a-j strategies.	22.1	35	Fountas and Pinnel	Trimester/ ongoing
June 2021	2-5	Increase the percentage of students meeting and exceeding grade level standards.	(baseline data is being gathered)	+10%	FAST aReading	Trimester

***Identified Need**

English Language Arts- all students

	2017	2018	2019
3rd Grade	36%	52.5%	30.9%
4th Grade	43.2%	51.2%	58.1%
5th Grade	47.4%	43.8%	53.3%
Total	42.2%	49.1%	47.3%

ELA Analysis:**3rd Grade:**

- 3rd grade has shown a decrease of 5.1% over the past 3 years however; the significant growth of 16.5% from 2017 to 2018 was not sustained when 2019 results were 21.6% lower than the previous year.

4th Grade:

- 4th grade has shown a steady increase over the past 3 years totaling 15.1%.

- When tracking the same cohort of students, the gains were also continuous, improving by 15.2% from 2017 to 2018 and 5.5% when looking at 2018 students in 2019.

5th Grade:

- 5th grade decrease from 2017 to 2018 but the significant increase of approximately 10 percentage resulted in overall growth across the 3 year span of 5.9%

Though our totals exhibit growth of 5.1% from 2017 to 2019, the 2018 to 2019 in fact decreased 1.8%

English Language Arts: subgroups**Subgroups:**

ELLs: Our English Learners have an increase of 19.7% over the 3 years though slightly regressing by 1% in 2018-2019.

SWD: Only have 10.3% in 2019, the growth from the last reported data in 2016 shows growth of 5.5%

Hispanic: Our Hispanic students have remained relatively steady over the past 3 years, yet in 2018 to 2019 scores declined 4.6% with only 39.3% at or exceeding grade level standards.

African American: Our Black Youth population is almost exactly like the Hispanic population with 39.2% though this was a 3.5% increase from the previous year.

The school's overall data for the 2018 school year indicates 49.1% of 3rd-5th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicates 47.3% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight decline of 1.8% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our African American students and ESL students. The data also indicates that there is an achievement gap with approximately 95% of Marshall's student population being considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. Multiple assessment opportunities must be embedded overtime to allow teachers the ability to provide targeted, specific, and timely feedback. This type of feedback for all students will be at the core of the support students receive as they move toward mastery' daily. This will require assessment strategies that include exit slips, student discussions, self-assessments, peer reviews and conferring with students.

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Weekly assessments will include assessing student writing or student-developed presentation or videos. This will be vital in creating and facilitating lessons that support language development.

Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. By focusing on assessment, we can determine just right next steps in PLC and using tool such as the Reading A-J strategy cards. The principal and vice principal will support the instructional practices of clarity of purpose and checking for understanding as they coach teachers in this work. This year, we will ideally build capacity by conducting lesson studies where we observe student learning as a team. We will study the Quality learning interactions and Quality Teaching Practices that provide high leverage support to our students. Providing learning for teachers around distance learning, growth mindset and differentiation strategies will be the major contribution to success. Both the principal and vice principal will engage in coaching cycles with teachers spanning the course of the year, or even mini cycles during Zoom.

Bi monthly meetings and expanding the community member opportunities to be heard will make sure they feel supported, are now joining committees at Marshall. There will be a more accurate representation of our school community. In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. These tools will also see that he will say.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration will become more frequent

-Flexibility for teachers to provide both whole group, small group and individual instruction will be recommended based on student data.

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading explored by teams and administration

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	39.2	49.2	CAASPP ELA	Annually

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	25.7	36	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	10.3	20	CAASPP ELA	Annually
June 2021	1-5	Black or African American	Increase the percentage of students reading at grade level.	21%	31%	Fountas and Pinnel	Trimester/ongoing
June 2021	1-5	English Learner	Increase the percentage of students reading at grade level.	8%	18%	Fountas and Pinnel	Trimester/ongoing
June 2021	1-5	Students with Disabilities	Increase the percentage of students reading at grade level.	0%	10%	Fountas and Pinnel	Trimester/ongoing
June 2021	2-5	Black or African American	Increase the percentage of students reading at grade level.	(baseline data is being gathered)	+10%	FAST aReading	Trimester
June 2021	2-5	English Learner	Increase the percentage of students reading at grade level.	(baseline data is being gathered)	+10%	FAST aReading	Trimester
June 2021	2-5	Students with Disabilities	Increase the percentage of	(baseline data is being gathered)	+10%	FAST aReading	Trimester

students reading at grade level.

Meaningful Data Analysis and Tiered Intervention

***Students to be served by this Strategy/Activity**

All students at Marshall will benefit from this strategy/activity in the area of areas of ELA, specifically the following subgroups: Language Learners, Students with Disabilities, Black or African American Students, Hispanic/Latinos, students considered Socioeconomically Disadvantaged, and students identified as Homeless. Approximately 95% of Marshall's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students but special consideration will be made to support multi culturally responsive content.

***Strategy/Activity - Description**

Marshall's vice-principal will continue to support strengthening tier 1 instructions. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.

Our full time counselor will model second step lessons in classrooms school wide and provide support to increase and improve student attendance. School principal will and VP lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

Multiple teachers might engage in ELD coaching cycles with district or site support with our capacity builders helping to shape.

As per Instructional Leadership Team, Marshall's yearly professional development focus is on ELD, extending on last year's focus. Now it will be, intentionally threading language throughout the unit, week, and day as the contents spirals.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01951O	Vice Principal -	0.30000	\$34,093.80	\$47,607.89	0195-09800-00-1309-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income		The Vice Principal will support teachers in building capacity and targeting specific reading needs for all sub groups.
N0195A1	Supplies		\$6,721.00	\$6,721.00	0195-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide reading materials for teachers to use with students and make sure they are culturally relevant.
N0195AN	Software License		\$15,000.00	\$15,000.00	0195-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Raza kids, reading plus and moby max provide reading practice available to all students at their level.

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	Non Clsrn Tchr Hrly				0195-09800-00- 1957-3160-4760- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics Ref Id : N019569	Teachers can engage in additional student support or assist in literacy workshops.
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***Additional Supports for this Strategy/Activity**

Tutor supports from SDSU students will be utilized for our students to get focused small group or 1 on 1 support. When we are able, we will also utilize volunteers and rolling readers that offer time reading with students, usually promoting a love for reading.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

- Vice Principal

Supported students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction

Supported struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions

Supported teachers in assessment design that supports fair, valid, and reliable data

Built teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices

Provide Tier 2 intervention to identified struggling mathematicians (all subgroups)

Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results

Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction

Provide support for English Learners in acquiring English and accessing grade level content;

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies and implementation of math practice standards.

Marshall historically used Title 1 funds to purchase resource teachers. Historical data suggest this strategy had limited impact to student achievement; SBAC scores have demonstrated marginal gains and some student reading proficiency levels have not exhibited the expected grade level growth. Marshall allocated funds for a Vice Principal (VP) to accelerate the stagnant growth for Marshall's most vulnerable students and families.

- Vice Principal

Will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.

- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions

-Will continue to build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption, where VP teaches, Principal observes and then whole group debriefs vis zoom. This allows us to unpack what it means to know our kids, this if the first step towards achieving that goal.

-Will continue to provide Tier 2 intervention to identified struggling students in all subgroups

-Will continue to collaborate with classroom teachers in their Professional Learning Communities (PLC) to analyze (Data from SPSA) results. As we think through lessons, it is essential for teachers to do the work as a mathematician. This will allow teachers time to explore multiple ways to approach problems as well as anticipate any misconceptions students might have in each concept.

-Will continue to collaborated with classroom teachers planning Tier 1 and Tier 2 instruction with a focus on number talks and math practice standards

-Will continue to provide direct support for English Learners in the area of Math

-Will continue to collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in Math

.-Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

***Major Differences**

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

Marshall historically used Title 1 funds to purchase resource teachers. Historical data suggested this strategy had minimal impact to student achievement; in all areas of need and SBAC scores have demonstrated marginal gains. Student academic performance proficiency levels have not been increasing at the expected measures of growth. Marshall allocated funds for a Vice Principal (VP).

***Changes**

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 Vice Principal will continue a focus on student achievement and support the improvement of school behavior interfering with engagement and learning.

Together, the Principal and Vice Principal will lead and support Professional Learning Communities, ensuring data is analyzed and action plans are developed to support mastery of critical standards.

Substitute teachers will be hired to provide release time for classroom teachers to plan and engage coaching cycles.

Teachers will continue to focus on English language learners and students with learning differences.

The vice principal will support teachers and build capacity around the Math coaching cycle work done in 3rd and 4th grade last year.

Visiting teachers will release teams for lesson studies around math content as well as instructional practices.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	41.2	51.2	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	59.7	65.7	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	54.7	65	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and	51.7	61.7	CAASPP Math	Annually

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		exceeding grade level standards.				
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	+10%	Fast Math	Trimester

***Identified Need**

The school's overall data for the 2018 school year indicates 52.8% of 3rd-5th grade students met or exceeded standards in math. In the 2019 school year, the data indicates 51.7% of 3rd-5th grade students met or exceeded grade level standards in math. There was a slight decline of 1.1% in the area of math from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 95% of Marshall's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. Multiple assessment opportunities must be embedded overtime to allow teachers the ability to provide targeted, specific, and timely feedback. This type of feedback for all students will be at the core of the support students receive as they move toward mastery' daily. This will require assessment strategies that include exit slips, student discussions, self-assessments, peer reviews and conferring with students.

Weekly assessments will include assessing student writing or student-developed presentation or videos. This will be vital in creating and facilitating lessons that support language development. Bi-Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. By focusing on assessment, we can determine just right next steps in PLC and using tool such as the Reading A-J strategy cards. The principal and vice principal will support the instructional practices of clarity of purpose and checking for understanding as they coach teachers in this work. This year, we will ideally build capacity by conducting lesson studies where we observe student learning as a team. We will study the Quality learning interactions and Quality Teaching Practices that provide high leverage support to our students. Providing learning for teachers around distance learning, growth mindset and differentiation strategies, will be the major contribution to success. Both the principal and vice principal will engage in coaching cycles with teachers spanning the course of the year, or even mini cycles during Zoom.

during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. These tools will also see that he will say.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

- Structures and digital tools to support student collaboration will become more frequent
- Flexibility for teachers to provide both whole group, small group and individual instruction will be recommended based on student data.
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading explored by teams and administration

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	32.7	42	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	41.2	51	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	6.9	17	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	0	+10%	FAST aMath	Annually

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			grade level standards.				
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	0	+10%	FAST aMath	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0	+10%	FAST aMath	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy in the area of math. Marshall staff is committed improving math scores by increasing students' number sense through number talks and math practice standards. Precision and mathematical reasoning will be threaded throughout the mathematical exploration and instruction. All students, including subgroups, will benefit from this strategy as teachers and ed specialists pay extra attention to the gaps students have, particularly those with learning disabilities.

***Strategy/Activity - Description**

A vice principal has been hired. She will continue to support tier 1 instruction. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.

Our full time counselor will model second step lessons in classrooms school wide and provide support to increase and improve student attendance.

School principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards. Principal will support strengthening Tier 1 instruction, conduct classroom visits and provide continuous feedback to improve teaching and learning. She will strategically enroll teachers to build capacity from the coaching cycle teachers were engaged in last year.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

Teachers will focus on conceptual understanding and the expectation for students to show their thinking in multiple ways.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01951P	Vice Principal –	0.30000	\$34,093.80	\$47,607.89	0195-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]		The Vice Principal can help build number sense through coaching number talks and identifying gaps students have.

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N019569	Non Clsrn Tchr Hrly		\$10,631.00	\$13,000.65	0195-09800-00- 1957-3160-4760- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Provide small group intervention support or additional tutoring.
N01958X	Prof&Curriclm Dev Vist Tchr		\$16,355.00	\$20,000.53	0195-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	[no data]		Visiting teachers can cover classes during PLC time and lesson study with grade level teams.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to strategically fund the following position. The need for ESL support has been obvious. The Vice principal extended the efforts in bringing ESL classes for families back to Marshall. This delay in on site learning will not defer the success of support we offer our families daily. Close and frequent communication will ensure this vision becomes Marshall's reality.

- Vice Principal

- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction

- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions.

Did build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption

Did provide Tier 2 intervention to identified struggling readers (all subgroups), supporting targeted language goals

Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results

Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction

Worked with teachers to Reclassify English Language Learner, namely those duly identified

Provided support for English Learners in acquiring English and accessing grade level content

Collaborated with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in English
 Provided direct instruction to EL's in a small group setting
 Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
 Supplies used to build vocabulary and language development are used by all teachers in both integrated and designated ELD

*Major Differences

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

Marshall historically used Title 1 funds to purchase 1 or 2 resource teachers for teacher support and student intervention. SBAC scores have demonstrated marginal gains, so the Marshall community hoped to improve teaching practices and student learning. Marshall allocated funds for a Vice Principal (VP)

- Vice Principal and Resource Teacher:

- Will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.
- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Will continue to build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption
- Will continue to model Tier 2 intervention to identified struggling readers (all subgroups)
- Will continue to collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Will continue to collaborated with classroom teachers planning Tier 1 and Tier 2 instruction
- Will continue to work with teachers to Reclassify English Language Learner and our student with Learning differences
- Will continue to provide direct support for English Learners in acquiring English and accessing grade level content;
- Will continue to collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas
- Will continue to provided direct instruction to EL's.
- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

***Changes**

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 VP

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students,
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Visiting teachers will be used to released classroom teachers for professional learning communities (PLCs) and the School Improvement Team.

- Major Changes:

- The Vice principal will target early learning supports and new arrival language development through a capacity building approach.
- The VP will help teachers strategically design lessons to reinforce language from core content areas into DELD and support effective data monitoring practices both online and in person.
- Facilitate Professional Development in the area of Designated ELD and Integrated ELD.

School principal will co-lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards. They will support strengthening Tier 1 instruction, conduct classroom visits and provide continuous feedback to improve teaching and learning.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

As per Instructional Leadership Team, Marshall's yearly professional development focus will build upon last year's ELD focus

Multiple teachers will engage in ELD coaching cycles. The OLA is supporting this focus by meeting with principal and vice principal to strengthening ELD professional development, strengthening ELD teaching and supporting the Marshall team with ELD Benchmark instruction and planning.

***Integrated English Language Development**

- All teachers will receive professional development:

- Integrated vs Designated ELD
- Integrated instructional strategies and planning
- Designated instructional strategies and planning
- Instruction to support newcomers
- Instructional routines for ELLs
- Strategies for Long Term ELLs and Dual-identified students

Our new ELA curriculum has Integrated ELD lessons daily (Benchmark Advanced)

- The program includes strategies for teacher to use daily for integrated ELD.
- English Learners will be closely monitored for growth on assessments.

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- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- Training will be provided by the Office of Language Acquisition Resource Teachers

Through PD we will explore how to collect data on student language and determine supports needed for students to access content.

- Principal will conduct focused instructional walkthroughs during all content areas to ensure integrated ELD occurs per Marshall's Instructional Leadership Team, our professional development focus is on ELD. Teachers are using the ELD Benchmark component to provide ELD instruction. Professional Developments days have been scheduled and the Office of Language Acquisition will be supporting Marshall Elementary in the planning and execution of PD's. Multiple teachers have also engaged in ELD coaching cycles. In addition, ELD focused walkthroughs are part of the support and accountability actions. The focus on targeted interventions for students at all levels will be implemented through PLC and in class support from the Vice Principal.

***Designated English Language Development**

- All teachers will receive professional development:

- Integrated vs Designated ELD
- Designated instructional strategies and planning as connected to the balanced literacy block
- Instruction to support newcomers in whole group as well as frequent targeted small group or individual interventions throughout the day
- Instructional routines for ELLs implemented in the classroom and then shared with families at our parent workshops with input from ELAC
- Strategies for Long Term ELLs tracking trends as to where they are getting stuck and what factors are hindering their language development

Our new ELA curriculum has Designated ELD lessons daily (Benchmark Advanced).

- The program includes strategies for teacher to use daily for designated ELD.
- English Learners will be closely monitored for growth on assessments designed to specifically measure language forms and functions taught.
- During grade level collaborations, the agenda will include time for discussion about and planning for designated ELD and target students selected
- The Teachers will utilize the Benchmark curriculum to plan for Designated ELD.
- Teachers will provide daily Designated ELD as indicated on Master Schedule.
- Principal will conduct focused instructional walkthroughs during ELD as per Marshall's Instructional Leadership Team, our professional development focus will continue to deepen the ELD learning from last year. Teachers are using the ELD Benchmark component to provide ELD instruction, so release time will be provided to explore the other components of the curricular resource.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	25.7	36	CAASPP ELA	Annually

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	32.7	42	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase a minimum of one performance level.	no baseline due to changes in scale scores or incomplete summative assessments as a result of school closures	90%	Summative ELPAC	Annually

*Identified Need

English Learners make up about 68% of the overall student population. According to SBAC data, English learners are performing at 25.7 % meeting and exceeding standards in ELA compared to the school percentage of 47.3. The performance is nearly half that of our English Only students, making this an extremely urgent concern. In Math, our English Language Learners were 32.7% meeting and exceeding standards deviating far from the 61.7% school average. Again, the margin is underperforming our school average by half. According to CA testing management system, Marshall has 47 students at the level 4 in 2018-2019. We will segregate this data to determine students who are at risk or regression. New arrival students and novice language learners need additional support while learning online and even more intensely when brought back. We believe and value multilingualism, yet, we must provide the conditions for all students to show their genius so these students will be some of the first back on campus.

English Language Arts

Subgroups	2017	2018	2018
Language Learners	18.5%	26.7%	25.7%

Math

Subgroups	2017	2018	2019
Language Learners	26.2%	30.3%	32.7%

*Online Learning Implications

Cross grade, level conversations have helped teachers with students in the same family, as language barriers are not just with the children. Last year's teacher provides insight and data on language, level of participation, technology skill and other possible contributing factors in order to eliminate obstacles, as we are able.

-The Integrated Model approach will build the educator capacity in effective practices with in the QTP's and the QLI's that support teaching practices and learning interactions as well as strategies to support English language development.

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-PLC teams will continue to collect data around language development, using scribed notes from the administrators or rewatching zoom lessons to determine specific language lessons students would benefit from.

- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

-Online professional development modules with iELD (integrated English Language)

Formative assessment data will be collected, analyzed and feedback given to students like when in person, but requiring students more small group time or break out rooms to practice English

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	95% of level 4 students be reclassified.	41	95%	Summative ELPAC	Annually

Strengthen ELD Instruction

*Students to be served by this Strategy/Activity

All students will benefit from this strategy. Bimonthly PLC work is focused on analyzing data and on refining our practice in the areas of: Tier 1 instruction, reading and English Language Development. All students at the school will benefit from this strategy/activity due to the large percentage of students at Marshall with similar needs, as well as the English only students who will benefit from the improved practices of checking and responding to an evidence of understanding. However, this goal will specifically target and monitor English Learner students.

*Strategy/Activity - Description

Vice Principal (VP) will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year).

- Vice Principal will continue to support PLC's in planning for both designated and integrated ELD Lessons and data analysis of target students.
- Vice Principal will plan and facilitate professional development on the ELA/ELD framework, designated and integrated ELD, and instructional routines for ELLs as connected with the essential components of balanced literacy approaches.
- VP and Principal will conduct observations scribing student language, providing explicit feedback to teachers and discuss implications for student learning and teaching practice.

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019533	Supplies		\$19,360.00	\$19,360.00	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Create real life experiences and materials for students to develop rich language.
N0195AM	Classroom Teacher Hrly		\$5,000.00	\$6,114.50	0195-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Strategic language support at language levels of each child.
	Vice Principal -				0195-09800-00-1309-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F01951O	The Vice Principal will compile and support data analysis of EL's response to DELD and IELD.
*Additional Supports for this Strategy/Activity									
Our parent volunteers and community organizations work with our school to support refugee families and school and at home, providing after school tutoring.									
Systematic Community Resource Outreach									
*Students to be served by this Strategy/Activity									
All Students will benefit from this strategy because it will narrow the scale of the work to meet students at their point of need. The targeted instruction and small groups allows the teacher to support all groups of students.									
*Strategy/Activity - Description									
<p>Marshall has over 20 languages spoken, making communication challenging for the students and families. The families need continuous translation support in order to be able to help their child and know what they are doing. The VP will work in unison with the principal to connect cohorts of families, who can reach out to others in their immediate community. Through parent meetings and workshops, we intend to empower the families.</p> <p>-VP will support the principal in family connection so we ensure Marshall is a place where all people feel welcome, regardless of the language they speak.</p> <p>- VP will restructure new arrival support by connecting with our community partners at the Karen Organization, the Otto Family, and Refugee Net.</p> <p>-With the Principal, the VP will continue the plan of ESL adult classes back at Marshall once it is safe to do so.</p> <p>-All necessary supplies to help develop language, both academic and conversational will be supported with purchased resources.</p> <p>-Depending on language levels, students may require additional support from classroom teachers within and beyond the school day.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01953C	Prof&Curriclm Dev Vist Tchr		\$16,355.00	\$20,000.53	0195-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		releasing teachers to plan specific lessons for English language learners in all content areas, including designated ELD

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0195AK	Non Clsrn Tchr Hrly		\$8,000.00	\$9,783.20	0195-09800-00- 1957-2130-0000- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Teachers can provide additional support to help language development and assess their needs.
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Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

- Vice Principal

- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions.
- Did build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption
- Did provide Tier 2 intervention to identified struggling readers (all subgroups, SWD)
- Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction
- Vice Principal Worked directly with parents and attended multiple IEP meetings as well as department meetings.
- Working with teachers to Reclassify dual identified English Language Learners and Students with Disabilities.
- Provide support for Students with Disabilities with accessing grade level content
- Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for Students with Disabilities.

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Provided direct instruction to Students with Disabilities, collaborating with general education teachers as well as SPED resource teachers to streamline supports and strive to teach grade level appropriate content.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Zones of proximal development and total physical response are techniques teachers explore so that students can access the content and increase their understanding.

*Major Differences

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

Marshall historically used Title 1 funds to purchase a resource teacher. Historical data suggest this strategy slightly limited the degree to which the teacher could impact to student achievement and teacher practice. Marshall has allocated funds for a Vice Principal (VP) The VP will focus on integration of Ed specialists in a co-teaching model.

*Changes

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 year, we will ideally build capacity by conducting lesson studies where we observe student learning as a team. We will then study the Quality learning interactions and Quality Teaching Practices that provide high leverage support to our students. Providing learning for teachers around distance learning, growth mindset and differentiation strategies will be a major focus to our success. It is essential to support teachers with differentiation strategies and how we respond to struggling students. Both the principal and vice principal will engage in coaching cycles with teachers. Bi monthly PLC meetings and expanding the community members who feel supported, are now joining committees at Marshall. There will be a more accurate representation of our school community. We will focus on SWD, with target students who are dual identified. The district vision of co-teaching will be supported through frequent meetings with paras and ed specialists with the general education teacher. All staff is included in the professional development at our site.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	10.3	20	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of	6.9	17	Other (Describe in Objective)	Annually

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		students meeting and exceeding grade level standards in math as measured by CAASPP.				
June 2021	TK-5	Decrease chronic absenteeism	32.8%	22.8%	Other (Describe in Objective)	Monthly

*Identified Need

According to SBAC data, student with disabilities are performing at 10.3% in ELA and at 6.9% in math. This leaves the majority of students with disabilities not meeting grade level standards. Additionally 32.8% of our students with disabilities are chronically absent from school. It is essential our students attend school daily in order to receive the targeted instruction they need to thrive.

*Online Learning Implications

-Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). -All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes -The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators. -All staff will be working as a team to support all students to accelerate their learning. If students would benefit from onsite learning or they need testing during phase 1, Marshall staff will do their best to accommodate those students.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	10.3	20	Progress Reports on IEP Goals	12 weeks
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding	6.9	17	Progress Reports on IEP Goals	12 weeks

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards in math as measured by CAASPP.				
June 2021	1-5	Students with Disabilities	Increase reading level by one year's growth	N/A	75%	Fountas and Pinnel	12 weeks
June 2021	TK-5	Students with Disabilities	Increase the number of students meeting IEP goals	varies	100%	Progress Reports on IEP Goals	progress report periods

Professional Development

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy, specifically students with disabilities.

***Strategy/Activity - Description**

Visiting teachers are essential to release Education Specialists from duties to participate in professional development/PLC with classroom teachers and engage in the following; Additional compensation for teachers will support the teams in being able to collaborate and debrief after contracted hours. Data Analysis (ELA/MATH, ELPAC), will be used to drive instruction and Improve instructional practices as our staff studies QTP's and QL!'s. (dELD, iELD) - Lesson design will be studied in order to integrate multiple language opportunities for students - Lesson studies - Cross-classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the vice principal as a coach allowing teachers to explore and plan with the newly adopted district curricular resource. (Benchmark Advanced - ELD) Teachers will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities. Release time for Para educators to participate in professional development facilitated by Education Specialist will benefit our students through common practices and consistency. Resource specialists are progressively immersing students with disabilities in the gen ed classes (mild/mod and mod/sev). In addition, resource specialists are receiving additional structured-planning time to work on IEP's and to write IEP's tailored to the needs of students with disabilities. Resource specialists will receive professional Development on strengthening support for struggling readers provided by our VP.

The site counselor will work closely with families and students to support them in developing positive attendance habits and connect families with needed supports.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01954T	Supplies		\$3,547.00	\$3,547.00	0195-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		purchase materials used for differentiated instructions

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N0195AL	Non Clsrn Tchr Hrly		\$25,000.00	\$30,572.50	0195-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]		teachers will collaborate in lesson design for students with disabilities.
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Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Black Youth	Increase the percentage of students reading by making a year's growth in their level	baseline	100%	Grades	annually
June 2021	5	Black Youth	Increase the number of students who feel they are part of the school	49% all students	90%	Grades	annually
June 2021	3-5	Black Youth	Increase the percentage of students meeting and exceeding grade level standards in ELA.	39.2%	49.2%	Grades	reporting periods

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Black Youth	Increase the percentage of students meeting and exceeding grade level standards in Math.	41.2%	51.2%	Grades	reporting periods
June 2021	TK-5	Black Youth	Decrease chronic attendance percentage	14.6%	9.6%	Grades	monthly

*Goal 6 Supporting Black Youth - Additional Goals

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

1. Beginning in the Fall of 2020, Marshall's selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Marshall will develop and implement a site-specific system for tracking classroom referrals.
3. Marshall will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Marshall will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Marshall will develop and implement a site-specific system for tracking school police detainment.
6. The staff diversity goal at Marshall is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

ELA	2017	2018	2019
3rd Grade	36%	52.5%	30.9%
4th Grade	43.2%	51.2%	58.1%
5th Grade	47.4%	43.8%	53.3%
Total	42.2%	49.1%	47.3%

Math	2017	2018	2019
3rd Grade	42.4%	47.5%	41.2%
4th Grade	42.5%	60.2%	59.7%
5th Grade	36.8%	48.6%	54.7%
Total	40.5%	52.8%	51.7%

Our Black youth scored 39.2% meeting standard in ELA and 41.2% in Math. This is nearly 8% lower than our school average in ELA and 10 % lower than the average for Math. Additionally 14.6% of our Black Youth are chronically absent from school. It is essential our students attend school daily in order to receive the targeted instruction they need to thrive.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
 Staff meetings will disrupt inequities that interfere with successful learning experiences and opportunities for all children at Marshall.

Support Tier 1 instruction

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Language Learners, Students with Disabilities, **Black or African American Students**, Hispanic/Latinos, students considered Socioeconomically Disadvantaged, and students identified as Homeless. Over 95% of Marshall's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

The VP

- Will continue to support and collaborate with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for A.A. students
- Will continue to support the implementation of a Tier 2 intervention programs for our A.A students that are identified as being "at risk" of not meeting grade level standard in ELA and Math.
- Will continue to support and implement professional development for staff to strengthen instructional practice and racial awareness and sensitivity.
- Will continue to facilitate professional development in all grade levels.
- Will recommend culturally relevant texts to teachers to increase student engagement and support the Quality Learning Interactions.

Teachers will be released to plan an explore personal bias as it impacts teaching and student learning.
 Materials will be purchased to embrace our Black Youth student population.
 The site counselor will work closely with families and students to support them in developing positive attendance habits and connect families with needed supports.

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Vice Principal -				0195-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01951N	support the implementation of quality learning interactions
	Non Clsrn Tchr Hrly				0195-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]	Goal 5 - Supporting Students with Disabilities Ref Id : N0195AL	release teachers to plan in PLC and with teams
	Supplies				0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners Ref Id : N019533	Supplement resources with culturally relevant materials.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order for families to be involved, they need to understand the value of their students' educational program. In order to achieve this, translators are available at multiple meetings throughout the school year. In addition, parents need to feel welcomed and connected to the school.

*Major Differences

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

Translations services not consistently provided and if we want to improve our school culture, we need to increase the level of parental involvement at Marshall Elementary.

*Changes

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.

We will continue to provide translation services. In addition, connect calls, flyers and personal connections will be utilized to invite parents/families. As soon as we are allowed, we will continue to work with community resources to bring adult ESL classes onto campus.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parental involvement	210 - (50%)	275 - 65%	CAL - SCHLS (CSPS)

***Identified Need**

Based on the California Dashboard, there are inequities in the area of chronic absenteeism. The school has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor and certificated staff to monitor attendance. There will be home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. Incentive Bingo will be instituted for parents, students and staff in order to motivate engagement.

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

District is also supplying families with training on SEL, Wellness, Health and Safety.

- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
 - This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise
Marshall has increased the number of email addresses by over 200% over the past 6 months.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase number of parental responses	62	75	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase volunteers	35	45	Other - Describe in Objective

School Participation

***Families to be served by this Strategy/Activity**

All families and students will benefit by this strategy.

***Strategy/Activity - Description**

Provide translation services in multiple languages to support mutual understanding and validate family importance. Staff continuously connects with families using a variety of platforms and for a variety of reasons, focusing on positive behaviors. Strengthen culturally relevant work at Marshall Elementary by extending invitations to all student groups and utilizing parents to provide input and ideas. Monthly coffee "zooms" with the principal, open house, parent teacher conferences will be used to connect with and hear from families, offering them a chance to explore technology. Also, letters can be mailed to families as an additional form of communication. Increasing diversity on the SSC this year and providing messages home in multiple languages, will help families stay informed resulting in family events that are co-created with parents.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01953Y	Supplies		\$770.00	\$770.00	0195-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		materials for family events need to be purchased
N0195AO	Other Support Prsnl PARAS Hrly		\$500.00	\$663.95	0195-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		staff will help connect with families

***Additional Supports for this Strategy/Activity**

Volunteers and donations to the Marshall Closet will help support families. Support from the Marshall Closet and food distribution will help families make sure their basic needs are met so that learning as defined in Maslow's hierarchy can be achieved. Teacher and family connectivity is even more critical as we shifted to online learning. Strategies to make students and families feel welcome and safe, as teachers transitioned into teaching in the students home via zoom, will remain a focus. Efforts for translation, email communication, frequent parent meetings evolved the monthly coffee with a principal to a zoom with the principal, held both in the morning and in the evening to reach all families. This has identified the need ensuring students are feeling safe enough to have video on, so teachers need to build personal connections from the very beginning. The Distance Learning Playbook was purchased for all classroom teachers and support staff to be used and studied in our Professional Development and our grade level teams. The relationships and supports as students transition through the phases of onsite learning, will be pivotal factors in the success of creating a collaborative and inclusive environment. The Quality Learning Interactions are going to be thread throughout the professional learning all year. We also are connecting families with parent workshops or are providing supports ourselves in order create a familiar community.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Vice Principal (VP) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development and work directly with parents and ELAC. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. VP to help facilitate professional development in all grade levels. Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

*Major Differences

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

Vice Principal filled in some of the Principal roles when principal left site. This interrupted the support provided to teachers and to students. In addition, the VP vacancy was filled in June.

***Changes**

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.

A vice principal has been hired. She will continue to support tier 1 instructions. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.

Our full time counselor will model second step lessons in classrooms school wide and provide support to increase and improve student attendance. School principal and the VP will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards. Principal will support strengthening Tier 1 instruction, conduct classroom visits and provide continuous feedback to improve teaching and learning.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

As per Instructional Leadership Team, Marshall's yearly professional development focus will continue to support our DELD instruction as well as the implications for online supports and need alignment.

Multiple teachers will engage in ELD coaching cycles. The OLA is supporting this focus by meeting with principal and vice principal to strengthening ELD professional development, strengthening ELD teaching and supporting the Marshall team with ELD Benchmark instruction and planning.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at grade level as measured by DRA.	32	42	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at grade level as measured by DRA.	42	52	Grade 5 ELA Reading	Trimester

***Identified Need**

The 2016-2017 3rd grade students that met or exceeded grade level standards was 36% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 47.5% (ELA). This is an 11.5% increase in ELA. One of the goals for the 2018-19 SPSA was focused on ELA. The school's overall data for the 2017 school year indicated 42.2% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated 49.1% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 6.9% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus to improve student achievement and

Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

close the achievement gap specifically with our English Learners and students with disabilities. Supporting teachers in how to lead small groups is going to be a focus as we strengthen the daily impact we have on children.

*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation. When we do not see families, it is hard to make personal connections. We need to take advantage while we have parents in the rooms during zoom, so we can ask the hard to reach families. We can stay on and narrow the learning target to meet all children at their point of need.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Black or African American	Increase percentage of students meeting and exceeding standards as per SBAC.	31.8	42	CAASPP ELA	Annually
June 2021	5	Black or African American	Increase percentage of students meeting and exceeding standards as per SBAC.	35.3	45	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students reading at or above grade level as measured by FAST (DRA equivalent)	Baseline	+10%	Other (Describe in Objective)	pre and post progress monitoring
June 2021	3-5	Black or African American	Increase the percentage of students reading at or above grade level as measured	Baseline	+10%	Other (Describe in Objective)	pre and post progress monitoring

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			by FAST (DRA equivalent)				
June 2021	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by FAST (DRA equivalent)	Baseline	+10%	Other (Describe in Objective)	pre and post progress monitoring

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy, especially students that are not at grade level in 3rd and 5th grades.

***Strategy/Activity - Description**

A vice principal has been hired. She will continue to support tier 1 instructions. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.

Our full time counselor will model second step lessons in classrooms school wide and provide support to increase and improve student attendance.

School principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards. Principal will support strengthening Tier 1 instruction, conduct classroom visits and provide continuous feedback to improve teaching and learning.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

Per Instructional Leadership Team, Marshall's yearly professional information and should be accessible:)

Multiple teachers will engage in ELD coaching cycles. The OLA is supporting this focus by meeting with principal and vice principal to strengthening ELD professional development, strengthening ELD teaching and supporting the Marshall team with ELD Benchmark instruction and planning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tchr Hrly				0195-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]	Goal 5 - Supporting Students with Disabilities Ref Id : N0195AL	Provide teachers time to analyze data and design instruction to meet student needs.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrator will work alongside vice principal, counselor, and all team members to ensure the following are in place at the school:

-A guaranteed and viable curriculum in every classroom is essential in creating a sustainable learning community. The continuity that spans all grade levels prepares students with the skills and strategies needed to continue accessing the content with high levels of understanding each year.

-All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning. The vertical articulation prepares our Marshall students with high levels of engagement and promotes student agency. Teachers provide specific feedback and invest the time needed to correct behaviors that interfere with student learning a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen

their practice is fostered using democratic methods, while remaining cognizant of public recognition and praise.

-Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.

Organizational leadership:

Grow staff leadership and build capacity within the team. Capacity building will be lead by members of the ILT, determining individual invitations, small group supports or one on one.

Delegate leadership roles among teachers and staff determining the most effective ways to leverage staff to support our site and district vision. As part of this delegation, scheduling frequent check in meetings will need to take place.

Inspire teachers to strengthen their pedagogical skills and content knowledge through newsletter, photos in the Google classroom and during staff meetings.

Maintain and strengthen planning structures that are conducive to data driven instruction by supporting the teachers in measuring what matters.

Community:

Cultivating and growing positive lines of communication with the community is imperative in building relationships. Finding and bringing resources to our families and students strengthens the Marshall community and the experiences students have.

Help families understand their children are capable of greatness, as we help them envision higher education for their child. During conferences or meeting, we stay strengths based and model for them using language that promotes growth mindset.

Create experiences that allow families to internalize why students must be in school daily and on time. We don't want it to be done because it is mandatory, we want them there because it is what they value.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support: This means improvements to our formative and summative data collection. Through online learning, the way in which we observe and collect data is different, so daily class visits will provide feedback with this as a focus.

-Develop and fine-tune a comprehensive assessment system by leading teachers through developing assessments that are fair, valid, and reliable. This requires clarity around what was taught and how it is assessed, using levels of questions that increase in difficulty. By using a range of question types, we can pinpoint what students do know and where their learning breaks down. That is the data analysis that takes place in PLC and informs our teaching.

-Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs. We need to ensure that we are assessing the content standards as well as the language demands of the discipline.

- Continuous data monitoring and data driven instruction will be share in one on one monitoring meetings with teachers. ILT will be involved in compiling grade level data so we can use the school wide data and trends to narrow our professional development focus.

Professional development:

Alignment of critical concepts and how they are addressed on the grade level's yearlong plan, helps teachers backwards plan and discuss the level of mastery we hope students to show or if it is exposure and mastery comes when the standards cycle back later in the year.

Monitor our DELD and iELD implementation that was the professional learning focus last year in order to determine how effective the instruction is and if we continue our learning as we strengthen the supports we provide our English Language Learners.

Stay informed when new resources from the district or publications that can positively impact adult learning at Marshall Elementary based on the data we have on what our teachers need next for their learning. Staff surveys are a helpful tool in making these decisions.

Bi-monthly PLCs are supported and remain true to the structures called out by Dufor. It helps us define the learning pathway for our students.

Online Learning

Teacher and family connectivity is even more critical as we shifted to online learning. Strategies to make students and families feel welcome and safe as teachers transitioned into teaching in the students home via zoom, will remain a focus. Efforts for translation, email communication, frequent parent meetings evolved the monthly coffee with a principal to a zoom with the principal, held both in the morning and in the evening to reach all families. This has identified the need ensuring students are feeling safe enough to have video on, so teachers need to build personal connections from the very beginning. The Distance Learning Playbook was purchased for all classroom teachers and support staff to be used and studied in our Professional Development and our grade level teams. The relationships and supports as students transition through the phases of onsite learning, will be pivotal factors in the success of creating a collaborative and inclusive environment. The Quality Learning Interactions are going to be thread throughout the professional learning all year.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged impacting attendance trends. Ongoing monitoring and additional support will be put into place as we closely monitor our sub-group data.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A
BUDGET SUMMARY

Marshall ES Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 163,222.63

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 311,490.79

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 71,155.42
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$71,155.42

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 77,112.74
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 77,112.74

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$311,490.79

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Marshall Elementary	09800 LCFF Intervention Support	Vice Principal	1309	Vice-Principal	0.3000	\$ 34,093.80	
		Vice Principal	3000			\$ 13,514.09	
			1957	Non Clsrm Tchr Hrly		\$ 18,631.00	
			3000			\$ 4,152.85	
			4301	Supplies		\$ 6,721.00	
	09800 LCFF Intervention Support Total					0.3000	\$ 77,112.74
	30100 Title I Basic Program	Vice Principal	Vice Principal	1309	Vice-Principal	0.4000	\$ 45,458.40
				3000			\$ 18,018.80
				1157	Classroom Teacher Hrly		\$ 5,000.00
				1192	Prof&Curriclm Dev Vist Tchr		\$ 16,355.00
				1957	Non Clsrm Tchr Hrly		\$ 25,000.00
				3000			\$ 10,332.53
				4301	Supplies		\$ 19,360.00
				5735	Interprogram Svcs/Field Trip		\$ 6,000.00
		5841	Software License		\$ 15,000.00		
30100 Title I Basic Program Total					0.4000	\$ 160,524.73	
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ 500.00	
			2455	Tech Professional OTBS Hrly		\$ 500.00	
			3000			\$ 327.90	
			4301	Supplies		\$ 770.00	
			4304	Inservice supplies		\$ 400.00	
			5920	Postage Expense		\$ 200.00	
30103 Title I Parent Involvement Total						\$ 2,697.90	
30106 Title I Supplmnt Prog Imprvmnt	Vice Principal	Vice Principal	1309	Vice-Principal	0.3000	\$ 34,093.80	
			3000			\$ 13,514.09	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 16,355.00	
			3000			\$ 3,645.53	
			4301	Supplies		\$ 3,547.00	
30106 Title I Supplmnt Prog Imprvmnt Total					0.3000	\$ 71,155.42	
Grand Total					1.0000	\$ 311,490.79	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Marshall Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Marshall Elementary has developed a written Title I parent and family engagement policy with input from Title I parents. Parental input from various parent meetings including but not limited to Parent Coffees and Site Governance Team are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the development of this policy.

This policy will be distributed to parents of Title I students. The policy will be explained and distributed at our next monthly parent meeting. It will be shared electronically the following day to those families who were not in attendance.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Marshall Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This is usually done in connection with our coffee with the principal parent meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings at Marshall Elementary are held on various days of the week. Some meetings are held before or during school. Occasionally evening meetings are also held.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- The school provides parents of Title I students with timely information about Title I programs. The school bulletin boards, school newsletter, flyers, phone calls, marquee and website are used to advertise parent meetings and training sessions offered at our school and off site such as: the District Advisory Council and English Language Advisory Council (both held at Harold J. Ballard Parent center), Crawford Cluster Meetings and other training held throughout our district.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Coffee with the Principal, Parent/Teacher conferences and report cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be

offered with opportunities for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Title 1 School Parent Compact:

Marshall Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School Site Council team meets once a year to review the Home School-Parent Compact. We post the Compact on our website so all parents and teachers can refer to it. School staff review Compact during a staff meeting with any suggestions regarding revisions and parents are invited to School Site Council to give input on any needed revisions. School staff present the School-Parent Compact during the Coffee with the principal during the first month of school. Every family is asked to sign the Compact as to affirm their understanding of how school and home will work together for student achievement.

Building Capacity for Involvement:

Marshall Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During our first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During the school year school staff will provide parent training (Family Learning Days) to discuss how to support students with academic progress. We will provide sessions that target bullying, homework, writing and understanding of assessments that are administered during the year such as ELPAC, CAASPP, GATE and DRA. We will also add learning opportunities for technological and online support.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. During the school year school staff work together to support how to work with families that are economically disadvantaged, have students with special needs, and explain academic progress in parent friendly language.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Marshall Elementary provides written and oral information to families in both Spanish, English, and various languages. We have one office staff that

is bilingual, so they can communicate with our families. Translation is also provided to better service our families. In addition, our new school newsletters will be sent electronically with the ability to be translated into multiple languages.

Accessibility

Marshall Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Our school provides a variety of communication modes to get our information out to community and families. Here is a sample of how we reach out to families:

- Notices/Flyers home
- School Messenger
- Marquee Announcements
- Social Media (coming soon)
- School Newsletters

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

This policy was adopted by Marshall Elementary School on 10.1.2020 and will be in effect for the period of October 2020-August 2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5th, 2020.

/Stacie Donahue/

Principal, Marshall Elementary School

Signature of authorized official here

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development

Financial Planning, Monitoring and Accountability Department

John Marshall Elementary

TITLE I SCHOOL PARENT COMPACT 2020-2021

Marshall Elementary and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students share responsibility for improved student academic achievement and ownership of the thinking and learning that promotes growth. This compact addresses the means by which the school and parents of title I students will build and develop a partnership that will help children achieve California's high standards.

This School Parent Compact is in effect during school years 2019, 2020 and 2021.

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES:

Marshall Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

At Marshall, students receive instruction in Critical Literacy – a program that encourages critical thinking. Teachers differentiate instruction and provide the necessary supports that each child needs. Students participate in Project Based Learning activities, small group instruction, common core based curriculum. Balanced literacy approaches that gradually release the work, and all Marshall Students (Pre-K through fifth grades) Participate in music curriculum and instruction which research findings point to higher student achievement.

2. Hold parent-teacher conferences (each semester and at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

John Marshall Elementary will hold parent-teacher conferences in the fall to keep parents informed of student progress and learning goals. Conferences also occur in the spring of each school year for 1 week, during minimum days.

3. Provide parents with frequent reports on their child's progress.

Parents will receive student progress reports three times during the school year (fall, spring, and summer or End of the year). Teachers will also provide assessment data both formative and summative to parents during the parent-teacher conferences. This is done through multiple forms of communication such as written, school communication or class apps.

4. Provide parents reasonable access to staff.

Teachers are available to meet and confer with parents Monday-Friday, 8 am; after school on M, T, TH, and F from 3:15pm; and 12:55-3:45 pm on Tuesdays, which is our minimum day. All

other conferences outside of these times will be arranged by the teacher on a mutually agreed upon time and day.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Teachers have an open door policy and parents are encouraged to observe in their child's classroom with the required 24 hour notice per district policy, as well as volunteer. Parents may assist with preparing, organizing instructional materials, chaperoning fieldtrips, or working with small groups of students. Parents are also invited to participate in all classroom celebrations; i.e., writing/publishing parties, exhibitions of student work, and reward/recognition functions.

Parents are invite to attend the monthly Principal's Coffee, after-school Academic Support Program, Family Fridays, Art, learning labs, Math and Literacy Nights, and other academic and culturally relevant celebrations.

PARENT RESPONSIBILITIES:

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Encourage that homework is completed on time and turned in.
- Recognize the amount of television my child watches as well as video games and computer time, then discover.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

OPTIONAL ADDITIONAL PROVISIONS

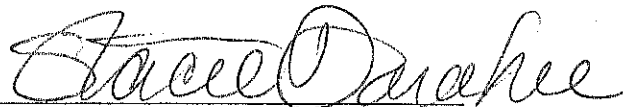
STUDENT RESPONSIBILITIES:

We, as students, will share the responsibility to improve our academic success, educational journey, and achieve California's high standards:

- ✓ Students will ask questions and develop skills to be an agent of their own learning.
- ✓ Read for a specific grade level determined time
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- ✓ Follow school and classroom academic and behavioral expectations.
- ✓ Respect school staff, property and others.

This policy was adopted by Marshall Elementary on October 6, 2019 and will be in effect for the period of October 6, 2019-October 6, 2020; 1 school year from the adoption date. The school will distribute the policy to all parents of students participating in the Title I, Part A Program on, or before October 6, 2020.

Stacie Donahue, Principal



Date Approved

10/6/20

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

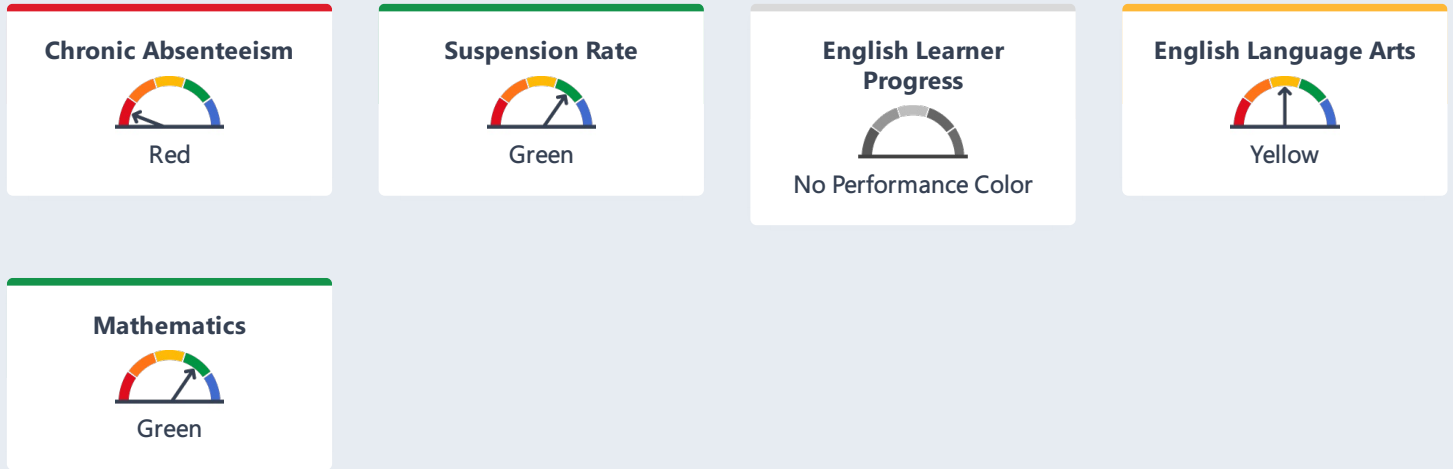
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Marshall Elementary

Explore the performance of Marshall Elementary under California's Accountability System.

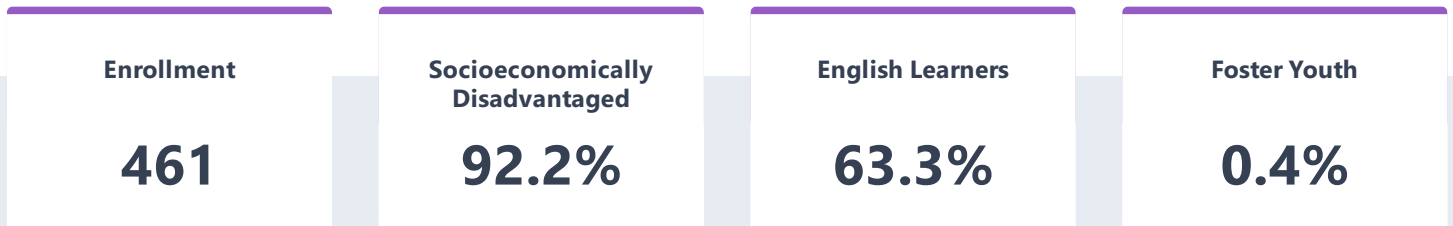


School Details

NAME Marshall Elementary	ADDRESS 3550 Altadena Avenue San Diego, CA 92105-3698	WEBSITE N/A	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

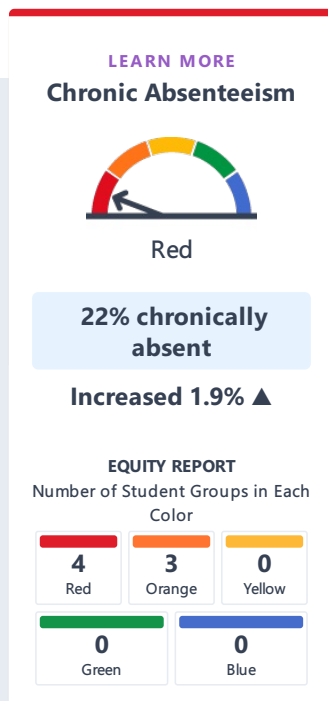
View Student Assessment Results and other aspects of school performance.



MARSHALL ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

0.8% suspended at least once

Declined 0.5% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
4 Green	1 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Yellow

11.8 points below standard

Increased 3.2 Points ▲

Number of Students: 196

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Hispanic
Students with Disabilities



Yellow

African American
English Learners
Socioeconomically Disadvantaged



Green

No Students



Blue

Asian



No Performance Color

Filipino
Foster Youth
Homeless
Two or More Races
Pacific Islander
White

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

12.6 points above standard

Increased 55.1 Points ▲

Number of Students: 15

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Orange

21.2 points below standard

Declined 3.5 Points ▼

Number of Students: 102

Students with Disabilities



Orange

89.4 points below standard

Increased 11.7 Points ▲

Number of Students: 36

African American



Yellow

46.8 points below standard

Increased 6.8 Points ▲

Number of Students: 48

English Learners



Yellow

18.8 points below standard

Increased 5 Points ▲

Number of Students: 139

Socioeconomically Disadvantaged



Yellow

12.8 points below standard

Increased 4.6 Points ▲

Number of Students: 185

Asian



Blue

52 points above standard

Increased 15.9 Points ▲

Number of Students: 34

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 24.7 points below standard

15 points below standard

11.8 points below standard

English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
61.8 points below standard	74 points above standard	0.3 points above standard
Increased 3.6 Points ▲	Increased 5 Points ▲	Declined 9.3 Points ▼
Number of Students: 95	Number of Students: 44	Number of Students: 55

Mathematics

All Students

Explore 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.

All Students



Green

4.2 points above standard







Increased 7.5 Points ▲

Number of Students: 196

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

 Red No Students	 Orange No Students	 Yellow Students with Disabilities
 Green African American English Learners Hispanic Socioeconomically Disadvantaged	 Blue Asian	 No Performance Color Filipino Foster Youth Homeless Two or More Races Pacific Islander

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

16.6 points above standard

Increased 29.8 Points ▲

Number of Students: 15

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities

Yellow

78 points below standard

Increased 19.3 Points ▲

Number of Students: 36

African American

Green

19.2 points below standard

Increased 28.1 Points ▲

Number of Students: 48

English Learners

Green

0.7 points below standard

Increased 4.8 Points ▲

Number of Students: 139

Hispanic

Green

2.9 points below standard

Increased 5.2 Points ▲

Number of Students: 102

Socioeconomically Disadvantaged

Green

3.5 points above standard

Increased 8.4 Points ▲

Number of Students: 185

Asian

Blue

62.4 points above standard

Maintained 2.4 Points

Number of Students: 34

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	19.1 points below standard	3.3 points below standard	4.2 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
37 points below standard	77.8 points above standard	11.5 points above standard
Increased 6.7 Points ▲	Maintained -2.4 Points	Increased 8.8 Points ▲
Number of Students: 95	Number of Students: 44	Number of Students: 55

English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

44.1% making progress towards English language proficiency

Number of EL Students: 188

Performance Level

Low

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Red

22% chronically absent

Increased 1.9% ▲

Number of Students: 499

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

Students with Disabilities

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

Asian

African American

English Learners



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races



No Performance Color

0% chronically absent

Declined 25% ▼

Number of Students: 11

White



No Performance Color

18.8% chronically absent

Declined 7.6% ▼

Number of Students: 16

Students with Disabilities



Red

32.8% chronically absent

Maintained 0%

Number of Students: 58

Hispanic



Red

30.4% chronically absent

Increased 1.7% ▲

Number of Students: 253

Homeless



Red

43.6% chronically absent

Increased 22.8% ▲

Number of Students: 39

Socioeconomically Disadvantaged



Red

22.4% chronically absent

Increased 2.1% ▲

Number of Students: 474

Asian



Orange

9.6% chronically absent

Increased 5% ▲

Number of Students: 83

African American



Orange

14.6% chronically absent

Increased 1.9% ▲

Number of Students: 123

English Learners



Orange

18.2% chronically absent

Increased 1.3% ▲

Number of Students: 340

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Green

0.8% suspended at least once

Declined 0.5% ▼

Number of Students: 648

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Asian
Students with Disabilities



Green

African American

Hispanic

Homeless

Socioeconomically Disadvantaged



Blue

English Learners



No Performance Color

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

Asian



Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 106

Students with Disabilities



Yellow

1.2% suspended at least once

Maintained -0.2%

Number of Students: 81

African American



Green

1.1% suspended at least once

Declined 1.6% ▼

Number of Students: 174

Hispanic



Green

0.6% suspended at least once

Declined 0.3% ▼

Number of Students: 311

Homeless



Green

1.5% suspended at least once

Declined 2.7% ▼

Number of Students: 67

Socioeconomically Disadvantaged



Green

0.8% suspended at least once

Declined 0.5% ▼

Number of Students: 610

English Learners



Blue

0.5% suspended at least once

Maintained 0.1%

Number of Students: 422



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	237	26.2	227	37.9	225	42.2	214	49.1	205	47.3	21.1	-1.8	228	24.1	240	41.3	259	40.5	218	52.8	205	51.7	27.6	-1.1
Female	114	31.6	108	47.2	104	51.0	103	56.3	102	50.0	18.4	-6.3	106	26.4	115	46.1	120	41.7	105	53.3	102	52.0	25.6	-1.3
Male	123	21.1	119	29.4	121	34.7	111	42.3	103	44.7	23.6	2.4	122	22.1	125	36.8	139	39.6	113	52.2	103	51.5	29.4	-0.7
African American	55	14.5	58	36.2	59	37.3	56	35.7	50	40.0	25.5	4.3	54	14.8	64	35.9	86	23.3	58	41.4	50	42.0	27.2	0.6
Asian**	21	19.0	20	35.0	19	47.4	17	70.6	34	79.4	-	-	22	13.6	23	39.1	20	50.0	17	88.2	34	85.3	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	121	26.4	110	31.8	109	38.5	98	43.9	109	38.5	12.1	-5.4	111	26.1	112	37.5	109	45.9	99	42.4	109	45.0	18.9	2.6
Indochinese**	34	50.0	24	70.8	21	76.2	22	72.7	-	-	-	-	32	40.6	26	65.4	21	81.0	22	90.9	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	3	-	4	-	3	-	2	-	-	-	1	-	3	-	4	-	3	-	2	-	-	-
White	2	-	3	-	5	-	6	-	3	-	-	-	4	-	3	-	11	0.0	7	-	3	-	-	-
Multiracial	4	-	9	-	8	-	12	83.3	5	-	-	-	4	-	9	-	8	-	12	83.3	5	-	-	-
English Learner	117	6.0	116	13.8	108	18.5	105	26.7	101	25.7	19.7	-1.0	114	12.3	129	24.0	141	26.2	109	30.3	101	32.7	20.4	2.4
English-Speaking	120	45.8	111	63.1	117	64.1	109	70.6	104	68.3	22.5	-2.3	114	36.0	111	61.3	118	57.6	109	75.2	104	70.2	34.2	-5.0
Reclassified†	57	59.6	27	100.0	50	86.0	47	89.4	47	89.4	29.8	0.0	52	50.0	27	85.2	50	82.0	47	95.7	47	87.2	37.2	-8.5
Initially Eng. Speaking	63	33.3	84	51.2	67	47.8	62	56.5	57	50.9	17.6	-5.6	62	24.2	84	53.6	68	39.7	62	59.7	57	56.1	31.9	-3.6
Econ. Disadv.*	237	26.2	221	38.0	210	41.4	200	48.0	188	46.8	20.6	-1.2	228	24.1	232	41.4	241	39.4	204	51.5	188	50.5	26.4	-1.0
Non-Econ. Disadv.	0	-	6	-	15	53.3	14	64.3	17	52.9	-	-11.4	0	-	8	-	18	55.6	14	71.4	17	64.7	-	-6.7
Gifted	27	59.3	31	71.0	23	82.6	17	94.1	19	78.9	19.6	-15.2	25	68.0	31	87.1	23	87.0	17	94.1	19	78.9	10.9	-15.2
Not Gifted	210	21.9	196	32.7	202	37.6	197	45.2	186	44.1	22.2	-1.1	203	18.7	209	34.4	236	36.0	201	49.3	186	48.9	30.2	-0.4
With Disabilities	21	4.8	19	5.3	0	-	26	0.0	26	11.5	6.7	11.5	20	0.0	19	10.5	21	14.3	26	7.7	26	3.8	3.8	-3.9
WO Disabilities	216	28.2	208	40.9	204	46.6	188	55.9	179	52.5	24.3	-3.4	208	26.4	221	43.9	238	42.9	192	58.9	179	58.7	32.3	-0.2
Homeless	15	26.7	19	21.1	25	40.0	24	41.7	18	61.1	34.4	19.4	18	22.2	19	21.1	29	31.0	24	45.8	18	50.0	27.8	4.2
Foster	5	-	1	-	0	-	0	-	0	-	-	-	5	-	1	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	70	22.9	74	21.6	75	36.0	59	52.5	68	30.9	8.0	-21.6	76	18.4	76	35.5	85	42.4	61	47.5	68	41.2	22.8	-6.3
Female	37	32.4	31	25.8	35	34.3	35	54.3	31	35.5	3.1	-18.8	37	24.3	31	38.7	39	38.5	36	44.4	31	38.7	14.4	-5.7
Male	33	12.1	43	18.6	40	37.5	24	50.0	37	27.0	14.9	-23.0	39	12.8	45	33.3	46	45.7	25	52.0	37	43.2	30.4	-8.8
African American	22	9.1	22	27.3	13	30.8	14	35.7	22	31.8	22.7	-3.9	23	8.7	23	34.8	23	17.4	15	26.7	22	50.0	41.3	23.3
Asian**	5	-	8	-	5	-	4	-	9	-	-	-	6	-	8	-	5	-	4	-	9	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	34	26.5	34	8.8	41	34.1	27	33.3	34	26.5	0.0	-6.8	35	28.6	35	25.7	41	48.8	28	28.6	34	35.3	6.7	6.7
Indochinese**	7	-	4	-	10	70.0	7	-	-	-	-	-	7	-	4	-	10	70.0	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
White	1	-	1	-	3	-	1	-	1	-	-	-	3	-	1	-	3	-	1	-	1	-	-	-
Multiracial	1	-	4	-	2	-	6	-	0	-	-	-	1	-	4	-	2	-	6	-	0	-	-	-
English Learner	41	9.8	47	12.8	42	21.4	26	26.9	37	13.5	3.7	-13.4	47	10.6	49	28.6	52	40.4	28	21.4	37	24.3	13.7	2.9
English-Speaking	29	41.4	27	37.0	33	54.5	33	72.7	31	51.6	10.2	-21.1	29	31.0	27	48.1	33	45.5	33	69.7	31	61.3	30.3	-8.4
Reclassified†	4	-	0	-	9	-	10	100.0	12	66.7	-	-33.3	4	-	0	-	9	-	10	100.0	12	83.3	-	-16.7
Initially Eng. Speaking	25	32.0	27	37.0	24	41.7	23	60.9	19	42.1	10.1	-18.8	25	20.0	27	48.1	24	33.3	23	56.5	19	47.4	27.4	-9.1
Econ. Disadv.*	70	22.9	72	22.2	67	34.3	55	52.7	63	30.2	7.3	-22.5	76	18.4	73	35.6	76	39.5	57	45.6	63	41.3	22.9	-4.3
Non-Econ. Disadv.	0	-	6	-	8	-	4	-	5	-	-	-	0	-	3	-	9	-	4	-	5	-	-	-
Gifted	6	-	5	-	9	-	2	-	5	-	-	-	6	-	5	-	9	-	2	-	5	-	-	-
Not Gifted	64	17.2	69	20.3	66	33.3	57	50.9	63	27.0	9.8	-23.9	70	11.4	71	31.0	76	38.2	59	45.8	63	38.1	26.7	-7.7
With Disabilities	6	-	7	-	0	-	10	0.0	7	-	-	-	6	-	7	-	21	14.3	10	0.0	7	-	-	-
WO Disabilities	64	25.0	67	22.4	72	37.5	49	63.3	61	32.8	7.8	-30.5	70	20.0	69	36.2	82	43.9	51	56.9	61	45.9	25.9	-11.0
Homeless	5	-	10	20.0	5	-	7	-	6	-	-	-	7	-	10	20.0	6	-	7	-	6	-	-	-
Foster	3	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	80	26.3	74	36.5	74	43.2	82	51.2	62	58.1	31.8	6.9	59	40.7	80	45.0	87	42.5	83	60.2	62	59.7	19.0	-0.5
Female	38	31.6	38	50.0	29	55.2	36	58.3	34	58.8	27.2	0.5	29	41.4	41	56.1	35	45.7	37	59.5	34	61.8	20.4	2.3
Male	42	21.4	36	22.2	45	35.6	46	45.7	28	57.1	35.7	11.4	30	40.0	39	33.3	52	40.4	46	60.9	28	57.1	17.1	-3.8
African American	16	18.8	22	36.4	24	37.5	21	23.8	12	58.3	39.5	34.5	12	33.3	26	30.8	33	33.3	22	40.9	12	41.7	8.4	0.8
Asian**	7	-	5	-	7	-	4	-	14	92.9	-	-	5	-	7	-	8	-	4	-	14	100.0	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	40	22.5	36	33.3	32	34.4	41	61.0	30	33.3	10.8	-27.7	28	35.7	36	50.0	32	37.5	41	61.0	30	40.0	4.3	-21.0
Indochinese**	15	40.0	6	-	5	-	10	60.0	-	-	-	-	12	50.0	6	-	5	-	10	90.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	1	-	2	-	0	-	-	-	0	-	2	-	1	-	2	-	0	-	-	-
White	0	-	1	-	1	-	2	-	1	-	-	-	0	-	1	-	4	-	2	-	1	-	-	-
Multiracial	2	-	2	-	4	-	2	-	4	-	-	-	2	-	2	-	4	-	2	-	4	-	-	-
English Learner	43	7.0	43	11.6	35	22.9	45	37.8	31	35.5	28.5	-2.3	28	28.6	49	28.6	47	29.8	46	43.5	31	38.7	10.1	-4.8
English-Speaking	37	48.6	31	71.0	39	61.5	37	67.6	31	80.6	32.0	13.0	31	51.6	31	71.0	40	57.5	37	81.1	31	80.6	29.0	-0.5
Reclassified†	19	68.4	4	-	19	89.5	14	92.9	12	100.0	31.6	7.1	14	78.6	4	-	19	89.5	14	92.9	12	100.0	21.4	7.1
Initially Eng. Speaking	18	27.8	27	66.7	20	35.0	23	52.2	19	68.4	40.6	16.2	17	29.4	27	66.7	21	28.6	23	73.9	19	68.4	39.0	-5.5
Econ. Disadv.*	80	26.3	71	36.6	72	43.1	76	50.0	58	56.9	30.6	6.9	59	40.7	77	45.5	84	41.7	77	59.7	58	56.9	16.2	-2.8
Non-Econ. Disadv.	0	-	3	-	2	-	6	-	4	-	-	-	0	-	3	-	3	-	6	-	4	-	-	-
Gifted	15	46.7	8	-	6	-	8	-	3	-	-	-	12	66.7	8	-	6	-	8	-	3	-	-	-
Not Gifted	65	21.5	66	31.8	68	38.2	74	47.3	59	57.6	36.1	10.3	47	34.0	72	38.9	81	39.5	75	57.3	59	59.3	25.3	2.0
With Disabilities	5	-	19	5.3	0	-	3	-	13	0.0	-	-	4	-	6	-	12	25.0	3	-	13	0.0	-	-
WO Disabilities	75	28.0	68	39.7	62	51.6	79	53.2	49	73.5	45.5	20.3	55	43.6	74	48.6	75	45.3	80	62.5	49	75.5	31.9	13.0
Homeless	4	-	5	-	13	30.8	7	-	7	-	-	-	4	-	5	-	13	46.2	7	-	7	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	87	28.7	79	54.4	76	47.4	73	43.8	75	53.3	24.6	9.5	93	18.3	84	42.9	87	36.8	74	48.6	75	54.7	36.4	6.1
Female	39	30.8	39	61.5	40	62.5	32	56.3	37	54.1	23.3	-2.2	40	17.5	43	41.9	46	41.3	32	56.3	37	54.1	36.6	-2.2
Male	48	27.1	40	47.5	36	30.6	41	34.1	38	52.6	25.5	18.5	53	18.9	41	43.9	41	31.7	42	42.9	38	55.3	36.4	12.4
African American	17	17.6	14	50.0	22	40.9	21	47.6	16	37.5	19.9	-10.1	19	10.5	15	46.7	30	16.7	21	52.4	16	31.3	20.8	-21.1
Asian**	9	-	7	-	7	-	9	-	11	81.8	-	-	11	9.1	8	-	7	-	9	-	11	90.9	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	47	29.8	40	50.0	36	47.2	30	30.0	45	51.1	21.3	21.1	48	18.8	41	36.6	36	50.0	30	30.0	45	55.6	36.8	25.6
Indochinese**	12	50.0	14	71.4	6	-	5	-	-	-	-	-	13	38.5	16	50.0	6	-	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	2	-	1	-	1	-	-	-	0	-	0	-	2	-	1	-	1	-	-	-
White	1	-	1	-	1	-	3	-	1	-	-	-	1	-	1	-	4	-	4	-	1	-	-	-
Multiracial	1	-	3	-	2	-	4	-	1	-	-	-	1	-	3	-	2	-	4	-	1	-	-	-
English Learner	33	0.0	26	19.2	31	9.7	34	11.8	33	30.3	30.3	18.5	39	2.6	31	9.7	42	4.8	35	20.0	33	36.4	33.8	16.4
English-Speaking	54	46.3	53	71.7	45	73.3	39	71.8	42	71.4	25.1	-0.4	54	29.6	53	62.3	45	66.7	39	74.4	42	69.0	39.4	-5.4
Reclassified†	34	50.0	23	100.0	22	81.8	23	82.6	23	95.7	45.7	13.1	34	32.4	23	82.6	22	77.3	23	95.7	23	82.6	50.2	-13.1
Initially Eng. Speaking	20	40.0	30	50.0	23	65.2	16	56.3	19	42.1	2.1	-14.2	20	25.0	30	46.7	23	56.5	16	43.8	19	52.6	27.6	8.8
Econ. Disadv.*	87	28.7	78	53.8	71	46.5	69	42.0	67	53.7	25.0	11.7	93	18.3	82	42.7	81	37.0	70	47.1	67	53.7	35.4	6.6
Non-Econ. Disadv.	0	-	1	-	5	-	4	-	8	-	-	-	0	-	2	-	6	-	4	-	8	-	-	-
Gifted	6	-	18	77.8	8	-	7	-	11	81.8	-	-	7	-	18	77.8	8	-	7	-	11	81.8	-	-
Not Gifted	81	25.9	61	47.5	68	41.2	66	37.9	64	48.4	22.5	10.5	86	16.3	66	33.3	79	30.4	67	43.3	64	50.0	33.7	6.7
With Disabilities	10	10.0	19	5.3	0	-	13	0.0	6	-	-	-	10	0.0	6	-	21	14.3	13	15.4	6	-	-	-
WO Disabilities	77	31.2	73	58.9	70	51.4	60	53.3	69	55.1	23.9	1.8	83	20.5	78	46.2	81	39.5	61	55.7	69	58.0	37.5	2.3
Homeless	6	-	4	-	7	-	10	20.0	5	-	-	-	7	-	4	-	10	10.0	10	40.0	5	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL NAME: MARSHALL ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Vice Principal, Counselor and Principal will continue to support students’ social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor modeling second step lessons with the goal to implement these lessons schoolwide. The principal and vice principal will conduct assemblies to highlight positive behaviors and expectations.

In addition, an instructional assistant will be hired to provide additional support to students.

The principal, vice principal, counselor and classroom teachers will work collaboratively to call families of absent students. We will conduct home visits to reinforce student attendance.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$10,582.79	09800-1192	Substitute teachers will be hired to provide planning time for teachers during PLC.	Impact on best teaching practices and the debrief time together was interrupted due to the pandemic. Teachers had a consistent set time where goal setting, analyzing data. We	The VP decided to poll the kids our students to see what they would be interested in having as their lab rotations. Parents also provided input and the VP utilized custodial staff to	Determine the number of visiting teachers it would take to run PLC and what could the logic lab, science lab, or the mixed art lab require to be an enrichment opportunity for our

					have 5 of our 6 grad levels are organize after Teachers had a consistent set time where goal setting, analyzing data. We have 5 of our 6 grade levels are organized after the first few months.	work with reorganizing supplies on campus to create new lab structures. . .	students while remaining safe on campus.
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Note/Reminders (optional):
 Ensure that teachers are responding to the expected behavior, how can this be discussed after we revise the version / mission statement. And how are we correcting undesirable behavior, what language do we use, what correctional strategies and positive reinforcements are used school wide. Debrief with teachers as needed.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

A vice principal has been hired. She will continue to support tier 1 instructions. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.
 Our fulltime counselor will model second step lessons in classrooms schoolwide and provide support to increase and improve student attendance.
 School principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards. Principal will support strengthening Tier 1 instruction, conduct classroom visits and provide continuous feedback to improve teaching and learning.
 Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.
 As per Instructional Leadership Team, Marshall's yearly professional development focus is on ELD.
 Multiple teachers will engage in ELD coaching cycles. The OLA is supporting this focus by meeting with principal and vice principal to strengthening ELD professional development, strengthening ELD teaching and supporting the Marshall team with ELD Benchmark instruction and planning..

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modificatio
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Marshall Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Expenditures					(effective) & why?	working (ineffective) & why?	n based on evaluation results.
Vice Principal - NEW POSN, SBB2512834	0.30000	\$46,167.38	09800-1309	Vice principal will support professional development, students' socio-emotional well-being and support push in and pull out at Marshall elementary.	<p>The VP also has benefited the school by reinforcing proper academic behaviors, rewards, and how students can make better choices. This has freed the counselor up from helping with discipline to now focusing on more preventative techniques. The VP has helped the operational and daily functions at the school so learning is not interrupted. This position has been an asset because parents receive additional</p> <p>The VP worked with a central office resource teacher in a coaching cycle, helping facilitate as well as coach a grade level. Students got 93% being able to visualize and think through word problems by showing perseverance. This then transferred to other content areas.</p> <p>The VP also began thinking about how I'm ensuring the staff took care of their wellness too. She was beginning to coordinate with district resources.</p>	N/A	N/A

Marshall Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies		\$20,000.00	09800-4301	Supplies will support teaching and learning.	The VP also has benefited the school by reinforcing ideas around purchasing supplies and then taking the time to use them. The teams came in to work with her planning guided reading teaching points		
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Note/Reminders (optional):

As we transition into phase to how do we think about the math manipulatives. What part of these supplies could we spend on a the licensing programs if it will be helpful to have the resources but message strongly that this is in addition, it does not take place if you are on their too much

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

A vice principal has been hired. She will continue to support tier 1 instructions. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.

Our fulltime counselor will model second step lessons in classrooms schoolwide and provide support to increase and improve student attendance.

School principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles in ELD.

Multiple teachers will engage in ELD coaching cycles.

As per Instructional Leadership Team, Marshall's yearly professional development focus is on ELD.

Site leaders will provide ELD professional development in addition to Office of Language Acquisition supporting us as well.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		\$10,000.00	09800-5733	Copies to support teaching and learning.	The teachers use technology but still our multi language learners really benefit from tangible resources and visuals. The vice principal also helped teacher through what is essential to impact learning and what is just copies to make. Students with disabilities also benefited.	N/A	N/A
Vice Principal - NEW POSN,	--	--	09800-1309	Vice principal will support	The VP position has been a tremendous help to our		

Marshall Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SBB2512834				<p>professional development, students' socio-emotional well-being and support push in and pull out at Marshall elementary.</p>	<p>instructional program in many ways. She coordinated all of the testing and did assessments as well. In PLC she would, help teachers plan for their students and language development. We had 8 of our dual identified student s reclassify because she attended training with the ed specialist to collaborate.</p>	
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Supporting a culture that we all love our kids and it is tricky. Instead of just funding someone to pull our new arrivals but help train teachers through coaching to lift the instructional Practice.

SCHOOL NAME: MARSHALL ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Vice Principal, Counselor and Principal will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor modeling second step lessons with the goal to implement these lessons schoolwide. The principal and vice principal will conduct assemblies to highlight positive behaviors and expectations.

In addition, an instructional assistant will be hired to provide additional support to students.

The principal, vice principal, counselor and classroom teachers will work collaboratively to call families of absent students. We will conduct home visits to reinforce student attendance.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificati on based on evaluation results.
Vice Principal - NEW POSN, SBB2512834	0.3000 0	\$46,167.38	30106-1309	Vice principal will support professional development, students' socio-emotional well-being and support push in and pull	The VP and the counselor met regularly to discuss the children who need encouragement and self confidence in order to engage and achieve academically. Through use of restorative practices, high expectation and a partnership with the families, attendance for the students who were chronically absent went down from 23% to 19%, and the students who were not a concern grew from 53% to 57%. The joint efforts	N/A	

Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				out at Marshall elementary.	of home visits, extra recess, fun parties and even Monday morning assemblies, made students feel proud and got them excited to be at school. Students who improved were acknowledged often, students were coming on time and excited to learn. Suspensions were very minimal, and any conflict they needed help solving, was discussed through a reflective approach. Students actually began solving issues and only coming to share the resolution.		
Instructional Assist Individual		\$26,100.45	30100-2159	Instructional aid will support students in different areas of the curriculum.	The person we were able to use, supported our new arrival students. Within one month the kids they were listening and speaking more. They even were sharing in class.		
Supplies		\$20,000.00	30100-4301	Supplies will support teaching and learning.	Most of the students we serve, don't have their own materials to use for school. Being able to have resources to make sure kids can access all lessons is important. This included everyday supplies as well as materials teacher use with children year after year.		

Note/Reminders (optional):

Marshall students need to feel a part of something bigger than themselves, learning essential life skills. With ILT, SGT, and SSC- we will discuss and reflect on the Mission Statement so that it reflects the equity work we will begin. The staff and family voted to have shirts made and gift to all children in the 20-21 school year to create a stronger sense of community and belonging.

Creating all of the systems and structures functioning efficiently. Not assigning duties but enrolling because all members understand the why, all means all.

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Marshall's vice principal will continue to support strengthening tier 1 instructions. She will support classroom teachers and students. Vice Principal will also support the improvement of school behavior.

Our full time counselor will model second step lessons in classrooms schoolwide and provide support to increase and improve student attendance.

School principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards.

Substitute teachers will be hired to provide release time to classroom teachers for planning and coaching cycles.

Multiple teachers will engage in ELD coaching cycles.

As per Instructional Leadership Team, Marshall's yearly professional development focus is on ELD.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Vice Principal - NEW POSN, SBB2512834	0.40000	\$61,556.52	30100-1309	Vice principal will support professional development, students' socio-emotional well-being and support push in and pull out at Marshall elementary.	The VP was supportive to the Marshall Staff and the students. She would guide the conversations in PLC in order to look deeply at data and how students were progressing. She coached into interventions and modeled some, even working with small groups of kids. Students have shown growth after intervention and tracking target students with an equitable lens. The VP also has benefited the school by reinforcing proper academic behaviors, rewards, and how students can make better choices. This has freed the counselor up from helping with		

Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>discipline to now focusing on more preventative techniques. The VP has helped the operational and daily functions at the school so learning is not interrupted. This position has been an asset because parents receive additional technology training on LU and Parent Portal and how to assist students with research online.</p> <p>The VP also helps with communication to our families via Class Dojo and our school Website that helps our parents feel connected and part of the Marshall Team in supporting the academic achievements of their children, especially during Online Learning. The VP also supports home communication of families of students not consistently connecting to online classes.</p> <p>VP supports the technology of teachers to assist them in successfully teaching during Online Learning to meet the needs of all students. Students reading levels were recorded in illuminate and for most students, showed significant growth prior to the start of virtual learning.</p>		
Prof&Curriclm Dev Vist Tchr		\$18,303.00	30100-1192	Substitute teachers will be hired to provide planning time for teachers during PLC.	<p>The VP was able to distinguish and clarify the difference for teachers in planning time and true PLC work. Through that professional development, then modeling and problem solving with teachers what teaching practices, settings, and approaches will best meet the needs of all of their students. The limited engagement in the PLC labs, encouraged teachers to work with the vice principal to design new labs for next year. The logic lab, creativity lab, and the science lab will be set up to promote individual learning preferences and critical thinking.</p>		

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Supplies		\$1,281.00	30103-4301	Supplies will support teaching and learning.	Additional supplies purchased were used in support of the new texts we bought for guided reading and for the Leveled intervention program that teachers are working through in order to implement when in-person learning is consistent.		
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Note/Reminders (optional):

Introduce Mindset, Choice Words and promote a culture of reflection through the bulletin message. Maintain the year focused on awareness and eliminating inequities that nurture and promote individuality. Calendar lesson studies and cross class visits with grade level teams and the ILT to start. Continue to build teacher understanding around MTISS and effective implementation, VP will coach teachers in PLC and lesson study

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Resource specialists are progressively immersing students with disabilities in the gen ed classes (mild/mod and mod/sev). In addition, resource specialists are receiving additional structured-planning time to work on IEP's and to write IEP's tailored to the needs of students with disabilities. Resource specialists will receive professional Development on strengthening support for struggling readers. This professional development is being led by staff developers at the district office.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$14,999.92	30106-1192	Substitute teachers will be hired to provide planning time for teachers during PLC.	The VP continuously supported the special ed team by helping coordinate coverage and time for the SPED team to meet. There was a hybrid of time for gen ed and sped teachers to meet as well as meeting with various support providers. The team was also able to support one another using resources to work on IEP's. One mod severe teacher was out for 3 months so her colleague was released to ensure IEP's and supports were accurate and in compliance.		
Supplies		\$9,433.00	30106-4301	Supplies to support teaching and learning.	The special ed team had unique children who required many supports to engage the children in learning. These items included resources for additional hands on learning in both the mod severe and the gen ed classrooms. A huge improvement in behavior for some students was noted.		

Note/Reminders (optional):

Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Financially, more resources will be needed to accommodate students as we transition to in person learning. Plan ahead as a team to anticipate additional resource and staff needed.

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Provide translation services in multiple languages. Staff continuously connects with families. Strengthen PBIS work at Marshall Elementary. Monthly coffee with the principal, open house, parent teacher conferences. Also, letter will be mailed to families as an additional form of communication.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$1,000.00	30103-4304	Supplies to support parental involvement.	Principal's Coffee, Cluster Meetings – food brings more people to meetings, Parents have shared the positive impact that our parent workshops have been in helping them understand how to support their child with homework and to understand the learning in the classroom. The parents were provided feedback that shows bringing in translation was very helpful. This will continue to reinforce how much we value all families.		

Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Postage Expense		\$200.00	30103-5920	Postage to support communication.	This has been helpful at sending important records and information to parents or other schools out of the district.		
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?

What are my leadership strategies in service of the goals? To meet with the ILT, SSC, ELAC, and SGT to make sure stakeholders have a voice and to ensure that the school is following all guidelines correctly when it comes to using these funds. Looking at student data to ensure that achievement is improving and teacher craft/skill is more and effective and that their efficacy is growing.