

# School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marshall Elementary	39686760111310	05/25/2022	01/24/2023

## Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Marshall Elementary is implementing a Schoolwide Program. The school is identified as a Comprehensive Support and Improvement (CSI) school.

The purpose of this School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student achievement.

## Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marshall Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activit(ies)) can be referenced to the LCAP's intent.

## Engaging Educational Partners

Refer to comprehensive needs assessment.

## Resource Inequities

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

Refer to comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

Marshall Elementary School Site Council members met on March 10, 2022 to discuss development and recommendations for SPSA school goals and which strategies, activities, and tasks we will use to initiate progress. Progress monitoring was also discussed. The Marshall Elementary Leadership team which consists of the school principal and assistant principal, administrative assistant, program specialist, and school counselors met to develop and make recommendations about the SPSA school goals. Another meeting was held on March 22, 2022 with key leadership personnel (AP, Principal, Admin Asst) to make additional recommendations about the SPSA and analyze iReady diagnostics 1 and 2, and analyze student referral and suspension data. At both meetings, the SSC and the leadership team reviewed iReady school-wide goals, overall iReady reading and math placement, results from iReady Diagnostics 1 and 2, schoolwide Positive Behavior Interventions and Supports data (suspensions, chronic absences, intervention strategies), the PLUS survey results and the results of a site specific feedback process (individual 5 minute meetings held with students in grades 6-8) on schoolwide climate and culture.

# Staffing and Professional Development

## Staffing and Professional Development Summary

### **TOTAL STAFF: 58**

Total Average years of Service: 9.98

### **EDUCATION/DEGREES:**

Doctorate: 4 (6.9%)

Masters: 23 (39.7%)

Bachelors: 29 (50%)

None: 2 (3.4%)

### **TENURE STATUS:**

Tenured: 44 (75.9%)

Probationary: 7 (12.1%)

Other: 7 (12.1%)

### **RACE/ETHNICITY OF STAFF:**

White: 24 (41.4%)

Hispanic: 20 (34.5%)

Filipino: 1 (1.7%)

Black/African American: 8 (13.8%)

Asian: 3 (5.2%)

Missing: 2 (3.4%)

### **STAFF GENDER:**

Female: 43 (74.1%)

Male: 15 (25.9%)

Marshall Elementary administrators provide monthly staff meetings on the first Tuesday of each month and monthly professional development meetings on the third Tuesday of each month.

Monthly staff meetings are designed to keep everyone informed and to provide an effective way to collaborate as a team. Administrators and staff members discuss decisions, share ideas and provide feedback on issues related to school climate/culture, classroom instructional practices, classroom management, parent engagement and schoolwide initiatives. Feedback is encouraged at staff meetings. Staff members provide snacks (on a rotating grade level basis) for the staff meetings. Staff meetings are also used to increase schoolwide morale and motivation.

Monthly professional development meetings are designed to develop and increase the knowledge and skills staff members need to address student's academic and learning challenges. The monthly professional development meetings allow for thoughtful planning sessions and include key personnel as guest speakers from various departments throughout SUSD. Staff members occasionally work in small groups where they share knowledge and skills. Professional development is implemented after careful planning sessions between the school program specialist and the principal. We seek feedback from staff and provide feedback to staff to ensure we are responding to the staff learning needs and to ensure staff knowledge and skills stay up to date. The monthly professional development meetings are aligned with PLC meetings and academic conferences. Data from iReady diagnostics, ELPAC and SBAC, and ELAC meetings are used to drive professional development meeting agendas.

## Staffing and Professional Development Strengths

Professional Learning Community (PLC) meetings are held bi-weekly. During the PLC meetings, teachers collaborate with grade level teachers and with teachers in the grade level immediately below or above their grade level. Generalized SPED teachers collaborate with SPED grade level and General Education grade level teachers. Teachers share student progress and discuss ways to enhance instructional practices, improve learning and drive student achievement. Data is shared across grade levels. Attendance is taken at PLC meetings to ensure full participation. PLC notes are provided to administration via google docs.

Academic Conferences are held three times a school year. They are aligned with iReady assessments and SBAC testing. Common Formative Assessments, progress reports, and report card data are discussed. PLC notes are used to provide feedback during the academic conference. Marshall administrators meet with teachers in small groups (grade level) to review assessment data and discuss selection and implementation of instructional strategies designed to increase student achievement. We discuss ways to analyze data and reflect on the results of assessments.

## 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 to zero in on expected outcomes for bi-weekly PLC meetings and then site administrators should follow up when conducting PLC check-ins.

**Needs Statement 2 (Prioritized):** SPED staff do not meet in the established PLC format and do not provide usable PLC notes to administration. They hold group meetings consisting of up to 10 SPED teacher in one classroom and oftentimes will discuss elements of IEPs. **Root Cause/Why:** Marshall SPED teachers had numerous late IEPs and used portions of the PLC to collaborate and plan on strategies to lessen the backlog.

# Teaching and Learning

## Teaching and Learning Summary

Classroom observations are conducted weekly and are annotated on a site-specific carbon copied form. A carbon copy of the observation is provided to the teacher and the original is retained by the principal/asst principal. Marshall classroom observation data is grouped into three major areas: (1) Planning and preparation, (2) Classroom environment, and (3) Effective instructional strategies. Teachers follow the CCSS when providing instruction. The daily bell schedule identifies instructional minutes for reading/language arts and mathematics and is posted inside each classroom. Within the bell schedule, the first twenty minutes of each class (K-6) is designated for 2<sup>nd</sup> Step Social Emotional Learning and thirty minutes is designated for strategic reading/writing intervention (K-6). Students in 5<sup>th</sup> and 6<sup>th</sup> grades, receive strategic Physical Education instruction from the PE teacher (during the PE teacher's 6<sup>th</sup> period). EL students receive designated ELD instruction (documented in the bell schedule). Grades 7-8 have one 6<sup>th</sup> period class designated for ELD (English learners), one 6<sup>th</sup> period class designated for strategic ELA/reading, and two 6<sup>th</sup> period classes designated for strategic math. The 6<sup>th</sup> period strategic reading or math intervention classes (for 7/8 graders) are based on students i-Ready diagnostic results. The remaining 7/8 grade students may choose Art or Music elective classes during 6<sup>th</sup> period. Evidence based educational practices include common formative assessments. Each teacher identified five students in the red tier who will be moved to the yellow tier. The i-Ready goals identify moving at least five students from one tier to another (red to yellow and yellow to green).

## Teaching and Learning Strengths

Teachers exchange best practices during PLC meetings and share their notes with administration via google docs. PLC attendance is taken. Students are sometimes placed in small groups which range from 2-6 students. Small group instruction follows whole group instruction to allow the teacher to differentiate their classroom instruction and better focus on individual student needs. Small group instruction time and ELD times are identified in the daily bell schedule for all class levels (K-8). Student groupings and classroom placement are based on i-Ready reading and math levels, behavior concerns, 504s, and IEPs. The overall goal is to increase student academic learning.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (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. **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 more time engaging with staff coverage, student behavior and student safety issues than they spend inside classrooms conducting walkthroughs, etc.

**Needs Statement 2 (Prioritized):** Part time Program Specialist resulted in some success with i-Ready assessments and ELD walkthroughs but the success was not considerable. A full time Program Specialist is needed to create a considerable positive impact on teacher support and student academic achievement. A Bilingual Assistant is needed to assist ELD students with bilingual and bi-cultural needs. **Root Cause/Why:** Program Specialist assigned for 2.5 days per week and unable to engage with staff during the remainder of the week. No Bilingual Assistant available. Lack of a bilingual assistant resulted in the inability to provide translation services and cultural experiences to assist students with bilingual/ bi-cultural needs. Unable to facilitate communication with non-English

**Needs Statement 3 (Prioritized):** No Bilingual Assistant negatively impacted ELD teaching and learning **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.

# Parental Engagement

## Parental Engagement Summary

Marshall Elementary conducted parent surveys focused on school climate and culture, a Brightbytes technology survey focused on teaching and learning, an ELAC survey focused on the needs of our English learners and their families, and an LCAP survey focused on the equitable learning environment and student achievement. Marshall staff communicated with Marshall parents and families on the following areas: Picture Day, Back to School Night, Title I presentation, free groceries, Signs of Suicide information sessions, Marshall Spirit Week, Marshall School Calendar, Halloween Trick or Treat event, Marshall Winter student singing event (virtual), COVID updates, Cheer tryouts, local Community Easter Egg Hunt, Basketball tryouts, Picture Day, and parent/teacher conferences. There is a partially functional Parent Resource Center at Marshall. When fully functional, the PRC will be used to provide parents with a place to meet and collaborate, access computers, Coffee Hour meetings with the principal, parent academic and resume support, parenting classes and other services.

## Parental Engagement Strengths

Marshall Elementary conducted an ELAC Survey with parents. Marshall staff and SUSD administration engaged with parents on the following areas/issues/events: Picture Day, Back to School Night, Title I presentation, free groceries, Signs of Suicide information sessions, Spirit Week, School Calendar, Halloween Trick or Treat event, K-6 student Winter student stage singing event (virtual), COVID updates, High School Cheer tryouts, High School Basketball tryouts, Picture Day, and Parent/teacher conferences. Marshall has identified and stocked a room designed to become a Parent Resource Center. Parent feedback is taken during School Site Council meetings. Marshall teachers conduct after school tutoring. Marshall administration collaborated with a local community organization to set up an Easter Egg hunt. Marshall administrators coordinated with a local community organization to provide after school resources are students on Marshall's after school program waiting list. Marshall administrators coordinated with a local community organization to engage with at-risk African American males and other Marshall students regarding areas such as peer pressure, lost of focus, home problems, and hanging out with friends. The intent of the program is to address cultural differences, academic misidentifications, fluidity of labeling, and the lack of drive or cultural knowledge from school faculty members such as school psychologists, counselors, administrators and teachers.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Parent involvement is minimal due to COVID restrictions. There are currently very few parent volunteers at Marshall. Parents are interested in becoming a classroom parent but are waiting for clearances due to COVID restrictions, background checks and fingerprint. The PBIS committee does not have a parent member. There are no classroom parents and Marshall. **Root Cause/Why:** COVID 19 restrictions made it difficult to follow through with planned initiatives. There has been engagement with parents to establish a PTSA and to establish classroom parents (1 per life level). COVID restrictions were lifted in April/May. Parents have initiated processes to become classroom parents and start a PTSA. Parents are awaiting background checks and fingerprint clearances.

# School Culture and Climate

## School Culture and Climate Summary

The 2020-2021 School Climate Surveys (PLUS and PBIS unstructured areas) and student 5-minute surveys (grades 5, 6, 7, and 8) were conducted.

The results of the PLUS and PBIS surveys are promising but more work needs to be done.

Example (October 2021):

8% of 6-8 grade students related they had been bullied on campus.

88% of 6-8 grade students related they know how to report bullying on campus

93% of 6-8 grade students related there is a teacher or other adult who tells them when they do a good job.

100% of students related they have friends their age that really care about them

76% related they feel safe in school

Marshall's core values are Pride, Respect, Integrity, Determination to Succeed, and Effort (PRIDE). The Marshall mantra is "Believe It, Achieve It". The Marshall mantra is displayed on Marshall t-shirts which are provided to all students and staff and worn on "Spirit Wear" day (Fridays). Marshall's mission and vision statements are displayed throughout campus in every classroom and in the hallways.

## School Culture and Climate Strengths

Students receive "Purple Tickets" for displaying positive behavior and character. Tickets are redeemed for prizes each Friday (during lunch). College t-shirt day (Thursday), Spirit wear day (Friday), Themed Spirit weeks, Tobacco White out day, Bullying prevention week, PLUS Club and PLUS forums.

Marshall provides monthly character traits certificates and academic achievement and attendance certificates each trimester. Marshall has attendance initiatives which reward a whole class for perfect attendance and a "RACE to ATTENDANCE" initiative which reward chronically absent students for regular/consistent attendance.

Marshall conducts PBIS climate surveys (unstructured areas) to determine identify where/how to focus on behavior issues, PLUS surveys to gain feedback from students and student 5-minute surveys (grades 5, 6, 7, and 8) to better understand underlying reasons for issues that occur throughout campus. Teachers must complete a Misbehavior Prevention and Student Intervention form (triplicate carbon copy form) prior to referring a student to administrators for discipline. Teachers keep the original form and provide the administrators with a carbon copy

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Few play items are available for students during recess. Few structured activities are conducted during recess. **Root Cause/Why:** Prior playground equipment went missing. Playground equipment was not properly collected and accounted for after each recess.

**Needs Statement 2 (Prioritized):** Numerous students and staff did not wear the Marshall t-shirt during weekly spirit day which affected staff and student connections. Students out of school suspensions were high along with numerous complaints about bullying behavior. **Root Cause/Why:** Spirit day (wearing the Marshall t-shirt) was not connected to an incentive. Daily positive interventions were not consistent. Multiple tier 1 interventions were not conducted on a regular basis during non-structured times.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

## Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) \* ELA: By EOY 2023, 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 2023, per ELPAC, increase the number of students who reclassify by 10 students. \* Math: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 75 students.

## Identified Need

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

SPED staff do not meet in the established PLC format and do not provide usable PLC notes to administration. They hold group meetings consisting of up to 10 SPED teacher in one classroom and oftentimes will discuss elements of IEPs.

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.

Part time Program Specialist resulted in some success with i-Ready assessments and ELD walkthroughs but the success was not considerable. A full time Program Specialist is needed to create a considerable positive impact on teacher support and student academic achievement. A Bilingual Assistant is needed to assist ELD students with bilingual and bi-cultural needs.

No Bilingual Assistant negatively impacted ELD teaching and learning

Parent involvement is minimal due to COVID restrictions. There are currently very few parent volunteers at Marshall. Parents are interested in becoming a classroom parent but are waiting for clearances due to COVID restrictions, background checks and fingerprint. The PBIS committee does not have a parent member. There are no classroom parents and Marshall.

Few play items are available for students during recess. Few structured activities are conducted during recess.

Numerous students and staff did not wear the Marshall t-shirt during weekly spirit day which affected staff and student connections. Students out of school suspensions were high along with numerous complaints about bullying behavior.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying to Fluent English Proficient	4 RFEPs	14 RFEPs
Number of students performing 2 or more grade levels below	ELA 196 students Math 195 students	ELA 116 students Math 120 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1.1.1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to enhance the district's ELA/ELD and Math curriculum through AVID 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. As a result of refining the focus on academic standards, teachers will be provided with professional learning opportunities to supplement core instruction by PD with contract personnel such as Solution Tree and SIPPS personnel, to facilitate areas such as co-teach, demo lessons in the classroom, conferences, data analysis, and academic conferences focusing on evidenced based, instructional practices; writing, mathematics and integrated ELD strategies. Throughout the year the Program Specialist, support personnel and administrators facilitate teacher support activities including co-teaching, demonstration lesson in the classroom, academic conferences, analysis of data and administrators conduct leadership walk-throughs. Teacher Additional Hourly Pay Calculation: 23 teachers X 10 hours X \$60 = \$13,800 - Title I Academic Conferences will be held 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 to actively participate. Teacher Additional Hourly Pay Calculation: 23 teachers X 6 hours X \$60 = \$8,280 - Title I Conferences (Virtual and/or In-Person): \$60,000 - LCFF \* CAFE - June 2023 - staff/parent representation - 3 teachers, 1 ELAC representative, 1 administrator, & 2 parents (\$1500 X 7 staff/parents = \$10,500) - LCFF \* CA Agriculture in the Classroom Conference - 1 teachers from 7/8 grade and 5 teachers from K-6 grades - (\$3,250 X 6 staff = \$19,500) \* AVID Institute - June 2023 - grade level representation - 2 teachers from 7/8 grade and 4 teachers from K-6 grades (\$2,500 X 6 staff

= \$15,000) \* PLC Conference - June 2023 - grade level representation - 2 teachers from 7/8 grade and 4 teachers from K-6 grades (\$2,500 X 6 staff = \$15,000) \* District/County Math Workshops - throughout school year - 7th and 8th grade math teachers and all K-6 teachers \* District ELA Workshops - throughout school year - 7th and 8th grade ELA teachers and all K-6 teachers \* District ELD workshops - throughout school year - All teachers Intervention consisting of daily small groups with classroom teacher and/or collaboration with grade level teacher. 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. C CSI: Professional development with SJCOE Math: \$48,190 Consultant Professional consultant via Solution Tree (PLC): \$60,000 Lesson Study Cycle 1 This cycle involves building the teachers' capacity centered around Number Sense and Fluency. \* Focus will be on Number Sense Routines including student Accountable Talk. \* Day 1 - will focus on how to effectively facilitate a Number Sense Routine and Orchestrating a Classroom Discussion. \* Day 2 - involves teachers facilitating a Number Sense Routine and Orchestrating a Classroom Discussion while other participants observe. \* The participants debrief in order to identify important takeaways that become part of the teacher's toolbox. Lesson Study Cycle 2: This cycle will center around Problem-Solving. The teachers will learn how to facilitate a problem-solving lesson that focuses on student thinking. \* The teachers will design a Cognitively Demanding task, and ensure the facilitation maintains the rigor. \* Day 1- will involve Professional Learning involving the Pedagogy of Problem-Solving. \* We will then design a lesson utilizing the Thinking Through a Protocol Lesson Design tool which focuses on student thinking. \* Day 2 - Same Lesson/Debrief as above. Through our work with lesson studies we will develop a "Academic Excellence" Team consisting of teacher/Staff leaders who will facilitate and monitor the process and focus of the lesson study to ensure that expectations are communicated and walkthrough/observations are consistent. 11500 - Teacher Additional Comp. \$60 per hour x 23 teachers x24hours = \$33,120

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$48,190	50344 - CSI 2020/21
\$120,000	50344 - CSI 2020/21
\$13,800	50643 - Title I
\$8,280	50643 - Title I
\$60,000	23030 - LCFF (Site)
\$33,120	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1.1.2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

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. Teacher Additional Hourly Pay Calculation for tutoring: 5 teachers X 3 hours per week X 26 weeks\* X \$60 = \$23,400 - Title I (Allocating \$23,957) \*(Tutoring will be rotational and with coverage throughout the school year.) Bilingual Assistant - .4375 FTE @ \$27,453 - To provide one-on-one/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. Our Instructional Coach (2 @ .5 FTE Instructional Coaches - Centralized Service) and Program Specialist will coordinate small group using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation and facilitate support with students while the teacher works one-on-one with students. Library Media Assistant - .4375 @ \$15,005 - LCFF: 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 alouds. In addition, the Library Media Assistant will support the use of Accelerated Reader. License Agreement - \$4,000 - LCFF: Accelerated Reader will be used to supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level. Instructional materials - \$9,000: To support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc. Materials will be utilized by students 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. \*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\* Maintenance Agreements - \$8,000 - LCFF: 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. Duplicating - \$2,500 - LCFF: Expenses are for student materials in larger quantities such as plays, short stories, journal/planner for AVID to be used as additional resources/manipulatives for student learning. CSI: 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 who are not enrolled in STEP UP After School Program 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. Teacher Additional Hourly Pay Calculation for extended day tutoring: 5 teachers X 3 hours per week X 28 weeks\* X \$60 = \$25,200 \*(Tutoring will be rotational and with coverage throughout the school year) Add Comp Extended School Year Program: 6 teachers x 5 hours/day x \$60/day x 20 days = \$36,000 Teacher - In June 2023 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. \*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\*

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,005	23030 - LCFF (Site)
\$4,000	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$2,195	23030 - LCFF (Site)
\$0	50643 - Title I
\$36,000	50344 - CSI 2020/21
\$8,000	23030 - LCFF (Site)
\$10,000	50344 - CSI 2020/21
\$25,200	50344 - CSI 2020/21
\$15,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1.1.3**

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

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

Continue the identification and monitoring of EL progress resulting in reclassification. Provide EL students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through 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. - Program Specialists has monthly EL progress meetings with each teacher at every grade level. - Number of students receiving Bilingual support. Include minutes provided as well as academic support. - Review master schedule to identify when EL instruction is given. - Review student achievement data sets. Funds not allocated.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1.1.4**

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

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

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. Field Trips - \$8,000 - LCFF: 1. Fog Willow - October 2023 - K-3- Plant life cycle 2. Hillmar Cheese Factory - Supporting science for 3rd grade. 3. Various colleges and universities- Throughout the year- 6-8 - Learn about college admission requirements 4. SJCOE Virtual Science - Outdoor Education - Grades 5-8

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1.1.5**

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

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

AVID to enhance Math and ELA instruction: To provide students with resources and supports to increase writing proficiency using AVID WICOR strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.). To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.). To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.). Program/Specialist .25 FTE Title I - \$38,500, .25 FTE LCFF - \$38,500 The program specialist duties or responsibilities include but are not limited to the following: Title I: 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. LCFF: 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	50643 - Title I
\$0	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1.1.6**

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

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

Provide students opportunities to: \*interact with their peers who will attend their kindergarten class promoting social skills, \*establish a connection between the kindergarten teacher and preschooler, \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and \*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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

## Annual Review

**SPSA Year Reviewed: 2021-2022** 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 deleted.

### Analysis

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

The strategies and activities selected for this goal made a significant impact on student learning achievement. Staff meetings were purposeful and strategic. We utilized one meeting to focus on MTSS strategies, PBIS, Safety Procedures and Structures in place and one meeting to provide professional development to teachers. During the first meeting of the month, administrators shared MTSS information with support and participation from other key members of our leadership team and district communities. For example: Tiered information PBIS strategies to foster a positive learning environment. Processes in place for CARE and SST referrals Evidence Based Practices and services to address the needs of the scholars participating in Special Education. Xello- College and Career activities Second Step Learning and Restorative Practices The second staff meeting was also utilized to provide Professional Development to our teachers. The Marshall Elementary Program Specialist in collaboration with administration developed professional development opportunities. Some of the topics included in the professional development included the following: AVID strategies iReady reports The use of data to form strategic and flexible small groups Science updates and curriculum ELPAC and CAASP testing and training Tutoring and Intervention support was provided during and after school. Two teachers volunteered to participate in the after school tutoring program and one teacher supported an EL group using Rosetta Stone. Students were selected based on the level of academic support needed. The tutoring teachers focused on the following areas: English acquisition ELA and Math Intervention Support for English Learners During the 6th period elective course, 7th and 8th grade students received strategic intervention in the areas of English Language Arts and Mathematics.

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

The intended expectation and goal was to achieve academic proficiency and increase the percentage of students meeting their stretch and typical growth on their iReady diagnostics. No major differences between the intended implementation and the budgeted expenditures were identified. The activities selected were strategically aligned to the daily bell schedule. Strategic Professional development was also provided to teachers. The ongoing professional activities included the following: PLC AVID ELD Strategies ELPAC training

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.

Some of the changes that will be made to this goal as a result of this analysis are the following: Trimester academic conferences to measure progress, goals, and activities implemented Implementation of Academic Walkthrough feedback forms with 3 areas of focus: Planning and Preparation Classroom Environment Effective Instructional Strategies. Program Specialist-Strategy/Activity 5 Projected Program Specialist assigned to Marshall Elementary only PS will support teachers with full implementation of ELA, ELD, Mathematics and other district adopted curriculum Bilingual Assistant- Strategy/Activity 2 Provide 1-1 or small group instruction for K-2 EL students Small group instruction in mathematics, writing, number talks, AVID strategies, and reading/math programs

## LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

## Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 2022, maintain the 2019-2020 suspensions percentage for all students 8.3%. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2022, maintain the 2019-2020 chronic absenteeism percentage for all students at 22.2%.

### Identified Need

### Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 2.1.1

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

##### Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through lunch time structured sports and student engagement activities PBIS initiatives. Restructure school bell schedule to reflect one recess per grade level. Provide play equipment (hula hoops, balls, games and structured sporting activities) during recess activities focused on peer to peer communication/interaction skills, social and emotional learning, safe and supportive school climate. Provide 20 minutes restorative practices at the beginning of each class, every day to increase positive peer to peer communication/interaction skills, social and emotional learning, safe and supportive school climate. Implement a clear and consistent Multi-Tiered System of Support (MTSS). Provide teacher professional development on developing positive classroom culture and classroom management strategies. Race to Attendance: Counselor meets with chronically absent students and parents to establish attendance goals. Panther Wall: Attendance recognition will be provided to classroom who accumulate the word PANTHER through public recognition. Minute Meetings: Students identified as chronically absent are met with daily outside of the classroom to discuss and provide support. Counselor (.5 FTE Title I, .5 FTE District Funded) - \$50,223

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$20,052	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 2.1.2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

##### Strategy/Activity

\*Implementation of the Positive Behavior Interventions and Supports (PBIS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Marshall School. Create an 8th grade Leadership Program in support of the PLUS club with class president, VP, Secretary. \*Implement a "Classroom Parent" program where one parent will serve one life level and assist teachers as needed in addition to serving as the liaison between grade level classrooms and families (provide information on upcoming events, provide feedback to teachers, etc.). \*Implement a PE teacher led Physical Education time for all 5th and 6th grade students (during 6th period) while the PE teacher is working on their clear credentialing process. The PE teacher will offer various structured sports activities and associated safety protocols. The PE teacher will support facilitation of the annual physical fitness examination for 5th grade students. This model will also foster earlier connections and relations with the PE teacher and 5th - 6th students who will eventually be in the 7/8 grade PE classes. Students in grades 5th and 6th will receive structured sports and associated safety protocols from the PE teacher (during elective time). Funds not allocated.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

## Annual Review

**SPSA Year Reviewed: 2021-2022** 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 deleted.

### Analysis

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

The overall implementation of the strategies and activities selected promoted a safety and a healthy environment for our students at Marshall Elementary School. The following activities and initiatives implemented enhanced student learning, positive behavior, and decreased student suspension. SEL pacing guide and curriculum was provided to all teachers including teachers supporting our scholars participating in Special Education SEL wa part of the daily Bell Schedule. Counselors provided training to our teachers on SEL and Restorative Circles initiatives P.R.I.D.E Purple Tickets initiative- Scholars earned purple/P.R.I.D.E tickets during non-instructional times (i.e. recess and lunch) for following behavioral and safety expectations in common areas. PBIS core team strategically selected and composed by key members: Counselors, Mental Health Clinician, Campus Security Assistant, General Education Teachers, Special Education Teachers, Paraprofessionals, After School Program Coordinator, and Assistant Principal. Bulletin Boards celebrating and acknowledging academic and behavioral achievements Monthly Parent Newsletter recognizing character trait recipients Minute meetings with counselors at the beginning of the year. Counselor group lessons including SEL, Xello, Bullying, Tobacco awareness, Kelso's choices, and peer conflict resolutions. Implementation of Restorative Circles and practices Race to attendance group- CWA and Counselors Incident report form completed by noon duty supervisors, CSA, and administrators.

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

PBIS incentives were utilized for the bi-weekly raffles. There was no major difference between the intended implementation the budget expenditures to implement the strategies.

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.

Some of the changes that will be made to this goal for the year include: Recognition of students during the morning announcements. Ongoing training on the usage and implementation of the Marshall Misbehavior Prevention and Student Intervention Form Attendance awards Positive Behavior assemblies/character trait of the month assembly recognition Super recess incentive with engaging board games and activities available for students demonstrating mastery in behavioral and safety expectations

## LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

## Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 2022, increase one parent helper per grade level.

### Identified Need

Parent involvement is minimal due to COVID restrictions. There are currently very few parent volunteers at Marshall. Parents are interested in becoming a classroom parent but are waiting for clearances due to COVID restrictions, background checks and fingerprint. The PBIS committee does not have a parent member. There are no classroom parents and Marshall.

### Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 3.1.1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income  
Foster Youth  
English Learners  
All Students

#### Strategy/Activity

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. \$2,334: Parent resource library: To purchase resource books and materials to assist with creating a parenting and resource library, parenting classes, computer and internet access for on strategies and topics to support parent and their children. 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.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,334	50647 - Title I - Parent
\$50,000	50643 - Title I
\$25,000	50345 - CSI 2021/22

## Annual Review

**SPSA Year Reviewed: 2021-2022** 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 deleted.

### Analysis

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

Some of the strategies/activities were not available for implementation due to the COVID mandates and restrictions. However, Marshall Elementary promoted inclusion and meaningful partnerships by communicating with parents utilizing the following lines of communication Blackboard message system (messages in Spanish and English) Posters visible for parents with important information visible during ingress and egress Use of social media and Class Dojo Implementation and distribution of bilingual parent newsletter Use of Marshall website

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

No major differences between the intended implementation and the budgeted expenditures were identified.

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.

Some of the changes that will be made to this goal as a result of this analysis are the following: Parent Resource Room Participation of parents in training and conferences such as CAFE- California Association for Bilingual Education Training for parents on the following topics iReady information CAASP and ELPAC training SEL Xello Evidence Based Practice Strategies Information and training from local agencies and community agencies English and/or Computer classes Parent volunteers Parent-Coffee hours

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$576,111.00
Total Federal Funds Provided to the School from the LEA for CSI	\$448,525.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$501,176.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50344 - CSI 2020/21	\$239,390.00
50643 - Title I	\$125,252.00
50647 - Title I - Parent	\$2,334.00
50345 - CSI 2021/22	\$209,135.00

Subtotal of additional federal funds included for this school: \$576,111.00

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 (\$)
23030 - LCFF (Site)	\$109,200.00

Subtotal of state or local funds included for this school: \$109,200.00

Total of federal, state, and/or local funds for this school: \$685,311.00

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this 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. 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. This SPSA was adopted by the SSC at a public meeting on 05/25/2022.

Attested:

Principal, Raul E. Mora on 05/25/2022