

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **MARSHALL ELEMENTARY SCHOOL**

**2022-23**

37-68338-6039952  
CDS Code

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

**Principal:** Munguia, Yvonne

**Contact Person:** Munguia, Yvonne

**Position:** Principal

**Telephone Number:** 619-344-5100

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

**E-mail Address:** ymunguia@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval:** January 24, 2023

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCE**

SCHOOL NAME: Marshall /Elementary School PHONE: (619) 344-5100 FAX: (619) 344-5149

SITE CONTACT PERSON: Christine Hargrave E-MAIL ADDRESS: chagraved@sandi.net

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

- X Title I Schoolwide Programs (SWP)       CSI School      x ATSI 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:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- |  |                                      |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> X English Learner Advisory Committee (ELAC)            | Date of presentation: <u>10/3/22</u> |
| <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"/> X Site Governance Team (SGT)                           | Date of presentation: <u>9/29/22</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____          |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/3/2022

**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.**

Christine Hargrave

\_\_\_\_\_  
Type/Print Name of School Principal

Nettea Perry  
Type/Print Name of SSC Chairperson

Diana Estrada Delacruz  
Type/Print Name of ELAC Representative

Monika Hazel  
Type Print Name of Area Superintendent

Chargrave CHargrave  
Signature of School Principal / Date

Nettea Perry  
Signature of SSC Chairperson / Date

Diana Estrada D. 1/6/23  
Signature of ELAC Representative / Date

Monika Hazel 1/11/23  
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

*one October 7th 2022*

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## **SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

### **PURPOSE AND DESCRIPTION**

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

### **PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

*LCAP GOAL 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

*The restorative practices we are engaging in as a site along with the Marshall equity team's focus on student centered learning is creating the foundation for creating this ideal environment.*

*LCAP GOAL 2: Access to Broad and Challenging Curriculum*

*The District adopted Literacy and Math curriculum is being implemented at each grade level alongside additional resources that are used to meet the needs of our diverse learners.*

*LCAP GOAL 3: Accelerating Student Learning With High Expectations for All*

*Study groups on our site are engaging in this work with support from administration in order to respond to the most current student data. The district PD is attended by staff in order to support student acceleration.*

*LCAP GOAL 4: Quality Leadership, Teaching and Learning*

*The site is focusing on collective learning and leadership as we co-construct our understanding of our site's professional development plan.*

*LCAP GOAL 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

*An increasing number of parents are becoming involved in our programs and initiatives. Members of the staff and administration are engaging in the district and community meetings to advocate for our students and the resources available.*

### ENGAGING EDUCATIONAL PARTNERS

Marshall's community is eager to engage collaboratively in the process of developing the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were informed about the 2021-2022 budget via multiple communications. Initial meetings included SSC, ILT, SGT and staff meetings. Although, this process encountered challenges because meetings were held virtually as a result of COVID restrictions. Through Zoom, teams continued to collaborate, expand impact and establish parent involvement that is a true representation of the diverse student population and our school community. The expansion in parent representation is especially important as ELAC members are a group we intend to engage more purposefully this year as we hope to meet outside of just our normal SSC meetings.

#### Dates for SSC

SSC reviewed, gave feedback, and approved FY22-23 budget- 2/23/22

ELAC gave feedback about SPSA- 1/11/22 (combined with SSC, SSC voted to assume responsibility of ELAC), therefore SSC minutes count from 2/8/22, 2/23/22, and 3/15/22

All SSC meetings with educational partners that discussed the development of the SPSA, including needs assessment meetings -SSC minutes 1/11/22, SSC minutes 2/8/22, SSC Minutes 2/23/22, SSC minutes 3/15/22

Date the SPSA was approved by the SSC - 10/3/22

**RESOURCE INEQUITIES**

Marshall's root cause analysis involved examining previous CAASPP data, the California Dashboard, California Healthy Kids Survey, California Parent Survey, district and site data; as well as a review of the 2021-22 SPSA along with a comparison of the 2020-21 SPSA.

**English Language Arts- all student**

	2016/17	2017/18	2021/22
3rd Grade	35%	59%	29.3%
4th Grade	43.2%	51.2%	27.5%
5th Grade	47.4%	43.8%	51.9%
Total	42.2%	49.1%	36.2%

**ELA Analysis:**

3rd Grade: 2017-18 scores increased by 24% but decreased by 21.9% from 2018-2022

4th Grade: Scores increased by 7.1% from 2018-2019 but decreased significantly 2018-2022 by 28%

5th Grade: Scores increased by 8.1% from 2018-2022

**English Language Arts: Subgroups: 2021-22 data**

ELLs: 16.2%

SWD: 8.7%

Hispanic 32.5%

African American: 27.3%

**Root Causes:**

During the 2020 school year, many variables resulted in unforeseen impacts on students at Marshall. One teacher left for a central office position, while others were moved to primary. These 3rd grade students lacked effective Tier 1 instruction in reading foundational skills due to lack of curriculum accessibility and continuity. We need to continually monitor all students to ensure that Tier 1 and Tier 2 supports are provided in the classroom.

It is critical that teachers routinely develop common assessments that inform student learning and impact of their instruction on student learning. Support in strengthening Tier 2 and 3 instruction is crucial for the students exhibiting performance gaps. The subgroup analysis for our English Language Learners also highlights the need for effective designated ELD and professional growth in high leverage teaching practices. Fourth grade increased but then declined significantly from 2018-2022 by 28%. Fifth grade students increased percent proficient by 8.1%. When analyzing our root causes, the need for Reading Foundational Skills in Tier 1 instruction during K-2nd grade years was evident. It greatly impacts student achievement 3rd grade to 5th grade when early reading strategies and skills have not been effectively taught. In addition to reading challenges, a lack of designated ELD instruction has negatively impacted our ELLs at every grade-level. Likewise, students with disabilities lacked sufficient academic

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

support, resulting in students with disabilities performing 27.5% less than the students without disabilities. Transference from small group support or pull out interventions, needs to be improved in order to impact the students to the degree necessary to be successful. The co-teaching model will be included in our collaboration and PLC data analysis so that multiple supports and personnel can be utilized. Specific attention will be given to create co-teaching opportunities where administration will provide explicit feedback to ensure effective implementation of this model and that it is conducive to student learning as well as teacher growth. Nearly 95% of students in testing grades are socioeconomically disadvantaged, increasing the social emotional issues that often disrupt students' ability to learn. The attendance issues are likely the major factor impacting student success. This has become a major focus and area of concern and improvement. Last year a few high need students required frequent support, resulting in the principal, counselor, and vice principal (who was serving dual roles) being pulled away from building teacher capacity in PLCs and classroom time.

### Math

	2017/18	2018/19	2021/22
3rd Grade	47.5%	41.2%	30.5%
4th Grade	52.8%	51.7%	29.5%
5th Grade	48.6%	54.7%	37.9%
Total	52.8%	51.7%	29.5%

### Math

SWD-0%

ELL-22%

Hispanic-27%

African American 22%

Math scores declined dramatically from 2018-2021/22. During PLC's, teachers will analyze this data and the DEMI data to determine students' depth of understanding of key mathematical concepts. This observation sparked an inquiry around the depth of understanding students are expected to have around mathematical concepts. Promoting the use of manipulatives and strengthening mathematical practice standards, needs to be a focus in order for students to truly understand the content vs. memorizing a rule. Dialogue with teachers in PLC will explore the importance of manipulatives even in the upper grades. The level of language and designated ELD is a great opportunity to build ideas and practice a variety of forms and functions students need to clearly justify their thinking or critique and analyze the work of a peer.

### SPSA Focus:

To support academic progress in both ELA and Math, school structures will be modified. We need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged impacting attendance trends. The near 95% of students who have socioeconomic difficulties and qualify for site title 1 funds are represented in our whole group data as well as in our subgroup information.

English Language Development will continue to be a focus as we deepen our understanding of the Benchmark resource and the ELD framework. We will strengthen our lens of content Integration, providing students multiple opportunities to practice the language of the discipline, while they progress through the gradual release support during the literacy block. We will use in class coaching and small group tier 2 intervention to support our multi-lingual learners. There will be support in upper grades to look at our Long-term English learners as well as support provided to our new arrival students.

Lesson study and PLC, as well as in class coaching will be where professional learning occurs by unpacking and analyzing instructional practices and how students respond. The monitoring and adjusting of our teaching will come from discussing what, why, how, and when we are reaching each of our subgroups to maximize impact.

Math coaching cycles that took place the prior to March 2021 will be revisited through capacity builders in grade level teams. With additional support from the assistant principal, we will continue to explore mathematical concepts and teaching practices during collaborative experiences. Students with Disabilities will be supported as we move towards co-teaching models through ed-specialists attending PD and participating in grade level PLCs to align efforts in strengthening the gradual release based on student need and standards. Para educators are also beginning to engage in the professional learning process as well. The integrated zoom opportunities have strengthened relationships essential to the co-teaching model. Professional Learning Communities will meet on our modified days and during once every 5 weeks when students are in VAPA rotations. Teachers will collaborate to develop common formative assessments across grade-levels that are fair, valid, and reliable. Analyze data to plan instruction for whole and small groups but also individual supports for our subgroups. Assistant principal will work closely with PLC's to plan instruction, analyze assessment data, coach, and monitor student progress. Classroom libraries were purchased for every classroom that include books at a variety of levels and serve as a way to engage students in learning. The books are all relevant and representative of the students in the Marshall Community.

Strategies and resources including but not limited to:

- Developing common understandings of 'best practice,' integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists
- Administering common diagnostic- FAST (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team during PLC, including setting short term student goals to close learning gaps. The DEMI will be administered to monitor student achievement in Math
- Strengthening the RTI process to quickly identify struggling students and create an intervention program to advance their learning is imperative in student acceleration plans. (FAST online program also contains an intervention program to target skills deficits in both ELA and Math) We will use district offered PD and the Vice Principal to leverage this work

**Curriculum:**

K-5 uses Benchmark for the ELD instruction and will be studied in greater depth now that the program resources are available to teachers and students. Critical Literacy is used to analyze texts, develop understanding on how stories work, compare texts with similar themes and conceptualize ideas. Leveled Literacy Intervention will be explored by grade levels to determine strategic grouping of students with gaps in reading strategies. We



will closely monitor this data to ensure students are always met at their point of need. Reading plus, Razz Kids, and Moby max are used to supplement independent practice for all students at their level. District units are used for math, incorporating daily lessons and number talks to engage students in thinking as well as expressing ideas. Grades 2-5 will be using Fast to measure student progress over time.

**Data Analysis:**

- Marshall's Equity Team, Instructional Leadership Team (ILT) and ILT will meet monthly to analyze data related to the site PD plan and SPSA. Teachers will collect data on reading behaviors as well as comprehension to determine next steps. To ensure we use multiple measures to determine student success, additional assessments will be used and reflected upon.

-Professional Learning Communities (PLC):

- Weekly grade level collaboration for common formative assessments, data analysis and instructional planning

- SSC - Trimester review of real time data

- SGT - Trimester review of real time data

- ELAC - Trimester review of real time data

Community Involvement:

- -SSC - monthly

- SGT - monthly

- ELAC- minimum 4 times a year

- SDSU Tutors - partnership with SDUSD to provide tutors during school day.

- Family Engagement Workshops: monthly Teacher Coaching Principal Coaching

- Cluster Meetings with schools in our area

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

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

-The attendance review team meets on Tuesdays to monitor students who are chronically absent and/or tardy. Administrators, counselor and office staff follow up with a phone call and letters that communicate the importance of regular attendance.

- There will be consistent communication with families to ensure that students are in school when they are healthy enough to attend.

- Increase parent engagement and strengthen the home-school relationships with families through events as well as responses parent initiated support.

- In addition, the counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home.

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Nettea Boyd	Other School Representative
Christine Hargrave	Principal
Erinn McCormick	Classroom Teacher
Tracy Cotter	Classroom Teacher
Madeline Sullivan	Classroom Teacher
Crystal Lopez	Parent
Ercelia Flores	Parent
Tyteera Vaughn	Parent
Josiane Valsaint	Parent
Elisabeth Mesa	Parent

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW****LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to decrease chronic absenteeism and increase connectedness with our students and families.

To achieve this goal we implemented the following actions/strategies:

**- Associate Principal (AP)**

- Co-lead assemblies to highlight positive behaviors and expectations, attendance and our monthly focus on a particular character trait. To increase motivation and awareness regarding the importance of attendance, weekly assemblies celebrated classes with highest percentage of students who attended school and recognized students who demonstrated kindness, responsibility and respect.
- Supported teachers alongside the principal by providing explicit feedback from classroom visits, regarding choice words and language promoting growth mindset for students and adults. This impacted the school culture and overall agency of our students. Additionally, they worked together to develop, plan and lead PD building staff morale, creating benefits for staff and students.
- Assisted and co-developed workshops with the principal and our highly reliable schools support team in order to connect with families positively.
- Planned assemblies that were culturally responsive to our diverse population to encourage students to attend school regularly. Additionally, classes worked for reward activities when they earned a certain number of tickets.

**Field Trips**

- Due to the restrictions of field trips the site decided to utilize funds for enrichment experiences and site assemblies by class or virtually accessible. Ensuring experiences and assemblies that are multi-culturally responsive to our diverse population of students' will help improve attendance for students identified in our subgroups. Assemblies about acceptance and texts about students with differences will help some of our students with disabilities identify as learners and part of our community. The majority of these funds was reallocated with SSC approval and ILT/SGT recommendations to purchase resources to be used in the class with students that met the various learning styles of our students and allowed them to identify with the ideas/ content.

**Supplies**

- Instructional supplies were purchased to ensure that every student had the school supplies they needed to be prepared for learning.

**Counselor**

- Implemented in classroom lessons to support school wide behavior plan
- Supported small groups of students with social emotional needs
- Worked with site principal, AP and office staff to reach out to families via home visits and phone calls to support positive daily attendance.

Despite best efforts to support chronic absenteeism COVID illness and quarantine implications impacted our chronic absenteeism rates and we saw a dramatic increase to 57% of students being categorized as chronically absent.

Suspension rates continue to be low decreasing to .2% for the 2021-22 school year and strategies being implemented school wide are having a positive impact.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

**Field Trips**

Due to the COVID pandemic restrictions of field trips the site decided to utilize funds for enrichment experiences and site assemblies by class or virtually accessible. Ensuring experiences and assemblies that are multi-culturally responsive to our diverse population of students' will help improve attendance for students identified in our subgroups. Assemblies about acceptance and texts about students with differences will help some of our students with disabilities identify as learners and part of our community. The majority of these funds was reallocated with SSC approval and ILT/SGT recommendations to purchase resources to be used in the class with students that met the various learning styles of our students and allowed them to identify with the ideas/ content.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Assistant principal will continue to focus on student achievement and support the improvement of school behavior that interferes with engagement and student learning.

Through developing/ leading Professional Development around equity and restorative practices, the AP will support our site promoting student awareness around the impact of their words and actions. District support in RJP is collaborating with the assistant principal, counselor, and principal, Creating a community that is safe in order to minimize time taken away from academic learning and in turn promote students' agency around attendance. Together, the principal and assistant principal will lead and support Professional Learning Communities, ensuring data is analyzed and steps are put in place to support mastery of critical standards. This will be done during the additional short days. Additionally, money was allocated in the SPSA to support teacher planning time outside the school day.

Routine monitoring meetings are scheduled with teachers, the assistant principal and principal to identify students in our sub-groups to study in order to recognize school wide trends and causes that impact the climate/culture at our site.

Assistant principal will be committed to working in classrooms alongside teachers and with students. The SSC will listen to recommendations from the other committees to define the role of the assistant principal based on data and student need. This will inform allocated time and duties for assistant principal.

Teachers will continue to focus on English language learners by monitoring language and utilizing global village when needed to communicate with families.

Major Change:

The collaboration to involve parents is a focus, so staff is planning to modify how we offer opportunities for students to participate with their families. Parents on SSC are willing to start supporting ad-hock groups to boost participation through social media, provide ideas around behaviors that support our vision, provide insight to enhance our student website so this will influence decision of our Parent Title 1 funds.

#### **\*Identified Need**

The overall school chronic absenteeism rate jumped from 20.2% in 2019 to 56.82% in 2022.

The rates are a clear indicator that Marshall staff needs to be proactive in making sure kids want to come to school and are feeling accepted and welcomed.

In 2022 out of class suspension rates continue to be low at 0.2% however we continue to struggle with daily behavioral incidents keeping our students out of the classroom and missing instructional time. We want to monitor our school wide behavior support plan, being proactive in helping students resolve conflict and regulate emotions. We are working closely to remain focused on student strengths, determining interventions and putting systems in place that support the student prior to an escalated event. Parent, teacher, counselor and administration all play a key role in student success.

According to the Spring 2022 California Healthy Kids Survey (CHKS) overall our students report feeling safe, welcome and included on campus. There are two areas we would like to improve including students who report "meaningful participation" 45% and those who report a "caring adult relationship on campus" 69%.

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<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	TK-5	Decrease school wide chronic absenteeism rate	57%	28.5%	Attendance	Trimester	
June 2023	3rd - 5th	Maintain low suspension rate	.2%	0-.2%	Suspension	Trimester	
June 2023	5th	Increase % of students who report "meaningful participation" in class and on campus.	45%	55%	CAL-SCHLS (CHKS)	Annual	
June 2023	4th and 5th	Increase % of students who report "caring adult relationships" at school.	69%	79%	CAL-SCHLS (CHKS)	Annual	
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	TK - 5th	Students with Disabilities	Decrease chronic absenteeism rate	32.8	22.8	Chronic Absenteeism	Weekly
June 2023	TK - 5th	Hispanic or Latino	Decrease chronic absenteeism rate	30.4	20.4	Chronic Absenteeism	Weekly
June 2023	TK - 5th	Homeless/Foster	Decrease chronic absenteeism rate	20.8	10.8	Chronic Absenteeism	Weekly
June 2023	TK - 5th	Black or African American	Decrease chronic absenteeism rate	12.7	2.7	Chronic Absenteeism	Weekly
June 2023	TK - 5th	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	22.4	12.4	Chronic Absenteeism	Weekly
June 2023	TK - 5th	English Learner	Decrease chronic absenteeism rate	18.2	8.2	Chronic Absenteeism	Weekly
June 2023	TK - 5th	Asian	Decrease chronic absenteeism rate	9.6	0.5	Chronic Absenteeism	Weekly
<b>Supporting Black Youth - Additional Goals</b>							
<p>✓ 1. Marshall's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>✓ 2. The staff diversity goal at Marshall ES is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Marshall's site selection/hiring panel is strongly encouraged to complete anti-bias</p>							

training before conducting any interviews. (LCAP 4)

- ✓ 3. In the 2022-23 school year, Marshall ES will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Marshall ES will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Marshall's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Marshall ES will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Marshall ES will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

### Co-Constructing and Supporting a Welcoming School Climate

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

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

#### \*Strategy/Activity - Description

Assistant principal, counselor and principal will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will provide classroom lessons utilizing the second step curriculum with the goal to implement these lessons school wide.

Assistant Principal (AP) will:

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

Teach into specific behaviors and newly adopted expectations as well as the Marshall 9 scholarly behaviors which are modeled and practiced school wide.

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

Assist or co-develop workshops with the principal to support families to implement restorative conversations and practices with their children.

Analyze the survey results periodically given to gather parent input, then determine supports that will promote the importance of students' daily attendance.

Monitor and set up additional recess and attendance parties to encourage students to be present every day.

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The principal, assistant principal, counselor and classroom teachers will work collaboratively to call families of chronically absent or with multiple absences. We will conduct home visits to reinforce student attendance with support from district personnel. Each staff member will be responsible to call the families of students with chronic absenteeism and connect with their families on a regular basis.

Organization from the Marshall Closet and food distribution, will help families make sure their basic needs are met as defined in Maslow's hierarchy. The principal, assistant principal, counselor, and nurse will monitor student attendances. The intent is to provide support to families and students and problem solve issues that may impede student attendance. In addition, weekly assemblies will showcase classes with the highest attendance. Teachers communicate weekly with families through Class Dojo. Additionally, weekly parent communication is sent out via School Messenger.

Offering experiences and assemblies that are multi-culturally and responsive to our diverse population of students, will encourage and increase students attendance for student subgroups; ELL, Black Youth, SWD, and SDA. Assemblies about acceptance and texts with stories about students with differences will help some of our students with disabilities identify as learners and part of our community.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01951W	Assoc. Principal	0.30000	\$35,582.10	\$50,085.67	0195-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		AP will be monitoring student absenteeism, collaborating with Area RT to identify students w/ Chronic Absenteeism, contacting parents through letters and phone calls.

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

Inviting our entire staff to professional learning opportunities is important in building capacity. Investing in the staff first, making sure each person on site feels valued and recognized, is reinforced with public celebrations in the school newsletter, weekly bulletins, and privately via in person or through email. An analysis of the results of the Healthy Kids Survey and the SEL CORE data, reveal there is a need to engage students in their learning. Intentionally building student agency and allowing students some choice in learning preferences or topics, will increase how invested and excited students are in their learning experiences and opportunities. Most of the data shows that we have a caring staff with high expectations of their students, so including students in what they are learning is a logical next step. Student Council will be formed for the 2022-23 school year as avenue for students to become active and contributing members of the school community.

The assistant principal will strengthen and support community outreach, finding extracurricular activities for students and/or high interest assemblies. He/She will connect with families regularly to promote parent involvement and collaborate with the counselor to problem solve excessive absenteeism. Each grade level can select two field trips or bring assemblies to the students as an extension of content learning.



## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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**

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to increase student achievement in the areas of ELA and Mathematics.

Strategies/Actions and Resources were allocated to fund the following:

- An assistant principal committed to:
  - Supporting classroom teachers in order to strengthen pedagogy and content knowledge individually, within teams and through PLCs. By looking at trends across grade levels, the assistant principal worked with the principal to develop and implement a school-wide professional development plan that provided opportunities for teachers to study reading behaviors and apply effective strategies in their practice.
  - Teachers were provided with support from AP, principal, and counselor to implement a school wide behavior support plan that delineated tier 1, tier 2, and tier 3 instruction. Differentiation for the teachers provided them various entry points in understanding what MTISS is and how it should be incorporated into daily teaching. Comparatively, other teacher experiences and encounters, were spent actually exploring implementation strategies and the impact it was having or not having on focus students.
  - Improving systems and structures at school to increase efficiency and implementation of literacy instruction and material use. However, due to outbreaks of COVID on campus, student absenteeism remained high.
  - Helping develop professional learning that meets teachers' needs was supported as teachers studied novice readers side by side with the assistant principal. Using high leverage reading strategies to plan lessons after side-by-side student assessment informed teachers' future teaching. Assistant modeled lessons, planned lessons and reflected on process with teachers.
  - Attending IEPs becoming familiar with goals and possible intervention supports
  - Working with teachers to reclassify students and provide appropriate language instruction.
  - Teaching staff how to develop assessments that are valid, fair, and reliable.
  - Assistant principal helps facilitate teacher meetings and supported teams of teachers with creating a classroom environment that was organized and responsive to student learning outcomes.

Visiting teachers were hired to release classroom teachers during PLC time. At PLC's teachers collaborated and planned instruction based on students' needs. They also analyzed assessments to ensure students were making academic progress.

A year and a half of online learning significantly impacted student achievement levels and students experienced considerable learning loss in both ELA and Math. Overall Marshall saw an 11% decline in ELA and a decline of 22% in mathematics.

#### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

*As a result of frequent absences of site leadership, Associate Principal needed to step in to ensure that students, staff, and the campus were safe and classroom coverage was provided for staff members who tested positive for COVID or other illnesses. An interim principal was provided for 12 weeks so AP was available to support classroom instruction and work with students in small groups.*

*PLC and PD were intermittent due to lack of visiting teachers.*

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

A new principal and associate principal were hired and will begin working at the school site in October (Principal will start on 10/10). AP's position was described as supporting teaching and learning with an emphasis on small group instruction and working in PLC's. AP will continue to focus on student achievement and support the improvement of school behavior that interferes with classroom instruction.

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

Substitute teachers will provide release time to classroom teachers for planning and coaching cycle work. This will include regular monitoring meetings between teachers and administration to make sure the data we collect is accurate and reflective of current reality. FAST data will be analyzed for student growth, trends and future learning goals. Students in grades UTK-2 will be assessed on their reading progress through Fountes & Pinnell each reporting period.

Once every 5 weeks, VAPA will provide enrichment classes in art, music, drama, and movement in grades UTK-5th. During this block of time, teachers will meet in grade level PLC's for data analysis and collaborative planning.

Teachers will continue to focus on English language learners, expanding the impact of designated ELD instruction using the benchmark curriculum.

Major Change:

The need for strong Tier 1 and 2 instruction in the primary grades is essential for students to develop foundational skills. The data reveals that these skills are lacking for many of our early readers. Gaps continue to increase between proficient readers and students who are far below grade level in reading.

The AP will focus his/her work to provide support for teachers to strengthen their knowledge and expertise to accelerate students reading skills.

EL students as well as students with disabilities will be the focus for coaching around co-teaching partnerships.

**\*Identified Need - English Language Arts**

2022 SBAC English Language Arts

- 36% of 3-5 grade students met or exceeded standards a decrease of 11% from 2019.
- 29% of 3rd grade students met or exceeded standards a decrease of 2% from 2019.
- 28% of 4th grade students met or exceeded standards a 31% decrease from 2019.
- 52% of 5th grade students met or exceeded standards a 1% decrease from 2019.
- 16% of English Learners met or exceeded standards a 10% decrease from 2019.
- 27% of African American students met or exceeded standards a 13% decrease from 2019.
- 9% of Students with Disabilities met or exceeded standards a 3% decrease from 2019.

Based on this data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our African American, ELL, and SWD.

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 2 - English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	36.2	46.2	CAASPP ELA	Annually	
June 2023	TK-2	Increase the percentage of students meeting and exceeding reading levels and strategies per SDUSD crosswalk and a-j strategies.	40.7	50.7	Fountas and Pinnel	Trimester/ ongoing	
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	39	49	FAST aReading	Trimester	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	27.3	37.3	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	16.2	26.2	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	8.7	18.7	CAASPP ELA	Annually
June 2023	1-5	Black or African American	Increase the percentage of students reading at grade level.	46	56	Fountas and Pinnel	Trimester/ ongoing
June 2023	1-5	English Learner	Increase the percentage of students reading at grade level.	34.6	44.6	Fountas and Pinnel	Trimester/ ongoing

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	1-5	Students with Disabilities	Increase the percentage of students reading at grade level.	23.5	33.5	Fountas and Pinnel	Trimester/ongoing
June 2023	3-5	Black or African American	Increase the percentage of students reading at grade level.	22	32	FAST aReading	Trimester
June 2023	3-5	English Learner	Increase the percentage of students reading at grade level.	11.9	21.9	FAST aReading	Trimester
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at grade level.	0	10	FAST aReading	Trimester

### \*Identified Need - Math

#### 2022 SBAC Math

- 30% of 3-5 grade students met or exceeded standards a decrease of 22% from 2019.
- 31% of 3rd grade students met or exceeded standards a decrease of 11% from 2019.
- 20% of 4th grade students met or exceeded standards a 40% decrease from 2019.
- 38% of 5th grade students met or exceeded standards a 17% decrease from 2019.
- 21% of English Learners met or exceeded standards an 11% decrease from 2019.
- 22% of African American students met or exceeded standards a 20% decrease from 2019.
- 0% of Students with Disabilities met or exceeded standards a 4% decrease from 2019.

Based on this data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our African American, ELL, and SWD.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	29.4	39.4	CAASPP Math	Annually
June 2023	3-5	Increase % of students performing at proficient and above in the areas of Knowledge/Application/Communication	60/49.4/44.4	70/59.4/54.4	DEMI	Trimester

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	21.4	31.4	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	21.7	31.7	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0	10	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase % of students performing at proficient and above in the areas of Knowledge/Application/Communication	44.3/41/33.8	54.3/51/43.8	DEMI	Trimester
June 2023	3-5	Black or African American	Increase % of students performing at proficient and above in the areas of Knowledge/Application/Communication	59.5/45.2/44	69.5/55.2/54	DEMI	Trimester
June 2023	3-5	Students with Disabilities	Increase % of students performing at proficient and above in the areas of Knowledge/Application/Communication	38.1/20/6	48.1/30/16	DEMI	Trimester

**\*Identified Need - English Learners**

English Learners make up about 68% of the overall student population. According to SBAC data, 16.2% of English learners met standards in 2022 in ELA which is 20% less compared to the school wide performance in grades 3-5 which is 36.2%. In Math, 21.4% of our English Language Learners scored proficient with all students in grades 3-5 scoring 29.5%. The data shows that there is a significant gap in achievement data between all students and English language learners in English and math. According to CA testing management system, Marshall has 47 students at the level 4 in 2018-2019. We will disaggregate this data to determine students who are at risk or regression. New arrival students and novice language learners need

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

additional support in the educational setting. We believe and value multilingualism, yet, we must provide the conditions for all students to show their genius.

### English Language Arts

Subgroups	2018	2019	2022
Language Learners	26.7%	25.7%	16.2%

### Math

Subgroups	2018	2019	2022
Language Learners	30.3%	32.7%	22% %

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All	English Learner		baseline	>10%	Summative ELPAC	Annual
June 2023	All	RFEP		baseline	>10%	Reclassification Rates	Annual

### \*Identified Need - Graduation/Promotion Rate

The 2022 data revealed that English learners SBAC scores declined by 10% from 2019 scores in Language Arts. ELL's scores declined from 2018 - 2022, with 49.1% proficient in 2018 to 30% proficient in 2022. Based on this data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities. Supporting teachers in how to lead small groups is going to be a focus as we strengthen the daily impact we have on children.

### \*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students reading at grade level as measured by FAST RDG	44.1	54.1	Grade 3 ELA Reading	Trimester
June 2023	5	Increase the percentage of students reading at grade level as measured by FAST RDG	54.5	64.5	Grade 3 ELA Reading	Trimester
June 2023	3	Increase % of students meeting and exceeding grade level standards on CAASSP ELA	29.3	39.3	CAASPP ELA	Annually

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June 2023	5	Increase % of students meeting and exceeding grade level standards on CAASSP ELA	51.9	61.9	CAASPP ELA	Annually
June 2023	3	Increase % of students meeting and exceeding grade level standards on CAASSP Math.	30.5	40.5	CAASPP Math	Annually
June 2023	5	Increase % of students meeting and exceeding grade level standards on CAASSP Math.	37.9	47.9	CAASPP Math	Annually

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Black or African American	Increase percentage of students meeting and exceeding standards as per SBAC.	10	20	CAASPP ELA	Annually
June 2023	5	Black or African American	Increase percentage of students meeting and exceeding standards as per SBAC.	42.9	52.9	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level as measured by FAST aReading	11.9	21.9	FAST aReading	3 x per year
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level as measured by FAST aReading	22	32	FAST aReading	3 x per year
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by FAST aReading	0	10	FAST aReading	3 x per year



**Tiered Intervention**

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

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

**\*Strategy/Activity - Description**

Marshall's assistant principal will continue to support strengthening tier 1 instruction. He/She will support classroom teachers by analyzing assessment data. In particular, ELL's, SWD, and all subgroups who are performing below grade level expectations. Assistant principal will also support the improvement of school behavior by encouraging and teaching scholarly behavior.

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

School principal and assistant principal will work with teachers to understand tier 1 and 2 strategies and how to implement these supports with fidelity and assess the degree to which students are able to access grade level text.

Release time to classroom teachers for planning and coaching opportunities.

All teachers will provide students daily guided reading and teachers will engage district professional development related to literacy acceleration.

School will purchase software licenses to provide opportunities for reteaching, practice and accelerating student achievement in the areas of math and literacy.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01951Z	Regular Teacher - NEW POSN, SBB2538046	0.20000	\$18,451.80	\$22,933.19	0195-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional FTE to provide guided reading and small group instruction for targeted students.
N019517	Software License		\$10,000.00	\$10,000.00	0195-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental software such as IXL, Brain Pop, Achieve 3000, etc.
N01953J	Supplies		\$12,339.00	\$12,339.00	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies such as classroom library books, chart paper, markers, math manipulatives, supplemental texts and resources to support literacy, math, social studies and science.

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N01953R	Interprogram Svcs/Field Trip		\$2,000.00	\$2,000.00	0195-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Fieldtrips will expose students to a variety of experiences that will complement the instructional program. Field trips may include trips to the zoo, fleet science center, birch aquarium, etc.
N01953Y	Supplies		\$14,011.00	\$14,011.00	0195-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies such as classroom library books, chart paper, markers, math manipulatives, supplemental texts and resources to support literacy, math, social studies and science.
N01957D	Assoc.Principal Hrly		\$3,231.00	\$4,000.31	0195-09800-00-1359-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Salary differential for vice-principal that supports SPSA in a variety of areas.
N019599	Supplies		\$3,982.00	\$3,982.00	0195-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies such as classroom library books, chart paper, markers, math manipulatives, supplemental texts and resources to support literacy, math, social studies and science.
N0195CY	Assoc. Principal Hrly		\$3,231.00	\$4,000.31	0195-30106-00-1359-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Salary differential for vice-principal that supports SPSA in a variety of areas.
N0195CZ	Assoc. Principal Hrly		\$4,847.00	\$6,001.08	0195-30100-00-1359-2700-0000-01000-0000	Title I Basic Program	[no data]		Salary differential for vice-principal that supports SPSA in a variety of areas.
N0195D2	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0195-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Duplication of instructional and intervention materials to support students in all academic areas.
	Assoc. Principal				0195-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F01951W	Guided reading and small group instruction for targeted students.

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Assoc. Principal				0195-09800-00-1309-2700-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F01951X	Guided reading and small group instruction for targeted students.
	Assoc. Principal				0195-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F01951Y	Guided reading and small group instruction for targeted students.

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

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

### Strengthen ELD Instruction

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

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

#### \*Strategy/Activity - Description

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

- Assistant principal will continue to support PLC's in planning for both designated and integrated ELD Lessons and data analysis of target students.
- Assistant principal will plan and facilitate professional development on the ELA/ELD framework, designated and integrated ELD, and instructional routines for ELLs as connected with the essential components of balanced literacy approaches.
- Principal and assistant principal will conduct observations to script student language, providing explicit feedback to teachers and discuss implications for student learning and teaching practice.
- Teachers will plan daily instruction that includes designated ELD and integrated ELD instruction to ensure students learn and use the academic language of the discipline. Assistant principal will support teachers by providing PD and coaching around effective, targeted ELD instruction.

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<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0195D0	Retired NonClstrm Tchr Hrly		\$8,077.00	\$10,000.15	0195-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Assessments
<b>*Additional Supports for this Strategy/Activity</b>									
Our parent volunteers and community organizations work with our school to support refugee families and school and at home, providing after school tutoring.									
<b>Professional Development</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy, specifically students with disabilities.									
<b>*Strategy/Activity - Description</b>									
<p>Visiting teachers are essential to release Education Specialists from duties to participate in professional development/PLC with classroom teachers and engage in the following; Additional compensation for teachers will support the teams in being able to collaborate and debrief after contracted hours. Data Analysis (ELA/MATH, ELPAC), will be used to drive instruction and improve instructional practices as our staff studies QTP's and QL!'s. (dELD, iELD) - Lesson design will be studied in order to integrate multiple language opportunities for students - Lesson studies - Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the assistant principal as a coach allowing teachers to explore and plan with the newly adopted district curricular resource. (Benchmark Advanced - ELD) Teachers will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities. Release time for para educators to participate in professional development facilitated by Education Specialist will benefit our students through common practices and consistency. Resource specialists are progressively immersing students with disabilities in gen ed classes (mild/mod and mod/sev.). In addition, resource specialists are receiving additional structured-planning time to work on IEP's and to write IEP's tailored to the needs of students with disabilities. Resource specialists will receive professional development on strengthening support for struggling readers provided by assistant principal.</p> <p>The site counselor will work closely with families and students to support them in developing positive attendance habits and connect families with needed supports.</p> <p>Non-classroom hourly will be used to ensure time for teachers to collaborate in PLC and with the assistant principal in professional learning around high leverage reading strategies.</p>									

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<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F01951X	Assoc. Principal -	0.30000	\$35,582.10	\$50,085.67	0195-09800-00-1309-2700-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supporting staff in PLCs and PD around curriculum and instruction in all instructional areas.
F01951Y	Assoc. Principal -	0.40000	\$47,442.80	\$66,780.87	0195-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]		Supporting staff in PLCs and PD around curriculum and instruction in all instructional areas.
N01951D	Non Clsm Tchr Hrly		\$5,000.00	\$6,190.50	0195-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]		Hourly time for PLCs and PD beyond the contract day for data analysis, curriculum planning, unit planning, etc.
N0195D1	Interprogram Svcs/VAPA		\$40,000.00	\$40,000.00	0195-30100-00-5738-1000-1110-01000-0000	Title I Basic Program	[no data]		Release time for PLCs and PD for data analysis.
	Assoc. Principal -				0195-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F01951W	Supporting staff in PLCs and PD around curriculum and instruction in all instructional areas.

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Our goal for the 2021-22 school year was to increase the number of families who feel welcome and connected to the school. We set goals for increasing the number of parents who volunteer on campus and increase the number of families who participate in our yearly California Schools Parent Survey (CSPS)

In order to achieve these goals we implemented the following strategies:

- Routine family communication regarding school activities
- Provide translation services.
- Connect calls, flyers and personal connections will be utilized to invite parents/families.
- Work with community resources to bring adult ESL classes onto campus.

Despite best efforts to increase parent connectedness COVID safety restrictions prevented parents from physically coming on campus for almost the entire school year. An analysis of the CSPS highlights that our families felt disconnected from our school with only 69% reporting feeling welcome to participate at school and 63% having concerns regarding lack of prompt responses to emails and phone calls. We will continue to make family engagement a priority for the 2022-23 school year.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID safety requirements parents were not physically allowed on campus dramatically decreasing our ability to build positive relationships with our families. Translations services not consistently provided and if we want to improve our school culture, we need to increase the level of parental involvement at Marshall Elementary.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to provide translation services. In addition, connect calls, flyers and personal connections will be utilized to invite parents/families. COVID restrictions now allow families to be physically on campus and we will resume all in person events. We will also continue to work with community resources to bring adult ESL classes onto campus.

**\*Identified Need**

According to the California Schools Parent Survey (CSPS) our families have concerns regarding the school sites responsiveness to emails and phone calls and not all feel welcome to participate at school.

- 63% strongly agree/agree that school promptly responds to emails and phone calls

- 69% strongly agree/agree that they feel welcome to participate at school.

Strong communication and ensuring a welcoming environment are essential in building trusting relationships with our families. This will be a focus of our work for the 2022-23 school year.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of families who participate in the CSPS	40	100	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase % of families who report they STRONGLY AGREE/AGREE that the school promptly responds to emails and phone calls.	63%	73%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase % of families who report they STRONGLY AGREE/AGREE that they feel welcome to participate at school.	69%	79%	CAL - SCHLS (CSPS)

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase volunteers	35	45	Other - Describe in Objective

**School Participation**

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

All families and students will benefit by this strategy.

## Marshall Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- \*Strategy/Activity - Description**
- Provide translation services in multiple languages to support mutual understanding and validate family importance.
  - Staff continuously connects with families using a variety of platforms and for a variety of reasons, focusing on positive behaviors.
  - Strengthen culturally relevant work at Marshall Elementary by extending invitations to all student groups and utilizing parents to provide input and ideas.
  - Monthly coffees with the principal
  - Open house, school wide events, and parent teacher conferences will be used to connect with and hear from families, offering them a chance to explore technology.
  - Also, letters may be mailed to families as an additional form of communication.
  - Increasing diversity on the SSC
  - Incentive Bingo will be instituted for parents, students and staff in order to motivate engagement.
  - Ensure childcare to allow families to attend meetings and school events.
  - Create parent room to support parent connectedness with the school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019535	Other Support Prsnl PARAS Hrly		\$500.00	\$685.05	0195-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare for parent meetings and events.
N01954F	In-service supplies		\$684.00	\$684.00	0195-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments such as coffee, juice, pastries, etc. for parent events and meetings.
N01956B	Postage Expense		\$100.00	\$100.00	0195-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage for communication to parents such as newsletters.
N0195AE	Tech Professional OTBS Hrly		\$500.00	\$685.05	0195-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Oral translation for parent events and meetings.
N0195BP	Supplies		\$684.00	\$684.00	0195-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent room such as chart paper, staplers, markers, etc.

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

Volunteers and donations to the Marshall Closet will help support families.



Support from the Marshall Closet and food distribution will help families make sure their basic needs are met so that learning as defined in Maslow's hierarchy can be achieved. Efforts for translation, email communication, frequent parent meetings held both in the morning and in the evening to reach all families. We also are connecting families with parent workshops and providing supports ourselves in order create a familiar community.

**Systematic Community Resource Outreach**

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

Multilingual families

**\*Strategy/Activity - Description**

Marshall has over 20 languages spoken, making communication challenging for the students and families. The families need continuous translation support in order to be able to help their child and know what they are doing. The AP will work in unison with the principal to connect cohorts of families, who can reach out to others in their immediate community. Though parent meetings and workshops, we intend to empower the families.

- AP will support the principal in family connection so we ensure Marshall is a place where all people feel welcome, regardless of the language they speak.
- AP will restructure new arrival support by connecting with our community partners at the Karen Organization, the Otto Family, and Refugee Net.
- With the Principal, the AP will explore options to offer ESL classes on campus.
- All necessary supplies to help develop language, both academic and conversational will be supported with purchased resources.
- Depending on language levels, students may require additional support from classroom teachers within and beyond the school day.

## **APPENDICES**

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

## **APPENDIX A**

### **BUDGET SUMMARY**

# Marshall Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 170,083
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)	\$ 308,248

## 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)	\$ 70,097
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 70,097

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)	\$ 68,068
[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): \$ 68,068

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 308,248

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Marshall Elementary	09800 LCFF Intervention Support	Vice Principal	1309 Vice-Principal	Vice-Principal	0.3	\$35,582.10
Marshall Elementary			3000 Benefits		0	\$14,503.57
Marshall Elementary		<b>Vice Principal Total</b>			<b>0.3</b>	<b>\$50,085.67</b>
Marshall Elementary		(blank)	1359 Vice-Principal Hrly	Vice-Principal Hrly	0	\$3,231.00
Marshall Elementary			1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	0	\$8,077.00
Marshall Elementary			3000 Benefits		0	\$2,692.46
Marshall Elementary			4301 Supplies	Supplies	0	\$3,982.00
Marshall Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$17,982.46</b>
Marshall Elementary	<b>09800 LCFF Intervention Support Total</b>				<b>0.3</b>	<b>\$68,068.13</b>
Marshall Elementary	30100 Title I Basic Program	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.2	\$18,451.80
Marshall Elementary			3000 Benefits		0	\$4,481.39
Marshall Elementary		<b>Regular Teacher Total</b>			<b>0.2</b>	<b>\$22,933.19</b>
Marshall Elementary			1309 Vice-Principal	Vice-Principal	0.4	\$47,442.80
Marshall Elementary			3000 Benefits		0	\$19,338.07
Marshall Elementary		<b>Vice Principal Total</b>			<b>0.4</b>	<b>\$66,780.87</b>
Marshall Elementary		(blank)	1359 Vice-Principal Hrly	Vice-Principal Hrly	0	\$4,847.00
Marshall Elementary			1957 Non Clstrm Tchr Hrly	Non Clstrm Tchr Hrly	0	\$5,000.00
Marshall Elementary			3000 Benefits		0	\$2,344.58
Marshall Elementary			4301 Supplies	Supplies	0	\$12,339.00
Marshall Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$3,000.00
Marshall Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$40,000.00
Marshall Elementary			5841 Software License	Software License	0	\$10,000.00
Marshall Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$77,530.58</b>
Marshall Elementary	<b>30100 Title I Basic Program Total</b>				<b>0.6</b>	<b>\$167,244.64</b>
Marshall Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$500.00
Marshall Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$500.00
Marshall Elementary			3000 Benefits		0	\$370.10
Marshall Elementary			4301 Supplies	Supplies	0	\$684.00
Marshall Elementary			4304 Inservice supplies	Inservice supplies	0	\$684.00
Marshall Elementary			5920 Postage Expense	Postage Expense	0	\$100.00
Marshall Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$2,838.10</b>
Marshall Elementary	<b>30103 Title I Parent Involvement Total</b>				<b>0</b>	<b>\$2,838.10</b>
Marshall Elementary	30106 Title I Supplmnt Prog Imprvmt	Vice Principal	1309 Vice-Principal	Vice-Principal	0.3	\$35,582.10
Marshall Elementary			3000 Benefits		0	\$14,503.57
Marshall Elementary		<b>Vice Principal Total</b>			<b>0.3</b>	<b>\$50,085.67</b>
Marshall Elementary		(blank)	1359 Vice-Principal Hrly	Vice-Principal Hrly	0	\$3,231.00
Marshall Elementary			3000 Benefits		0	\$769.31
Marshall Elementary			4301 Supplies	Supplies	0	\$14,011.00
Marshall Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$2,000.00
Marshall Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$20,011.31</b>
Marshall Elementary	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>				<b>0.3</b>	<b>\$70,096.98</b>

## **APPENDIX B**

### **PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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Marshall Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Marshall Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Marshall Elementary School schedules regular meetings throughout the year to engage families with the school to gather parent input about school programs, services, and student achievement. Events include but are not limited to; Coffee with the Principal, Back to School Night, School Site Council and School Governance Team, and ELAC meetings. During COVID information was gathered through parent surveys, Zoom meetings, and via School Messenger. School Site Council gathers input from Title 1 Stakeholders and incorporates their ideas in the development of the plan. Title 1 Parent and Family Engagement Plan is shared with all stakeholders via email, paper copies, and posted on the Parent Involvement Bulletin Board in the main office.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Marshall Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The plan will be shared with families at Back to School Night on October 19, 2022

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Coffee with the Principal is held at 9:00 a.m. Open House is scheduled from 4:00-5:30 p.m. Committee meetings are held after school or through Zoom. Other activities and events are scheduled for various times throughout the year

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan. (20 U.S.C. § 6318[c][3])

- Back to School Night
- Coffee with the Principal
- School Site Council Meetings and ELAC
- Parent Surveys

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Back to School Night
- Coffee with the Principal
- Weekly communications via School Messenger and email
- Flyers
- Parent Information bulletin board in the main office



ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

[Teacher back to school parent letters, Back to School night, Coffee with the Principal, Marshall Website, Weekly parent updates, SSC, ELAC and SGT meetings]

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

[Coffee with the Principal, SGT, ELAC and SSC meetings, Back to School Night, Open Door Policy with Administrators, Individual Meetings with teachers]

e) If the school wide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

[Parent comments and feedback are solicited throughout the year, particularly during the Back to School Night Title I meeting and School Site Council meetings]

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Principal shares information about student achievement in the following venues; Coffee with the Principal, School Site Council meetings, Back to School Night, through School Messenger and weekly communications. Teachers provide information about curriculum and instruction at Back to School Night and during

parent/teacher conferences. Additionally, teachers send weekly updates on students' progress towards meeting grade level standards.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

[Coffee with the Principal, Back to School Night, teacher communication through Class Dojo, Weekly Parent Updates, parent workshops]

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

[Staff meetings, staff bulletin, Collaboration with Community members through community grant]

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

[Weekly parent updates, Marshall Website, School Site Council with updates from District ELAC committee, parent workshops at the school]

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Communication from SDUSD is translated into multiple languages. The school provides translation for Spanish speakers. When possible, we use Global Village for translation.

[Briefly describe or list the activities the school will implement to address this requirement.]

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

[Coffee with the Principal, School Site Council, ELAC, SGT committees, and individualized parent support available upon request.]

### 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Marshall Elementary], to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

All communications from SDUSD are translated into multiple languages. Marshall provides translations for communications in Spanish. Global Village is used for all in person conferences.

## **APPENDIX C**

### **SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 2022-2023**  
**Marshall Elementary**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Teachers are responsible for communicating with parents about their child's educational experiences and progress through weekly emails, phone calls or through Class Dojo. Parents participate in Parent/Teacher conferences twice a year and whenever teacher and/or parent request a meeting.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Teachers will share this compact with parents during their scheduled parent/teacher conferences. Additionally, it will be shared with parents at Open House and during a Coffee with the Principal event.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Teachers communicate with parents at least once weekly and sometimes daily depending on their child’s needs. Additionally, teachers send home progress reports every quarter. Parents can check their child’s progress through PowerSchool. Parents are encouraged to meet with their child’s teacher or an administrator whenever they have questions or concerns about their child.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

All volunteers on campus must comply with district policies as they relate to parent/community volunteers. All parents are welcome to visit their child’s classroom. Parents are encouraged to attend school events and celebrations.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

All staff members have access to Global Village translation services. We use these services for meetings and conferences with families, and during IEP or 504 meetings.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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







**2016-2022 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Marshall Elementary  
All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	227	37.9	225	42.2	214	49.1	205	47.3	163	36.2	-1.7	-11.1	240	41.3	259	40.5	218	52.8	205	51.7	173	29.5	-11.8	-22.2
Female	108	47.2	104	51.0	103	56.3	102	50.0	68	42.6	-4.6	-7.4	115	46.1	120	41.7	105	53.3	102	52.0	72	34.7	-11.4	-17.3
Male	119	29.4	121	34.7	111	42.3	103	44.7	95	31.6	2.2	-13.1	125	36.8	139	39.6	113	52.2	103	51.5	101	25.7	-11.1	-25.8
African American	58	36.2	59	37.3	56	35.7	50	40.0	44	27.3	-8.9	-12.7	64	35.9	86	23.3	58	41.4	50	42.0	46	21.7	-14.2	-20.3
Asian	20	35.0	19	47.4	17	70.6	34	79.4	28	50.0	15.0	-29.4	23	39.1	20	50.0	17	88.2	34	85.3	30	50.0	10.9	-35.3
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	110	31.8	109	38.5	98	43.9	109	38.5	80	32.5	0.7	-6.0	112	37.5	109	45.9	99	42.4	109	45.0	83	26.5	-11.0	-18.5
Native American	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	3	-	4	-	3	-	2	-	2	-	-	-	3	-	4	-	3	-	2	-	2	-	-	-
White	3	-	5	-	6	-	3	-	4	-	-	-	3	-	11	0.0	7	-	3	-	7	-	-	-
Multiracial	9	-	8	-	12	83.3	5	-	4	-	-	-	9	-	8	-	12	83.3	5	-	4	-	-	-
English Learner	116	13.8	108	18.5	105	26.7	101	25.7	74	16.2	2.4	-9.5	129	24.0	141	26.2	109	30.3	101	32.7	84	21.4	-2.6	-11.3
English-Speaking	111	63.1	117	64.1	109	70.6	104	68.3	89	52.8	-10.3	-15.5	111	61.3	118	57.6	109	75.2	104	70.2	89	37.1	-24.2	-33.1
Reclassified†	27	100.0	50	86.0	47	89.4	47	89.4	39	59.0	-41.0	-30.4	27	85.2	50	82.0	47	95.7	47	87.2	39	48.7	-36.5	-38.5
Initially Eng. Speaking	84	51.2	67	47.8	62	56.5	57	50.9	50	48.0	-3.2	-2.9	84	53.6	68	39.7	62	59.7	57	56.1	50	28.0	-25.6	-28.1
Econ. Disadv.*	221	38.0	210	41.4	200	48.0	188	46.8	147	34.7	-3.3	-12.1	232	41.4	241	39.4	204	51.5	188	50.5	155	29.7	-11.7	-20.8
Non-Econ. Disadv.	6	-	15	53.3	14	64.3	17	52.9	16	50.0	-	-2.9	8	-	18	55.6	14	71.4	17	64.7	18	27.8	-	-36.9
Gifted	31	71.0	23	82.6	17	94.1	19	78.9	4	-	-	-	31	87.1	23	87.0	17	94.1	19	78.9	4	-	-	-
Not Gifted	196	32.7	202	37.6	197	45.2	186	44.1	159	35.8	3.1	-8.3	209	34.4	236	36.0	201	49.3	186	48.9	169	29.0	-5.4	-19.9
With Disabilities	19	5.3	21	0.0	26	0.0	26	11.5	23	8.7	3.4	-2.8	19	10.5	21	14.3	26	7.7	26	3.8	23	0.0	-10.5	-3.8
WO Disabilities	208	40.9	204	46.6	188	55.9	179	52.5	140	40.7	-0.2	-11.8	221	43.9	238	42.9	192	58.9	179	58.7	150	34.0	-9.9	-24.7
Homeless	19	21.1	25	40.0	24	41.7	18	61.1	15	26.7	5.6	-34.4	19	21.1	29	31.0	24	45.8	18	50.0	8	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Military	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Marshall Elementary**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	21.6	75	36.0	59	52.5	68	30.9	58	29.3	7.7	-1.6	76	35.5	85	42.4	61	47.5	68	41.2	59	30.5	-5.0	-10.7
Female	31	25.8	35	34.3	35	54.3	31	35.5	24	29.2	3.4	-6.3	31	38.7	39	38.5	36	44.4	31	38.7	25	36.0	-2.7	-2.7
Male	43	18.6	40	37.5	24	50.0	37	27.0	34	29.4	10.8	2.4	45	33.3	46	45.7	25	52.0	37	43.2	34	26.5	-6.8	-16.7
African American	22	27.3	13	30.8	14	35.7	22	31.8	10	10.0	-17.3	-21.8	23	34.8	23	17.4	15	26.7	22	50.0	10	20.0	-14.8	-30.0
Asian	8	-	5	-	4	-	9	-	10	30.0	-	-	8	-	5	-	4	-	9	-	10	40.0	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	34	8.8	41	34.1	27	33.3	34	26.5	31	29.0	20.2	2.5	35	25.7	41	48.8	28	28.6	34	35.3	32	28.1	2.4	-7.2
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	1	-	2	-	-	-	1	-	1	-	0	-	1	-	2	-	-	-
White	1	-	3	-	1	-	1	-	2	-	-	-	1	-	3	-	1	-	1	-	2	-	-	-
Multiracial	4	-	2	-	6	-	0	-	3	-	-	-	4	-	2	-	6	-	0	-	3	-	-	-
English Learner	47	12.8	42	21.4	26	26.9	37	13.5	30	13.3	0.5	-0.2	49	28.6	52	40.4	28	21.4	37	24.3	31	32.3	3.7	8.0
English-Speaking	27	37.0	33	54.5	33	72.7	31	51.6	28	46.4	9.4	-5.2	27	48.1	33	45.5	33	69.7	31	61.3	28	28.6	-19.5	-32.7
Reclassified†	0	-	9	-	10	100.0	12	66.7	7	-	-	-	0	-	9	-	10	100.0	12	83.3	7	-	-	-
Initially Eng. Speaking	27	37.0	24	41.7	23	60.9	19	42.1	21	52.4	15.4	10.3	27	48.1	24	33.3	23	56.5	19	47.4	21	28.6	-19.5	-18.8
Econ. Disadv.*	72	22.2	67	34.3	55	52.7	63	30.2	54	31.5	9.3	1.3	73	35.6	76	39.5	57	45.6	63	41.3	54	33.3	-2.3	-8.0
Non-Econ. Disadv.	6	-	8	-	4	-	5	-	4	-	-	-	3	-	9	-	4	-	5	-	5	-	-	-
Gifted	5	-	9	-	2	-	5	-	4	-	-	-	5	-	9	-	2	-	5	-	4	-	-	-
Not Gifted	69	20.3	66	33.3	57	50.9	63	27.0	58	29.3	9.0	2.3	71	31.0	76	38.2	59	45.8	63	38.1	59	30.5	-0.5	-7.6
With Disabilities	7	-	3	-	10	0.0	7	-	10	20.0	-	-	7	-	3	-	10	0.0	7	-	10	0.0	-	-
WO Disabilities	67	22.4	72	37.5	49	63.3	61	32.8	48	31.3	8.9	-1.5	69	36.2	82	43.9	51	56.9	61	45.9	49	36.7	0.5	-9.2
Homeless	10	20.0	5	-	7	-	6	-	6	-	-	-	10	20.0	6	-	7	-	6	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Marshall Elementary**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	74	36.5	74	43.2	82	51.2	62	58.1	51	27.5	-9.0	-30.6	80	45.0	87	42.5	83	60.2	62	59.7	56	19.6	-25.4	-40.1
<b>Female</b>	38	50.0	29	55.2	36	58.3	34	58.8	21	38.1	-11.9	-20.7	41	56.1	35	45.7	37	59.5	34	61.8	23	30.4	-25.7	-31.4
<b>Male</b>	36	22.2	45	35.6	46	45.7	28	57.1	30	20.0	-2.2	-37.1	39	33.3	52	40.4	46	60.9	28	57.1	33	12.1	-21.2	-45.0
<b>African American</b>	22	36.4	24	37.5	21	23.8	12	58.3	20	25.0	-11.4	-33.3	26	30.8	33	33.3	22	40.9	12	41.7	21	4.8	-26.0	-36.9
<b>Asian</b>	5	-	7	-	4	-	14	92.9	7	-	-	-	7	-	8	-	4	-	14	100.0	8	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
<b>Hispanic</b>	36	33.3	32	34.4	41	61.0	30	33.3	22	22.7	-10.6	-10.6	36	50.0	32	37.5	41	61.0	30	40.0	23	21.7	-28.3	-18.3
<b>Native American</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>Pacific Islander</b>	2	-	1	-	2	-	0	-	0	-	-	-	2	-	1	-	2	-	0	-	0	-	-	-
<b>White</b>	1	-	1	-	2	-	1	-	1	-	-	-	1	-	4	-	2	-	1	-	3	-	-	-
<b>Multiracial</b>	2	-	4	-	2	-	4	-	0	-	-	-	2	-	4	-	2	-	4	-	0	-	-	-
<b>English Learner</b>	43	11.6	35	22.9	45	37.8	31	35.5	26	15.4	3.8	-20.1	49	28.6	47	29.8	46	43.5	31	38.7	31	12.9	-15.7	-25.8
<b>English-Speaking</b>	31	71.0	39	61.5	37	67.6	31	80.6	25	40.0	-31.0	-40.6	31	71.0	40	57.5	37	81.1	31	80.6	25	28.0	-43.0	-52.6
Reclassified†	4	-	19	89.5	14	92.9	12	100.0	10	60.0	-	-40.0	4	-	19	89.5	14	92.9	12	100.0	10	50.0	-	-50.0
Initially Eng. Speaking	27	66.7	20	35.0	23	52.2	19	68.4	15	26.7	-40.0	-41.7	27	66.7	21	28.6	23	73.9	19	68.4	15	13.3	-53.4	-55.1
<b>Econ. Disadv.*</b>	71	36.6	72	43.1	76	50.0	58	56.9	46	23.9	-12.7	-33.0	77	45.5	84	41.7	77	59.7	58	56.9	50	18.0	-27.5	-38.9
<b>Non-Econ. Disadv.</b>	3	-	2	-	6	-	4	-	5	-	-	-	3	-	3	-	6	-	4	-	6	-	-	-
<b>Gifted</b>	8	-	6	-	8	-	3	-	1	-	-	-	8	-	6	-	8	-	3	-	1	-	-	-
<b>Not Gifted</b>	66	31.8	68	38.2	74	47.3	59	57.6	50	28.0	-3.8	-29.6	72	38.9	81	39.5	75	57.3	59	59.3	55	20.0	-18.9	-39.3
<b>With Disabilities</b>	19	5.3	12	0.0	3	-	13	0.0	9	-	-	-	6	-	12	25.0	3	-	13	0.0	9	-	-	-
<b>WO Disabilities</b>	68	39.7	62	51.6	79	53.2	49	73.5	42	33.3	-6.4	-40.2	74	48.6	75	45.3	80	62.5	49	75.5	47	23.4	-25.2	-52.1
<b>Homeless</b>	5	-	13	30.8	7	-	7	-	3	-	-	-	5	-	13	46.2	7	-	7	-	1	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Marshall Elementary**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	79	54.4	76	47.4	73	43.8	75	53.3	54	51.9	-2.5	-1.4	84	42.9	87	36.8	74	48.6	75	54.7	58	37.9	-5.0	-16.8
Female	39	61.5	40	62.5	32	56.3	37	54.1	23	60.9	-0.6	6.8	43	41.9	46	41.3	32	56.3	37	54.1	24	37.5	-4.4	-16.6
Male	40	47.5	36	30.6	41	34.1	38	52.6	31	45.2	-2.3	-7.4	41	43.9	41	31.7	42	42.9	38	55.3	34	38.2	-5.7	-17.1
African American	14	50.0	22	40.9	21	47.6	16	37.5	14	42.9	-7.1	5.4	15	46.7	30	16.7	21	52.4	16	31.3	15	46.7	0.0	15.4
Asian	7	-	7	-	9	-	11	81.8	11	72.7	-	-9.1	8	-	7	-	9	-	11	90.9	12	58.3	-	-32.6
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	40	50.0	36	47.2	30	30.0	45	51.1	27	44.4	-5.6	-6.7	41	36.6	36	50.0	30	30.0	45	55.6	28	28.6	-8.0	-27.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	1	-	1	-	0	-	-	-	0	-	2	-	1	-	1	-	0	-	-	-
White	1	-	1	-	3	-	1	-	1	-	-	-	1	-	4	-	4	-	1	-	2	-	-	-
Multiracial	3	-	2	-	4	-	1	-	1	-	-	-	3	-	2	-	4	-	1	-	1	-	-	-
English Learner	26	19.2	31	9.7	34	11.8	33	30.3	18	22.2	3.0	-8.1	31	9.7	42	4.8	35	20.0	33	36.4	22	18.2	8.5	-18.2
English-Speaking	53	71.7	45	73.3	39	71.8	42	71.4	36	66.7	-5.0	-4.7	53	62.3	45	66.7	39	74.4	42	69.0	36	50.0	-12.3	-19.0
Reclassified†	23	100.0	22	81.8	23	82.6	23	95.7	22	68.2	-31.8	-27.5	23	82.6	22	77.3	23	95.7	23	82.6	22	54.5	-28.1	-28.1
Initially Eng. Speaking	30	50.0	23	65.2	16	56.3	19	42.1	14	64.3	14.3	22.2	30	46.7	23	56.5	16	43.8	19	52.6	14	42.9	-3.8	-9.7
Econ. Disadv.*	78	53.8	71	46.5	69	42.0	67	53.7	47	48.9	-4.9	-4.8	82	42.7	81	37.0	70	47.1	67	53.7	51	37.3	-5.4	-16.4
Non-Econ. Disadv.	1	-	5	-	4	-	8	-	7	-	-	-	2	-	6	-	4	-	8	-	7	-	-	-
Gifted	18	77.8	8	-	7	-	11	81.8	3	-	-	-	18	77.8	8	-	7	-	11	81.8	3	-	-	-
Not Gifted	61	47.5	68	41.2	66	37.9	64	48.4	51	51.0	3.5	2.6	66	33.3	79	30.4	67	43.3	64	50.0	55	36.4	3.1	-13.6
With Disabilities	19	5.3	6	-	13	0.0	6	-	4	-	-	-	6	-	6	-	13	15.4	6	-	4	-	-	-
WO Disabilities	73	58.9	70	51.4	60	53.3	69	55.1	50	56.0	-2.9	0.9	78	46.2	81	39.5	61	55.7	69	58.0	54	40.7	-5.5	-17.3
Homeless	4	-	7	-	10	20.0	5	-	6	-	-	-	4	-	10	10.0	10	40.0	5	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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## **APPENDIX E**

### **2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: MARSHALL ELEMENTARY**

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

**SCHOOL YEAR: 2021-22**

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

**Co-Constructing and Supporting a Welcoming School Climate**

**\*Strategy/Activity - Description**

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

The Vice Principal (VP) will:

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

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

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

Assist or co-develop workshops with the principal to support families in positively responding to their children to reinforce restorative justice practices.

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

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

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

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

The relationships and supports as students' transition through the phases back to in-person learning, will be pivotal factors in the success of creating a collaborative and inclusive environment. The Quality Learning Interactions are going to be thread throughout the professional learning all year and morning meetings and circles are being used to reinforce the district restorative discipline policy.

## Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.20000	\$27,499.57	30100-1210	The counselor will conduct small groups to build student confidence as a learning and develop student agency.	The counselor worked with students in small groups to support students who were experiencing trauma. Additionally,	The results of the CORE SEL data revealed that students feel safe at school and connected to teachers and staff. Student	

## Marshall Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					counselor worked with students in groups to develop student agency	reported that they felt that staff was responsive to students' needs.	
Vice Principal	0.10000	\$15,614.14	30106-1309	The Assistant principal will support families and teachers in implementation of restorative practices.	Assistant principal modeled restorative circles with students following up with students who had a referral	Principal and Assistant principal monitored attendance and reinforced the importance of regular attendance during assemblies and communication to families.	This year, the Crawford Cluster was assigned an attendance resource teacher who will meet with the AP, counselor, and school clerk to analyze data, develop attendance letters, and contact parents.
Other Support Prsnl PARAS Hrly		\$665.45	30103-2281	Provide childcare when needed and provide supports to students and families.	Families were not allowed to come on campus due to COVID protocol	Principal and Assistant principal regular communication to families to stress the importance of regular attendance.	This year, parents will be invited to monthly Coffee with the Principal gatherings, Open House, and other community events to welcome parents and encourage parent participation.
Interprogram Svcs/Field Trip		\$6,000.00	30106-5735	Create opportunities that are high interest for our entire	These funds were for students to		Marshall is partnering with a community



**Marshall Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				student population.	participate in off-campus field trips		organization through a grant to create a parent room, hire community members to be ambassadors to the school, and reach out to families to ensure that know about resources that are available in school and in the community.
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**Goal 2 - English Language Arts**

**Meaningful Data Analysis and Tiered Intervention**

**\*Strategy/Activity - Description**

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

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

Release time to classroom teachers for planning and coaching or lesson study will be provided as possible.

Non-classroom hourly will be used to ensure time for teachers to collaborate in PLC and with the VP in professional learning around high leverage reading strategies.

All teachers will provide students daily guided reading and teachers will engage district professional development related to literacy acceleration.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

**Marshall Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Vice Principal	0.40000	\$62,456.59	30100-1309	<p>Accelerated literacy in grades 1-5 requires the support from the VP to maximize teacher impact by strengthening instructional practice. The VP will work with teachers in PLCs, study groups and coaching in class. Through building teacher's balanced literacy and tiered instruction knowledge, teachers will be able to meet students at the point of need. Ongoing frequent assessment will guide the decision making and ensure teachers are supported in monitoring and adjusting instruction.</p>	<p>The AP planned and modeled with teachers to strengthen teacher knowledge implementation of a balanced literacy program. Additionally, AP PLC's and one on one coaching cycles. Teachers analyzed assessment during PLC's to identify students' needs and plan for next steps. AP will work closely with teachers to monitor student progress.</p>	<p>Student absenteeism impacted student's ability to participate in targeted small group instruction. COVID caused a shortage of visiting teachers which impacted teacher's ability to participate in collaborative PLC's and coaching cycles.</p>	<p>Visiting teacher will be utilized to provide release days for teachers to participate in lesson study, coaching cycles and PLC's. Additionally, teachers have three hours every five weeks to plan in PLC's when students attend VAPA classes.</p>
Non Clsrm Tch Hrly		\$5,990.50	30100-1957	<p>PLC time for teachers to analyze data, plan</p>	<p>Teachers collaborate during the school day and during non-</p>		

**Marshall Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				and write lessons for math and ELA.	work days to analyze data, plan and write lessons for math and ELA		
Interprogram Svc/Paper		\$7,000.00	30106-5733	Copies of worksheets to support student learning such as just right books.	Books were purchased for guided and independent reading		
Retired NonClstrm Tchr Hrly		\$17,971.50	30106-1986	With SSC approval, budget will be reallocated to Non classroom teacher hourly for teachers to analyze data and plan lessons.			

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

An assistant principal was hired in 2021 to support Tier 1 instruction by working in collaboration with classroom teachers to implement effective instructional strategies with all students. Assistant principal will collaborate with the school counselor to develop a school-wide behavior support plan to improve overall student behavior by explicitly teaching behaviors that lead to success in school.

Our full time counselor will provide Second Steps' lessons in all classrooms to teach the expectations for positive student interactions. Lessons are designed to encourage and emphasize the importance of daily student attendance and participation in the educational process.

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

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

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Vice Principal	0.20000	\$31,228.30	30106-1309	AP will support teachers with data analysis and tier 2 instruction. AP will also support PLCs.	AP provided support to teacher planning time to implement math talks	AP will plan and implement professional development for PLC's during VAPA enrichment classes once each five weeks.	
Prof&Curriclm Dev Vist Tchr		\$17,971.50	30100-1192	VTs will release teachers during PLCs for data analysis and curriculum writing.	There was a shortage of visiting teachers and in the beginning of the year, visiting teachers were not permitted on campus due to COVID restrictions.	VT's will provide classroom coverage so teachers can have additional time to study and implement math talks as a daily routine as students are learning to articulate their thinking about how they solved a problem	
Software License		\$5,000.00	30100-5841	Programs to support, reinforce and strengthen computational math skills and math concepts, by student performing level.	Various software licenses to reteach and reinforce key concepts in mathematics		

**Marshall Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$9,284.00	30100-4301	Instructional supplies to support math instruction such as journals, pencils, and markers.			
Retired NonClstrm Tchr Hrly		\$11,981.00	30100-1986	With SSC approval, budget will be reallocated to Non classroom teacher hourly for teachers to analyze data and plan lessons.	SSC approved a request to reallocate resources to pay teachers during the summer for curriculum planning and to develop lessons that promote student talk and collaboration		
Non Clstrm Tchr Hrly	--	--	30100-1957	PLC time for teachers to analyze data, plan and write lessons for math and ELA.			

**Goal 5 - Supporting Students with Disabilities**

**Professional Development**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative	Modifications based on qualitative and quantitative data.



## Marshall Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>progress monitoring results, etc.).</b>	<b>data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Supplies		\$13,614.00	30106-4301	Instructional supplies to support SWD based on their accommodation and disabilities. i.e. highlighting tape, whiteboards, etc.	Instructional materials were purchased for classroom teachers to implement strategies that have been effective in working with SWD. Materials such as white boards, highlighting, tape, etc. allows students to utilize tools that Provides opportunities for students to show their responses so teachers can assess student learning throughout the lesson and make adjustments in their instruction to align with students' needs		Ed specialists will continue to collaborate with gen-ed teachers to plan opportunities for SWD to attend gen-ed classrooms whenever it's appropriate for their developmental/ educational needs.  Counselor, AP, Crawford Attendance Coordinator, and School Clerk meet weekly to monitor student attendance, problem solve chronic absenteeism and develop a plan of action to increase daily attendance rates.

**Goal 7 - Family Engagement**

**School Participation**

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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## Marshall Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor	0.30000	\$41,249.33	30100-1210	Counselor will provide parents with community resources and communicate with parents for referrals to community services/supports.	Counselor provided families with community resources to access when they experience food and housing insecurity. Additionally, she provided information for parents about who to connect within the community for services they needed.	Healthy Kids survey revealed that parents felt supported at the school site. However, last year campus was closed to school wide events that would bring parents to campus in person.	Parents are invited and encouraged to participate in committee meetings, Principal Chats, Open House, Community events, Parent/teacher conferences, and Volunteering on campus. Marshall is participating in a Grant with a community agency to develop a stronger relationship with families whose children attend our school.
Postage Expense		\$200.00	30103-5920	Postage used to send out letters to parents as a form of communication.	Postage was purchased for stamps to mail home pertinent information; report cards, ballots for elections for SGT		

**Marshall Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					and SST committees.		
Supplies		\$941.00	30103-4301	Supplies for parents to use during parent meetings such as binders, markers, tabs, etc.	Supplies were purchased for the parent meeting center.		
Tech Professional OTBS Hrly		\$665.45	30103-2455	Tech support in connecting with families during our parent zoom meetings and parent portal access.	Parents were provided with technology when needed so they were available to Zoom for important meetings regarding their student.		
Inservice supplies		\$400.00	30103-4304	Engaging in families in site hosted events. Light refreshments for parent meetings.	Parents were not allowed on campus for meeting during COVID.		

**Goal 6 - Supporting Black Youth**

**Support Tier 1 instruction**

**\*Strategy/Activity - Description**

**The VP**

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

**Teachers** will explore personal bias as it impacts teaching and student learning in professional development and PLCs.

**Materials** will be purchased to embrace our Black Youth student population.

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

## Marshall Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>pre/post test, progress monitoring results, etc.).</b>	
Classroom Teacher Hrly		\$4,999.67	30100-1157	Small groups mentoring BY students in leadership, identification, pathways to college, etc.	Classroom teachers planned Clubs to encourage and promote students connections on campus. Students participated in a gardening club, School Safety Patrol, Leadership clubs and other opportunities to connect with adults and other students.	Students enjoyed their participation as noted in student input as to which clubs they wanted to join.	This year teachers are offering the following Clubs: Gardening, Campus Beautification, Intramural sports, and ASB.

**SCHOOL NAME: MARSHALL ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 2 - English Language Arts**

**Meaningful Data Analysis and Tiered Intervention**

**\*Strategy/Activity - Description**

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

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

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

Release time to classroom teachers for planning and coaching or lesson study will be provided as possible.

Non-classroom hourly will be used to ensure time for teachers to collaborate in PLC and with the VP in professional learning around high leverage reading strategies.

All teachers will provide students daily guided reading and teachers will engage district professional development related to literacy acceleration.

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

Directions:

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

Guiding Questions:

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

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## Marshall Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>progress monitoring results, etc.).</b>	<b>assessments, pre/post test, progress monitoring results, etc.).</b>	
School Counselor	0.10000	\$13,749.77	09800-1210	To improve ELA achievement for our students with disabilities and multilingual learners, this person will pull small groups of students to support the comprehension and language strategies needed to access grade level texts. The support will build student confidence and increase student reading levels.	Emily provided guided reading in small groups once per week with SWD and multilingual learners. She monitored students through Fountas & Pinnell and through checking comprehension during guided reading groups	Due to an outbreak of COVID during the 2020-21 school year, absenteeism increased. Parents were encouraged to keep students home who presented with COVID like symptoms. Staff members were absent as well due to COVID and at times, there were shortages of visiting teachers to cover classrooms	We no longer can afford an additional .10 of an additional counselor.



**Goal 4- Supporting English Learners**

**Strengthen ELD Instruction**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Marshall Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

Vice Principal	0.30000	\$46,842.44	09800-1309	AP is the ELPAC coordinator. Will monitor student progress towards language proficiency.	AP coordinated LPAC assessments and monitored student progress towards language proficiency	Due to an outbreak of COVID during the 2020-21 school year, absenteeism increased. Parents were encouraged to keep students home who presented with COVID like symptoms. Staff members were absent as well due to COVID and at times, there were shortages of visiting teachers to cover classrooms	AP will designate the majority of their daily work time to collaborate closely with teachers during PLC's, Lesson study, model literacy approaches from the balanced literacy model of instruction. More visiting teachers have been hired to provide release time for teachers for collaborative planning. Additionally, teachers are provided with three hours of PD once each 5 weeks when their students are in VAPA enrichment classes
Supplies		\$5,972.00	09800-4301	Instructional supplies to support ELLs such as PD books for staff that include	AP facilitated a book study with classroom teachers once		Assistant principal will continue working with teachers as they

**Marshall Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				strategies to work with ELLs, whiteboards, erasers, markers, etc.	per month with a focus on student reading behaviors. Teachers implemented these strategies into their instruction AP modeled the approaches of the literacy framework with teachers and co-planned lessons with them.		study reading behaviors and co-develop plans to include teaching reading behaviors and students' use of reading behaviors.
Prof&Curriclm Dev Vist Tchr		\$10,212.60	09800-1192	This budget will be repurposed through a justification form for ELPAC testing support.	Visiting teachers will provide release time for teachers to meet in grade level PLC's to analyze student work, plan instruction, and monitor student assessment data		