School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marshall Elementary	39686760111310	09/30/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Marshall's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Marshall staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Marshall's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 11th, 2023
- September 27th, 2023
- December 7th, 2023
- February 26th, 2024
- September 30, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting August 28, 2023

- Title 1 Parent Meeting this yearAugust 8, 2024
- PIQE Collaboration With Parents: September 14, 2023
- English Language Advisory Committee on September 19th, 2023
- English Language Advisory Committee on November 28th, 2023
- English Language Advisory Committee on January 16th, 2024
- English Language Advisory Committee on February 20th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on August 1, 2023
- Leadership Meeting on August 7, 2023
- Faculty Meeting on September 5, 2023
- Leadership Meeting on September 4, 2023
- Staff Meeting August 6, 2024

Community Organization, My Brothers Keeper were engaged in discussions on:

- October 18, 2024
- March 1, 2024
- January 16, 2024

Resource Inequities (CSI and ATSI Only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment.

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Marshall, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)

English Learner	121.6 points below standard (red)	134.9 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	population too small, no indicator	X	X	N/A
Students with Disabilities	148.9 points below standard (red)	170 points below standard, no indicator	1.1% suspended at least one day (yellow)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Comprehensive School Improvement (CSI): Marshall has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Marshall is part of the lowest performing 5% of Title I schools.

Marshall is impacted by the following resource inequities:

- High number of non-college attending families
- No public library in our surrounding community
- No safe opportunities or parks where students can apply knowlege obtained or practice positive social skills or communication skills
- Surrounding community that lacks positive coping skills when challenging or difficult situations arise
- Students who have never attended Pre-School, Kindergarten, 1st or 2nd grade due to COVID or students with extreme absenteeism in TK-2nd grade
- A lack of positive role models in the surrounding community, many of whom work in service economy positions due to low levels of education and mistrust of the educational system
- An increase in New Comer enrollees
- A high turnover in Administration Turnover in years prior to 2022
- A high number of new teacher with no experience, teacher interns with minimal experience or beginning training due to teacher turnover and teacher shortage
- Classrooms with long-term substitutes where no teachers are available to hire

These inequities create a difficulty providing consistent high quality first instruction which results in low achievement.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. Marshall has been identified for Comprehensive School Improvement (CSI) for the 2024-25 school year under the classification of "Low Performing. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	106.6 points below standard (red)	127.4 points below standard (red)	6.7% suspended at least one day (red)			
Foster Youth						
English Learner	121.6 points below standard (red)	134.9 points below standard (red)	3.3% suspended at least one day (orange)	28.7% chronically absent (orange)		
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	115.8 points below standard (red)	137.7 points below standard (red)	6.7% suspended at least one day (red)			
Student with Disabilities	148.9 points below standard (red)	170 points below standard (red)	1.1% suspended at least one day (red)			
African American	153.3 points below standard (red)	157.4 points below standard (orange)	9.7% suspended at least one day (red)	37.9% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian						
Filipino			2.1% suspended at least one day (orange)			

Hispanic	112.8 points below standard (red)	133.6 points below standard (red)	6.9% suspended at least one day (red)			
Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

No major gaps were observed between student groups on the CA Dashboard Indicators for Marshall School.

Trend data was also reviewed year over year which resulted in observing a high number of long-term English Language Learners, Student with Disabilities, homeless students, Socioeconomically Disadvantaged and African American students reading two grades or more below grade level and performing below grade level in Math. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. A high absentee average and high suspension rate. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Homeless, African American and low socio-economic students as an area of focus for this 2024-2025 school year due to low iReady and state assessments, high suspension rates and poor school attendance. When using the 5 Whys technique to analyze the decline in Math performance and low Reading we discovered the following strategies to support schoolwide improvement:

- Full implementation and further training in the district CORE Reading and Math curriculum
- Implementation of PLC training and data analysis to better share best teaching practices
- Sitewide PBIS strategies and procedures strategically aligned to improve student behavior through clear expectations
- Exposure to college and career readiness and opportunities

Staffing and Professional Development

Staffing and Professional Development Summary

Staffing and Professional Development Strengths

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Professional Learning Community teams share ideas and engage with the 4 questions during meetings but do not follow up to create more consistent teaching practices across (vertical and horizontal) grade levels   **Root Cause/Why:** The monthly professional development meetings cover a wide range of topics. The monthly PD meetings does not zero in on expected outcomes for bi-weekly PLC meetings and t site administrators should follow up when conducting PLC check-ins.

Needs Statement 2 (Prioritized): Intermediate grade level reading score gaps have improved, but we still have far too many students who are reading two or more grade levels behind.   **Root Cause/Why:** The current rigor level at grades 4th, 5th, and 6th along with poor classroom management, frustrated teachers unable to deal with students who have experienced trauma, teacher death and replacement teachers with no experience. We will focus on school wide behavior expectations and PBIS incentives to create the environment necessary for learning to take place for maximum impact and growth.

Needs Statement 3: Continue to incorporate SPED staff into the established PLC format and implement PBIS expectations and instructional goals on campus. **Root Cause/Why:** Marshall SPED teachers have numerous late IEPs and must use portions of the PLC to collaborate and plan on strategies to lessen the backlog, they have since added a Program Specialist and added more days to focus on IEP's.

Teaching and Learning

Teaching and Learning Summary

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Focus and strategically implement and use the CORE adopted curriculum and intervention using supplemental reading support programs such as SIPPS, CORE 5, and Power-Up by Lexia.   **Root Cause/Why:** To get all students in primary grades reading at grade level and reaching their IEP reading goals

Needs Statement 2 (Prioritized): 53% Marshall students continue performing one or more grade levels below grade level in EAL, and 66% of students are one or more grade levels below in Math.   **Root Cause/Why:** More PD opportunities are needed in PLC development to develop effective instructional practices through collaboration, supplemental programs needed for early literacy intervention and CORE standard support, lack of on-going instructional support through coaching,

Needs Statement 3 (Prioritized): Continued low academic achievement for student subgroups of African American, Asian American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races.   **Root Cause/Why:** Lack of PD and development for AVID implementation, students not demonstrating proficiency in WICOR strategies, need for support staff in early literacy support and small group differentiation, need for supplemental programs to support interventions and skill development.

Needs Statement 4 (Prioritized): Over the last four years English Learners at Marshall have a low rate of reclassification to English Fluent Proficient.   **Root Cause/Why:** Need for PD in English Language Development strategies and integration, utilization of support staff for EL monitoring and conferencing, need for staff providing additional differentiated instruction, need for more opportunities for English Learners to listen, speak, and write in English.

Needs Statement 5 (Prioritized): Designated Small Group Instruction and ELD times are identified in the daily bell schedule but is not utilized fluently by all teachers. Classroom management concerns impede some teachers from fluently implementing SGI and ELD inside the classroom as well as, demands from not having a Program Specialists or Instructional Coach.   **Root Cause/Why:** Teachers need additional professional development on implementation of SGI and designated ELD. Classroom walkthroughs are not conducted enough to track teachers progress with implementing SGI and ELD. Due to staff shortages, administrators spend increasing time engaging with staff coverage, student behavior and student safety issues.

Needs Statement 6 (Prioritized): Having a Program Specialist resulted in more success with i-Ready assessments and ELD gains, use of SIPPS and supplemental intervention. We must continue with a full time Program Specialist to continue the considerable positive impact on teacher support and student academic achievement. We must continue with a Bilingual Assistant will assist ELD students with bilingual and bi-cultural needs.   **Root Cause/Why:** Learned from the previous year, all tasks had to be completed by Administration along with discipline and daily administrative duties, we were unable to properly conduct walk-throughs or provide instructional feed-back with much depth.

Needs Statement 7 (Prioritized): Continue to have a Bilingual Assistant throughout the year.   **Root Cause/Why:** Lack of a bilingual assistant resulted in the inability to provide translation services and cultural experiences to assist students with bilingual/ bi-cultural needs. The Bilingual Assistant will facilitate communication with non-English speaking students and conduct more fluent surveys, feedback sessions, and testing of non-English speaking students.

Needs Statement 8 (Prioritized): After-school Tutoring and support to reinforce and close the educational Reading and Math gaps   **Root Cause/Why:** Based on the number of students who are far below grade level, and teachers who are enrolled in classes after school to complete their credentials we do not have qualified after school tutors to support students in completing homework or increasing their academic levels to be at grade level.

Parental Engagement

Parental Engagement Summary

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent involvement has remained minimal after COVID restrictions were lifted. There are currently very few parent volunteers at Marshall. Parents are interested in becoming a classroom parent, but the Be A Mentor process has been slow to conduct background checks and fingerprinting. The PBIS committee does not currently have a parent member despite creating a classroom for parents and Marshall. **Root Cause/Why:** Despite minimal success with PIQE, engagement with parents to establish a PTSA and better establish classroom parents (1 per life level). Parents initiating the processes to become classroom parents and start a PTSA has been slow.

Needs Statement 2 (Prioritized): To implement more incentive-based meetings and sign-up opportunities for parent volunteers is needed to implement a PTSA. **Root Cause/Why:** To increase parental involvement and support of our scholars.

School Culture and Climate

School Culture and Climate Summary

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Marshall's Chronic Absenteeism rate continues to improve (37.1% in 2023), but is still at 34.22% and is rated very high according to CA Dashboard Indicators.   **Root Cause/Why:** The current guidelines of reasons to stay home has not changed and students are staying home for coughs and sniffles, particularly for Special Ed scholars.

Needs Statement 2 (Prioritized): Limited play items are available for students during recess. Few structured activities are conducted during recess and often results in negative actions.   **Root Cause/Why:** Prior playground equipment has been missing. Playground equipment has been damaged or lost and accountability for equipment after each recess has been inconsistent due to absences of yard duty personnel, and only one current CSA.

Needs Statement 3 (Prioritized): Although slightly improved, numerous students and staff did not always wear the Marshall t-shirt during weekly spirit days which affected staff and student connections. Afterschool activities were minimal and impacted connections that were being made with students.   **Root Cause/Why:** Spirit days (wearing of Marshall t-shirts) was not connected even with limited distribution of the i-Ready t-shirt incentive.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	ELA: By EOY 2025, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 80 students. EL: By EOY 2025, per ELPAC, increase the number of students who reclassify to 7 students. Math: By EOY 2025, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 80 students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Professional Learning Community teams share ideas and engage with the 4 questions during meetings but do not follow up to create more consistent teaching practices across (vertical and horizontal) grade levels

Intermediate grade level reading score gaps have improved, but we still have far too many students who are reading two or more grade levels behind.

Focus and strategically implement and use the CORE adopted curriculum and intervention using supplemental reading support programs such as SIPPS, CORE 5, and Power-Up by Lexia.

53% Marshall students continue performing one or more grade levels below grade level in EAL, and 66% of students are one or more grade levels below in Math.

Continued low academic achievement for student subgroups of African American, Asian American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races.

Over the last four years English Learners at Marshall have a low rate of reclassification to English Fluent Proficient.

Designated Small Group Instruction and ELD times are identified in the daily bell schedule but is not utilized fluently by all teachers. Classroom management concerns impede some teachers from fluently implementing SGI and ELD inside the classroom as well as, demands from not having a Program Specialists or Instructional Coach.

Having a Program Specialist resulted in more success with i-Ready assessments and ELD gains, use of SIPPS and supplemental intervention. We must continue with a full time Program Specialist to continue the considerable positive impact on teacher support and student academic achievement. We must continue with a Bilingual Assistant will assist ELD students with bilingual and bi-cultural needs.

Continue to have a Bilingual Assistant throughout the year.

After-school Tutoring and support to reinforce and close the educational Reading and Math gaps

Parent involvement has remained minimal after COVID restrictions were lifted. There are currently very few parent volunteers at Marshall. Parents are interested in becoming a classroom parent, but the Be A Mentor process has been slow to conduct background checks and fingerprinting. The PBIS committee does not currently have a parent member despite creating a classroom for parents and Marshall.

To implement more incentive-based meetings and sign-up opportunities for parent volunteers is needed to implement a PTSA.

Marshall's Chronic Absenteeism rate continues to improve (37.1% in 2023), but is still at 34.22% and is rated very high according to CA Dashboard Indicators.

Although slightly improved, numerous students and staff did not always wear the Marshall t-shirt during weekly spirit days which affected staff and student connections. Afterschool activities were minimal and impacted connections that were being made with students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying to Fluent English Proficient	2.5% (3 students) RFEPs	5% (7 students)
Percent of students performing 2 or more grade levels below in ELA	51% (176 students)	27% (96 students)
Percent of students performing 2 or more grade levels below in Math	47% (183 students)	26% (103 students)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education Students will experience hands-on experiential learning opportunities through NGSS (Next Generation of Science Standards by implementing Project Lead the Way (PLTW) and STEM Programs - field trips, in class experiments/ demonstrations to supplement and integrate the district's ELA/ELD and Math curriculum and NGSS science standards. STEM related field trips. Students will experience hands-on experiential learning opportunities through in class experiments/demonstrations to supplement and integrate the district's ELA/ELD and Math curriculum and NGSS science standards. STEM Instructional Materials include but are not limited to 3D printers, science lab materials such as: pompoms, string, baking soda, food coloring, etc Instructional Supplies for Science and Math Lab on campus K-8 Education with materials to conduct and expand instruction Xello (Centralized Funding), Career and College goal setting, making education relevant. Title I Funding Allocation: No additional site Title 1 is to be allocated for this strategy. LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): Instructional Materials and Supplies: $10,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$10,000	3182 - CSI 2023/24

1.1.2	College Readiness Marshall will support the expectation of students to attend college who come from a non-college attending community through the use of the Xello career exploration program by counselors. In addition, college banners, t-shirts, flags, and other additional classroom college support materials will be placed in classrooms and around campus. Students will have the opportunity to participate in fieldtrips focused on college and career opportunities. Title I Funding Allocation: Field Trip Transportation: $15,000 LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$15,000	3010 - Title I
1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 1.1.4 | Bilingual Instructional Support

Bilingual Assist (1.0 FTE Centralized Funding) provides in-class learning support for EL students and new comer students with no English background to access the curriculum and build confidence with learning the English language. The Bilingual assistant focuses on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. Support is provided both as one-on-one and small group instruction for K-2 English Learners addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math programs and/or applications. Bilingual Assistant will support providing push-in, targeting English development lessons (newcomer to long-term EL) for varying EL levels. SPED paraeducators work with individual and small groups of students to encourage access to curriculum instruction and general support. Additional instructional materials will be provided to support the Bilingual Assistant during small group and one-on-one support time to improve English learner student outcomes.

Title I Funding Allocation:
Instructional Materials: $5,000

LCAP 1.4 Bilingual Instructional Support:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | English Learners | $5,000 | 3010 - Title I |

| 1.1.5 | English Learner Professional Development

Professional Development will be provided on designated and integrated ELD through district and county sponsored workshops, coaching, and training. In addition, staff will attend conferences such as the Unidos Conference 2025 to learn about and support English Language Learner Development. Life level representation will be sent to bring strategies back to the site and share with colleagues on best practices. Specialist supports the identification and monitoring of EL progress resulting in reclassification. EL students provided with extra support through small group instruction to support early literacy with focus on letter recognition and sounds, the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Program Specialist and Instructional Coach will assist will work collaboratively with teachers to identify areas of need to support EL students. Conferences to support English Learners for parents and staff such as CABE.

Title I Funding Allocation:
Workshops and Webinars: $5,000

LCAP 1.5 English Learner Professional Development:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
Conferences: $21,808 | English Learners | $21,808

$5,000 | 3182 - CSI 2023/24

3010 - Title I |

1.1.6	English Learner Programs and Supports Teachers will utilize ELD best practices and supports focused on CORE ELA strategies. Teachers have received training on implementing Integrated ELD to enhance English Learner's ability to access the core curriculum in all subject areas. The supplemental online program LEXIA will be used to provide additional ELA support. The program specialist will ensure timely monitoring of EL and RFEP students and coordinate all state and district assessments such as iReady, ELPAC, CAASPP, and PSAT. The program specialist will assist with ensuring that teachers and students have their needed core materials and manage instructional materials/inventories through Destiny. The Program Specialist will provide technical support for instructional technology and software. The Program Specialist supports the identification and monitoring of EL progress resulting in reclassification. EL students are provided with extra support through small group instruction to support early literacy with focus on letter recognition and sounds, the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Program Specialist and Instructional Coach will assist will work collaboratively with teachers to identify areas of need to support EL students. Additional instructional materials will be provided to enhance the effectiveness of ELD instruction. Title I Funding Allocation: Workshops/Webinars: $5,000 Teacher Additional collaboration to learn ELD CORE: 23 teachers X 10 hours X $60 = $13,800 Instructional Materials: $2,000 LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	English Learners	$13,800 $5,000 $2,000	3010 - Title I 3010 - Title I 3010 - Title I

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support

1.1.7.A
Teachers will be provided with ongoing professional learning and conference opportunities to enhance the district's ELA/ELD and Math curriculum, , AVID Rigor, increasing strategies, academic conferences, co-teaching, demo lessons in the classrooms and addressing educational equity in our instructional practices and daily interactions to improve instruction and relationships. Teachers are provided with professional learning opportunities and support to supplement core instruction, which includes conferences, consultants, and coaching around high quality first instruction in the areas of Math, ELA, listening, vocabulary acquisition, and writing across the content areas. Professional Development will focus on CORE, student engagement, strategies for working with student with special needs, and student that demonstrate defiant behavior. Teacher professional development and collaboration that is conducted outside working hours will be provided additional compensation. Throughout the year the Program Specialist, support personnel and administrators facilitate teacher support activities including collaborative teaching, demonstration lesson in the classroom, academic conferences, analysis of data and administrators conduct leadership walk-throughs. Summer planning for site Leadership Team to establish expectations and goals for the upcoming year, to take place for two days. Teacher Collaboration with Leadership Team to look at Data and plan best teaching practices and strategies. Teachers will participate in book studies to improve academic achievement.

Title I Funding Allocation:
Teacher Additional Compensation: $17,680

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
Books and Reference Materials: $1,500 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $1,500

$17,680 | 3182 - CSI 2023/24

3010 - Title I |

1.1.8	School Site Administrators Leadership Professional Development School Administration will participate in professional development alongside teachers and support staff to ensure schoolwide learning and initiatives can be implemented. Administrators will apply their learning at the site level and provide coaching and support to teachers and other staff. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Professional Learning Communities will be implemented across the site to ensure all students are performing at high levels and that teachers are able to identify when students are not learning and make the appropriate instructional adjustment. A site Leadership Team will provide direction and support for schoolwide initiatives and implementation of PLCs. Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Substitutes will be provided to cover classrooms for teachers to participate in PLC coaching sessions, Academic Conferences, and other structured professional development activities focused on PLCs that require the teachers presence during the school day. Title I Funding Allocation: Substitutes: $8,000 LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$8,000	3010 - Title I

| 1.1.10 | Data Analysis and Evaluation

Academic Conferences are conducted to identify specific student needs as well as teacher support needs. Teachers will use iReady, SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time for participation. Intervention consisting of daily small groups with classroom teacher and/or collaboration with grade level teacher. Academic Conferences are conducted three times per year to identify specific student needs as well as teacher support needs. Teachers will use iReady, SBAC, ELPAC, and ongoing formative and summative curricular assessments.
Substitutes will provide staff with release time for participation. Intervention consisting of daily small groups with classroom teacher and/or collaboration with grade level teacher. Sub costs for academic conferences for subs needed. Teacher Collaboration along with Leadership Team to review Data and plan best teaching practices and instructional strategies during Academic Conferences and PLC trainings on site from Solution Tree-Substitutes needed

Title I Funding Allocation:
Teacher Substitutes: $8,000

LCAP 1.10 Data Analysis and Evaluation:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No additional site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $8,000 | 3010 - Title I |
|---|---|---|---|---|

| 1.1.11 | Access to Foundational & Outdoor Learning Spaces

Provide Pre-school students opportunities to:
- Interact with their peers who will attend their Kindergarten class promoting social skills
- Establish a connection between the Kindergarten and Preschool teachers.
- Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab
- Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.11 Access to Foundational & Outdoor Learning Spaces:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |

1.1.12	Acceleration of Learning	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$6,000	3010 - Title I
	Extended Day/Year Tutoring Students will receive tutoring and one-on-one/small group instruction addressing Reading, writing, and Mathematics: close reading, focused notes, number talks, web-based Reading & Math programs and/or applications. Tutoring will include extended day/year. Student Intervention: Extended day tutoring will be offered by teachers for students for additional time and support in mathematics and English Language Arts. Identified subgroups will attend the tutoring classes after school. Teachers will use the grade level resources for intervention strategies in Ready Math and Benchmark Universe to support students in the program. Tutoring will be rotational and with coverage throughout the school year Additional tutoring opportunities before, during and after school to provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g., Read Naturally, Mac & Tab Reading) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel). Support foundational skills instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words with immediate application to reading connected to text and to spelling. Teacher Additional Hourly Pay Calculation for tutoring: Title I Funding Allocation: Instructional Supplies: $6,000 LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

| 1.1.13 | Literacy and Library Supports

Library Media Assistant: (0.375 FTE Centralized Funding)
To provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read a louds. In addition, the Library Media Assistant will support the use of Accelerated Reader. Additional Comp for Library Media Assist to support SIPPS program, Instructional materials Reading Book Club, and Listening Library to support student literacy, small group differentiated learning during SIPPS implementation

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment to support PBIS, AVID and a positive school culture. School branding and instructional posters around campus to support a print rich environment.

Title I Funding Allocation:
No additional site Title 1 Funding has been allocated for this strategy.

LCAP 1.13 Literacy and Library Supports:
Maintenance Agreements: $8,000

Comprehensive School Improvement (CSI):
License Agreements: $13,000
Library Media Assist Additional Comp: $5,000
Duplicating: $3,500
Maker Space Library Instructional Support Material and Supplies: $6,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $5,000

$8,000

$13,000

$6,000

$3,500 | 3182 - CSI 2023/24

0100 - LCFF/S&C (site)

3182 - CSI 2023/24

3182 - CSI 2023/24

3182 - CSI 2023/24 |

| 1.1.14 | Advancement Via Individual Determination (AVID)

The supplemental program AVID will be implemented focusing on RIGOR and organizational strategies to provide high quality first instruction. Teachers will be provided co-teaching lessons and demo lessons in the classroom to address educational equity in instructional practices and daily interactions to improve instruction and relationships. Staff will attend the summer AVID institute to be able to implement the AVID program with fidelity. Students will be provided resources and supports to increase writing proficiency using AVID WICOR strategies to write across subject areas. Students will note taking strategies and student collaboration to enhance their learning and understanding of the concepts being taught. Students will be provided resources and instructional materials that support the implementation of AVID which includes but is not limited to, binders and other organizational tools, highlighters and pens or other tools for marking the text, note cards to support public speaking, and resources to make copies of academic graphic organizers for reading, writing, critical thinking and planning. Students will be provided planners to support organization and executive function skills to improve academic achievement. Students will be provided the opportunity to visit local colleges to gain experience and understanding of the link between their current learning and experiences and how it will impact their ability to attend college. Instructional materials to support small groups include note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc. Students will utilize materials for project-based activities, inquiry/research assignments, and presentations. Students in grades TK - 8th grade will have access to materials to support their development and practice of skills which will positively impact students' academic success through equitable access based on individual learning needs.

Title I Funding Allocation:
Field Trip - Transportation: $10,010

LCAP 1.14 Advancement Via Individualized Determination:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
Instructional Materials: $20,000
Conference: $23,000 | Low Income, All Students, English Learners, Foster Youth, Students with Disabilities | $23,000

$20,000

$10,010 | 3182 - CSI 2023/24

3182 - CSI 2023/24

3010 - Title I |

1.1.15	Recapturing Learning Loss Students will be provided access to online programs to support ELA interventions that support tier 2 teacher interventions. Teachers will use hands on materials and manipulatives to support intervention instruction. Educational software will be utilize to support Tier 2 intervention to support student who are behind grade level. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): License Agreement: $13,000 Instructional Materials: $8,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$8,000 $13,000	3182 - CSI 2023/24 3182 - CSI 2023/24
1.1.16	Outdoor Education/Science Camp Marshall students will participate in Science Camp. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Overall, we observed growth in all areas of Goal 1 Student Achievement. Our Program Specialist has increased teacher use and training of SIPPS, effective testing which has increased participation and performance. In addition with collaborating with Bilingual Assistant, the Program Specialist is able to support small group instruction and intervention for ELD students.

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

Our ability to spend resources was prohibited by last year's spending which had to carry over onto this year's budget in addition to our Program Specialist being paid full-time, the addition to the payment of our Bilingual Para increased to full=time.

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

Modifying the schedules to allow intervention time and increasing Program Specialist, Counselor, and Bilingual positions to full-time. trimester iReady and Recognition Assemblies, incentive prizes, spirit wear, and super recess have also increased attendance, test taking skills, and student achievement in various areas.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: (Must be a SMART Goal) By June 2025, reduce the suspensions percentage for all students by 3 percentage points. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2025, maintain the chronic absenteeism percentage for all students by 5 percentage points.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Professional Learning Community teams share ideas and engage with the 4 questions during meetings but do not follow up to create more consistent teaching practices across (vertical and horizontal) grade levels

Intermediate grade level reading score gaps have improved, but we still have far too many students who are reading two or more grade levels behind.

Focus and strategically implement and use the CORE adopted curriculum and intervention using supplemental reading support programs such as SIPPS, CORE 5, and Power-Up by Lexia.

53% Marshall students continue performing one or more grade levels below grade level in EAL, and 66% of students are one or more grade levels below in Math.

Continued low academic achievement for student subgroups of African American, Asian American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races.

Over the last four years English Learners at Marshall have a low rate of reclassification to English Fluent Proficient.

Designated Small Group Instruction and ELD times are identified in the daily bell schedule but is not utilized fluently by all teachers. Classroom management concerns impede some teachers from fluently implementing SGI and ELD inside the classroom as well as, demands from not having a Program Specialists or Instructional Coach.

Having a Program Specialist resulted in more success with i-Ready assessments and ELD gains, use of SIPPS and supplemental intervention. We must continue with a full time Program Specialist to continue the considerable positive impact on teacher support and student academic achievement. We must continue with a Bilingual Assistant will assist ELD students with bilingual and bi-cultural needs.

Marshall's Chronic Absenteeism rate continues to improve (37.1% in 2023), but is still at 34.22% and is rated very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	6.7%	3.7%
Chronic Absenteeism	37.2%	32.2%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Students will have the opportunity to attend field trips that are focused on celebrating students' cultural identity. In addition, presenters who the students can relate to will come to campus to inspire and uplift youth. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: Field Trip Transportation: $5,000 Comprehensive School Improvement (CSI): Consultants: $1,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,000 $5,000	3182 - CSI 2023/24 0100 - LCFF/S&C (site)
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support. No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.5	Positive Behavior Interventions and Support (PBIS) LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Poster Supplies and Materials for Site Expectations and signage to support PBIS schoolwide expectations and increase a positive school culture. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. Comprehensive School Improvement (CSI): Non-Instructional Materials: $2,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,000	3182 - CSI 2023/24

2.1.6	Student Assistance Program Support (SAP) Positive Behavior Interventions and Support (PBIS) Counselors and supporting staff will provide ongoing support to teachers and families with the student assistance program SAP. (Centralized funded) The District pays for teacher substitutes to provide time to classroom teachers and provide teachers with MTSS. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP): No- Instructional Materials: $1,570 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, Foster Youth, English Learners, Low Income, Students with Disabilities	$1,570	0100 - LCFF/S&C (site)
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services. No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support. No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.11	Student Attendance and Truancy Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy: $3,000 Comprehensive School Improvement (CSI): Student Incentives for improved attendance.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,000	0100 - LCFF/S&C (site)
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.13	Mental Health Resources and Supports for Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.14	Social Emotional and Restorative Practices and Responsive Schools SEL Curriculum as well as various student check-in-District funded Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools. No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.15	School Connectedness Sitewide Spirit Wear for all students and staff that has our school logo and school motto to create inclusion and connectedness for staff and students from our general education and autism program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: Non-Instructional Materials: $16,000 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$16,000	0100 - LCFF/S&C (site)

2.1.16	Assistant Principal Restoration at TK-8th Grade School Sites Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.17	Additional School Site Support Marshall utilizes a Program Specialist (1 FTE Centralized Funding) to provide student support through coordinating tutoring services, supporting intervention and assisting with the coaching of teachers. Program Specialist will assist Instructional Coaches and Administrators with providing professional development and co-teaching opportunities to individual and grade level teachers. Furthermore, the Program Specialist will support all teachers with full implementation of the ELA, ELD, and mathematics curricula by accessing resources such as AVID and the Danielson Framework to support all components of the new programs with fidelity. In addition, the Program Specialist will also work with teachers during and/or after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will assist, organize, and facilitate Teacher Family conferences four times a year with all grade levels and provide support to English learners during the instructional day. CSA's Campus Security Assistance (2 FTE Centralized Funded) for both our general education and SDC Autism/MS programs K-8, comprising all 23 classrooms, due to consistent eloping of students and needs for supervised breaks and outbreaks to ensure student safety Title I Funding Allocation: No additional Title 1 allocated for this strategy. LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.19	Technology and Innovation Support Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Title I Funding Allocation: Instructional Technology: $24,000 LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$24,000	3010 - Title I

| 2.1.20 | Instructional Technology

Equipment to support implementation of early literacy and small group differentiation and student engagement and AVID strategies. Instructional resources include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, audio, etc. Teachers will have access to instructional technology that supports classroom instruction through the use of printers and supplies for printers along with headphones and other tools for students and teachers. Classroom Interactive Monitors and/or SMART Boards.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.20 Instructional Technology:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
Equipment: $26,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $26,000 | 3182 - CSI 2023/24 |
|---|---|---|---|---|
| 2.1.21 | Instruction and Teacher Staffing

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.21 Instruction and Teacher Staffing:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.22 | Recruit, Hire, Retain High Qualified Staff

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities. No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.24	Student and Campus Safety Campus Security Assistants (CSA's) (2 @ 0.75 FTE Centralized Funding) to ensure student safety. One is focused on General Education safety of students during lunch, ingress & egress and recess. The other is focused on our SDC Autism program ingress & egress, lunch and recess supervision and student elopement during the day. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Our goals continue to improve and we have almost reached our goals. The majority of suspensions are for physical altercations and are happening in classrooms, we will continue to offer PBIS incentives and increase communication to resolve conflicts and classroom expectations. We are still looking for programs that improve communication skills in our SEL time amongst students. The paying of our primary counselor has created great results by working directly with teachers and students, by teaching coping strategies and increasing student support.

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

Paying for an organization, agency or Para to coordinate structured play during recess. Increase the sports equipment budget to teach cooperative play and reduce conflict.

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

Increase PBIS and SEL instruction and support at the beginning of year and reviewed throughout the year to become better aligned with our PBIS grant. Increase our site with an additional CSA 7.5

Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 2025, increase one parent helper per grade level.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parent Volunteers	2	10

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy, Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 3.1.4 | Expanded Learning and Enrichment Opportunities

Students will be able to attend fieldtrips to gain hands on experiences that enrich the learning happening within the classroom. Fieldtrips include but are not limited to:
Fog Willow - October 2024 - K-3- Plant life cycle
Hillmar Cheese Factory - Supporting science for 3rd grade.
Various colleges and universities- Throughout the year- 6-8 - Learn about college admission requirements
SJCOE Virtual Science - Outdoor Education - Grades 5-8
The Edible Garden
CA Agriculture Activities

Title I Funding Allocation:
Fieldtrip Transportation: $20,000
Pupil Fees: $10,000

LCAP 3.4 Expanded Learning and Enrichment Opportunities:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | English Learners, Students with Disabilities, Low Income, Foster Youth, All Students | $20,000

$10,000 | 3010 - Title I

3010 - Title I |

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We are struggling the most with this goal, we are looking at providing incentives to increase with gift cards and groceries. We would also like to work with a community service organization to interact with students at recess.

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

Increase raffles and incentives to include student recognition and encourage parent to participate in school activities.

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

Increasing parent and student incentives for participation, which will improve student health and learning.

Goal 4.1

Goal #	Description
Goal 4.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Contract outside organization to increase parent participation and educate parents using strategies that support their children with school communication, academic support and structure, academic planning and goal setting. Consultants - CSI 2022 $25,000-Not Funding 2024-2025, but will fund every other year. Recruit parents during academic focused Family Nights (e.g. Reading, Math, STEM, AVID, etc.), parent/teacher conferences, parent meetings (e.g. SSC - SPSA advisory, ELAC - English Learner Advisory Committee, Parent Coffee Hour Meetings, After School Program, and Scholastic Book Fair. Marshall will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): Meeting Expenses: $2,000 Instructional Materials: $2,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,000 $2,000	3182 - CSI 2023/24 3182 - CSI 2023/24

4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.4	Parent Advisory Committee Supports and Resources Marshall will engage families through monthly coffee hours with the principal, School Site Council (SSC) meetings and English Language Advisory Council (ELAC) meetings to support schoolwide implementation of strategies and engage families in conversations about the needs of the students and families of the school site. Light snacks and refreshments will be provided at meetings. Title I Funding Allocation: Meeting Expenses: $2,747 Title I Parent LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,747	3010 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.3	Accelerate Learning for all SPED Students Teachers and Administration will attend the "Learning and the Brain" Conference in February of 2025 to develop understanding and cognitive support for students with trauma and autism which includes best teaching practices. Teachers and administrators who attend the conference will provide information to the staff who did not attend and support the learning of others upon their return. Title I Funding Allocation: Learning and The Brain, and County District Conferences: $2,500 x 6 staff= $15000 LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	Students with Disabilities	$15,000	3010 - Title I
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Training and Conferences that support equity training to best serve our African American best teaching strategies and cultural awareness. Title I Funding Allocation: Conferences: $15,000 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	African American	$15,000	3010 - Title I

6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$182,237.00
Total Federal Funds Provided to the School from the LEA for CSI	$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$373,615.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 - Title I	$179,490.00
3010 - Title I - Parent	$2,747.00
3182 - CSI 2023/24	$157,808.00

Subtotal of additional federal funds included for this school: $340,045.00

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

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$33,570.00

Subtotal of state or local funds included for this school: $33,570.00

Total of federal, state, and/or local funds for this school: $373,615.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

_____
Date of Meeting

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

       English Learner Advisory Committee   _____
                                                        Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive coordinated plan to reach stated school goals to improve student academic performance.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
                                                                       Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
                    Committee   Date of Meeting

Attested:

_____   _____   _____
    Typed Name of School Principal   Signature of School Principal   Date

John Marshall Elementary

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

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Red	Red	Red

Mathematics
Red
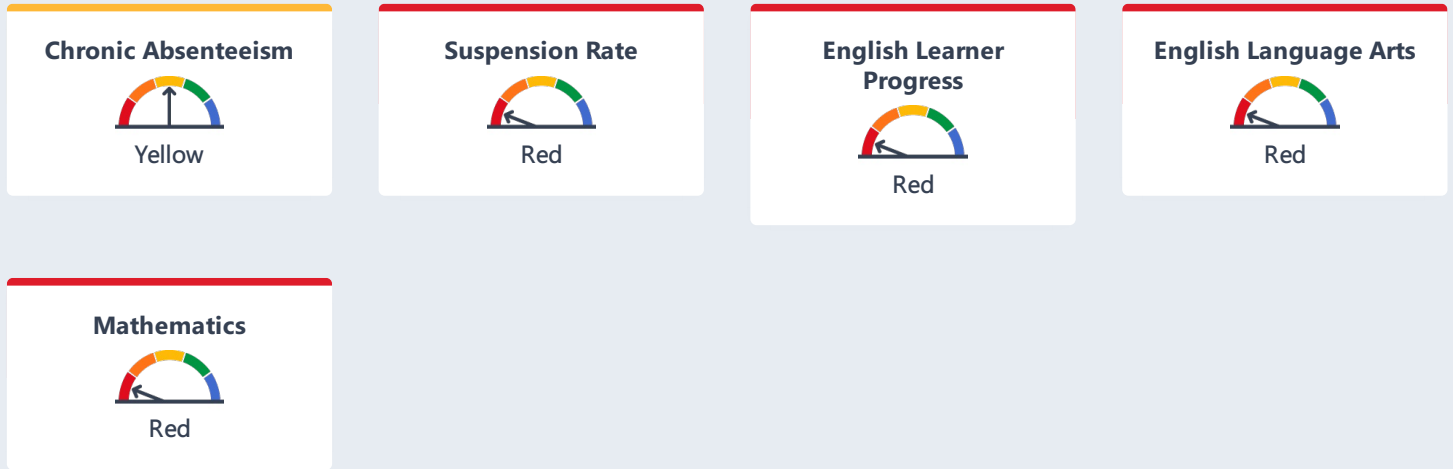
School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
John Marshall Elementary	1141 Lever Boulevard Stockton, CA 95206-2855	N/A	K-8

CHARTER	DASHBOARD ALTERNATIVE SCHOOLS STATUS		
No	No		

Student Population

Explore information about this school's student population.
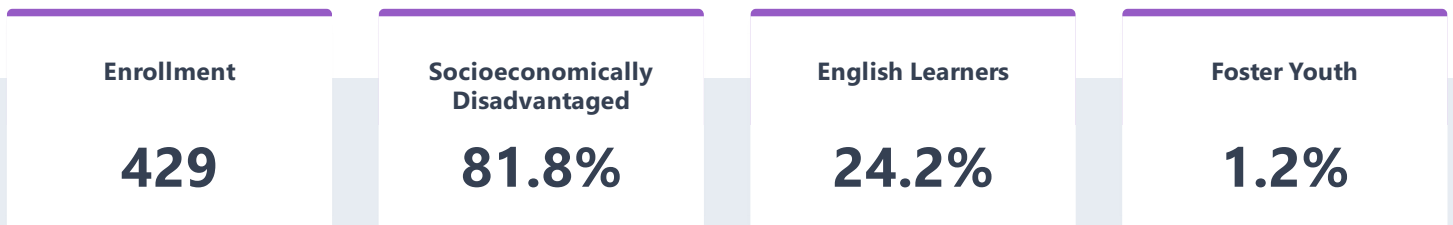
Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
429	81.8%	24.2%	1.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Red

106.6 points below standard

Declined 5.7 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

5 Red	0 Orange	1 Yellow
0 Green	0 Blue	

Mathematics

Red

127.4 points below standard

Declined 3.9 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

4 Red	1 Orange	1 Yellow
0 Green	0 Blue	

English Learner Progress

Red

13.2% making progress

Declined 47.6% ▼

Academic Engagement

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

Chronic Absenteeism

Yellow

37.2% chronically absent

Declined 7% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	2 Orange	4 Yellow
0 Green	0 Blue	

Conditions & Climate

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

LEARN MORE

Suspension Rate

Red

6.7% suspended at least one day

Increased 3.2% ▲

EQUITY REPORT
Number of Student Groups in Each Level

3	2	1
Red	Orange	Yellow

0	0
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Red

106.6 points below standard

Declined 5.7 Points ▼

Number of Students: 278

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Orange

No Student Groups

Yellow

Filipino

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

88.3 points below standard

Increased 14.6 Points ▲

Number of Students: 20

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

142.7 points below standard

Declined 31.9 Points ▼

Number of Students: 15

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American

Red

153.3 points below standard

Declined 9.7 Points ▼

Number of Students: 40

English Learners

Red

121.6 points below standard

Declined 10 Points ▼

Number of Students: 72

Hispanic

Red

112.8 points below standard

Declined 6.5 Points ▼

Number of Students: 162

Socioeconomically Disadvantaged

Red

115.8 points below standard

Declined 11.1 Points ▼

Number of Students: 226

Students with Disabilities

Red

148.9 points below standard

Declined 14.2 Points ▼

Number of Students: 88

Filipino

Yellow

16.4 points below standard

Increased 4.8 Points ▲

Number of Students: 34

Distance From Standard (English Language Arts)

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

	2022	**2023**
All Students	101 points below standard	106.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	**Recently Reclassified English Learners**	**English Only**
131.5 points below standard	Less than 11 students - data not displayed for privacy	113.3 points below standard
Increased 4.6 Points ▲		Maintained -2.5 Points
Number of Students: 63	Number of Students: 10	Number of Students: 173
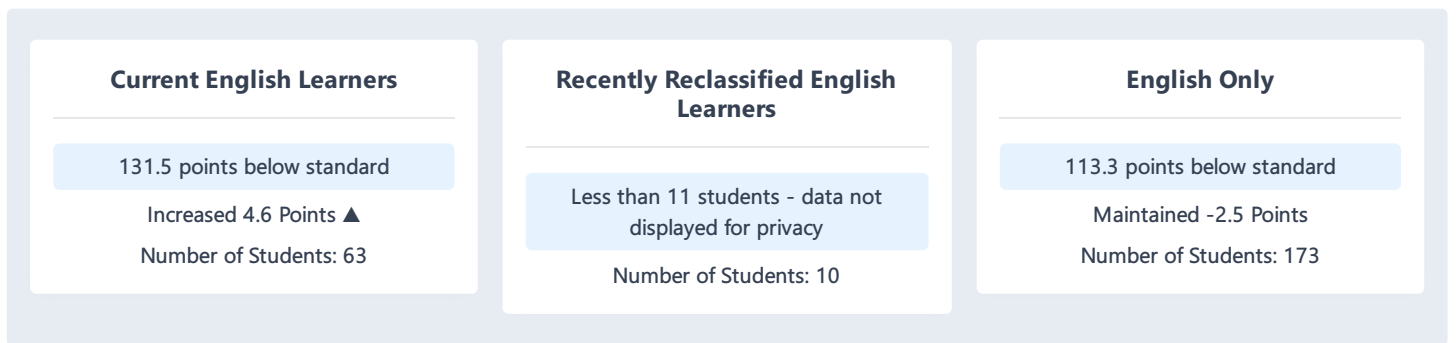
Mathematics

All Students

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

All Students

Red

127.4 points below standard

Declined 3.9 Points ▼

Number of Students: 282

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red	Orange	Yellow
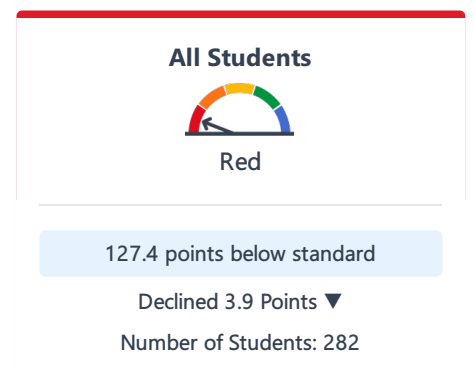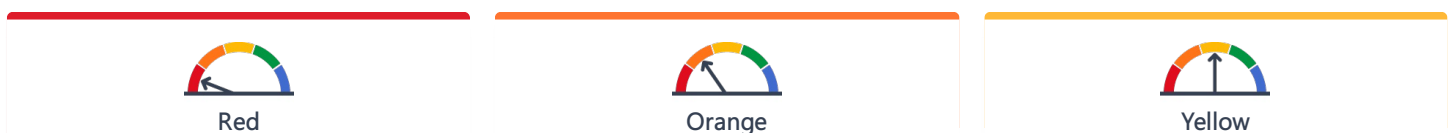
English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

African American

Filipino

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

124.9 points below standard

Declined 10 Points ▼

Number of Students: 20

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

204.8 points below standard

Declined 63.1 Points ▼

Number of Students: 15

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners

Red

134.9 points below standard

Maintained 1.6 Points

Number of Students: 74

Hispanic

Red

133.6 points below standard

Maintained -1.5 Points

Number of Students: 166

Socioeconomically Disadvantaged

Red

137.7 points below standard

Declined 9.1 Points ▼

Number of Students: 229

Students with Disabilities

Red

170 points below standard

Declined 15.3 Points ▼

Number of Students: 91

African American

Orange

157.4 points below standard

Increased 3.6 Points ▲

Number of Students: 40

Filipino

Yellow

40.5 points below standard

Increased 8.2 Points ▲

Number of Students: 34

Distance From Standard (Mathematics)

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

	2022	2023
All Students	123.5 points below standard	127.4 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
143.4 points below standard	Less than 11 students - data not displayed for privacy	140.4 points below standard
Increased 9.2 Points ▲		Declined 7.2 Points ▼
Number of Students: 64	Number of Students: 10	Number of Students: 175
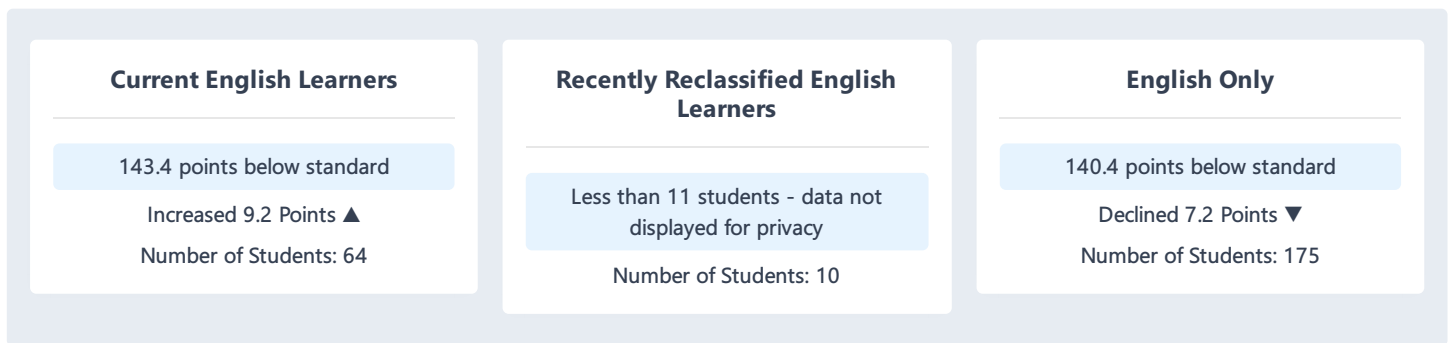
English Learner Progress Indicator

All English Learner Students

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

LEARN MORE
English Learner Progress

Red

13.2% making progress towards English language proficiency

Declined 47.6% ▼

Number of EL Students: 76
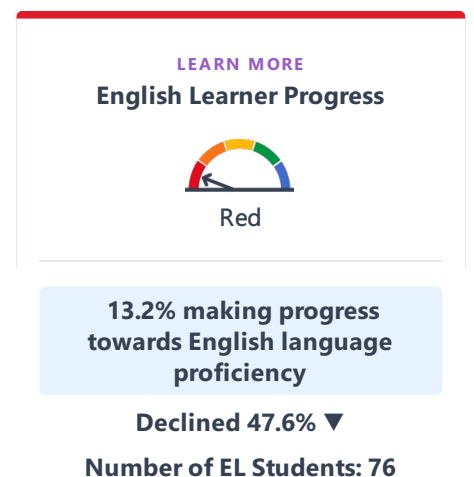
Student English Language Acquisition Results
Summative ELPAC

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

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760111310&year=2022-23

All Students

Yellow

37.2% chronically absent

Declined 7% ▼

Number of Students: 470

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

African American

English Learners

Yellow

Filipino

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

29.6% chronically absent

Declined 2.6% ▼

Number of Students: 27

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless

No Performance Color

53.3% chronically absent

Declined 16.7% ▼

Number of Students: 15

Two or More Races

No Performance Color

52% chronically absent

Declined 4.7% ▼

Number of Students: 25

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

61.5% chronically absent

Number of Students: 13

African American

Orange

37.9% chronically absent

Declined 12.8% ▼

Number of Students: 66

English Learners

Orange

28.7% chronically absent

Declined 14.6% ▼

Number of Students: 115

Filipino

Yellow

14.9% chronically absent

Declined 2.4% ▼

Number of Students: 47

Hispanic

Yellow

38.9% chronically absent

Declined 7.7% ▼

Number of Students: 288

Socioeconomically Disadvantaged

Yellow

38.2% chronically absent

Declined 8.6% ▼

Number of Students: 385

Students with Disabilities

Yellow

45.3% chronically absent

Declined 13% ▼

Number of Students: 170

Conditions and Climate

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

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Red

6.7% suspended at least one day

Increased 3.2% ▲

Number of Students: 495

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

Hispanic

Socioeconomically Disadvantaged

Orange

English Learners

Filipino

Yellow

Students with Disabilities

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

7.1% suspended at least one day

Increased 7.1% ▲

Number of Students: 28

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless

No Performance Color

22.2% suspended at least one day

Increased 2.2% ▲

Number of Students: 18

Two or More Races

No Performance Color

4% suspended at least one day

Increased 0.9% ▲

Number of Students: 25

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

0% suspended at least one day

Number of Students: 15

African American

Red

9.7% suspended at least one day

Increased 7.1% ▲

Number of Students: 72

Hispanic

Red

6.9% suspended at least one day

Increased 2.8% ▲

Number of Students: 304

Socioeconomically Disadvantaged

Red

6.7% suspended at least one day

Increased 3.1% ▲

Number of Students: 406

English Learners

Orange

3.3% suspended at least one day

Increased 0.3% ▲

Number of Students: 122

Filipino

Orange

2.1% suspended at least one day

Increased 2.1% ▲

Number of Students: 47

Students with Disabilities

Yellow

1.1% suspended at least one day

Maintained -0.1%

Number of Students: 177

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.4%	6.7%

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

Acronym	Description
MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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