

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT MARVIN ELEMENTARY SCHOOL

2022-23

37-68338-6039960
CDS Code

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

Principal: Tovar, Armando

Contact Person: Tovar, Armando

Position: Principal

Telephone Number: 619-583-1355

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

E-mail Address: atovarjr@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: Marvin Elm PHONE: 619-906-2200 FAX: 619-582-7853

SITE CONTACT PERSON: Armando Tovar E-MAIL ADDRESS: atovarjr@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School 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.

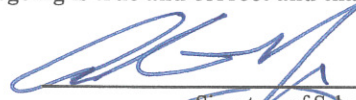
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>10/4</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>ILT / staff</u> | Date of presentation: <u>9/14 / 10/4</u> |

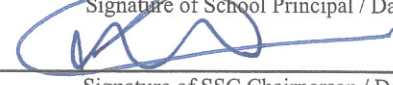
1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted 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: 10-4-22

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

Armando Tovar
Type/Print Name of School Principal


Signature of School Principal / Date

Nelia Ferreira
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 10/17/22
Signature of Area Superintendent / Date

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

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

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

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

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

ENGAGING EDUCATIONAL PARTNERS

At Marvin Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meetings to engage in dialogue and provide input. Marvin Elementary School Site Council (SSC), Site Governance Team (SGT), Instructional Leadership Team (ILT), and staff meetings were held throughout the 2021-2022 school year.

- August 25, 2021 - ILT met to: Review site data and determine professional learning plan for the 2022-2023 school year.
- September 7, 2021 - Presented Home School Compact and Parent Involvement Policy to families for input.
- September 21, 2021 - SSC met to: Review and approve our Home School Compact, Parent Involvement Policy. Data review and discussion related to the 2020-2021 SPSA. Results of ELAC interest. Review of site budget.
- October 19, 2021 - SSC met to: Review of site data and budget update. Approval of our SPSA.
- October 27, 2021 - ILT met to: Analyze data and develop professional learning opportunities related to our goals.
- November 16, 2021 - SSC met to: Review of site data and budget update.
- December 3, 2021 - ILT met to: Analyze data and develop professional learning related to our goals.
- February 8, 2022 - SSC met to: Present site budget for 2021-2022 school year.
- April 13, 2022 - ILT met to: Analyze data and develop professional learning related to our goals.

- May 17, 2022 - SSC met to: Review of site data and budget update.
- September 14, 2022 - ILT met to: Review 2021-2022 SPSA goals and provide input.
- September 7, 2022 - Presented Home School Compact and Parent Involvement Policy to families for input.
- October 4, 2022 - SSC met to: Review and approve our Home School Compact, Parent Involvement Policy and engage in discussions related to the 2022-2023 SPSA.
- October 4, 2022 - Review and approve 2021-2022 SPSA and provide input.

RESOURCE INEQUITIES

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

CAASP ELA Analysis

Grade Level	2017	2018	2019	2022
3rd	80%	84%	87%	79%
4th	74%	75%	73%	80%
5th	88%	78%	78%	80%
Total	81%	79%	79%	80%
Students with Disabilities	42%	24%	39%	62%
English Learners	No Data	60%	23%	Not Available
African American Students	No Data	No Data	No Data	Not Available

The 2022 CAASP ELA data indicates 80% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed inequities within our subgroups and reflects a need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (*Baseline), Students with Disabilities (62% proficient) and our African American subgroup (*Baseline).

As a result of this analysis, there are inequities in the area of English Language Arts. When examining subgroups of students the data shows that a large number of students did not "met or exceeded grade level standards."

Students with Disabilities

- Continued increase in the number of students "meeting/exceeding standards" from 2021-2022 by 3%.

English Learners

- Continued increase in the number of students "meeting/exceeding standards" from 2021-2022 by 3%.

African American Students

- Continued increase in the number of students "meeting/exceeding standards" from 2021-2022 by 3%.

SDUSD FAST assessment data will be utilized to monitor student achievement throughout the year during PLCs and develop action plans work towards closing the achievement gap.

SPSA Focus

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

California Dashboard

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

SPSA Focus

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Andrea Dooley	Parent
Nelia Ferreria	Parent
Celia Wolf	Parent
Anha Dick	Parent
Alyssa Rianne Ko	Parent
Sharon Johnson	Classroom Teacher
Christine Kratt	Classroom Teacher
Armando Tovar	Principal
Brandi Friend	Other School Representative
Sharon Johnson	Classroom Teacher

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 the chronic absenteeism rate school wide and specifically for our students who are identified as socioeconomically disadvantaged. In reviewing the percentage of students identified under socioeconomically disadvantaged on the California Dashboard, the percentage rate dropped from 7.8% to 6.8%.

We saw a positive impact in the number of students that developed trusting relationships with our TKF mentor and benefited from the 1:1 and/or small group support being provided to the child.

Strategies we implemented to support this goal included:

- The TKF mentor supported students with: behavioral supports, socioemotional skills, guidance after a troubling life event, and/or self-esteem supports.
- Our school counselor (3 days per week) supported children and their families by making phone calls and connecting families to community supports

Due to COVID-19 and broad attendance policies, we were unable to effectively monitor and support this goal.

*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).						
Our site will continue with the TKF partnership for the 2022-2023 school year and implement strategies with fidelity and more consistently monitor impact.						
*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.						
Our School Clerk will monitor attendance more regularly and work with our school nurse, counselor, and Tariq Khamisa mentor to make calls to families, provide district and community resources, and send out appropriate notifications to address chronic absenteeism in a timely manner.						
*Identified Need						
On the California Dashboard (2019) Marvin is in the green category within Chronic Absenteeism. The overall school chronic absenteeism rate is 6.8%.						
Chronic Absenteeism Rates (subgroups): Socioeconomically Disadvantaged=15.1% (This group is addressed in the goal for all students).						
California Healthy Kids Survey (CHKS) results consistently highlight Marvin students feel safe, welcome and engaged at school and Marvin consistently outperforms the State Average in all areas. One area that we would like to improve is in the area of "meaningful participation" where 50% of students reported feeling that the school encourages "meaningful participation".						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	6.8%	5%	Attendance	Trimester
June 2023	5th grade	Increase % of students who report engaging in "meaningful participation" on the CHKS Survey.	50%	60%	CAL-SCHLS (CHKS)	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism Students with Disabilities	10%	5%	Attendance	Trimester
June 2023	TK-5	English Learner	Decrease chronic absenteeism rate of English Learners	9%	4%	Attendance	Trimester
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate of Black or African American students	14%	9%	Attendance	Trimester
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate of Socioeconomically disadvantaged students	15%	10%	Attendance	Trimester
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate of Hispanic or Latino students	10%	5%	Attendance	Trimester

Supporting Black Youth - Additional Goals

- ✓ 1. Marvin Elementary'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.
- ✓ 2. The staff diversity goal at Marvin Elementary 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. Marvin's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Marvin Elementary 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. Marvin Elementary 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.

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- ✓ 5. Marvin Elementary'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. Marvin Elementary 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. Marvin Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Multi-Level Support

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*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
N01979N	Contracted Svcs Less Than \$25K		\$11,000.00	\$11,000.00	0197-00000-00-5853-1000-1110-01000-0000	Discretionary Alloc	[no data]		Support site goals related to social emotional learning, attendance, and behavior.

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).

ELA Implementation

To support student progress in ELA during the 2021-2022 school year, professional development was focused on having teachers participate in PLCs and district literacy trainings to strengthen tier one instruction, integrate lesson studies and lesson design throughout the school year (for all classroom teachers and Education Specialists), administer common reading and formative assessments (for all TK-5th grade students) and monitoring student progress as a grade level team on a monthly basis.

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

ELA Outcomes/Effectiveness

Percentage of students meeting/exceeding grade level expectations on SBA at the end of the 2021-2022 school year.

- Overall: 79% (133 students); scores remained the same from the 2018-2019 school year.
- Students with Disabilities: 62%; scores increased from 2018-2019 by 14%.
- English Learners: *Baseline; Overall decrease from 2018-2019.
- Black Youth: *Baseline; Overall decrease from 2018-2019.

Math Implementation

To support student progress in mathematics during the 2021-2022 school year, professional development was focused on having teachers participate in PLCs to analyze data and develop action plans that support tier one instruction/intervention, integrate lesson studies and lesson design throughout the school year (for all classroom teachers and Education Specialists), administer common grade level assessments (for all TK-5th grade students) and monitoring student progress as a grade level team on a monthly basis.

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

Math Outcomes/Effectiveness

Percentage of students meeting/exceeding grade level expectations on SBA at the end of the 2021-2022 school year.

- Overall: 73% (180 students); an 8% decrease from the 2018-2019 school year.
- Students with Disabilities: 85%; scores increased from 2018-2019 by 22%.
- English Learners: *Baseline; Overall decrease from 2018-2019.
- Black Youth: *Baseline; Overall decrease from 2018-2019.

***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 implications and lack of staffing we were unable to consistently meet in PLCs and engage in routine PD.

***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.

ELA

Continue our focus on professional learning to gain an in-depth understanding of student needs in relation to reading behaviors and common core standards.

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

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

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

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

Our site will administer F&P and FAST assessments will be administered three times a year to monitor progress towards our end of year goals.

Math

To support student progress in math, our site is engaging in a math pilot with district resource support. Professional development will continue to focus on (teachers will participate in monthly PLCs), strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, administering common formative assessments (for all TK-5th grade students) and monitoring of student progress by administration, Instructional Leadership Team, and grade level teams on a monthly basis.

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

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

support professional development (plan, organize, and facilitate).

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

The FAST and DEMI assessments will be administered three times a year to monitor student progress towards end of year goals.

***Identified Need - English Language Arts**

CAASPP ELA Analysis

Grade Level	2017	2018	2019	2022
3rd	80%	84%	87%	79%
4th	74%	75%	73%	80%
5th	88%	78%	78%	79%
Total	81%	79%	79%	79%
Students with Disabilities	42%	24%	39%	52%
English Learners	No Data	60%	23%	*Baseline
African American Students	No Data	No Data	No Data	*Baseline

The 2022 CAASPP ELA data indicates 80% of 3rd-5th grade students met or exceeded grade level standards in ELA. The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our Students with Disabilities (52% proficient). There was no reporting on our African American and English Learners due to a small number of students within this subgroup.

As a result of this analysis, there are inequities in the area of English Language Arts. When examining student performance from 2018-2021 the data shows that our English Learners and Black youth have a higher percentage of students that are not meeting grade level standards (unable to report due to subgroup being less than 10 students).

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

To support underperforming students we will focus on analysis of reading behaviors, developing lessons that are aligned with standards, and strengthening Tier 1 instruction and tier two interventions. Our site utilizes Leveled Literacy Intervention which will provide tier two literacy instruction for identified groups of students in grades K-5 that are not meeting grade level expectations.

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

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

*Goal 2 - English Language Arts

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.	79%	84%	CAASPP ELA	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards.	79%	84%	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	80%	85%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	79%	84%	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

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.	Baseline	5% Increase	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	63%	68%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	*Baseline	5% Increase	CAASPP ELA	Annually

*Identified Need - Math				
Grade Level/Subgroup	2017	2018	2019	2022
Overall	78%	79%	80%	73%
3rd	88%	90%	90%	79%
4th	67%	80%	74%	74%
5th	74%	63%	76%	66%
Students with Disabilities	50%	43%	52%	56%
English Learners	No Data	73%	54%	*Baseline
Black Youth	No Data	No Data	No Data	*Baseline

The 2022 CAASPP math data indicates 73% of 3rd-5th grade students met or exceeded grade level standards in math.

The data shows the gap within our students with disabilities subgroup is slowly closing. However, we will continue the focus on improving student achievement and closing the achievement gap within this subgroup (56% proficient).

As a result of this analysis, there are inequities in the area of mathematics. When examining student performance from 2018-2021 the data shows an overall decrease of 7%.

As a result of this analysis, there are inequities in the area of English Language Arts. When examining student performance from 2018-2021 the data shows that our English Learners and Black youth have a higher percentage of students that are not meeting grade level standards (unable to report due to subgroup being less than 10 students).

To support student progress in math, our site is engaging in a math pilot with district resource support. Professional development will continue to focus on (teachers will participate in monthly PLCs), strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, administering common formative assessments (for all TK-5th grade students) and monitoring of student progress by administration, Instructional Leadership Team, and grade level teams on a monthly basis.

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

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

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

The FAST and DEMI assessments will be administered three times a year to monitor student progress towards end of year goals.

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*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.	73%	78%	CAASPP Math	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards.	79%	84%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	74%	79%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	66%	79%	CAASPP Math	Annually

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

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.	*Baseline	5% Increase	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	56%	61%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	*Baseline	5% Increase	CAASPP Math	Annually

***Identified Need - English Learners**

CAASPP ELA Analysis

Grade Level	2017	2018	2019	2021
3rd	80%	84%	87%	79%
4th	74%	75%	73%	80%

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

5th	88%	78%	78%	79%
Total	81%	79%	79%	79%
Students with Disabilities	42%	24%	39%	52%
English Learners	No Data	60%	23%	*Baseline
African American Students	No Data	No Data	No Data	*Baseline

The 2022 CAASPP ELA data indicates our English Learners are failing to meet or exceeded grade level standards in ELA (unable to report due to subgroup being less than 10 students). The data showed we need to continue the focus on improving student achievement and closing the achievement gap with our English Learners (*Baseline).

The FAST assessment will be administered three times a year to monitor English Learner student progress towards end of year goals.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Increase percentage of English Learners eligible for reclassification	75%	78%	Summative ELPAC	Annual

*Identified Need - Graduation/Promotion Rate

Based on our current data, 79% of our students are meeting/exceeding grade level standards. We will continue to utilize online programs to supplement instruction. Staff will continue to collaborate and engage in professional development and PLCs to strengthen tier one instruction, engage in lesson studies and lesson design.

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

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

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

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

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Student will meet or exceed end of the year expectation on the CAASPP	79%	84%	CAASPP ELA	Annually

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5	Student will meet or exceed end of the year expectation on the CAASPP	73%	78%	CAASPP ELA	Annually
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*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&5	English Learner	Increase the percentage of students meeting and exceeding grade level standards on CAASPP	*Baseline	5% Increase	CAASPP ELA	Annually
June 2023	3&5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards on CAASPP	52%	57%	CAASPP ELA	Annually
June 2023	3&5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on CAASPP	*Baseline	5% Increase	CAASPP ELA	Annually

Reading Intervention

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

The additional RVT teacher will provide approximately 14 weeks of a research based reading intervention program (Leveled Literacy Intervention). This will be made available to struggling readers that meet site based criteria indicating they qualify for additional support. Students will cycle through support approximately every 14 weeks. If it is found that a student requires ongoing support, they may have an opportunity to continue with the intervention.

Online Programs

*Students to be served by this Strategy/Activity

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

Marvin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
Funding has been allocated to purchase license and fees for software and/or online reading resources. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News and News ELA: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01979M	Software License		\$4,000.00	\$4,000.00	0197-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Reading programs to enhance necessary skills for effective reading instruction. (RAZ-KIDS, Scholastic News)
Teacher Release Time									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
All students will benefit from this strategy/activity in the area of Mathematics, specifically the following subgroups: English Learners, Students with Disabilities, Black or African Americans, and students who are considered Socioeconomically Disadvantaged. 26% of Marvin’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Funding has been allocated to support professional growth and grade level collaboration via PLCs. It will also provide classroom teachers and Ed specialists opportunities to analyze common assessments, identify areas of strength and need related to student learning, develop an action plan to accelerate learning and support struggling students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0197R	Prof&Curriclm Dev Vist Tchr		\$3,894.00	\$4,821.15	0197-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide grade level opportunities to meet in PLCs to collaborate in SPSA goals, analyze data and plan responsive instruction.

Supplies and Interprogram Svcs./Paper

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

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

***Strategy/Activity - Description**

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

***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
N01971Y	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0197-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support curriculum resources in ELA and Math. (I.e. math extension activities, science, math and ELA ws.)

Supplies and Interprogram Svcs./Paper

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

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

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019795	Supplies		\$4,739.65	\$4,739.65	0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional Supplies such as journals, pencils, chart paper, professional development books,

toner, etc. will be used to support in ELA and Math.

ELPAC Testing and Compliance

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

English Learners will benefit from this strategy.

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019713	Classroom PARAS Hrly		\$2,000.00	\$2,740.20	0197-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Coordinate, monitor, and ensure site is in compliance. ELPAC testing.

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 parent participation and engagement with the classroom and school site. Marvin Elementary is fortunate to have a large active parent base. Our strategy/action to improve in this area included offering multiple opportunities for families to regularly participate in school activities, participate on committees and volunteering in classrooms. In reviewing the California Parent Survey from 2022, the lowest area on the survey was 'School actively seeks the input of parents before making big decisions (80% agree/strongly agree).

***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 impacts of COVID, our site was unable to hold in person meetings. Parent workshops/meetings were held via zoom. This format was not as conducive in engaging parents in meaningful dialogue and activities.

***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.

Continue with current forums (in person - should COVID guidelines permit) for families to provide input. In the upcoming year, I will seek input of stakeholders during Coffee with the Principal, SSC meetings, SGT meetings and PTF meetings.

*Identified Need					
<p>In reviewing the California Parent Survey from 2022, the lowest area on the survey was 'School actively seeks the input of parents before making big decisions (80% agree/strongly agree).</p> <p>This was the lowest percentage on our CAL-SCHLS survey. It is important to have parents know that they are valued and their opinions are taken into account during the decision making process.</p>					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Monitored by sign-in sheets. To increase the percentage of parents who think that the school actively seeks the input of parents before making big decisions.	80%	83%	Other - Describe in objective
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Volunteers	To increase the percentage of parents that participate in one or more school related activity.	95%	97%	Other - Describe in Objective
Strategy/Activity 1					
*Families to be served by this Strategy/Activity					
All families					
*Strategy/Activity - Description					
<p>To increase input on site based decisions, I will seek input of stakeholders during family events. Our site will work to hold meetings during and after school to increase parent participation and opportunities for feedback.</p> <p>To continue to keep our families informed about decisions and school happenings, we will utilize the following:</p> <ul style="list-style-type: none"> - Coffee with the Principal - Class DOJO - Automated phone calls/emails (School Messenger) - School Website, including a Calendar of events and activities - Marquee - Facebook - Peach Jar (electronic flyers) 					

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Marvin Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 21,301

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

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

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 21,301
[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): \$ 21,301

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 21,301

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Marvin Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$3,894.00
Marvin Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$2,000.00
Marvin Elementary			3000 Benefits		0	\$1,667.35
Marvin Elementary			4301 Supplies	Supplies	0	\$4,739.65
Marvin Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$5,000.00
Marvin Elementary			5841 Software License	Software License	0	\$4,000.00
Marvin Elementary		(blank) Total			0	\$21,301.00
Marvin Elementary	09800 LCFF Intervention Support Total				0	\$21,301.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Marvin Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2022-23

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

It has distributed the policy to all parents and guardians.

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

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

Involvement of Parents in the Non-Title I Program

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

The school offers a flexible number of meetings for parents.

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

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

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at Back to School Night in the fall.

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

School-Parent Compact

Marvin Elementary distributes to parents a Non-Title I school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

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

Building Capacity for Involvement

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

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

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

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

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

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

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

Accessibility

Marvin Elementary provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand). We utilize a variety of ways to distribute information including our website, School Messenger, and fliers. Information is translated to meet the needs of our parents.

This policy was adopted by *Marvin Elementary* on 10-4-22 and will be in effect for the period of the 2022-23 school year.

The school will distribute the policy to all parents of students on, or before October 4, 2022

Armando Tovar Jr.

10-4-2022

APPENDIX C

SCHOOL PARENT COMPACT



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

MARVIN ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

Marvin Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

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

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

Provide parents reasonable access to staff.

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

Student Responsibilities:

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

Contributing to a positive learning environment on campus.

Come to class on time, prepared to work.

Complete all assignments to the best of my ability.

Show respect for people and property.

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

Respect the rights of others to learn without disruption.

Parent Responsibilities:

Monitor my child's television/computer use and homework completion.

Provide a regular time, place and supervision for homework completion.

Attend at least one parent/guardian/teacher/student conference each year to discuss my child's school progress.

Participate in decisions related to the education of my child.

Read to my child daily for twenty minutes, five days per week.

Communicate the importance of education to my child.

Provide a caring environment, including adequate food and rest.

Help my child to meet his/her responsibilities and get my child to school on time each day.

Provide positive use of extracurricular time.

School Responsibilities:

Ensure that our school provides high-quality curriculum and instruction in a safe and supportive learning environment that enables all students to meet or exceed student performance standards.

Create a welcoming environment for students, families, and community members.

Provide two-way communication between home and school in order for parents/guardians to have reasonable access for discussing matters relating to their son/daughter.

Schedule parent/guardian/teacher/student conferences.

Provide a safe and positive atmosphere for learning.

Explain and model assignments so that students have a clear understanding.

Provide a process for on-going planning, reviewing, and improving school activities and programs.

Solicit feedback from students, families, and staff about school programs, policies, and activities; respond in a timely manner to such feedback.

Supply clear evaluations of student progress to students and parents.

Notify parents/guardians of any problems and concerns in a timely manner.

Reinforce the partnership between parent/guardian, student and staff by recognizing outstanding practices of individuals and/or groups.

This Compact was adopted by *Marvin Elementary* on 10/4/2022, and will be in effect for the period of the 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 4, 2022.

Armando Tovar Jr.

10-4-22

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from 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
Marvin
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	146	78.8	183	80.9	192	79.2	216	79.2	246	79.3	0.5	0.1	146	70.5	183	77.6	193	78.8	216	79.6	246	73.2	2.7	-6.4
Female	76	80.3	94	81.9	95	81.1	106	81.1	105	82.9	2.6	1.8	76	64.5	94	74.5	96	76.0	106	73.6	105	70.5	6.0	-3.1
Male	70	77.1	89	79.8	97	77.3	110	77.3	141	76.6	-0.5	-0.7	70	77.1	89	80.9	97	81.4	110	85.5	141	75.2	-1.9	-10.3
African American	2	-	5	-	2	-	5	-	8	-	-	-	2	-	5	-	2	-	5	-	8	-	-	-
Asian	0	-	1	-	1	-	12	66.7	8	-	-	-	0	-	1	-	1	-	12	75.0	8	-	-	-
Filipino	0	-	1	-	2	-	4	-	3	-	-	-	0	-	1	-	2	-	4	-	3	-	-	-
Hispanic	54	77.8	57	73.7	61	72.1	58	67.2	66	71.2	-6.6	4.0	54	55.6	57	63.2	62	67.7	58	72.4	66	65.2	9.6	-7.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
White	71	78.9	96	86.5	95	81.1	100	87.0	110	85.5	6.6	-1.5	71	81.7	96	85.4	95	85.3	100	86.0	110	79.1	-2.6	-6.9
Multiracial	11	81.8	16	87.5	24	87.5	37	86.5	49	85.7	3.9	-0.8	11	54.5	16	81.3	24	83.3	37	81.1	49	75.5	21.0	-5.6
English Learner	6	-	8	-	10	60.0	13	23.1	6	-	-	-	6	-	8	-	11	72.7	13	53.8	6	-	-	-
English-Speaking	140	80.7	175	81.7	182	80.2	203	82.8	240	80.4	-0.3	-2.4	140	70.7	175	78.3	182	79.1	203	81.3	240	74.6	3.9	-6.7
Reclassified†	8	-	13	76.9	15	80.0	20	80.0	24	91.7	-	11.7	8	-	13	76.9	15	66.7	20	85.0	24	83.3	-	-1.7
Initially Eng. Speaking	132	80.3	162	82.1	167	80.2	183	83.1	216	79.2	-1.1	-3.9	132	71.2	162	78.4	167	80.2	183	80.9	216	73.6	2.4	-7.3
Econ. Disadv.*	52	71.2	44	72.7	49	69.4	52	57.7	73	63.0	-8.2	5.3	52	59.6	44	63.6	50	72.0	52	61.5	73	53.4	-6.2	-8.1
Non-Econ. Disadv.	94	83.0	139	83.5	143	82.5	164	86.0	173	86.1	3.1	0.1	94	76.6	139	82.0	143	81.1	164	85.4	173	81.5	4.9	-3.9
Gifted	83	85.5	79	92.4	64	96.9	71	98.6	23	87.0	1.5	-11.6	83	80.7	79	83.5	64	90.6	71	95.8	23	95.7	15.0	-0.1
Not Gifted	63	69.8	104	72.1	128	70.3	145	69.7	223	78.5	8.7	8.8	63	57.1	104	73.1	129	72.9	145	71.7	223	70.9	13.8	-0.8
With Disabilities	10	50.0	12	41.7	21	23.8	18	38.9	25	52.0	2.0	13.1	10	50.0	12	50.0	21	42.9	18	61.1	25	56.0	6.0	-5.1
WO Disabilities	136	80.9	171	83.6	171	86.0	198	82.8	221	82.4	1.5	-0.4	136	72.1	171	79.5	172	83.1	198	81.3	221	75.1	3.0	-6.2
Homeless	1	-	1	-	3	-	4	-	7	-	-	-	1	-	1	-	3	-	4	-	6	-	-	-
Foster	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Military	9	-	10	80.0	11	81.8	11	81.8	9	-	-	-	9	-	10	70.0	11	81.8	11	81.8	7	-	-	-

* 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
Marvin
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	48	72.9	76	80.3	69	84.1	0	-	82	79.3	6.4	-	48	77.1	76	86.8	69	89.9	67	89.6	82	79.3	2.2	-10.3
Female	27	81.5	36	80.6	35	82.9	0	-	40	82.5	1.0	-	27	74.1	36	77.8	35	82.9	36	88.9	40	85.0	10.9	-3.9
Male	21	61.9	40	80.0	34	85.3	0	-	42	76.2	14.3	-	21	81.0	40	95.0	34	97.1	31	90.3	42	73.8	-7.2	-16.5
African American	1	-	1	-	0	-	0	-	2	-	-	-	1	-	1	-	0	-	3	-	2	-	-	-
Asian	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	5	-	2	-	-	-
Filipino	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
Hispanic	17	70.6	20	75.0	22	81.8	0	-	22	68.2	-2.4	-	17	64.7	20	75.0	22	86.4	18	100.0	22	72.7	8.0	-27.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	23	78.3	41	80.5	32	81.3	0	-	43	86.0	7.7	-	23	87.0	41	92.7	32	90.6	26	84.6	43	83.7	-3.3	-0.9
Multiracial	3	-	10	90.0	12	91.7	0	-	12	91.7	-	-	3	-	10	80.0	12	91.7	15	100.0	12	91.7	-	-8.3
English Learner	4	-	8	-	5	-	0	-	2	-	-	-	4	-	8	-	5	-	2	-	2	-	-	-
English-Speaking	44	77.3	68	82.4	64	84.4	0	-	80	80.0	2.7	-	44	77.3	68	89.7	64	90.6	65	90.8	80	81.3	4.0	-9.5
Reclassified†	0	-	4	-	3	-	0	-	5	-	-	-	1	-	4	-	3	-	8	-	5	-	-	-
Initially Eng. Speaking	43	79.1	64	81.3	61	83.6	0	-	75	80.0	0.9	-	43	79.1	64	89.1	61	90.2	57	89.5	75	80.0	0.9	-9.5
Econ. Disadv.*	16	56.3	17	70.6	18	72.2	0	-	20	50.0	-6.3	-	16	62.5	17	70.6	18	83.3	15	80.0	20	60.0	-2.5	-20.0
Non-Econ. Disadv.	32	81.3	59	83.1	51	88.2	0	-	62	88.7	7.4	-	32	84.4	59	91.5	51	92.2	52	92.3	62	85.5	1.1	-6.8
Gifted	26	80.8	17	94.1	21	100.0	0	-	23	87.0	6.2	-	26	88.5	17	100.0	21	100.0	31	96.8	23	95.7	7.2	-1.1
Not Gifted	22	63.6	59	76.3	48	77.1	0	-	82	79.3	15.7	-	22	63.6	59	83.1	48	85.4	36	83.3	82	79.3	15.7	-4.0
With Disabilities	4	-	4	-	8	-	0	-	9	-	-	-	4	-	4	-	8	-	7	-	9	-	-	-
WO Disabilities	44	77.3	72	81.9	61	91.8	0	-	73	82.2	4.9	-	44	79.5	72	88.9	61	91.8	60	88.3	73	80.8	1.3	-7.5
Homeless	1	-	1	-	1	-	0	-	3	-	-	-	0	-	1	-	1	-	4	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	4	-	2	-	0	-	3	-	-	-	5	-	4	-	2	-	5	-	3	-	-	-

* 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
Marvin
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	%	%	%
Total	51	72.5	49	73.5	72	75.0	0	-	84	79.8	7.3	-	51	70.6	49	67.3	72	79.2	66	74.2	84	73.8	3.2	-0.4
Female	28	71.4	26	69.2	33	78.8	0	-	27	88.9	17.5	-	28	71.4	26	61.5	33	81.8	34	61.8	27	74.1	2.7	12.3
Male	23	73.9	23	78.3	39	71.8	0	-	57	75.4	1.5	-	23	69.6	23	73.9	39	76.9	32	87.5	57	73.7	4.1	-13.8
African American	1	-	2	-	1	-	0	-	3	-	-	-	1	-	2	-	1	-	0	-	3	-	-	-
Asian	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	2	-	3	-	-	-
Filipino	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	3	-	2	-	-	-
Hispanic	17	70.6	18	61.1	19	57.9	0	-	22	63.6	-7.0	-	17	52.9	18	61.1	19	57.9	20	60.0	22	59.1	6.2	-0.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	29	72.4	21	90.5	40	77.5	0	-	29	93.1	20.7	-	29	79.3	21	71.4	40	87.5	30	86.7	29	82.8	3.5	-3.9
Multiracial	3	-	4	-	8	-	0	-	24	83.3	-	-	3	-	4	-	8	-	11	63.6	24	75.0	-	11.4
English Learner	0	-	0	-	4	-	0	-	3	-	-	-	0	-	0	-	4	-	5	-	3	-	-	-
English-Speaking	51	72.5	49	73.5	68	77.9	0	-	81	81.5	9.0	-	51	70.6	49	67.3	68	80.9	61	73.8	81	75.3	4.7	1.5
Reclassified†	5	-	5	-	8	-	0	-	10	90.0	-	-	5	-	5	-	8	-	3	-	10	90.0	-	-
Initially Eng. Speaking	46	69.6	44	77.3	60	76.7	0	-	71	80.3	10.7	-	46	69.6	44	70.5	60	83.3	58	74.1	71	73.2	3.6	-0.9
Econ. Disadv.*	19	63.2	12	58.3	17	64.7	0	-	29	62.1	-1.1	-	19	57.9	12	50.0	17	70.6	17	64.7	29	55.2	-2.7	-9.5
Non-Econ. Disadv.	32	78.1	37	78.4	55	78.2	0	-	55	89.1	11.0	-	32	78.1	37	73.0	55	81.8	49	77.6	55	83.6	5.5	6.0
Gifted	31	80.6	26	84.6	17	100.0	0	-	23	87.0	6.4	-	31	77.4	26	73.1	17	100.0	20	95.0	23	95.7	18.3	0.7
Not Gifted	20	60.0	23	60.9	55	67.3	0	-	84	79.8	19.8	-	20	60.0	23	60.9	55	72.7	46	65.2	84	73.8	13.8	8.6
With Disabilities	2	-	5	-	8	-	0	-	9	-	-	-	2	-	5	-	8	-	3	-	9	-	-	-
WO Disabilities	49	73.5	44	77.3	64	81.3	0	-	75	81.3	7.8	-	49	71.4	44	70.5	64	85.9	63	76.2	75	74.7	3.3	-1.5
Homeless	1	-	1	-	2	-	0	-	2	-	-	-	0	-	1	-	2	-	2	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	4	-	0	-	2	-	-	-	2	-	4	-	4	-	2	-	2	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	47	91.5	58	87.9	51	78.4	0	-	80	78.8	-12.7	-	47	63.8	58	74.1	52	63.5	83	75.9	80	66.3	2.5	-9.6
Female	21	90.5	32	93.8	27	81.5	0	-	38	78.9	-11.6	-	21	42.9	32	81.3	28	60.7	36	69.4	38	52.6	9.7	-16.8
Male	26	92.3	26	80.8	24	75.0	0	-	42	78.6	-13.7	-	26	80.8	26	65.4	24	66.7	47	80.9	42	78.6	-2.2	-2.3
African American	0	-	2	-	1	-	0	-	3	-	-	-	0	-	2	-	1	-	2	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	5	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	20	90.0	19	84.2	20	75.0	0	-	22	81.8	-8.2	-	20	50.0	19	52.6	21	57.1	20	60.0	22	63.6	13.6	3.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	19	89.5	34	91.2	23	87.0	0	-	38	78.9	-10.6	-	19	78.9	34	85.3	23	73.9	44	86.4	38	71.1	-7.8	-15.3
Multiracial	5	-	2	-	4	-	0	-	13	84.6	-	-	5	-	2	-	4	-	11	72.7	13	61.5	-	-11.2
English Learner	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	2	-	6	-	1	-	-	-
English-Speaking	45	93.3	58	87.9	50	78.0	0	-	79	79.7	-13.6	-	45	64.4	58	74.1	50	62.0	77	79.2	79	67.1	2.7	-12.1
Reclassified†	2	-	4	-	4	-	0	-	9	-	-	-	2	-	4	-	4	-	9	-	9	-	-	-
Initially Eng. Speaking	43	93.0	54	87.0	46	80.4	0	-	70	77.1	-15.9	-	43	65.1	54	72.2	46	63.0	68	79.4	70	67.1	2.0	-12.3
Econ. Disadv.*	17	94.1	15	86.7	14	71.4	0	-	24	75.0	-19.1	-	17	58.8	15	66.7	15	60.0	20	45.0	24	45.8	-13.0	0.8
Non-Econ. Disadv.	30	90.0	43	88.4	37	81.1	0	-	56	80.4	-9.6	-	30	66.7	43	76.7	37	64.9	63	85.7	56	75.0	8.3	-10.7
Gifted	26	96.2	36	97.2	26	92.3	0	-	23	87.0	-9.2	-	26	76.9	36	83.3	26	76.9	20	95.0	23	95.7	18.8	0.7
Not Gifted	21	85.7	22	72.7	25	64.0	0	-	57	75.4	-10.3	-	21	47.6	22	59.1	26	50.0	63	69.8	57	54.4	6.8	-15.4
With Disabilities	4	-	3	-	5	-	0	-	7	-	-	-	4	-	3	-	5	-	8	-	7	-	-	-
WO Disabilities	43	93.0	55	90.9	46	84.8	0	-	73	83.6	-9.4	-	43	65.1	55	74.5	47	68.1	75	80.0	73	69.9	4.8	-10.1
Homeless	1	-	1	-	3	-	0	-	2	-	-	-	1	-	1	-	3	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	5	-	0	-	4	-	-	-	2	-	2	-	5	-	4	-	2	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION



Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MARVIN ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Online Programs

***Strategy/Activity - Description**

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

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

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.

Marvin Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Software License	\$4,000.00	09800-5841	RAZ-Kids and Scholastic News: To enhance necessary skills for effective reading instruction.	Programs provide Tier 1 supplemental support aligned to reading behaviors and standards. Programs also support Tier 2 Intervention for by assigning reading at a child's specific level to be accessed at home and school	N/A	None
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Teacher Release Time

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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 data (curriculum	Modifications based on qualitative and quantitative data.
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Marvin Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	\$4,665.40	09800-1192	Provide grade levels an opportunity to meet in PLCs to collaborate around SPSA goals, review student data and plan responsive instruction.	Unable to implement due to COVID. Visiting teachers were not available to support release time. Teachers did come together at other times which did not require utilizing these funds	N/A	None

Supplies and Interprogram Svcs/Paper

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.
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Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Paper	\$5,000.00	09800-5733	Copy paper for curriculum resources to support ELA, Math.	Paper is required to support instruction in all subject areas.	N/A	None
Supplies	\$4,368.80	09800-4301	Instructional Supplies such as journals, pencils, chart paper, professional development books, toner, etc. will be used to support in ELA and Math.	Materials are required to support instruction and ensure students have necessary materials.	N/A	None

Goal 3 - Mathematics

Supplies and Interprogram Svcs/Paper

***Strategy/Activity - Description**

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

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

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.
Supplies	--	--	09800-4301	Instructional Supplies such as journals, pencils, chart paper, professional development books, toner, etc.	Materials are required to support instruction and ensure students have necessary materials.	N/A	None

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Paper	--	--	09800-5733	will be used to support in ELA and Math. Copy paper for curriculum resources to support ELA, Math.	Paper is required to support instruction in all subject areas.	N/A	None
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Teacher Release Time

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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.
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Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for classroom teachers to meet in PLCs, analyze data and plan responsive instruction.	Unable to implement due to COVID. Visiting teachers were not available to support release time. Teachers did come together at other times which did not require utilizing these funds	N/A	None

Goal 4- Supporting English Learners

ELPAC Testing and Compliance

***Strategy/Activity - Description**

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

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

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.
Classroom PARAS Hrly		\$2,661.80	09800-2151	Library tech will be our ELPAC coordinator, monitor English Learners, and ensure our site is in compliance.	Our site is in compliance with testing and monitoring of English Learners.	N/A	Continue funding to ensure English Learners are assessed and our site is in compliance.

Goal 5 - Supporting Students with Disabilities

Instructional Supplies

*Strategy/Activity - Description

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

*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.
Supplies	--	--	09800-4301	Instructional supplies may be purchased to target the specific needs of students with disabilities. i.e. highlighting tape, post its,	Materials are required to support access to instruction and ensure students have necessary materials.	N/A	None

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

magnetic letters,
etc.

Teacher Release Time

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for classroom teachers to meet in PLCs, analyze data and plan	Unable to implement due to COVID. Visiting teachers were not available to support	N/A	None

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

responsive
instruction

release time.
Teachers did come
together at other
times which did not
require utilizing
these funds

Goal 8- Graduation/Promotion Rate

Online Programs

***Strategy/Activity - Description**

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

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

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.
Software License	--	--	09800-5841	News ELA to support student learning in literacy. Students not meeting grade level standards in	Programs provide Tier 1 supplemental support aligned to reading behaviors and standards. Programs also	N/A	None

Marvin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

reading will also support Tier 2
be enrolled in Intervention for by
Raz-kids. RAZ- assigning reading at
Kids: Grade level a child's specific
appropriate level to be accessed
instructional at home and school
materials that
enhance necessary
skills for effective
reading
instruction.