

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MARVIN ELEMENTARY** SCHOOL

2020-21

37-68338-6039960
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: Tovar, Armando

Contact Person: Tovar, Armando

Position: Principal

Telephone Number: (619) 583-1355

Address: 5720 Brunswick Ave, Marvin Elementary, San Diego, CA, 92120-1905

E-mail Address: atovarjr@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: **Marvin Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Armando Tovar**

PHONE: 619-583-1355

FAX:

E-MAIL ADDRESS: **atovarjr@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.

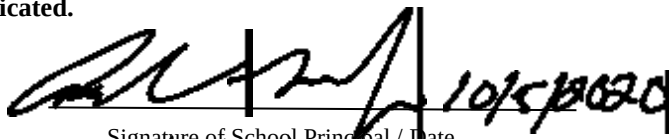
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <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: September 21, 2020 |
| <input checked="" type="checkbox"/> Other (list): <u>Instructional Leadership Team (ILT)</u> | Date of presentation: September 30, 2020 |

- 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: 10/5/20

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.

Armando Tovar Jr.
Type/Print Name of School Principal


Signature of School Principal / Date
Armando Tovar Jr. 10/5/2020

Andrea Dooley
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 10/19/20
Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement (SPSA) fulfills the requirements of a school-wide comprehensive budgeting plan for supporting students based on our school achievement plan.

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)

At Marvin Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meetings to engage in dialogue and provide input. Marvin Elementary School Site Council (SSC), Site Governance Team (SGT), Instructional Leadership Team (ILT), and staff meetings were held throughout the 2019-2020 school year.

- August 21, 2019 - ILT met to: Review site data and determine professional learning plan for the 2019-2020 school year.
- August 30, 2019 - Presented Home School Compact and Parent Involvement Policy to families for input.
- September 17, 2019 - SSC met to: Review and approve our Home School Compact, Parent Involvement Policy. Data review and discussion related to the 2019-2020 SPSA. Results of ELAC interest. Review of site budget.
- October 1, 2019 - SSC met to: Review of site data and budget update. Approval of our SPSA.
- November 19, 2019 - SSC met to: Review of site data and budget update.
- December 4, 2019 - ILT met to: Analyze data and develop professional learning opportunities related to our goals.
- January 21, 2020 - SSC met to: Review of site data, review of California School Dashboard data and budget update. Evaluation of LCFF funded activities and budget building for the 2020-2021 school year.
- February 12, 2020 - SSC met to: Present site budget for 2020-2021 school year.
- May 18, 2020 - ILT met to: Analyze data and develop professional learning opportunities related to our goals.

- September 30, 2020 - ILT met to: Review 2020-2021 SPSA and provide input.
- September 22, 2020 - SSC met to: Review and approve our Home School Compact, Parent Involvement Policy and engage in discussions related to the 2019-2020 SPSA.
- October 5, 2020 - Review and approve 2020-2021 SPSA and provide input.

RESOURCE INEQUITIES

Marvin's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, Developmental Reading Assessment, FAST, and a review of the 2018-2019 SPSA.

Due to COVID-19 students across the state/district did not participate in state testing. As a result, the data presented for CAASP ELA and Math goals were carried over from the 2018-2019 school year.

CAASP ELA Analysis

Grade Level	2017	2018	2019
3rd	80%	84%	87%
4th	74%	75%	73%
5th	88%	78%	78%
Total	81%	79%	79%
Students with Disabilities	42%	24%	39%
English Learners	No Data	60%	23%
African American Students	No Data	No Data	No Data

The 2019 CAASP ELA data indicates 79% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (23% proficient) and Students with Disabilities (39% proficient). There was no reporting on our African American subgroup due to a small number of students within this subgroup. As a result of this analysis, there are inequities in the area of English Language Arts. When examining cohorts of students as they move from 3rd to 5th from 2017-2019 the data shows that a large number of students did not continue to "met or exceeded grade level standards" when exiting fourth grade.

3rd grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 by 7%.

4th Grade

- Continued decrease in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students.

5th grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students from 4th grade.
FAST ELA Assessment

Grade Level	2019
3rd	88%
4th	92%
5th	89%
Total	90%
Students with Disabilities	No Data
English Learners	38%
Black or African American	No Data

The FAST data reflects 90% of our students are meeting/exceeding grade level standards in ELA. We still have approximately 10% of our student population that will require additional support to close the achievement gap.

SPSA Focus

To support student progress, professional development and teacher release time will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in once monthly PLCs); strengthening tier one instruction by integrating lesson design throughout the school year for all classroom teachers and Education Specialists; administering common common formative assessments (for all TK-5th grade students) and monitoring student progress to include identified subgroups as a grade level team on a monthly basis.

California Dashboard

Based on the California Dashboard, there are inequities in the areas of chronic absenteeism with our Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and English Learner subgroups.

SPSA Focus

Office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social emotional needs, provide resources, and maintain ongoing communication with families to ensure that students are in school.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Trisha Livingstone	Teacher
Armando Tovar	Principal
Alyssa Rodriguez	Teacher
Krista Domingo	Teacher
Stephanie Collings	Parent
Brandi Friend	Other School Representative
Andrea Dooley	Parent
Jen Swope	Parent
Sean Green	Parent
Arielle Levine	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.

In reviewing the percentage of students identified under socioeconomically disadvantaged on the California Dashboard, the percentage rate dropped from 7.8% to 6.8%.

Due to COVID-19 and transitioning to an online format in March, we were unable to effectively monitor and support this goal.

The additional funding of a half-day counselor could not be directly linked to this change. Therefore, our site made the decision not to utilize funds for additional counseling time in the 2020-2021 school year.

*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 intended outcome was to have the counselor work with the School Clerk to monitor attendance and provide support to students and families which was difficult to implement with adding an additional half day FTE of counseling per week.

*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.

Our School Clerk will monitor attendance more regularly and work with our school nurse and counselor to make calls to families, provide district and community resources, and send out appropriate notifications to address chronic absenteeism in a timely manner.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
July 2020	TK-5	Decrease the overall school wide chronic absenteeism rate.	6.8%	5%	Attendance	Trimester

***Identified Need**

On the California Dashboard (2019) Marvin is in the green category within Chronic Absenteeism. The overall school chronic absenteeism rate is 6.8%.

Chronic Absenteeism Rates (subgroups):

Socioeconomically Disadvantaged=15.1% (This group is addressed in the goal for all students).

***Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- 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 well being. 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.
- Marvin will continue wellness efforts via school wellness coordinators.

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.

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-Classified clerical employees 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-5	Students with Disabilities	Decrease chronic absenteeism Students with Disabilities	10%	5%	Attendance	Trimester
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate of English Learners	9%	4%	Attendance	Trimester
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate of Black or African American students	N/A	-9%	Attendance	Trimester
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate of Socioeconomically disadvantaged students	15%	10% %	Attendance	Trimester
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate of Hispanic or Latino students	10%	5%	Attendance	Trimester

Multi-Level Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroup: Socioeconomically Disadvantaged, Students with Disabilities, Black or African American, Hispanic or Latino, and English Learners.

***Strategy/Activity - Description**

The counselor will provide additional student supports in the area of social and emotional wellbeing. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The counselor will conduct home visits with another staff member to ensure families receive the supports they need to get their children to school every day and on time. The counselor will also be an active member in supporting a positive school culture.

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.

Implementation

To support student progress in ELA during the 2019-2020 school year, professional development was focused on studying and gaining an in-depth understanding of common core standards by having teachers participate in monthly PLCs to strengthen tier one instruction, integrate lesson studies and lesson design throughout the school year (for all classroom teachers and Education Specialists), administer common reading and formative assessments (for all TK-5th grade students) and monitoring student progress as a grade level team on a monthly basis.

Ed Specialists and ELI-RT supported and collaborated with classroom teachers to impact teacher effectiveness. Ed Specialists and ELI-RT helped classroom teachers in planning and implementing differentiated instruction and supports for English Learners and struggling students within tier one instruction.

Outcomes/Effectiveness

The counselor did not have a significant impact in reaching our goal of working directly with community partners, students and families to enhance the school's academic program and to increase family engagement which will positively impact attendance, school culture and academic progress.

Percentage of students meeting/exceeding grade level expectations on SBA at the end of the 2018-2019 school year.

- Overall: 79% (216 students); scores remained the same from the previous year
- Students with Disabilities: 42% (19 students); scores increased from previous year by 18%

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- English Learners: 23% (13 students); scores decreased from previous year by 37%
Percentage of students meeting/exceeding grade level expectations on the 2019-2020 school year FAST assessment.

*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.

Due to COVID-19 and our district shifting to online learning, the ELI-RT was unable to complete a coaching cycle with staff. Our site was also unable to determine differences based off CAASP goals in last year's SPSA due to state assessments not being administered in the Spring of 2020. Our site could have benefited from having additional opportunities for PLCs to support teacher collaboration and professional learning but this was not possible due to a shift to online learning and limited site funds.

*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.

Continue our focus on professional learning to gain an in-depth understanding of common core standards.

Provide staff opportunities to participate in monthly PLCs to strengthen tier one instruction, monitor student achievement and subgroups of English Learners, Students with Disabilities, and Black or African American students, integrate lesson studies and lesson design throughout the school year (for all classroom teachers and Education Specialists), administer common reading and formative assessments (for all TK-5th grade students) and monitoring student progress as a grade level team on a monthly basis.

Ed Specialists will continue to collaborate with classroom teachers to impact teacher practice related to students with disabilities.

Ed Specialists will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students within tier one instruction.

Administration will continue to support professional development (plan, organize, and facilitate).

Our site will continue to administer the DRA, and FAST assessments during the testing window.

*Goal 2 - English Language Arts

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.	79%	82%	CAASPP ELA	Annually

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June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	87%	90%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	73%	76%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	78%	81%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	90%	93%	FAST aReading	Trimester
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	88%	91%	FAST aReading	Trimester
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	92%	94%	FAST aReading	Trimester
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	89%	92%	FAST aReading	Trimester

***Identified Need**

Due to COVID-19 students across the state/district did not participate in state testing. As a result, the data presented for CAASP ELA and Math goals were carried over from the 2019-2020 school year.

CAASP ELA Analysis

Grade Level	2017	2018	2019
3rd	80%	84%	87%
4th	74%	75%	73%
5th	88%	78%	78%
Total	81%	79%	79%
Students with Disabilities	42%	24%	39%
English Learners	No Data	60%	23%
African American Students	No Data	No Data	No Data

The 2019 CAASP ELA data indicates 79% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (23% proficient) and Students with Disabilities (39% proficient). There was no reporting on our African American subgroup due to a small number of students within this subgroup. As a result of this analysis, there are inequities in the area of English Language Arts. When examining cohorts of students as they move from 3rd to 5th from 2017-2019 the data shows that a large number of students did not continue to "met or exceeded grade level standards" when exiting fourth grade.

3rd grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 by 7%.

4th Grade

- Continued decrease in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students.

5th grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students from 4th grade.

FAST ELA Assessment

Grade Level	2019
3rd	88%
4th	92%
5th	89%
Total	90%

Students with Disabilities	No Data
English Learners	38%
African American Students	No Data

The FAST data reflects 90% of our students are meeting/exceeding grade level standards in ELA. We still have approximately 10% of our student population that will require additional support to close the achievement gap.

To support student progress in ELA, professional development will focus on strengthening our understanding of common core standards (teachers will participate in monthly PLCs), strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, administering common reading assessments (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring of student progress by administration, Instructional Leadership Team, and grade level teams on a monthly basis.

To support underperforming students we will focus on analysis of reading behaviors, developing lessons that are aligned with standards, and strengthening Tier 1 instruction and tier two interventions. Our site has also purchased Leveled Literacy Intervention, which will provide tier two literacy instruction for a group of up to ten primary grade students in grades K-2 that are not meeting grade level expectations.

Ed Specialists will continue to support and collaborate with classroom teachers to impact teacher practice. Ed Specialists will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier one instruction). Administration will also continue to support professional development (plan, organize, and facilitate).

In addition, the counselor will work directly with community partners, students and families to enhance the school's academic program and to increase family engagement which will positively impact attendance, school culture and academic progress.

***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.
- 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, and real-world projects.
- Summative assessments will be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools will be utilized to support student collaboration
- Teachers will provide both whole group, small group and individual instruction
- Multiple assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to students as they move toward mastery
- Professional development opportunities will be made available to staff

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- Both Integrated and Designated ELD will occur, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*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.	23%	33%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	42%	47%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	+5%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	38%	48%	FAST Curriculum Based Measures	Trimester
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding	Baseline	49%	FAST Curriculum Based Measures	Trimester

			grade level standards.				
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	+5%	FAST Curriculum Based Measures	Trimester

Reading Intervention

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

Students that meet the site-based criteria for tier two intervention will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Funding has been allocated to purchase additional hourly time for our Library Tech to provide approximately eight weeks of a research based reading intervention program. This will be made available to struggling readers that meet site based criteria indicating they qualify for additional support.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01979K	Classroom PARAS Hrly		\$1,000.00	\$1,327.90	0197-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap.

Online Programs

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

All students will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News and News ELA: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019794	Software License		\$7,500.00	\$7,500.00	0197-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap.
Teacher Release Time									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Funding has been allocated to support professional growth and grade level collaboration. It will also provide classroom teachers and Ed specialists opportunities to analyze common assessments, identify areas of strength and need related to student learning, developed an action plan to accelerate learning and support struggling students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019791	Prof&Curriclm Dev Vist Tchr		\$3,894.00	\$4,761.98	0197-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for classroom teachers to meet in PLCs, analyze data and plan responsive instruction.
Supplies and Interprogram Svcs/Paper									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.									

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019798	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0197-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy paper for curriculum resources to support ELA, Math.
N01979E	Supplies		\$312.22	\$312.22	0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional Supplies such as journals, pencils, chart paper, professional development books, toner,etc. will be used to support in ELA and Math.

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

Implementation:

To support Mathematics during the 2019-2020 school year, resources were used to purchase copy paper to implement Eureka math in grades 3-5. Teachers and Ed Specialist worked in collaboration to familiarize themselves with the program, design lessons, develop formative assessments to strengthen Tier 1 instruction and to support struggling students with Tier 2 interventions. Grade levels also participated in monthly PLCs to analyze common assessments, identify strengths and areas of need for students, collaborate with colleagues and plan lessons in response to data.

Outcomes/Effectiveness:

Percentage of students meeting/exceeding grade level expectations on SBA at the end of the 2018-2019 school year.

- Overall: 80% (216 students); scores increased from previous year by 1%
- Students with Disabilities: 58% (19 students); increased from previous year by 15%
- English Learners: 54% (13 students); decreased from previous year by 19%

Percentage of students meeting/exceeding grade level expectations on FAST at the end of the 2019-2020 school year:

FAST Math Assessment

Grade	2019
3rd	87%
4th	88%
5th	86%
Total	87%
Students with Disabilities	No Data

English Learners	34%					
Black or African American Students	No Data					
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.						
*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.						
Due to COVID-19 and our district shifting to online learning, we were unable to determine differences based off CAASP goals in last year's SPSA. Our site could have benefited from having additional opportunities for PLCs to support teacher collaboration and professional learning but this was not possible due to a shift to online learning and limited site funds.						
*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.						
Continue our focus on professional learning to gain an in-depth understanding of Eureka math and common core standards. Provide staff opportunities to participate in monthly PLCs to strengthen tier one instruction, monitor student achievement and subgroups of English Learners, Students with Disabilities, and Black or African American students, integrate lesson studies and lesson design throughout the school year (for all classroom teachers and Education Specialists), administer common math assessments (for all TK-5th grade students) and monitoring student progress as a grade level team on a monthly basis. Ed Specialists will continue to collaborate with classroom teachers to impact teacher practice related to students with disabilities. Ed Specialists will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students within tier one instruction. Administration will continue to support professional development (plan, organize, and facilitate).						
*Goal 3 - Mathematics						
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.	80%	83%	CAASPP Math	Annually

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	90%	93%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	74%	77%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	76%	79%	CAASPP Math	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	87%	90%	FAST aMath	Trimester
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	88%	91%	FAST aMath	Trimester
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	86%	89%	FAST aMath	Trimester

***Identified Need**

Due to COVID-19 students across the state/district did not participate in state testing. As a result, the data presented for CAASP ELA and Math goals were carried over from the 2018-2019 school year.

In the 2019 school year, the 2018 CAASP data indicates 80% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a gain of 1% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on closing the achievement gap specifically with

our English Learners, Students with Disabilities, and Black or African American students. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. 26% of Marvin's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

FAST Math Assessment

Grade	2019
3rd	87%
4th	88%
5th	86%
Total	87%
Students with Disabilities	
English Learners	34%
Black or African American Students	No Data

The FAST assessment indicates 87% of our students in grades 3-5 are meeting/exceeding standards. We still have approximately 13% of our student population that will require additional support to close the achievement gap.

***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.
- 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, and real-world projects.
- Summative assessments will be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools will be utilized to support student collaboration
- Teachers will provide both whole group, small group and individual instruction
- Multiple assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to students as they move toward mastery
- Professional development opportunities will be made available to staff
- Both Integrated and Designated ELD will occur, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*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.	54%	61%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	58%	63%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	+5	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	34%	44%	FAST aMath	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	63%	FAST aMath	Annually
June 2021	3-5	Black or African American	Increase the percentage of	Baseline	+3%	FAST aMath	Annually

students meeting and exceeding grade level standards.

Supplies and Interprogram Svcs/Paper

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners, students with disabilities and students who are considered socioeconomically disadvantaged. 26% of Marvin's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper				0197-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N019798	Copy paper for curriculum resources to support ELA and Mathematics
	Supplies				0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01979E	Instructional Supplies such as journals, pencils, chart paper, professional development books, toner,etc. will be used to support ELA and Math.

Teacher Release Time

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

All students will benefit from this strategy/activity in the area of Mathematics, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Funding has been allocated to support professional growth and grade level collaboration. It will also provide classroom teachers and Ed specialists opportunities to analyze common assessments, identify areas of strength and need related to student learning, develop an action plan to accelerate learning and support struggling students.

Marvin 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
	Prof&Curriclm Dev Vist Tchr				0197-09800-00-1192- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N01979I	Release time for classroom teachers to meet in PLCs, analyze data and plan responsive instruction

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.

To support English Learners during the 2019-2020 school year, grade levels participated in monthly PLCs to analyze data, identify strengths and areas of need for students, collaborate with colleagues and plan lessons in response to data. Select staff members also participated in a coaching cycle with a district provided ELI-RT. The ELI-RT supported classroom teachers in planning and implementing differentiated instruction and supports for English Learners. ELI-RT also supported professional development (plan, organize, and facilitate) in ELA. Our goal was to increase the number of English Learners meeting the expected annual growth rate, taking into consideration date students entered the US, attendance, or any other circumstances which may impact progress.

In reviewing our data from last year, 33% of our students were reclassified.

In analyzing our FAST assessment from the Spring of 2020, 38% of our students in grades 3-5 tested proficient/advanced in ELA.

In analyzing our FAST assessment from the Spring of 2020, 34% of our students in grades 3-5 tested proficient/advanced in Math.

In analyzing CAASP data from 2018-19, 23% of our students in grades 3-5 tested as proficient/advanced in ELA. This was a 36.9% decrease.

***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.

Due to COVID-19 and our district shifting to online learning, we were unable to determine differences based off CAASP goals in last year's SPSA. Our site could have benefited from having additional opportunities for PLCs to support teacher collaboration and professional learning related to English Learners but this was not possible due to a shift to online learning and limited funding.

***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.

At the beginning of the 2020-2021 school year, staff attended a training for our new district adoption (Benchmark). This Benchmark adoption has an ELD component that will be utilized in the classrooms to support our students with their language acquisition. Our site will also engage in professional learning around strategies to support second language students in ELA and Math.

***Integrated English Language Development**

Professional Development will continue to be provided and will include instructional strategies and coaching related to Integrated ELD. Teachers will meet in monthly PLCs to analyze data with an emphasis on English Learners to plan integrated ELD lessons that support the needs of English Learners. Setting language goals and targets will be a common practice across the site. Classroom walkthroughs will be conducted to show evidence of Integrated ELD.

***Designated English Language Development**

All staff has been trained on our district's newly adopted Benchmark ELD program. Professional Development will continue to include instructional strategies and coaching related to Designated ELD. Teachers will meet in monthly PLCs to analyze data with an emphasis on English Learners. Classroom teachers will make adjustments to Designated ELD lessons and instructional practices as needed to support student learning. Setting language goals and targets will be a common practice across the site. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom that contains English Learners will dedicate at least 30 minutes of Designated ELD on the daily schedule.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	23%	33%	CAASPP ELA	Annually

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in math.	54%	64%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA on FAST.	38%	48%	Other (Describe in Objective)	Trimester
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in math on FAST.	34%	44%	Other (Describe in Objective)	Trimester

***Identified Need**

Due to COVID-19 students across the state/district did not participate in state testing. As a result, the data presented for ELA and Math goals are carried over from the 2019-2020 school year.
CAASP ELA Analysis

Grade Level	2017	2018	2019
3rd	80%	84%	87%
4th	74%	75%	73%
5th	88%	78%	78%
Total	81%	79%	79%
Students with Disabilities	42%	24%	39%
English Learners	No Data	60%	23%
African American Students	No Data	No Data	No Data

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The 2019 CAASP ELA data indicates 79% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (23% proficient) and Students with Disabilities (39% proficient). There was no reporting on our African American subgroup due to a small number of students within this subgroup. As a result of this analysis, there are inequities in the area of English Language Arts. When examining cohorts of students as they move from 3rd to 5th from 2017-2019 the data shows that a large number of students did not continue to "met or exceeded grade level standards" when exiting fourth grade.

3rd grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 by 7%.

4th Grade

- Continued decrease in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students.

5th grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students from 4th grade.

FAST ELA Assessment

Grade	2019
3rd	88%
4th	92%
5th	89%
Total	90%
Students with Disabilities	No Data
English Learners	38%
Black or African American Students	No Data

The FAST ELA data reflects 38% of our English Learner students are meeting/exceeding grade level standards. We still have approximately 62% of our student population that will require additional support to close the achievement gap.

The FAST Math data reflects 34% of English Learners are meeting/exceeding grade level standards in ELA. We still have approximately 66% of our student population that will require additional support to close the achievement gap.

*Online Learning Implications

- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

- Additional classroom support may 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.

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Online professional development modules with iELD (integrated English Language)
- The district will provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will 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.
- 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	2-5	English Learner	Increase percentage of English Learners eligible for reclassification	33%	95%	Summative ELPAC	Annually

ELPAC Testing and Compliance

*Students to be served by this Strategy/Activity

English Learners will benefit from this strategy.

*Strategy/Activity - Description

PARA professional will support and collaborate with classroom teachers during ELPAC testing and when reclassifying students with the criteria provided by the district. PARA professional will provide teachers with outcomes of testing and work with ELI-RT to ensure our site is in compliance.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01979D	Classroom PARAS Hrly		\$1,000.00	\$1,327.90	0197-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Conduct initial and summative ELPAC testing and required monitoring/compliance.

Online Programs, Supplies, and Copy Paper

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

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Classroom teachers in grades TK-2 will receive RAZ-KIDS and Scholastic News to support student learning in literacy. Classroom teachers in grades 3-5 will receive News ELA to support student learning in literacy. Scholastic News and News ELA: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Funds have also been allocated to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0197-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N019794	Support closing the achievement gap.
	Interprogram Svcs/Paper				0197-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N019798	Support closing the achievement gap.
	Supplies				0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01979E	Support closing the achievement gap.

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.

Education Specialists were provided opportunities to co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During PLCs, the Education Specialist analyzed data informing the differentiated instructional support.

Paraprofessionals attended district provided trainings at during in November and when our district transitioned to online learning.

Para educators were able to meet with the principal twice in the school year to receive professional learning related to co-teaching and online learning.

At the beginning of the year, the Ed Specialists met with all teachers that have students with disabilities on their rosters to review goals, accommodations/modifications, BIP, etc.

Students with IEPs were monitored at the end of each month (through February) by analyzing their F&P instructional reading levels.

*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.

Due to COVID-19 and our district shifting to online learning, our site was also unable to determine differences based off CAASP goals from 2019-2020 due to state assessments not being administered in the Spring. Our site could have benefited from having additional opportunities for PLCs to support teacher collaboration and professional learning but this was not possible due to a shift to online learning and limited site funds.

***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.

Ed Specialists will continue to collaborate with classroom teachers and participate in monthly PLCs to impact teacher practice, strengthen tier one instruction, support classroom teachers in planning and implementing differentiated instruction related to students with disabilities and offer support for planning instruction for "at risk" students. Our site will continue to input instructional reading levels and administer the FAST assessments to monitor the progress of our students with disabilities.

***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.	42%	47%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	58%	63%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by FAST	Baseline	47%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade	Baseline	63%	Other (Describe in Objective)	Annually

		level standards in Math as measured by FAST			
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***Identified Need**

Due to COVID-19 students across the state/district did not participate in state testing. As a result, the data presented for CAASP ELA and Math goals were carried over from the 2019-2020 school year.
CAASP ELA Analysis

Grade Level	2017	2018	2019
3rd	80%	84%	87%
4th	74%	75%	73%
5th	88%	78%	78%
Total	81%	79%	79%
Students with Disabilities	42%	24%	39%
English Learners	No Data	60%	23%
African American Students	No Data	No Data	No Data

The 2019 CAASP ELA data indicates 79% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (23% proficient) and Students with Disabilities (39% proficient). There was no reporting on our African American subgroup due to a small number of students within this subgroup. As a result of this analysis, there are inequities in the area of English Language Arts. When examining cohorts of students as they move from 3rd to 5th from 2017-2019 the data shows that a large number of students did not continue to "met or exceeded grade level standards" when exiting fourth grade.

3rd grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 by 7%.

4th Grade

- Continued decrease in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students.

5th grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students from 4th grade.

FAST ELA Assessment

Grade Level	2019
3rd	88%
4th	92%
5th	89%

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Total	90%
Students with Disabilities	No Data
English Learners	38%
African American Students	No Data

The FAST data reflects 90% of our students meeting/exceeding grade level standards in ELA. We still have approximately 10% of our student population that will require additional support to close the achievement gap.

*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.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	SWD should meet their IEP goals.	60%	70%	Progress Reports on IEP Goals	trimester

Instructional Supplies

*Students to be served by this Strategy/Activity

Students with Disabilities

*Strategy/Activity - Description

Instructional supplies may be purchased to target the specific needs of students with disabilities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01979E	Support closing the achievement gap.

Teacher Release Time

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

All students will benefit from this strategy/activity in the area, specifically Students with Disabilities.

***Strategy/Activity - Description**

Funding has been allocated to support professional growth and grade level collaboration. It will also provide classroom teachers and Ed specialists opportunities to analyze common assessments, identify areas of strength and need related to student learning, develop an action plan to accelerate learning and support struggling students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0197-09800-00-1192- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N01979I	Release time for classroom teachers to meet in PLCs, analyze data and plan responsive instruction

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 or African American	Maintain a 0% suspension rate	0%	0%	Suspensions (Classroom and School)	Trimester

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Marvin Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Marvin Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Marvin Elementary 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. Marvin Elementary 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, Marvin Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Marvin Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

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

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Due to the small number of students within this subgroup, we are unable to determine baseline data.

The California school dashboard reflects a 0% suspension rate for our Black or African American subgroup. Our goal will be to maintain this percentage.

CAASP ELA Analysis

Grade Level	2017	2018	2019
3rd	80%	84%	87%
4th	74%	75%	73%
5th	88%	78%	78%
Total	81%	79%	79%
Students with Disabilities	42%	24%	39%
English Learners	No Data	60%	23%
African American Students	No Data	No Data	No Data

The 2019 CAASP ELA data indicates 79% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (23% proficient) and Students with Disabilities (39% proficient). There was no reporting on our African American subgroup due to a small number of students within this subgroup.

As a result of this analysis, there are inequities in the area of English Language Arts. When examining cohorts of students as they move from 3rd to 5th from 2017-2019 the data shows that a large number of students did not continue to "met or exceeded grade level standards" when exiting fourth grade.

3rd grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 by 7%.

4th Grade

- Continued decrease in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students.

5th grade

- Continued increase in the number of students "meeting/exceeding standards from 2017-2019 with the same cohort of students from 4th grade.

FAST ELA Winter Assessment

Grade Level	2019
3rd	88%
4th	92%
5th	89%
Total	90%
Students with Disabilities	No Data
English Learners	38%
African American Students	No Data

***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.

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.

Marvin Elementary is fortunate to have a large active parent base. Families regularly participated in school activities, participate on committees and volunteer in classrooms. In reviewing the California Parent Survey from 2019, the lowest area on the survey was 'School actively seeks the input of parents before making big decisions'. In the upcoming year, I will seek input of stakeholders during Coffee with the Principal, SSC meetings, SGT meetings and PTF meetings.

*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.

No major differences

*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.

Continue with current forums for families to provide input. Due to COVID-19, our site may experience difficulties in reaching our participation goal.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Monitored by sign-in sheets. To increase the	38%	50%	Other - Describe in objective

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		percentage of parents who think that the school actively seeks the input of parents before making big decisions.			
*Identified Need					
This was the lowest percentage on our CAL-SCHLS survey. The two goals are related and overlap. It is important to have parents know that they are valued and their opinions are taken into account during the decision making process.					
*Online Learning Implications					
<p>-A Welcome Week was provided for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students received a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any San Diego Unified (SDUSD) family that does not have an Internet connection to support online learning.</p> <p>SDUSD is providing families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> -These training sessions 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. <p>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.</p> <ul style="list-style-type: none"> -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. <p>Ongoing training for parents and other caregivers</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	To increase the percentage of parents that participate in one or more school related activity.	85%	100%	Other - Describe in Objective

Strategy/Activity 1***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

To increase input on site based decisions, I will seek input of stakeholders during family events. Our site will work to hold during an afterschool meetings to increase parent participation and opportunities for feedback.

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Coffee with the Principal
- Class DOJO
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee
- Facebook
- Peach Jar (electronic flyers)

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.

Implementation

Funding was allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher in grades 3-5 received News ELA to support student learning in literacy. Students not meeting grade level standards in reading will also be enrolled in Raz-kids which provides reading level appropriate instructional materials that enhance necessary skills for effective reading instruction. This resulted in positive gains for our third and fifth grade students.

Outcomes/Effectiveness

Percentage of Students Meeting/Exceeding Expectations in 2018-2019 vs. 2019-2020
Fountas and Pinnell Reading Levels

Grade	2019	2020
3rd	85%	95%
5th	56%	84%

The Fountas and Pinnell data reflects our students making significant growth in both third (10% gain) and fifth (28% gain) grade. These scores exceeded our initial goals of 90% in third grade and 70% in fifth grade.

***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.

Due to COVID-19 and our district shifting to online learning, our site was unable to determine differences based off SBA goals from 2019-2020 due to state assessments not being administered in the Spring.

***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.

Our site will continue with the same systems of recording instructional reading levels monthly and administering the FAST assessment to monitor student progress.

Monthly PLC time will be dedicated to reviewing data, identifying student strengths and areas of need, collaborating with colleagues to support next steps for instruction, planning lessons to meet the individual needs of students at these grade levels.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Student will meet or exceed end of the year expectation on the DRA	95%	97%	Grade 3 ELA Reading	Monthly
June 2021	5	Student will meet or exceed end of the year expectation on the DRA	84%	87%	Grade 5 ELA Reading	Monthly

***Identified Need**

Based on our current reading data, our students are performing at high levels. We will continue to utilize online programs to supplement instruction. Staff will continue to collaborate and engage in professional development and monthly PLCs to strengthen tier one instruction, engage in lesson studies and lesson design.

Staff will continue to administer common reading assessments (3 times a year).

To support underperforming students we will focus on analysis of reading behaviors, developing lessons that are aligned with standards, and strengthening Tier 1 instruction and tier two interventions.

Ed Specialists will continue to support and collaborate with classroom teachers to impact teacher practice. Ed Specialists will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students.

Administration will continue to support professional development (plan, organize, and facilitate).

***Online Learning Implications**

-The work of counselor will support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. The counselor will ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards on DRA	56%	66%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards on DRA.	30%	40%	Grade 3 ELA Reading	Trimester
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on DRA.	Baseline	+5%	Grade 3 ELA Reading	Trimester

Online Programs

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

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will receive News ELA to support student learning in literacy. Students not meeting grade level standards in reading will also be enrolled in Raz-kids. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0197-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N019794	Support with closing the achievement gap and increase graduation/promotion goals.

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

Implementation of SPSA

This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school-wide to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following is in place:

Instruction

- A guaranteed and viable curriculum is implemented in every classroom.
- All students have access to rigorous and standards-based lessons.
- All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Learning goals and targets are aligned with Common Core Standards & based on student data.
- A safe, supportive, and collaborative school culture.
- A risk-taking environment for students.
- Equitable outcomes for all students.
- Reteach and reassessment opportunities are provided to students.
- Opportunities for honest reflection that will lead to positive learning outcomes for students and staff.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are be able to articulate student learning needs and can recognize if instruction is impacting learning.
- Monitoring of student reading levels monthly.
- Administration of common formative and summative assessments.

Professional Learning and Collaboration

- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Use of agreed upon data during PLCs when designing effective lessons and targeted interventions based on student needs.
- Targeted Professional Learning and Implementation
- Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional
- A collaborative risk-taking environment for teachers.
- Instructional Leadership Team that supports student growth and builds teacher leaders.
- Use of data from classroom observations and common assessments to inform professional learning opportunities.
- Identification of teacher's instructional strengths and areas to grow in order to develop differentiated professional learning opportunities.
- Promote positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about teacher practice.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Community

- Cultivate positive relationships with families and community.
- Implement systems and structures that engage, teach, support families/community.
- Have clear and open communication with families/community.
- Help families understand their child's learning successes and needs.
- Provide resources to support families.

Online Learning**Attendance/Chronic Absenteeism**

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified by our School Clerk and via 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.

Engagement and Relationship Building

- During welcome week, staff held meetings focused on relationship and community building.
- Grade level schedules include morning meetings to provide staff an opportunity to check-in with students and build community.
- Staff is utilizing a variety of online tools (zoom, whiteboard, video) and structures (break-out room, questioning strategies, etc.) to promote student engagement.

Accessibility

- All Students received a district issued device to ensure access to curriculum while in a distance learning format. Families were notified via School Messenger, Facebook, DOJO, and our school website. An alternate pickup day was coordinated for any family that was not able to pick up materials
 - Internet connectivity is supported for any San Diego Unified (SDUSD) family that does not have an Internet connection to support online learning.
- Site provided families with point of contact should a need be expressed.

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

Marvin ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
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)	\$ 20,230.00

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)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

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)	\$ 20,230.00
[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): \$ 20,230.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 20,230.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Marvin Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 3,894.00
			2151	Classroom PARAS Hrly		\$ 2,000.00
			3000			\$ 1,523.78
			4301	Supplies		\$ 312.22
			5733	Interprogram Svcs/Paper		\$ 5,000.00
			5841	Software License		\$ 7,500.00
	09800 LCFF Intervention Support Total					\$ 20,230.00
Grand Total						\$ 20,230.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Marvin Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Marvin Elementary has developed a written parent & family engagement policy with input from stakeholders.

It has distributed the policy to all parents and guardians.

A copy of the Parent Involvement Policy was sent via School Messenger to all families.

This policy describes the means for carrying out the following Non-Title I parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established:

Involvement of Parents in the Non-Title I Program

The school convenes an annual meeting to inform parents about the right of parents to be involved in the Non-Title I school program during SSC Meetings.

The school offers a flexible number of meetings for parents.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy during SSC Meetings.

The school provides parents of students with timely information about the school's programs through School Messenger, DOJO, Facebook, and flyers sent home through classroom distribution.

The school provides parents 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 at Back to School Night in the fall.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. At the beginning of the school year, all parents are informed that they may contact their child's teacher to schedule an appointment to discuss their child's progress at school.

School-Parent Compact

Marvin Elementary distributes to parents a Non-Title I 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.

- 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.

Building Capacity for Involvement

Marvin Elementary engages 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children. We host a Back to School and Curriculum Night in the fall, Cluster ELAC meetings throughout the school year and two Parent/Teacher Conference opportunities each year to discuss content standards and how to improve achievement for children.

The school provides parents with materials and training to help them work with their children to improve their children's achievement at Back to School Night, Parent/Teacher Conferences, and Coffee with the Principal.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners at staff meetings at the beginning of each year.

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We have a high level of parent participation in the classroom. Parents are invited to take an active part in their child's education and are invited to participate in special events, field trips and to volunteer in their child's classroom.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand through our website, School Messenger, DOJO, Facebook, and Coffee with the Principal.

The school provides support for parental involvement activities requested by parents. Parental involvement activities that are requested by parents are brought to staff and discussed during PTF meetings or SGT meetings and then presented during staff meetings.

Accessibility

Marvin Elementary provides opportunities for the participation of all 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). We

utilize a variety of ways to distribute information including our website, School Messenger, and fliers. Information is translated to meet the needs of our parents.

This policy was adopted by *Marvin Elementary* on 9-22-20 and will be in effect for the period of the 2020-21 school year.

The school will distribute the policy to all parents of students on, or before September 28, 2020

Armando Tovar Jr.

9-22-20

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

MARVIN ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

Marvin Elementary distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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.

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

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

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

Student Responsibilities:

Read or be read to, at least twenty minutes per day, five days per week.

Contributing to a positive learning environment on campus.

Come to class on time, prepared to work.

Complete all assignments to the best of my ability.

Show respect for people and property.

Spend time at home completing homework, reading, and studying. Ask for help when needed.

Respect the rights of others to learn without disruption.

Parent Responsibilities:

- Monitor my child's television/computer use and homework completion.
- Provide a regular time, place and supervision for homework completion.
- Attend at least one parent/guardian/teacher/student conference each year to discuss my child's school progress.
- Participate in decisions related to the education of my child.
- Read to my child daily for twenty minutes, five days per week.
- Communicate the importance of education to my child.
- Provide a caring environment, including adequate food and rest.
- Help my child to meet his/her responsibilities and get my child to school on time each day.
- Provide positive use of extracurricular time.

School Responsibilities:

- Ensure that our school provides high-quality curriculum and instruction in a safe and supportive learning environment that enables all students to meet or exceed student performance standards.
- Create a welcoming environment for students, families, and community members.
- Provide two-way communication between home and school in order for parents/guardians to have reasonable access for discussing matters relating to their son/daughter.
- Schedule parent/guardian/teacher/student conferences.
- Provide a safe and positive atmosphere for learning.
- Explain and model assignments so that students have a clear understanding.
- Provide a process for on going planning, reviewing, and improving school activities and programs.
- Solicit feedback from students, families, and staff about school programs, policies, and activities; respond in a timely manner to such feedback.
- Supply clear evaluations of student progress to students and parents.
- Notify parents/guardians of any problems and concerns in a timely manner.
- Reinforce the partnership between parent/guardian, student and staff by recognizing outstanding practices of individuals and/or groups.

This Compact was adopted by *Marvin Elementary* on 9/22/2020, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: September 28, 2020.

Armando Tovar Jr.

9-22-20

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
- CSPS 2018-2019

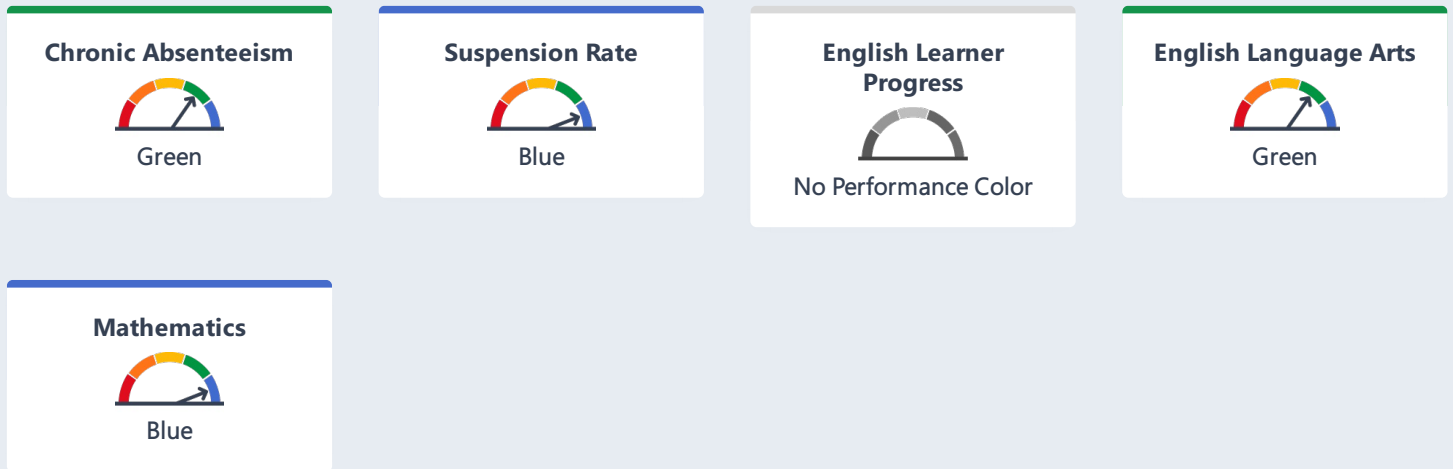
Reclassification data results can be requested from the school site.

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.

Marvin Elementary

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

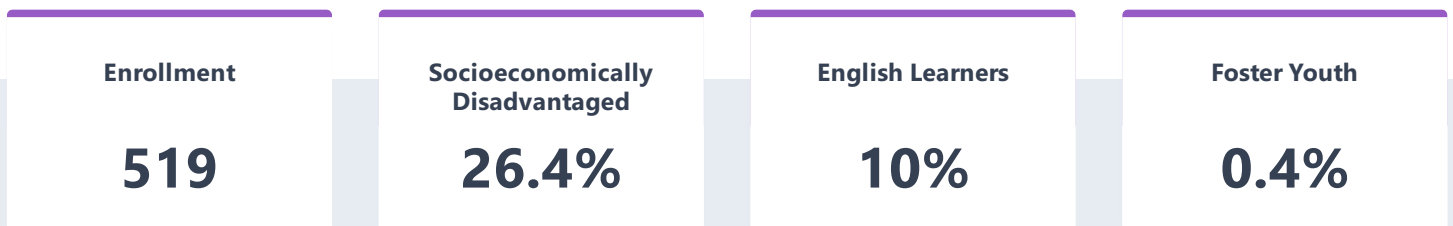


School Details

NAME Marvin Elementary	ADDRESS 5720 Brunswick Avenue San Diego, CA 92120-1905	WEBSITE http://www.sandi.net/m...	GRADES SERVED K-5
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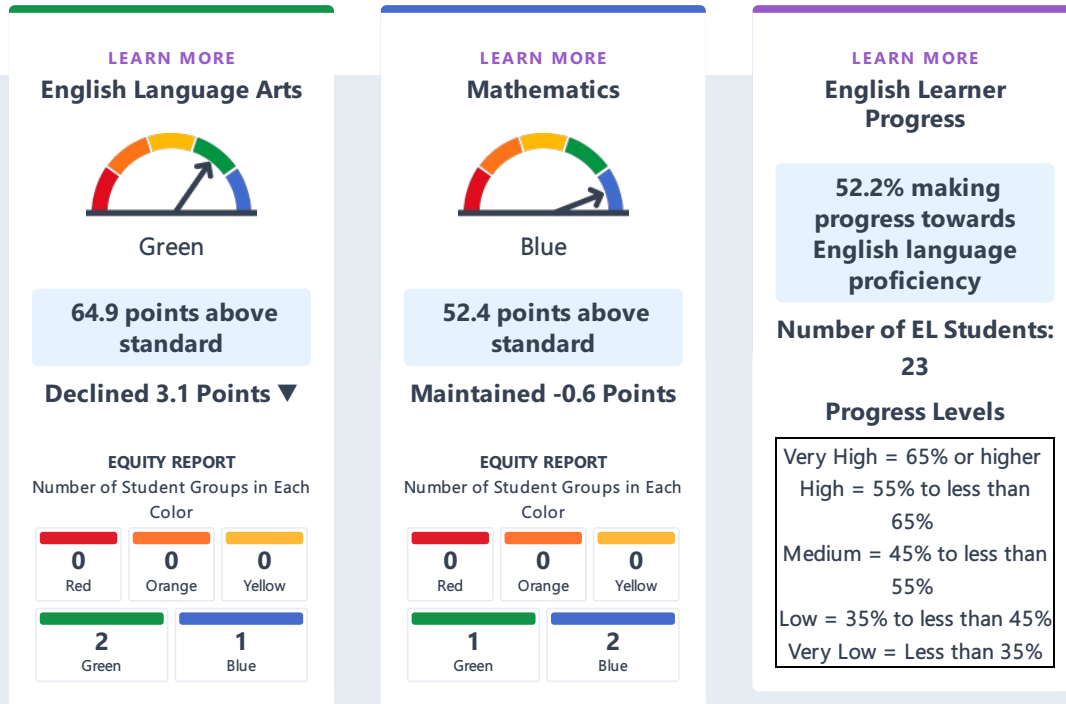
Student Population

Explore information about this school's student population.



Academic Performance

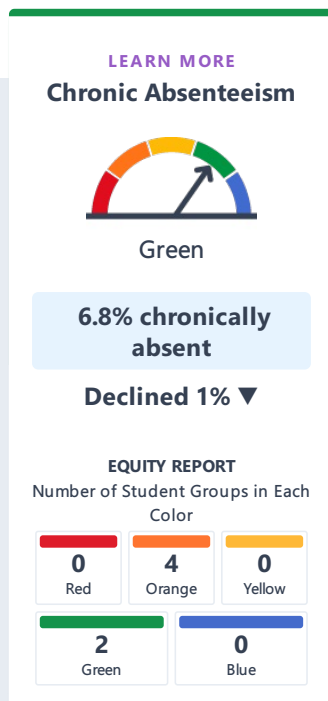
View Student Assessment Results and other aspects of school performance.



MARVIN 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



Blue

0.2% suspended at least once

Declined 0.4% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
0 Green	3 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



Green

64.9 points above standard

Declined 3.1 Points ▼

Number of Students: 214

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged



Blue

White



No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

31.8 points above standard

No Data

Number of Students: 12

English Learners



No Performance Color

23.9 points above standard

Declined 5.6 Points ▼

Number of Students: 32

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

75.4 points above standard

Increased 6.4 Points ▲

Number of Students: 38

Students with Disabilities



No Performance Color

5.4 points below standard

Increased 29.9 Points ▲

Number of Students: 25

Hispanic



Green

42.9 points above standard

Declined 4.5 Points ▼

Number of Students: 55

Socioeconomically Disadvantaged



Green

22.3 points above standard

Declined 16.6 Points ▼

Number of Students: 51

White



Blue

84.1 points above standard

Increased 4.4 Points ▲

Number of Students: 98

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 70.1 points above standard

68 points above standard

64.9 points above standard

English Language Arts Data Comparisons: English Learners

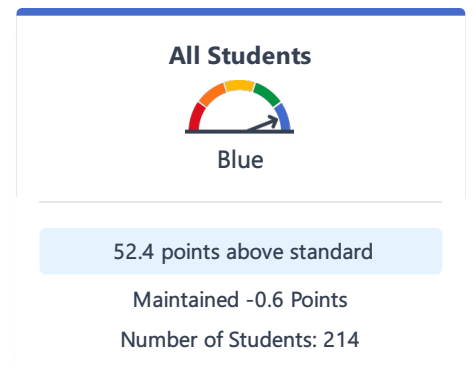
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
58.8 points below standard	72.8 points above standard	72 points above standard
No Data	Increased 42.6 Points ▲	Maintained -0.3 Points
Number of Students: 12	Number of Students: 20	Number of Students: 176

Mathematics

All Students

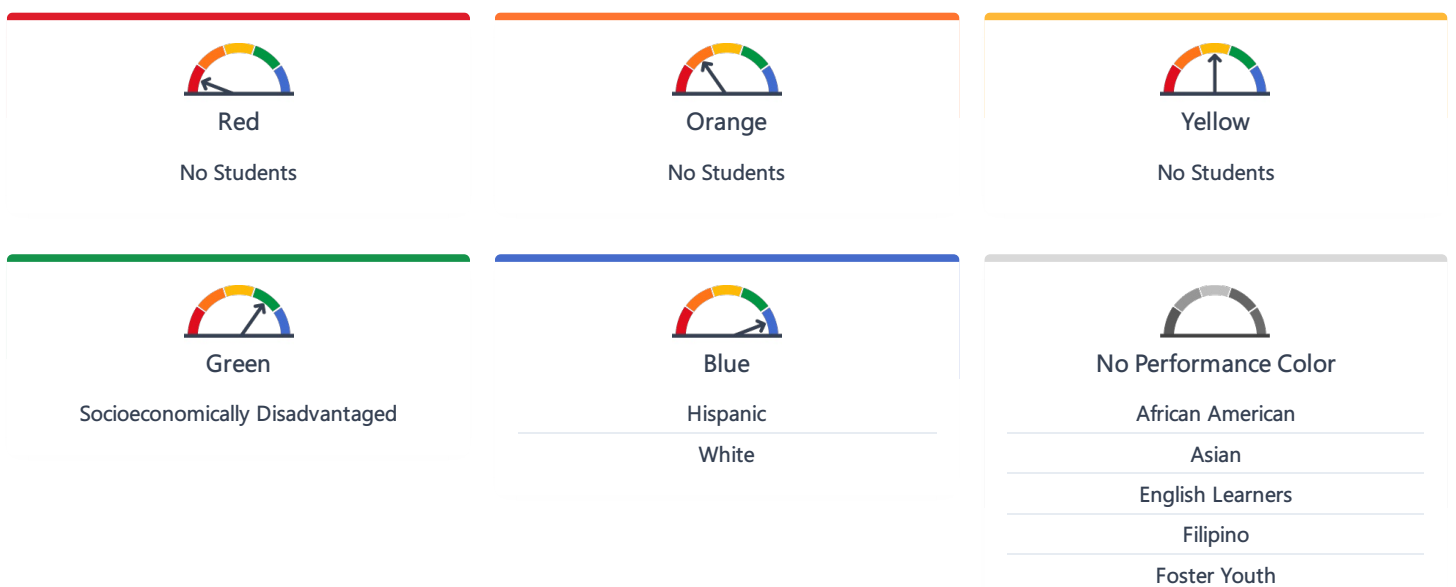
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

10.5 points above standard

No Data

Number of Students: 12

English Learners

No Performance Color

17.4 points above standard

Maintained 1.6 Points

Number of Students: 32

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

60.2 points above standard

Maintained -1.7 Points

Number of Students: 38

Students with Disabilities

No Performance Color

11.5 points above standard

Increased 22.8 Points ▲

Number of Students: 25

Socioeconomically Disadvantaged

Green

6.4 points above standard

Declined 25.4 Points ▼

Number of Students: 51

Hispanic

Blue

40.1 points above standard

Increased 12.2 Points ▲

Number of Students: 55

White

Blue

67.4 points above standard

Maintained 0.2 Points

Number of Students: 98

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	59.5 points above standard	53 points above standard	52.4 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
37.8 points below standard	49.8 points above standard	58.3 points above standard
No Data	Increased 30.2 Points ▲	Maintained 0.4 Points
Number of Students: 12	Number of Students: 20	Number of Students: 176

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.

[LEARN MORE](#)

English Learner Progress

52.2% making progress towards English language proficiency

Number of EL Students: 23

Performance Level
Medium

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.

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	17.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	30.4%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	52.1%

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



Green

6.8% chronically absent

Declined 1% ▼

Number of Students: 532

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

Two or More Races

White



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

0% chronically absent

Declined 11.1% ▼

Number of Students: 22

African American



No Performance Color

14.3% chronically absent

No Data

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

71.4% chronically absent

Increased 25.3% ▲

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



Orange

10.4% chronically absent

Increased 2.2% ▲

Number of Students: 67

English Learners



Orange

9.4% chronically absent

Increased 7.4% ▲

Number of Students: 53

Hispanic



Orange

9.6% chronically absent

Increased 1.9% ▲

Number of Students: 135

Socioeconomically Disadvantaged



Orange

15.1% chronically absent

Maintained 0.3%

Number of Students: 146

Two or More Races



Green

5.2% chronically absent

Declined 2.4% ▼

Number of Students: 97

White



Green

6.3% chronically absent

Declined 1.4% ▼

Number of Students: 254

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



Blue

0.2% suspended at least once

Declined 0.4% ▼

Number of Students: 534

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Green

No Students



Blue

English Learners

Two or More Races

White



No Performance Color

African American

Asian

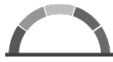
Filipino

Foster Youth

Homeless

Pacific Islander

African American



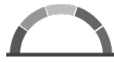
No Performance Color

0% suspended at least once

No Data

Number of Students: 14

Asian



No Performance Color

0% suspended at least once

Declined 4.5% ▼

Number of Students: 22

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Yellow

0.7% suspended at least once

Increased 0.7% ▲

Number of Students: 135

Socioeconomically Disadvantaged



Yellow

0.7% suspended at least once

Increased 0.7% ▲

Number of Students: 147

Students with Disabilities



Yellow

1.5% suspended at least once

Maintained 0.1%

Number of Students: 67

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 53

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 98

White



Blue

0% suspended at least once

Declined 0.8% ▼

Number of Students: 255

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.6%	0.6%	0.2%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marvin
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	171	65.5	146	78.8	183	80.9	192	79.2	216	79.2	13.7	0.0	171	59.1	146	70.5	183	77.6	193	78.8	216	79.6	20.5	0.8
Female	80	75.0	76	80.3	94	81.9	95	81.1	106	81.1	6.1	0.0	80	62.5	76	64.5	94	74.5	96	76.0	106	73.6	11.1	-2.4
Male	91	57.1	70	77.1	89	79.8	97	77.3	110	77.3	20.2	0.0	91	56.0	70	77.1	89	80.9	97	81.4	110	85.5	29.5	4.1
African American	3	-	2	-	5	-	2	-	5	-	-	-	3	-	2	-	5	-	2	-	5	-	-	-
Asian**	0	-	0	-	1	-	1	-	12	66.7	-	-	0	-	0	-	1	-	1	-	12	75.0	-	-
Filipino	3	-	0	-	1	-	2	-	4	-	-	-	3	-	0	-	1	-	2	-	4	-	-	-
Hispanic	48	60.4	54	77.8	57	73.7	61	72.1	58	67.2	6.8	-4.9	48	47.9	54	55.6	57	63.2	62	67.7	58	72.4	24.5	4.7
Indochinese**	5	-	8	-	7	-	7	-	-	-	-	-	5	-	8	-	7	-	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	94	71.3	71	78.9	96	86.5	95	81.1	100	87.0	15.7	5.9	94	69.1	71	81.7	96	85.4	95	85.3	100	86.0	16.9	0.7
Multiracial	18	44.4	11	81.8	16	87.5	24	87.5	37	86.5	42.1	-1.0	18	33.3	11	54.5	16	81.3	24	83.3	37	81.1	47.8	-2.2
English Learner	10	60.0	6	-	8	-	10	60.0	13	23.1	-36.9	-36.9	10	60.0	6	-	8	-	11	72.7	13	53.8	-6.2	-18.9
English-Speaking	161	65.8	140	80.7	175	81.7	182	80.2	203	82.8	17.0	2.6	161	59.0	140	70.7	175	78.3	182	79.1	203	81.3	22.3	2.2
Reclassified†	8	-	8	-	13	76.9	15	80.0	20	80.0	-	0.0	8	-	8	-	13	76.9	15	66.7	20	85.0	-	18.3
Initially Eng. Speaking	153	64.7	132	80.3	162	82.1	167	80.2	183	83.1	18.4	2.9	153	58.8	132	71.2	162	78.4	167	80.2	183	80.9	22.1	0.7
Econ. Disadv.*	51	58.8	52	71.2	44	72.7	49	69.4	52	57.7	-1.1	-11.7	51	51.0	52	59.6	44	63.6	50	72.0	52	61.5	10.5	-10.5
Non-Econ. Disadv.	120	68.3	94	83.0	139	83.5	143	82.5	164	86.0	17.7	3.5	120	62.5	94	76.6	139	82.0	143	81.1	164	85.4	22.9	4.3
Gifted	87	80.5	83	85.5	79	92.4	64	96.9	71	98.6	18.1	1.7	87	79.3	83	80.7	79	83.5	64	90.6	71	95.8	16.5	5.2
Not Gifted	84	50.0	63	69.8	104	72.1	128	70.3	145	69.7	19.7	-0.6	84	38.1	63	57.1	104	73.1	129	72.9	145	71.7	33.6	-1.2
With Disabilities	12	16.7	10	50.0	12	41.7	21	23.8	18	38.9	22.2	15.1	12	16.7	10	50.0	12	50.0	21	42.9	18	61.1	44.4	18.2
WO Disabilities	159	69.2	136	80.9	171	83.6	171	86.0	198	82.8	13.6	-3.2	159	62.3	136	72.1	171	79.5	172	83.1	198	81.3	19.0	-1.8
Homeless	0	-	1	-	1	-	3	-	4	-	-	-	0	-	1	-	0	-	3	-	4	-	-	-
Foster	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Military	10	80.0	9	-	10	80.0	11	81.8	11	81.8	1.8	0.0	10	60.0	9	-	10	70.0	11	81.8	11	81.8	21.8	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
Marvin
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	61	72.1	48	72.9	76	80.3	69	84.1	67	86.6	14.5	2.5	61	68.9	48	77.1	76	86.8	69	89.9	67	89.6	20.7	-0.3
Female	31	74.2	27	81.5	36	80.6	35	82.9	36	88.9	14.7	6.0	31	77.4	27	74.1	36	77.8	35	82.9	36	88.9	11.5	6.0
Male	30	70.0	21	61.9	40	80.0	34	85.3	31	83.9	13.9	-1.4	30	60.0	21	81.0	40	95.0	34	97.1	31	90.3	30.3	-6.8
African American	2	-	1	-	1	-	0	-	3	-	-	-	2	-	1	-	1	-	0	-	3	-	-	-
Asian**	0	-	0	-	1	-	0	-	5	-	-	-	0	-	0	-	1	-	0	-	5	-	-	-
Filipino	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Hispanic	22	63.6	17	70.6	20	75.0	22	81.8	18	83.3	19.7	1.5	22	50.0	17	64.7	20	75.0	22	86.4	18	100.0	50.0	13.6
Indochinese**	1	-	4	-	2	-	2	-	-	-	-	-	1	-	4	-	2	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	33	78.8	23	78.3	41	80.5	32	81.3	26	92.3	13.5	11.0	33	81.8	23	87.0	41	92.7	32	90.6	26	84.6	2.8	-6.0
Multiracial	3	-	3	-	10	90.0	12	91.7	15	93.3	-	1.6	3	-	3	-	10	80.0	12	91.7	15	100.0	-	8.3
English Learner	5	-	4	-	8	-	5	-	2	-	-	-	5	-	4	-	8	-	5	-	2	-	-	-
English-Speaking	56	71.4	44	77.3	68	82.4	64	84.4	65	86.2	14.8	1.8	56	67.9	44	77.3	68	89.7	64	90.6	65	90.8	22.9	0.2
Reclassified†	0	-	0	-	4	-	3	-	8	-	-	-	0	-	1	-	4	-	3	-	8	-	-	-
Initially Eng. Speaking	56	71.4	43	79.1	64	81.3	61	83.6	57	87.7	16.3	4.1	56	67.9	43	79.1	64	89.1	61	90.2	57	89.5	21.6	-0.7
Econ. Disadv.*	19	68.4	16	56.3	17	70.6	18	72.2	15	73.3	4.9	1.1	19	52.6	16	62.5	17	70.6	18	83.3	15	80.0	27.4	-3.3
Non-Econ. Disadv.	42	73.8	32	81.3	59	83.1	51	88.2	52	90.4	16.6	2.2	42	76.2	32	84.4	59	91.5	51	92.2	52	92.3	16.1	0.1
Gifted	37	83.8	26	80.8	17	94.1	21	100.0	31	100.0	16.2	0.0	37	83.8	26	88.5	17	100.0	21	100.0	31	96.8	13.0	-3.2
Not Gifted	24	54.2	22	63.6	59	76.3	48	77.1	36	75.0	20.8	-2.1	24	45.8	22	63.6	59	83.1	48	85.4	36	83.3	37.5	-2.1
With Disabilities	5	-	4	-	4	-	8	-	7	-	-	-	5	-	4	-	4	-	8	-	7	-	-	-
WO Disabilities	56	76.8	44	77.3	72	81.9	61	91.8	60	88.3	11.5	-3.5	56	73.2	44	79.5	72	88.9	61	91.8	60	88.3	15.1	-3.5
Homeless	0	-	1	-	1	-	1	-	4	-	-	-	0	-	0	-	0	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	4	-	2	-	5	-	-	-	3	-	5	-	4	-	2	-	5	-	-	-

* 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
Marvin
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	43	51.2	51	72.5	49	73.5	72	75.0	66	72.7	21.5	-2.3	43	60.5	51	70.6	49	67.3	72	79.2	66	74.2	13.7	-5.0
Female	18	61.1	28	71.4	26	69.2	33	78.8	34	70.6	9.5	-8.2	18	55.6	28	71.4	26	61.5	33	81.8	34	61.8	6.2	-20.0
Male	25	44.0	23	73.9	23	78.3	39	71.8	32	75.0	31.0	3.2	25	64.0	23	69.6	23	73.9	39	76.9	32	87.5	23.5	10.6
African American	0	-	1	-	2	-	1	-	0	-	-	-	0	-	1	-	2	-	1	-	0	-	-	-
Asian**	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	0	-	0	-	0	-	1	-	3	-	-	-	0	-	0	-	0	-	1	-	3	-	-	-
Hispanic	14	57.1	17	70.6	18	61.1	19	57.9	20	60.0	2.9	2.1	14	57.1	17	52.9	18	61.1	19	57.9	20	60.0	2.9	2.1
Indochinese**	2	-	1	-	4	-	2	-	-	-	-	-	2	-	1	-	4	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	23	47.8	29	72.4	21	90.5	40	77.5	30	80.0	32.2	2.5	23	65.2	29	79.3	21	71.4	40	87.5	30	86.7	21.5	-0.8
Multiracial	4	-	3	-	4	-	8	-	11	81.8	-	-	4	-	3	-	4	-	8	-	11	63.6	-	-
English Learner	2	-	0	-	0	-	4	-	5	-	-	-	2	-	0	-	0	-	4	-	5	-	-	-
English-Speaking	41	51.2	51	72.5	49	73.5	68	77.9	61	78.7	27.5	0.8	41	61.0	51	70.6	49	67.3	68	80.9	61	73.8	12.8	-7.1
Reclassified†	0	-	5	-	5	-	8	-	3	-	-	-	0	-	5	-	5	-	8	-	3	-	-	-
Initially Eng. Speaking	41	51.2	46	69.6	44	77.3	60	76.7	58	79.3	28.1	2.6	41	61.0	46	69.6	44	70.5	60	83.3	58	74.1	13.1	-9.2
Econ. Disadv.*	14	50.0	19	63.2	12	58.3	17	64.7	17	52.9	2.9	-11.8	14	64.3	19	57.9	12	50.0	17	70.6	17	64.7	0.4	-5.9
Non-Econ. Disadv.	29	51.7	32	78.1	37	78.4	55	78.2	49	79.6	27.9	1.4	29	58.6	32	78.1	37	73.0	55	81.8	49	77.6	19.0	-4.2
Gifted	22	72.7	31	80.6	26	84.6	17	100.0	20	95.0	22.3	-5.0	22	77.3	31	77.4	26	73.1	17	100.0	20	95.0	17.7	-5.0
Not Gifted	21	28.6	20	60.0	23	60.9	55	67.3	46	63.0	34.4	-4.3	21	42.9	20	60.0	23	60.9	55	72.7	46	65.2	22.3	-7.5
With Disabilities	3	-	2	-	5	-	8	-	3	-	-	-	3	-	2	-	5	-	8	-	3	-	-	-
WO Disabilities	40	55.0	49	73.5	44	77.3	64	81.3	63	76.2	21.2	-5.1	40	65.0	49	71.4	44	70.5	64	85.9	63	76.2	11.2	-9.7
Homeless	0	-	1	-	1	-	2	-	2	-	-	-	0	-	0	-	0	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	2	-	4	-	4	-	2	-	-	-	5	-	2	-	4	-	4	-	2	-	-	-

* 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
Marvin
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	67	68.7	47	91.5	58	87.9	51	78.4	83	78.3	9.6	-0.1	67	49.3	47	63.8	58	74.1	52	63.5	83	75.9	26.6	12.4
Female	31	83.9	21	90.5	32	93.8	27	81.5	36	83.3	-0.6	1.8	31	51.6	21	42.9	32	81.3	28	60.7	36	69.4	17.8	8.7
Male	36	55.6	26	92.3	26	80.8	24	75.0	47	74.5	18.9	-0.5	36	47.2	26	80.8	26	65.4	24	66.7	47	80.9	33.7	14.2
African American	1	-	0	-	2	-	1	-	2	-	-	-	1	-	0	-	2	-	1	-	2	-	-	-
Asian**	0	-	0	-	0	-	0	-	5	-	-	-	0	-	0	-	0	-	0	-	5	-	-	-
Filipino	3	-	0	-	0	-	0	-	1	-	-	-	3	-	0	-	0	-	0	-	1	-	-	-
Hispanic	12	58.3	20	90.0	19	84.2	20	75.0	20	60.0	1.7	-15.0	12	33.3	20	50.0	19	52.6	21	57.1	20	60.0	26.7	2.9
Indochinese**	2	-	3	-	1	-	3	-	-	-	-	-	2	-	3	-	1	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	38	78.9	19	89.5	34	91.2	23	87.0	44	88.6	9.7	1.6	38	60.5	19	78.9	34	85.3	23	73.9	44	86.4	25.9	12.5
Multiracial	11	45.5	5	-	2	-	4	-	11	81.8	36.3	-	11	27.3	5	-	2	-	4	-	11	72.7	45.4	-
English Learner	3	-	2	-	0	-	1	-	6	-	-	-	3	-	2	-	0	-	2	-	6	-	-	-
English-Speaking	64	70.3	45	93.3	58	87.9	50	78.0	77	83.1	12.8	5.1	64	50.0	45	64.4	58	74.1	50	62.0	77	79.2	29.2	17.2
Reclassified†	8	-	2	-	4	-	4	-	9	-	-	-	8	-	2	-	4	-	4	-	9	-	-	-
Initially Eng. Speaking	56	67.9	43	93.0	54	87.0	46	80.4	68	82.4	14.5	2.0	56	48.2	43	65.1	54	72.2	46	63.0	68	79.4	31.2	16.4
Econ. Disadv.*	18	55.6	17	94.1	15	86.7	14	71.4	20	50.0	-5.6	-21.4	18	38.9	17	58.8	15	66.7	15	60.0	20	45.0	6.1	-15.0
Non-Econ. Disadv.	49	73.5	30	90.0	43	88.4	37	81.1	63	87.3	13.8	6.2	49	53.1	30	66.7	43	76.7	37	64.9	63	85.7	32.6	20.8
Gifted	28	82.1	26	96.2	36	97.2	26	92.3	20	100.0	17.9	7.7	28	75.0	26	76.9	36	83.3	26	76.9	20	95.0	20.0	18.1
Not Gifted	39	59.0	21	85.7	22	72.7	25	64.0	63	71.4	12.4	7.4	39	30.8	21	47.6	22	59.1	26	50.0	63	69.8	39.0	19.8
With Disabilities	4	-	4	-	3	-	5	-	8	-	-	-	4	-	4	-	3	-	5	-	8	-	-	-
WO Disabilities	63	71.4	43	93.0	55	90.9	46	84.8	75	84.0	12.6	-0.8	63	50.8	43	65.1	55	74.5	47	68.1	75	80.0	29.2	11.9
Homeless	0	-	1	-	1	-	3	-	2	-	-	-	0	-	1	-	0	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	2	-	5	-	4	-	-	-	2	-	2	-	2	-	5	-	4	-	-	-

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

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** 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

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MARVIN 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 counselor will provide additional student supports in the area of social and emotional well being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The counselor will also be an active member in supporting a positive school culture.

***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.
School Counselor - NEW POSN, SBB2512623	0.10000	\$10,115.73	09800-1210	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism	Counselor is providing 2 nd step lessons in the 4 th grade classrooms	The purchase of half a day is not impacting the goals outlined in the SPSA.	Discontinue funding of counseling position.

Note/Reminders (optional):

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.
Supplies		\$1,742.00	09800-4301	Support closing the achievement gap.	Materials are required to support instruction	N/A	None
Interprogram Svcs/Duplicating		\$2,000.00	09800-5721	Instructional supplies to support closing the achievement gap.	N/A	Handbook and other materials needed throughout the year are placed online or copied at the site.	Discontinued printing services
Interprogram Svcs/Paper		\$2,000.00	09800-5733	Instructional material to support closing the achievement gap.	Paper is required to support instruction	N/A	Increase the funding in LCFF and decrease in discretionary

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Continue to allocate funds to pay for a library assistant who provides opportunities for students to visit the library and supports teachers with Tier 1 instruction by identifying instructional materials to supplement curriculum. The library assistant also supports literacy development of students by providing read aloud experiences when students visit the library.

***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.

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

***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/Duplicating	--	--	09800-5721	Support closing the achievement gap.			
Interprogram Svcs/Paper	--	--	09800-5733	Support closing the achievement gap.			
Supplies	--	--	09800-4301	Support closing the achievement gap.			

Note/Reminders (optional):

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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/Duplicating	--	--	09800-5721	Support closing the achievement gap.			
Interprogram Svcs/Paper	--	--	09800-5733	Support closing the achievement gap.			
Software License	--	--	09800-5841	Support closing the achievement gap.			
Supplies	--	--	09800-4301	Support closing the achievement gap.			

Note/Reminders (optional):

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will receive News ELA to support student learning in literacy. Students not meeting grade level standards in reading will also be enrolled in Raz-kids. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

***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.
Software License	--	--	09800-5841	Support closing the achievement gap and increase graduation/promotion goals.			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?