

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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 Fundamental Secondary School	19-64881-1931674	May 24, 2023	June 29, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
English Learners, Homeless, Students with Disabilities.

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.

The Marshall Fundamental Secondary School Plan was developed with the input of teachers, administrators, classified staff, and parent group leaders. The plan was collaboratively developed to set goals for improved academic performance, attendance, behavior, campus environment, and parent involvement. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic student groups. The School Plan measures the goals and outcomes aligned to federal and state funding.

Educational Partner Involvement

How, when, and with whom did the 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

The SPSA is developed collaboratively throughout the year. The teaching staff reviews the goals at the beginning, middle, and end of each year. They provide input into the efficacy of the work. Each department is represented on the Instructional Leadership Team by a department chairperson. The Instructional Leadership Team also includes the administrative team, instructional coach, RTI coach, counselor, and ASB advisor. The site ILT brings input from the departments and reviews the plan and provides input. The English Language Advisory Committee reviews the plan throughout the year and makes official recommendations. The School Site Council reviews the goals throughout the year. Each member (teachers, classified staff, parents, students, and principal) review the plan and provide input, ultimately voting on the implementation of the plan.

Resource Inequities

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

Marshall is the only high school in PUSD that does not have the standard artificial track and field, posing a safety hazard. Our softball field is also a hazard, including irrigation issues and a lack of dugouts for home or away teams, posing a Title IV issue. Our band room has been inoperable for over a year. Our restrooms are in desperate need of upgrade. We often have plumbing issues or leaks which force room or space closures. Our auditorium does not have an HVAC system or proper lighting, posing a safety hazard. Our dance room needs a sprung floor to avoid injury for our dancers. Our auditorium stage needs to be sanded and waxed to avoid injury to our performers. Wifi signal does not extend to the athletic fields so in case of emergency, ability to seek assistance is limited. Our new camera install needs to occur as soon as possible - we were promised 70 new cameras for surveillance. We've asked for push bar, gated doors installed at the exit on Casa Grande Street from B building and are waiting for that install. HVAC is needed in our cafeteria due to cooling and heating issues.

School Vision and Mission

Marshall Vision Statement:
Soaring to Success!

Mission Statement:

The mission of Marshall Fundamental Secondary School, a diverse educational community, is to graduate students who are empowered to think critically, to act responsibly, and to take on challenges through a system distinguished by instruction that is both rigorous and engaging, within a culture that invites and embraces students and their families.

School Profile

Marshall Fundamental Secondary School is one of few schools that offer grades 6-12 within the same educational site. Since 1973, when the school was reopened as a "fundamental" school, Marshall Fundamental has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future. As a public school, Marshall maintains a unique relationship within Pasadena Unified School District. The school is a "permit-only" school and accepts students from a diverse geographical district. Students attending Marshall Fundamental reside in the Altadena, Pasadena, Sierra Madre, and the unincorporated areas of Los Angeles.

In 2022-2023, with 1,879 students coming from varying backgrounds, cultures, socio-economic groups, and academic profiles, our school's ultimate strength lies in its ability to offer a diverse array of programs, services and instructional methodologies to meet the needs of all students. Our current diversity breakdown is 62% Hispanic, 19% White not of Hispanic origin (including Armenian), 7% African American, 4% Asian, 3% Filipino and 3% mixed race or other. Additional student groups include 72% of the student population considered SocioEconomically Disadvantaged, 8% English Learners, 1% Foster Youth, 5% Homeless, and 12% Students with Disabilities.

Students participate in a full comprehensive athletic program and a strong Associated Student Body [ASB] program that includes 55 clubs and organizations. The Marshall afterschool LEARNs Program offers an athletics program for Middle School students and provides the College Access Plan for high school students.

Marshall Fundamental currently maintains a staff of 75 teachers. 67 teachers teach general ed (63.8 FTE) of which all are fully credentialed. 11 teachers teach special ed classes, including 1 teacher who teaches 2 periods of adaptive PE. 1.5 teachers are funded through CTE and are credentialed. Marshall also maintains 1 librarian, 1 school nurse, 5 counselors, 1 principal, and 3 assistant principals. Marshall offers a variety of courses that incorporate the varying academic needs of students. Courses are layered to provide intervention and strategic instruction in literacy and math; as well as AP Prep and Advanced Placement. GATE students are identified at the 6th grade level and are incorporated into classes that provide enrichment through either AP Prep or Advanced Placement. Marshall Fundamental employs 1 Instructional Coach who works with ELL students, CELDT/ELPAC testing, site instructional leadership, and serves as liaison to the ELAC parent group. Marshall also employs 1 RTI Coach who provides mentorship, Tier 2 interventions, and assists with student behavior issues. Marshall employs 18 instructional aides, 5 security officers, a LEARNs coordinator, 8.0 custodians, 1 clerical staff, and 1 hourly employees.

Marshall Fundamental maintains a focused coalition of parents in the ELAC, PTSA, AAPC (African-American Parent Council), Music Boosters, Drama Boosters, Choir Boosters, and Athletic Boosters. In addition, the SSC retains its strength in providing vision and focus regarding implementation of SPSA targets and the expenditures of funds. These coalitions provide the foundation of our parent community outreach, which is then supplemented by weekly phone and email blasts, Marshall website <https://www.pusd.us/marshall>, Constant Contact, and Blackboard Connect, a phone outreach program. In addition to a Parent Volunteer Coordinator, who assists in bringing parents into the school, the SSC has been instrumental in providing strong academic assistance through funding of programs such as Accelerated Reader, ALEKS, personnel support for the ELL students, TurnItIn.com, additional security, and tutoring. Marshall is completing the tenth year of the Academy for Creative Industries (ACI).

Marshall has 1 computer lab for students with a total of 30 computers and an additional 21 computers in the library. Wireless Internet has been installed across campus. The robotics classroom has 40 laptops in a cart and the journalism class has 10 laptops and cameras. Additionally, all students are issued individual Chromebooks to access course materials; and, each teacher also has a district issued device - Chromebook or laptop. The library has student computers and a tutoring hub, a textbook room with expandable shelving, and additional teacher workspace.

Marshall maintains a cohort graduation rate above 95% over the past several years. The cohort is the group of students who begin in 9th grade and graduate within 4 years. Marshall continues its open access policy to Advanced Placement and pre-Advanced Placement classes to expose and engage students to rigorous curriculum aligned to college standards. Consequently the number of AP tests given at Marshall has significantly grown to over 1100 tests in 2019. In 2020 due to the COVID-19 Pandemic only 968 exams were given, and the passage rate increased to 56%. The passage rate has increased from about one-third of all tests passed to more than half of all the tests taken being passed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.30%	0.22%	5	6	4
African American	7.1%	7.48%	7.19%	142	148	133
Asian	3.9%	3.64%	3.62%	78	72	67
Filipino	2.8%	3.23%	3.19%	57	64	59
Hispanic/Latino	62.7%	62.41%	63.6%	1,261	1235	1176
Pacific Islander	0.4%	0.30%	0.27%	7	6	5
White	19.9%	19.25%	18.55%	400	381	343
Multiple/No Response	2.9%	3.23%	3.03%	59	64	56
Total Enrollment				2,012	1979	1849

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	286	272	241
Grade 7	324	293	274
Grade 8	322	331	286
Grade 9	296	311	291
Grade 10	266	282	281
Grade 11	283	234	259
Grade 12	235	256	217
Total Enrollment	2,012	1,979	1,849

Conclusions based on this data:

1. Despite declining enrollment in PUSD and surrounding districts, Marshall maintains a stable student enrollment. The stable enrollment is attributed to Marshall's focus on marketing and providing a high quality and well-rounded education.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	161	153	179	8.00%	7.7%	9.7%
Fluent English Proficient (FEP)	840	785	686	41.70%	39.7%	37.1%
Reclassified Fluent English Proficient (RFEP)	18			11.2%		

Conclusions based on this data:

1. The reclassification criteria based on the ELPAC and providing accommodations for Students with Disabilities helped to increase the reclassification rates beginning in 17-18. Due to the large increase of reclassification in 17-18 it leveled off in 18-19, before improving again in 19-20. Reclassification percentages have continued to increase as a result of support district and site-based programs provided for English Learners.
2. The decrease in FEP students can be attributed to a drop in enrollment from 20-21 to 21-22.
3. More than 26% of our EL Students Reclassified in 22-23!

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	278	266		0	259		0	257		0.0	97.4	
Grade 7	320	286		0	276		0	270		0.0	96.5	
Grade 8	318	315		0	287		0	273		0.0	91.1	
Grade 11	265	221		219	216		216	214		82.6	97.7	
All Grades	1181	1088		219	1038		216	1014		18.5	95.4	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2525.			19.07			27.63			25.68			27.63	
Grade 7		2544.			23.70			25.19			20.74			30.37	
Grade 8		2527.			9.16			28.21			28.21			34.43	
Grade 11	2594.	2607.		27.31	29.91		25.93	31.78		25.46	17.29		21.30	21.03	
All Grades	N/A	N/A	N/A	27.31	19.92		25.93	28.01		25.46	23.27		21.30	28.80	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.09			53.13			25.78	
Grade 7		19.78			56.72			23.51	
Grade 8		15.24			60.22			24.54	
Grade 11	28.84	33.33		56.28	52.58		14.88	14.08	
All Grades	28.84	21.77		56.28	55.86		14.88	22.37	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.58			55.08			27.34	
Grade 7		31.58			36.84			31.58	
Grade 8		11.57			45.52			42.91	
Grade 11	26.67	30.95		46.19	42.86		27.14	26.19	
All Grades	26.67	22.50		46.19	45.10		27.14	32.40	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.06			74.22			11.72	
Grade 7		13.75			68.03			18.22	
Grade 8		11.15			73.23			15.61	
Grade 11	15.28	17.76		71.30	70.09		13.43	12.15	
All Grades	15.28	13.99		71.30	71.43		13.43	14.58	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.46			66.15			14.40	
Grade 7		21.85			61.11			17.04	
Grade 8		13.97			68.01			18.01	
Grade 11	25.46	27.57		64.35	58.41		10.19	14.02	
All Grades	25.46	20.34		64.35	63.67		10.19	15.99	

Conclusions based on this data:

1. Marshall continues to raise the means scale score in 6th grade, while maintaining consistent scores in the other grades (with a dip in 7th grade during in 17-18). 18-19 saw decreases in grades 6, 7, and 11 with a slight increase in grade 8.
2. 21-22 scores were not yet available at the time of draft.
3. 22-23 scores were not yet available at the time of draft.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	278	266		0	254		0	254		0.0	95.5	
Grade 7	320	286		0	266		0	261		0.0	93.0	
Grade 8	318	315		0	289		0	284		0.0	91.7	
Grade 11	265	221		204	213		197	212		77.0	96.4	
All Grades	1181	1088		204	1022		197	1011		17.3	93.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2519.			18.11			23.23			24.02			34.65	
Grade 7		2512.			17.24			15.71			27.97			39.08	
Grade 8		2487.			10.21			15.14			16.55			58.10	
Grade 11	2618.	2559.		23.35	15.57		28.93	13.68		21.32	23.58		26.40	47.17	
All Grades	N/A	N/A	N/A	23.35	15.13		28.93	17.01		21.32	22.85		26.40	45.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.62			41.73			34.65	
Grade 7		16.60			47.88			35.52	
Grade 8		12.01			37.10			50.88	
Grade 11	34.01	15.09		43.15	43.40		22.84	41.51	
All Grades	34.01	16.77		43.15	42.36		22.84	40.87	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		16.93			47.24			35.83	
Grade 7		13.79			47.51			38.70	
Grade 8		12.68			42.25			45.07	
Grade 11	25.51	20.75		51.53	51.89		22.96	27.36	
All Grades	25.51	15.73		51.53	46.88		22.96	37.39	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.32			58.27			24.41	
Grade 7		15.00			59.62			25.38	
Grade 8		8.80			54.23			36.97	
Grade 11	21.32	16.98		64.47	57.55		14.21	25.47	
All Grades	21.32	14.26		64.47	57.33		14.21	28.42	

Conclusions based on this data:

1. There was an increase in performance in grades 6-8 (although grade 7 has not reached it's high from 16-17; there has been annual teacher turnover in 7th grade) and a decrease in performance in 11th grade. In 18-19 grades 6-8 had a decline in proficiency and 11th grade had a increase.
2. 21-22 scores were not yet available at the time of draft.
3. 22-23 scores were not yet available at the time of draft.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1532.8	1556.2		1539.3	1566.0		1525.8	1546.0		41	24	
7	1514.6	1562.4		1518.4	1580.3		1510.2	1543.9		36	34	
8	1545.1	1559.4		1558.3	1570.1		1531.6	1548.2		19	28	
9	1527.5	1574.4		1533.9	1603.7		1520.5	1544.6		16	14	
10	1551.3	1566.6		1560.4	1573.4		1541.7	1559.4		15	14	
11	1486.5	1539.0		1493.9	1541.5		1478.5	1535.8		12	13	
12	*	*		*	*		*	*		6	6	
All Grades										145	133	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.83	45.83		36.59	37.50		29.27	16.67		7.32	0.00		41	24	
7	13.89	32.35		36.11	38.24		38.89	23.53		11.11	5.88		36	34	
8	15.79	21.43		26.32	46.43		52.63	32.14		5.26	0.00		19	28	
9	6.67	21.43		26.67	42.86		60.00	35.71		6.67	0.00		15	14	
10	13.33	14.29		46.67	42.86		26.67	42.86		13.33	0.00		15	14	
11	18.18	0.00		9.09	38.46		45.45	38.46		27.27	23.08		11	13	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	16.78	24.81		34.27	42.86		39.16	28.57		9.79	3.76		143	133	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	39.02	70.83		46.34	29.17		12.20	0.00		2.44	0.00		41	24	
7	27.78	52.94		58.33	41.18		5.56	5.88		8.33	0.00		36	34	
8	26.32	42.86		57.89	46.43		15.79	10.71		0.00	0.00		19	28	
9	13.33	42.86		66.67	42.86		13.33	14.29		6.67	0.00		15	14	
10	33.33	28.57		46.67	50.00		20.00	21.43		0.00	0.00		15	14	
11	18.18	23.08		45.45	53.85		18.18	7.69		18.18	15.38		11	13	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	28.67	46.62		54.55	43.61		11.89	8.27		4.90	1.50		143	133	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.20	8.33		26.83	33.33		34.15	54.17		26.83	4.17		41	24	
7	2.78	8.82		25.00	26.47		36.11	50.00		36.11	14.71		36	34	
8	5.26	10.71		21.05	25.00		26.32	50.00		47.37	14.29		19	28	
9	6.67	0.00		6.67	28.57		40.00	35.71		46.67	35.71		15	14	
10	6.67	14.29		20.00	21.43		26.67	35.71		46.67	28.57		15	14	
11	9.09	0.00		9.09	7.69		27.27	53.85		54.55	38.46		11	13	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	6.99	7.52		20.28	24.81		33.57	48.87		39.16	18.80		143	133	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	19.51	8.33		53.66	83.33		26.83	8.33		41	24	
7	8.33	5.88		63.89	67.65		27.78	26.47		36	34	
8	10.53	7.14		68.42	71.43		21.05	21.43		19	28	
9	6.67	14.29		53.33	64.29		40.00	21.43		15	14	
10	13.33	7.14		60.00	71.43		26.67	21.43		15	14	
11	9.09	0.00		45.45	46.15		45.45	53.85		11	13	
12	*	*		*	*		*	*		*	*	
All Grades	11.89	6.77		58.74	68.42		29.37	24.81		143	133	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	82.93	100.00		14.63	0.00		2.44	0.00		41	24	
7	86.11	100.00		8.33	0.00		5.56	0.00		36	34	
8	73.68	96.43		26.32	3.57		0.00	0.00		19	28	
9	93.33	100.00		0.00	0.00		6.67	0.00		15	14	
10	86.67	100.00		13.33	0.00		0.00	0.00		15	14	
11	72.73	84.62		9.09	15.38		18.18	0.00		11	13	
12	*	*		*	*		*	*		*	*	
All Grades	83.92	97.74		11.89	2.26		4.20	0.00		143	133	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	19.51	8.33		39.02	58.33		41.46	33.33		41	24	
7	13.89	11.76		33.33	52.94		52.78	35.29		36	34	
8	10.53	14.29		21.05	32.14		68.42	53.57		19	28	
9	6.67	0.00		33.33	50.00		60.00	50.00		15	14	
10	13.33	7.14		40.00	35.71		46.67	57.14		15	14	
11	9.09	0.00		27.27	46.15		63.64	53.85		11	13	
12	*	*		*	*		*	*		*	*	
All Grades	13.29	8.27		34.27	47.37		52.45	44.36		143	133	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	17.07	25.00		73.17	75.00		9.76	0.00		41	24	
7	8.33	17.65		75.00	76.47		16.67	5.88		36	34	
8	11.11	0.00		77.78	100.00		11.11	0.00		18	28	
9	0.00	0.00		93.33	85.71		6.67	14.29		15	14	
10	0.00	14.29		73.33	71.43		26.67	14.29		15	14	
11	0.00	7.69		63.64	76.92		36.36	15.38		11	13	
12	*	*		*	*		*	*		*	*	
All Grades	9.15	11.28		76.06	82.71		14.79	6.02		142	133	

Conclusions based on this data:

1. In the second year of ELPAC data grades 6-8 have improved the overall score and the 9th grade has slightly declined; continued support for English Learners in Reading, Writing, and Speaking will help improve their ELPAC performance.
2. 21-22 data was not yet available at the time of draft.
3. 22-23 data was not yet available at the time of draft.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,879	75.7	7.7	0.8
Total Number of Students enrolled in Marshall Fundamental Secondary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	7.7
Foster Youth	15	0.8
Homeless	89	4.5
Socioeconomically Disadvantaged	1,498	75.7
Students with Disabilities	235	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	148	7.5
American Indian	6	0.3
Asian	72	3.6
Filipino	64	3.2
Hispanic	1,235	62.4
Two or More Races	64	3.2
Pacific Islander	6	0.3
White	381	19.3

Conclusions based on this data:

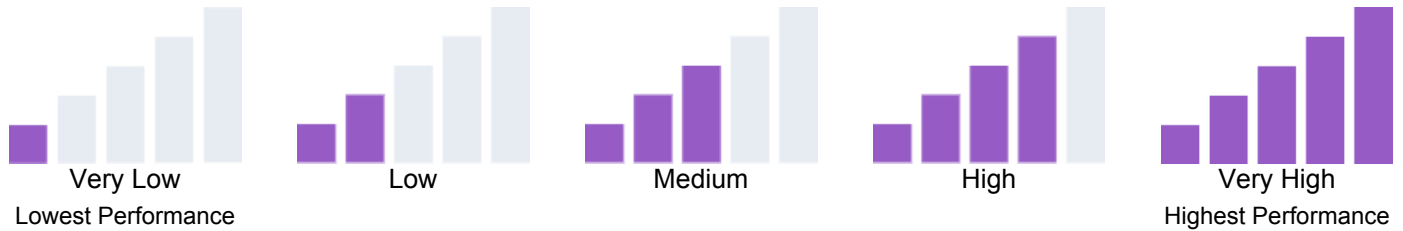
1. Marshall's student population, including the subgroups, has remained constant for the past few years; there are no major shifts in Marshall's student population, based on this data. In 2019-2020 the SED students increases to 71%.
2. Marshall's student population projections are predicted to maintain through 2028 as per the current district strategic plan.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Very High	Suspension Rate High
Mathematics Low	Chronic Absenteeism Very High	
English Learner Progress Very High		
College/Career Not Reported in 2022		

Conclusions based on this data:

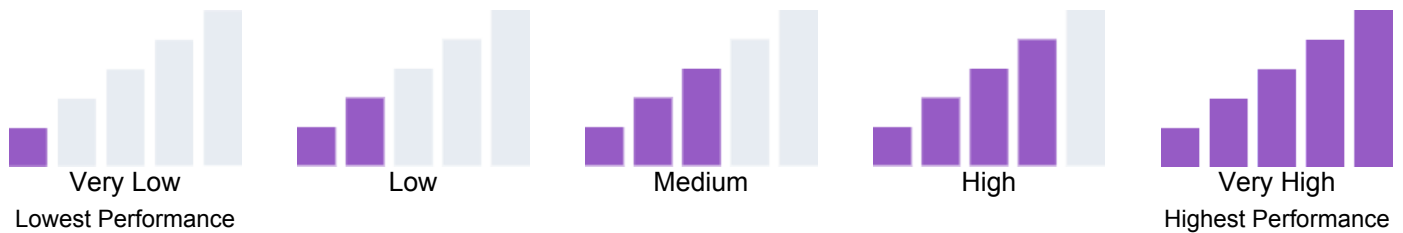
1. Marshall continues to excel in English Learner Progress, Graduation Rate, and College/Career
2. Marshall math scores have improved, but are still in the yellow color and more improvement is needed
3. Marshall's chronic absenteeism has increased (grades 6-8), thus moving the Dashboard color to orange.

School and Student Performance Data

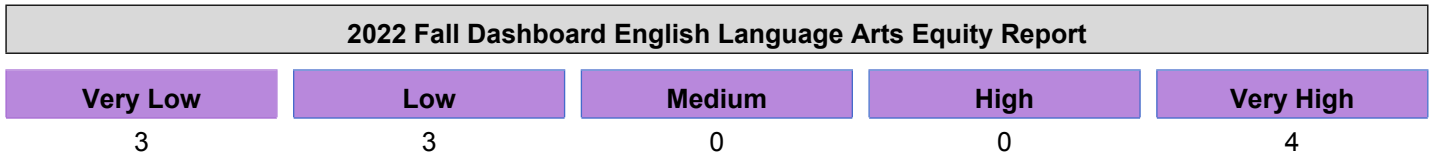
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

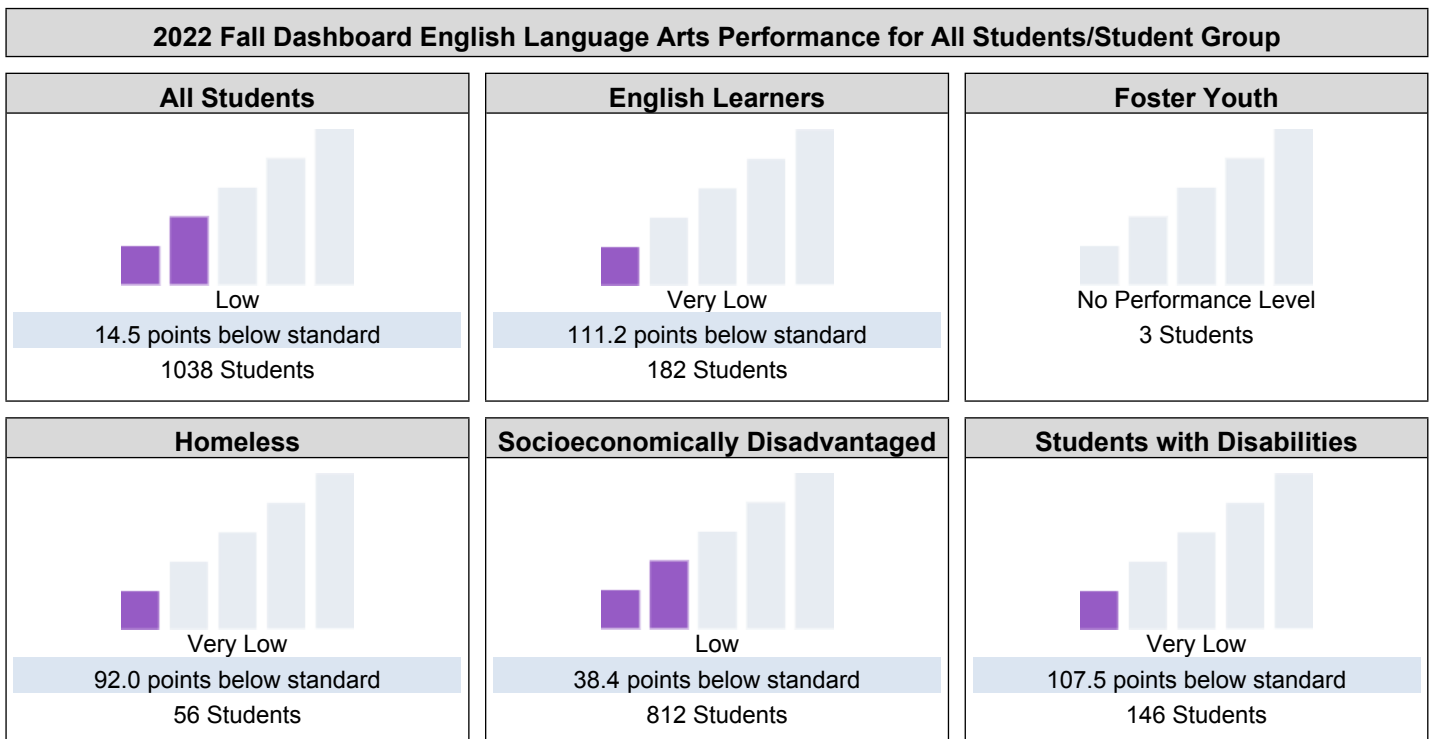
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



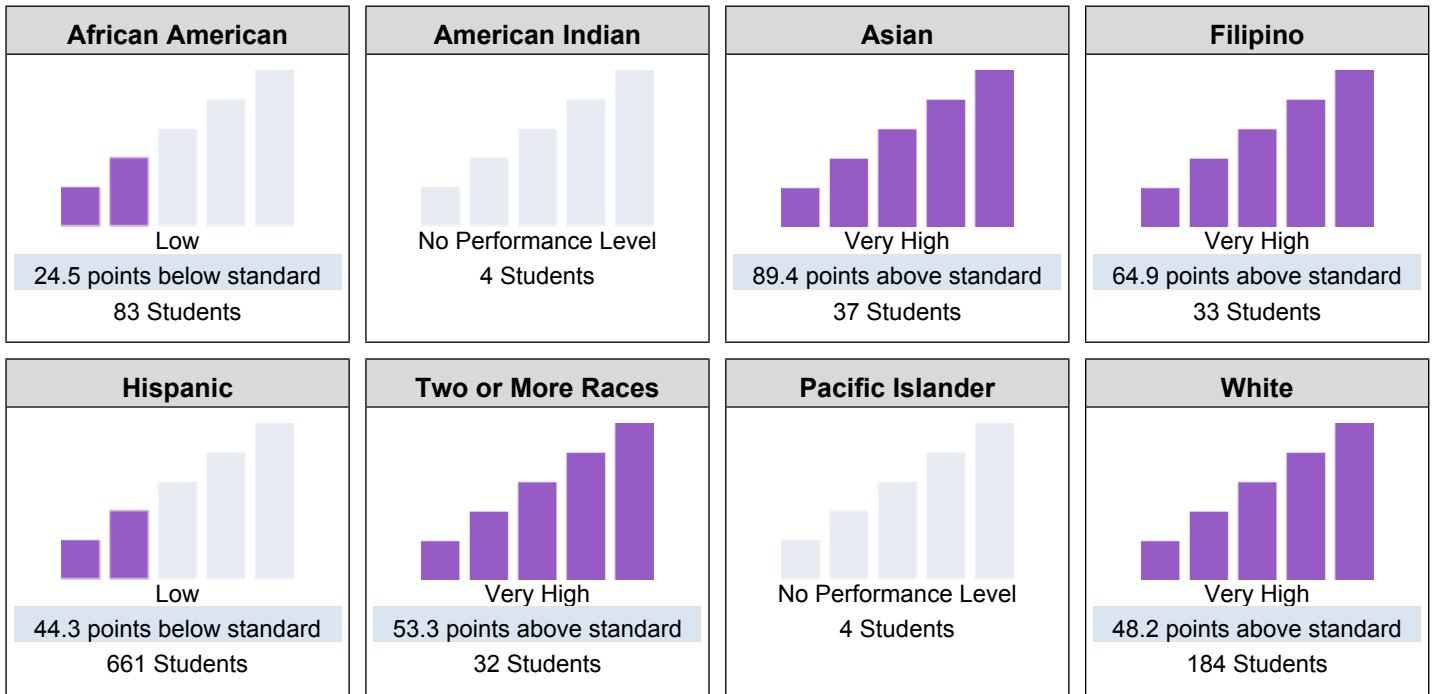
This section provides number of student groups in each level.



This section provides a view of 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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>138.0 points below standard</p> <p>93 Students</p>	<p>83.1 points below standard</p> <p>89 Students</p>	<p>15.4 points above standard</p> <p>571 Students</p>

Conclusions based on this data:

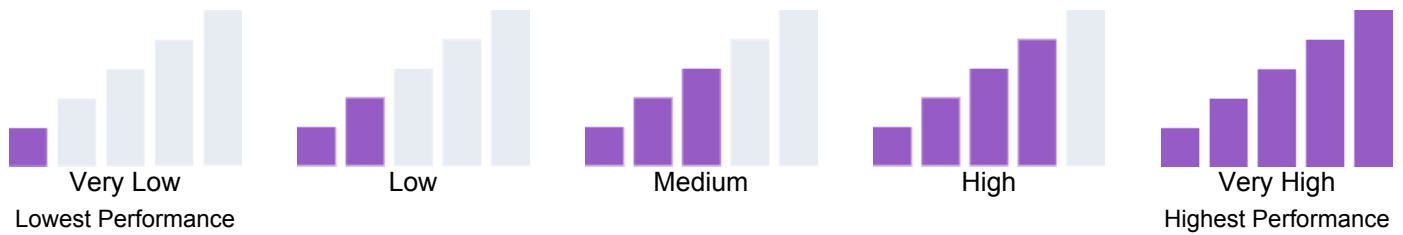
1. Marshall maintains an achievement gap.
2. Marshall's instructional coach has many responsibilities and cannot specifically concentrate on EL progress. More instructional coaching targeting EL would improve the EL and RFEP performance. A second instructional coach is needed given the size of our student population.
3. Special education services are not consistently implemented and provided due to staffing issues. As 2.5, consistent, school psychologists are on staff, and 1 full time RSP is implemented, SWD academic achievement will improve.

School and Student Performance Data

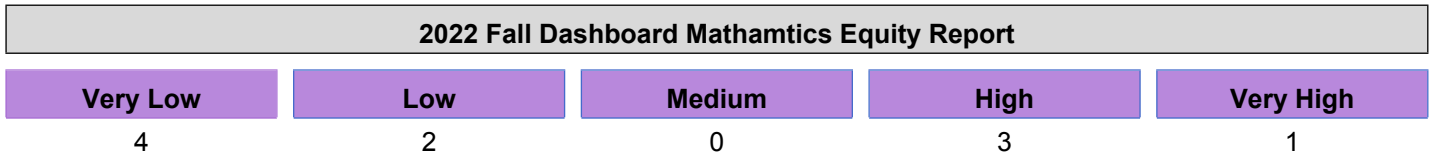
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

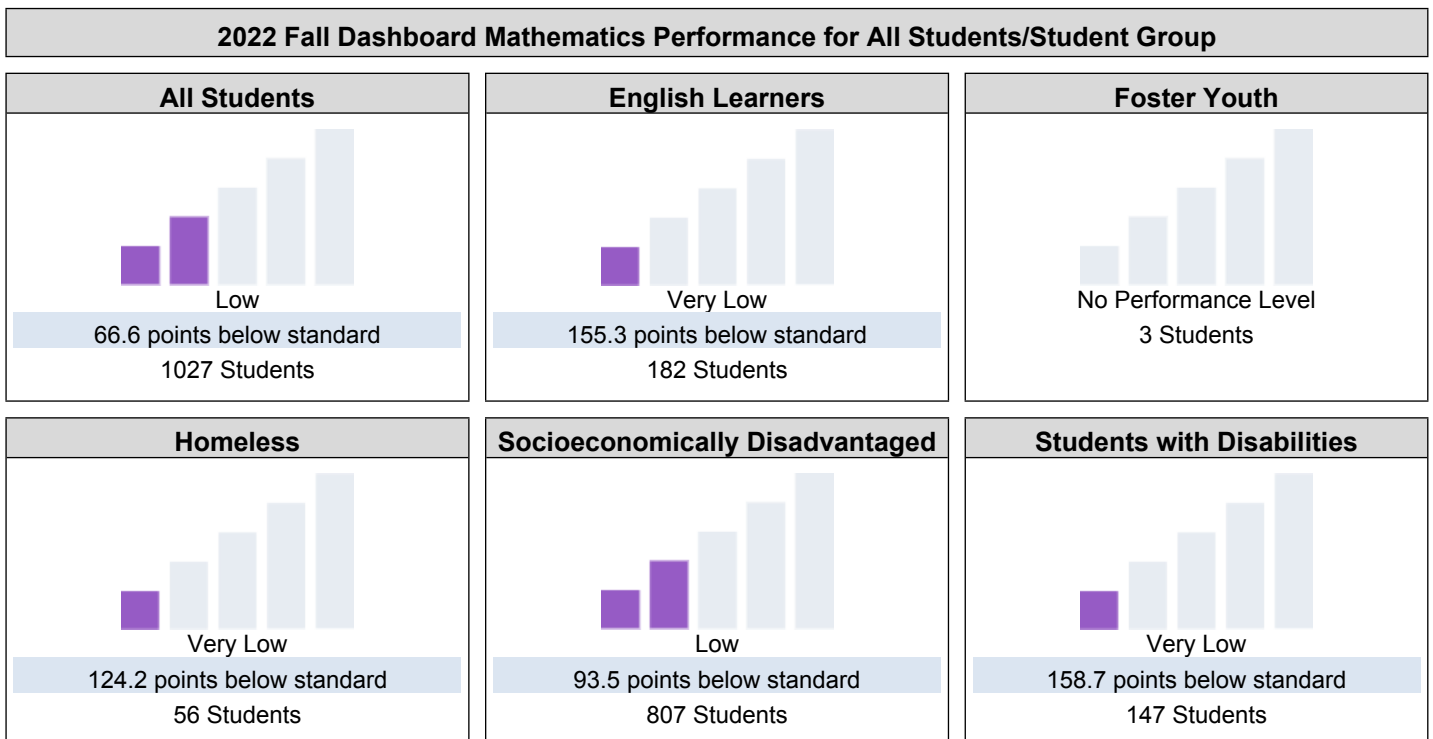
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



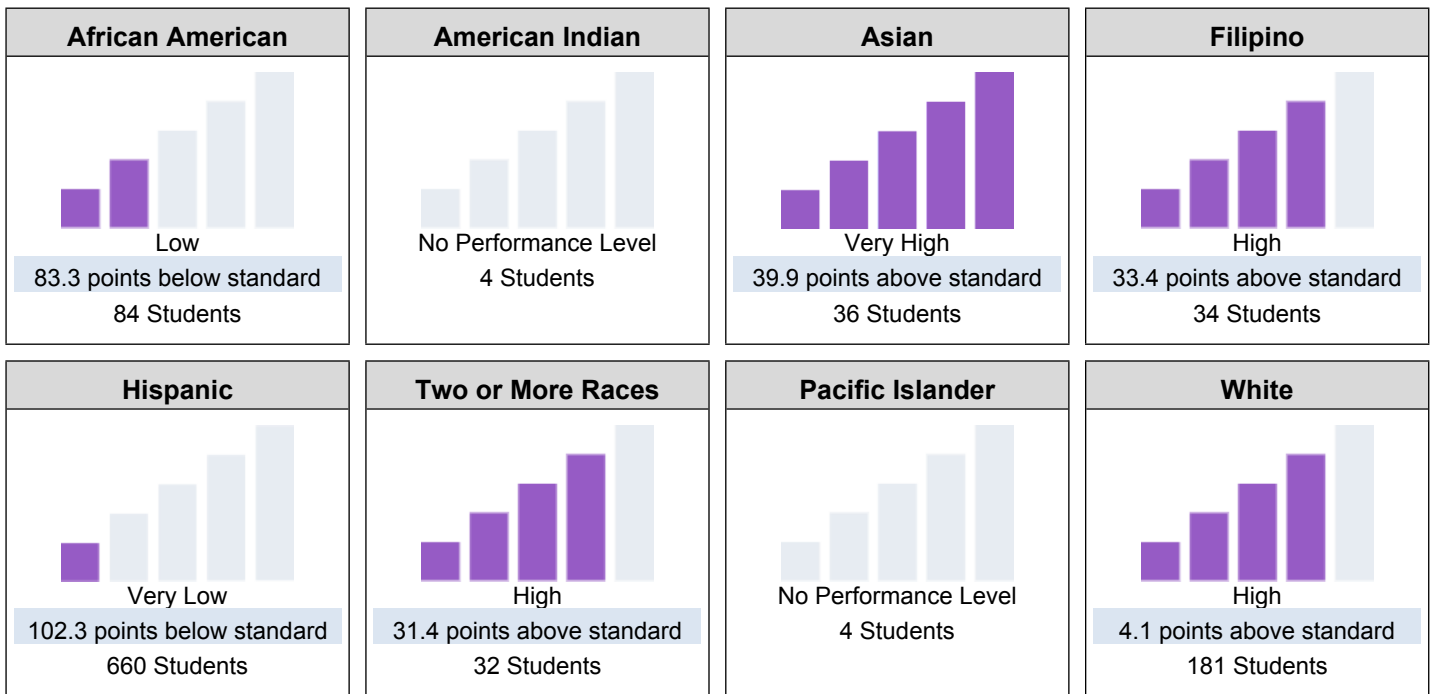
This section provides number of student groups in each level.



This section provides a view of 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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>173.7 points below standard 93 Students</p>	<p>136.1 points below standard 89 Students</p>	<p>37.2 points below standard 569 Students</p>

Conclusions based on this data:

1. An achievement gap exists in math, although less pronounced than in ELA. Marshall had multiple long term subs in the math department due to teachers being out on med leave, which negatively impacted academic performance.
2. Math scores, while below grade level, are remaining constant.
3. Continued professional development is needed for district adopted curriculum such as Carnegie and iReady.

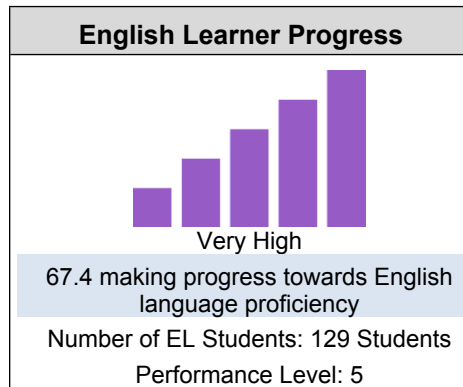
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.1%	22.5%	0.0%	67.4%

Conclusions based on this data:

1. Many EL students also have learning disabilities and additional support is needed in addressing ELs with disabilities.
2. Marshall reclassified over 26% of their EL students this year, exceeding our goal.
3. Marshall implemented tutoring for our EL students which positively impacted their academic progress.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

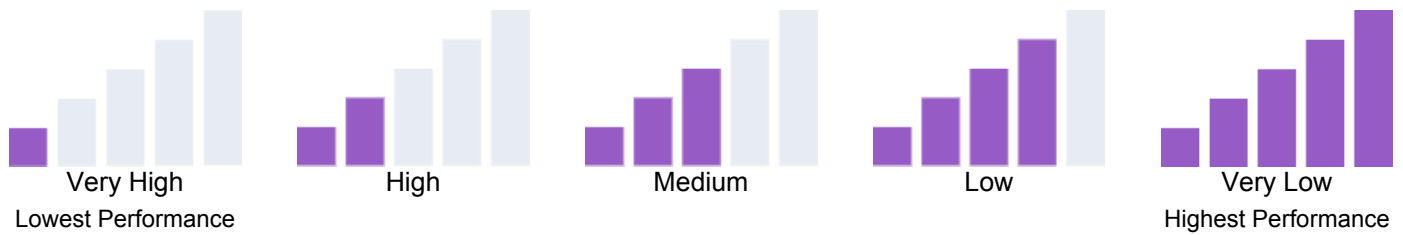
1. Marshall students across the board are demonstrating college and career preparedness.
2. As support is given to encourage students into a-g classes and achieve a C or better Marshall will continue to improve.
3. For the Class of 2022 - 45% went on to 2 year colleges, 43% went on to 4 year colleges, the remaining went on to vocational/other careers.

School and Student Performance Data

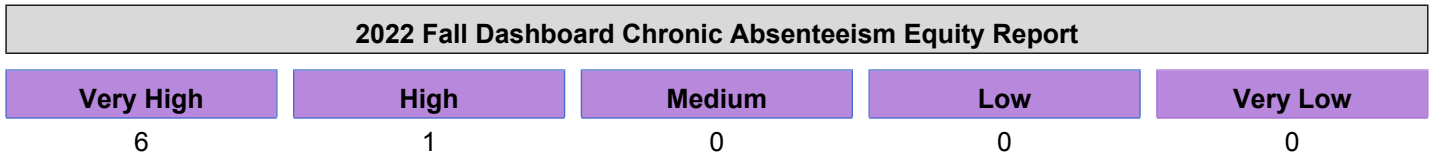
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

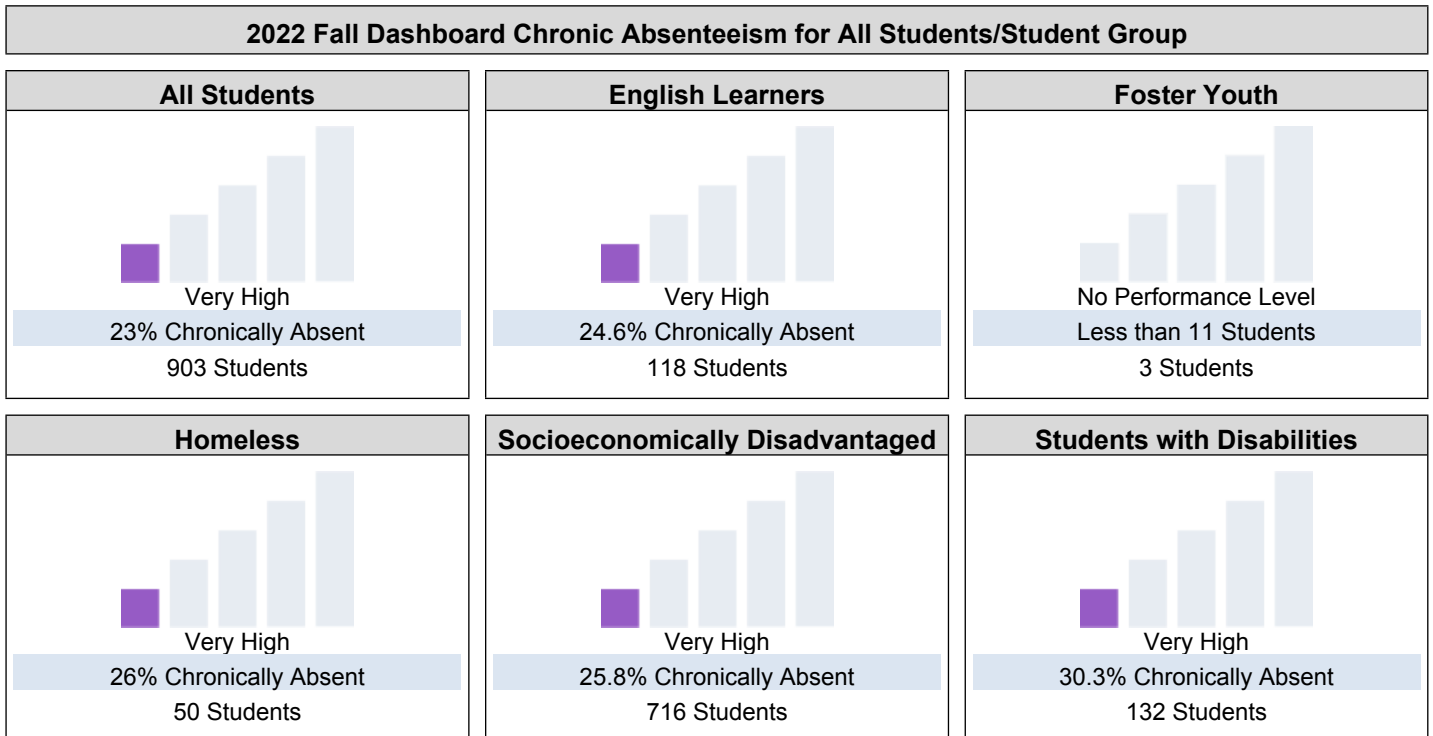
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



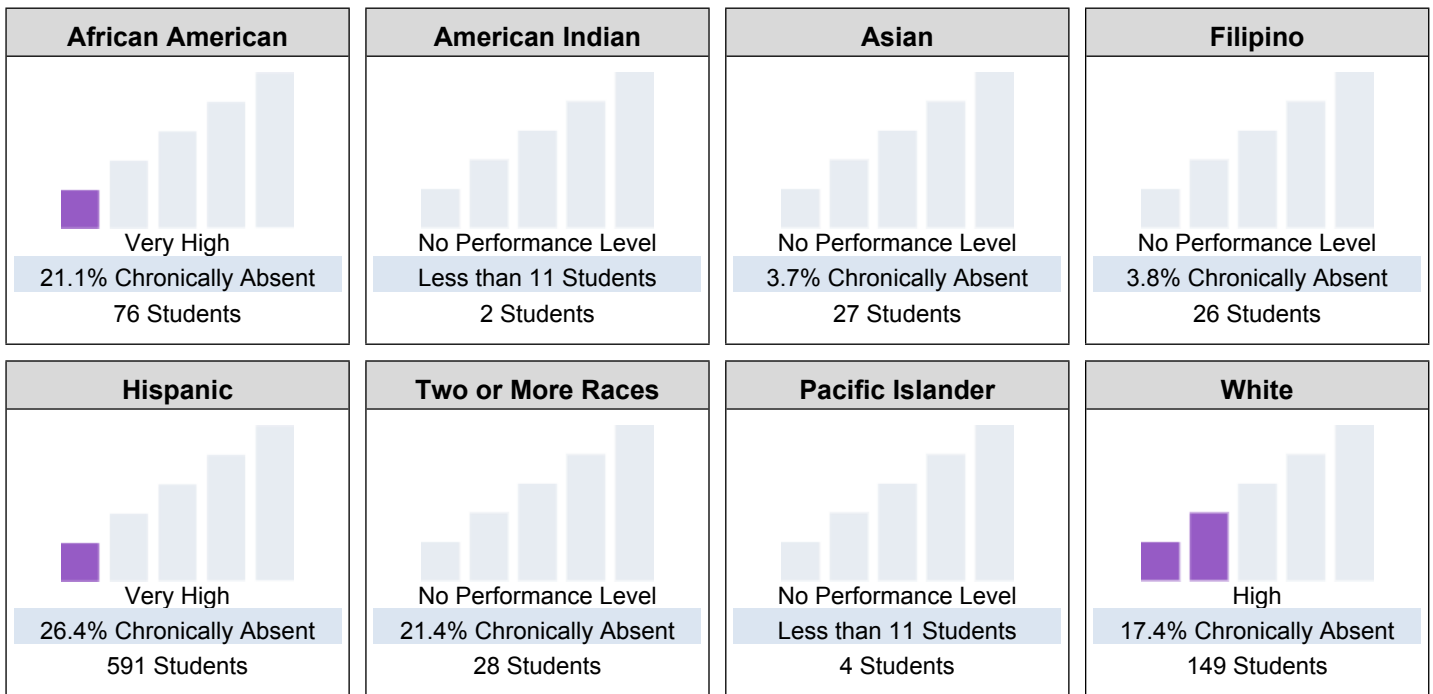
This section provides number of student groups in each level.



This section provides 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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



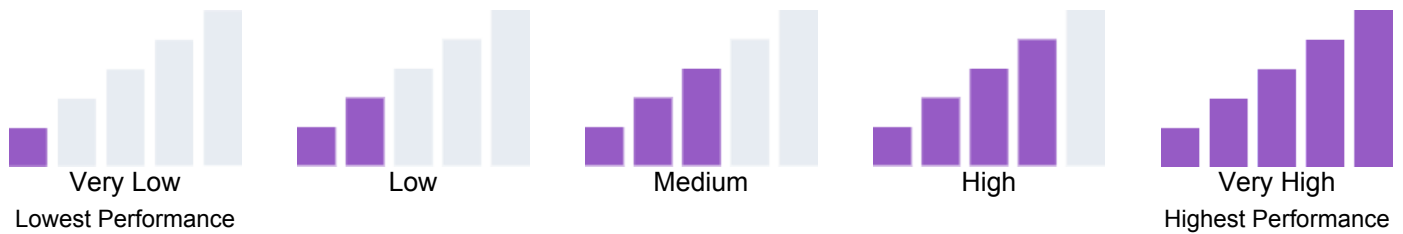
Conclusions based on this data:

1. Marshall Chronic absenteeism has increased for all groups.
2. Despite many efforts to conduct home visits, some student groups have shown high absentee rates for various reasons including illness or home life issues.
3. Students have also reported missing classes to due mental health issues.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



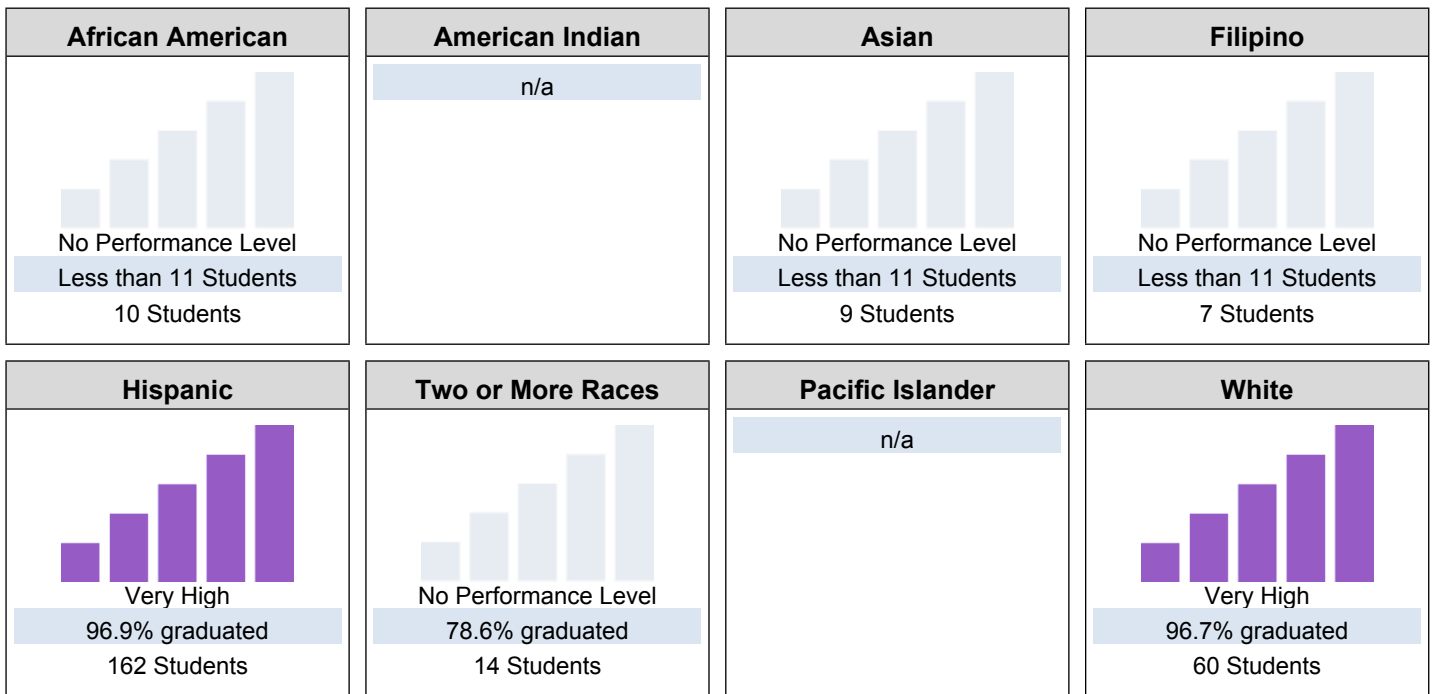
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	0	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p style="text-align: center;">Very High 96.2% graduated 262 Students</p>	<p style="text-align: center;">No Performance Level 86.7% graduated 15 Students</p>	<p style="text-align: center;">No Performance Level Less than 11 Students 4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p style="text-align: center;">No Performance Level 94.1% graduated 17 Students</p>	<p style="text-align: center;">Very High 97.1% graduated 204 Students</p>	<p style="text-align: center;">Medium 80% graduated 35 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

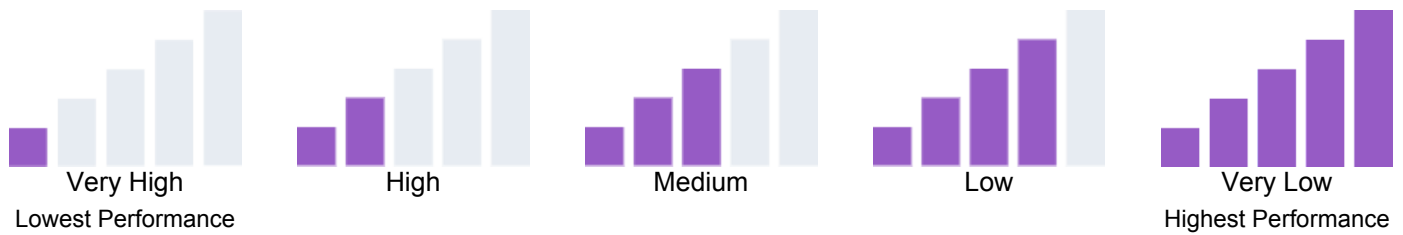
1. Marshall continues to maintain a high graduation rate for all student groups.

School and Student Performance Data

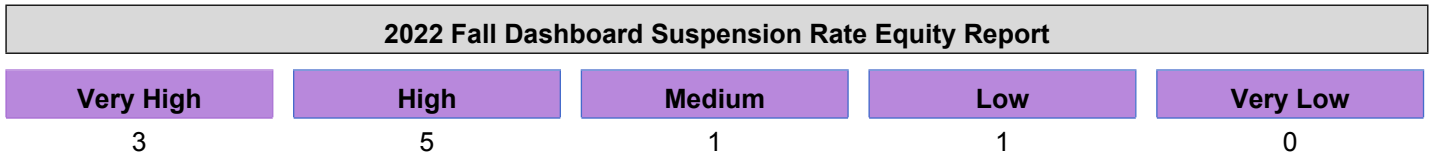
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

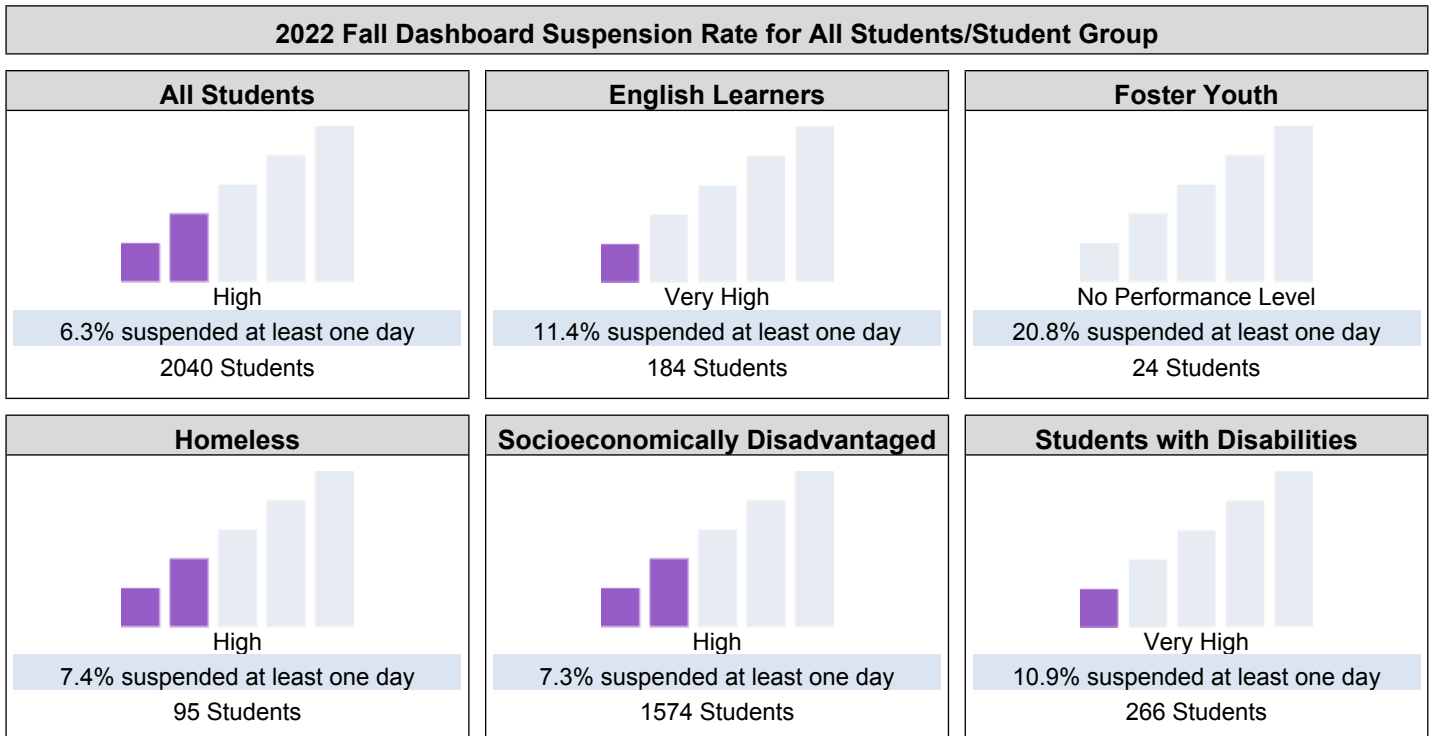
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



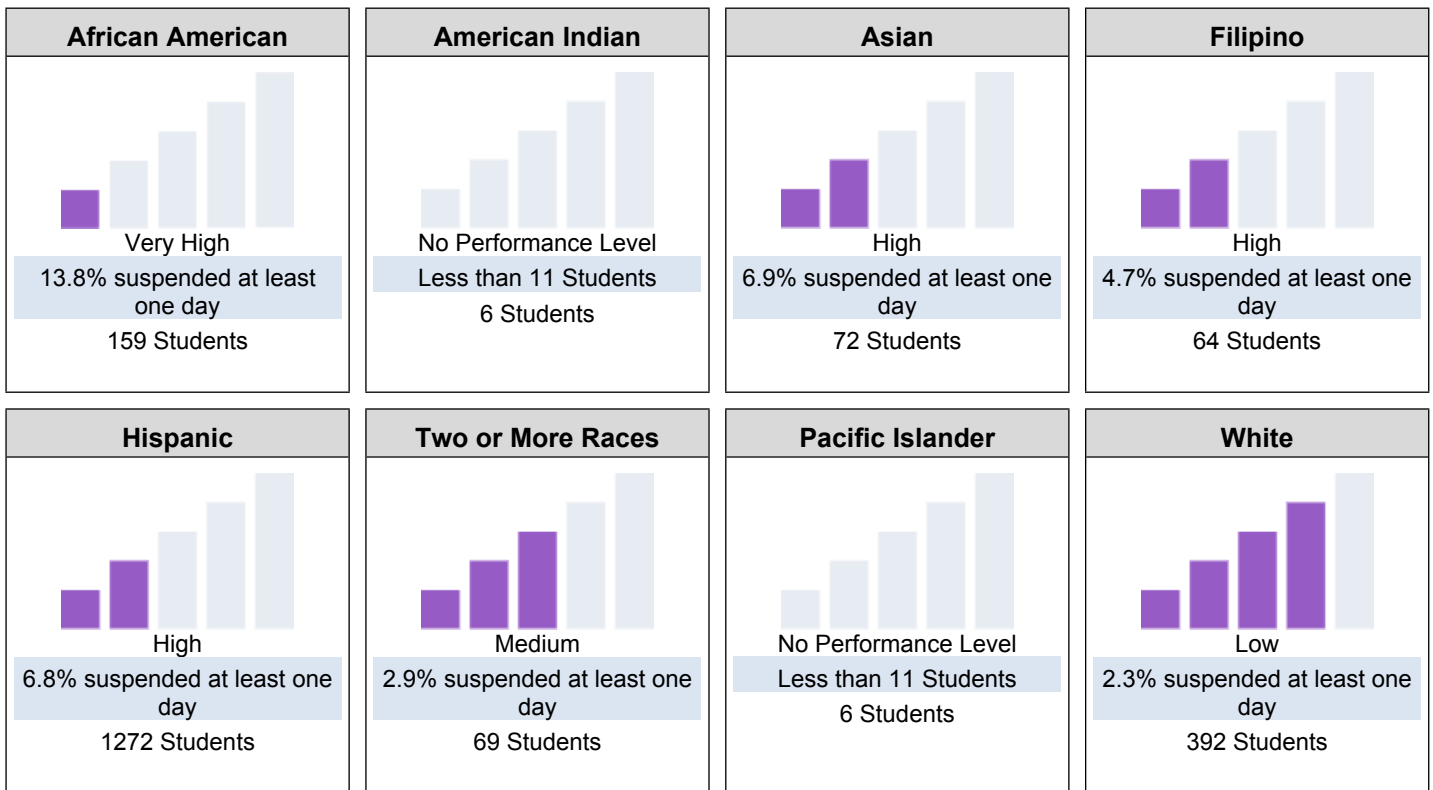
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There has been an increase in suspension rates for multiple student groups due to a lack of human resources to address post-COVID mental health issues.
2. Professional development is needed for teachers to address behavioral issues in the classroom.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.9 (Yellow) from 2019 by a total of 12.9 or more (to reach Green) with a stretch goal of 37.9 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline of -108.5 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 13.5 or more (to reach Yellow) to end at -105.5 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Asian will remain at the baseline of 77.6 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for White will increase the baseline of 20.5 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 35.5 or higher by the end of the 2023-2024 school year.

Students will all at least progress one grade level as measured by pre and post tests on the MDTP

Identified Need

Math SBAC performance has improved, increasing DFM by 6 points, but the mean DFM is still 37.9 points below grade level.

In 2021-2022 Based on the iReady results from Diagnostic 1 to Diagnostic 2 6th grade proficiency grew from 30% to 45%, 7th grade grew from 29% to 46%, and 8th grade grew from 19% to 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.9 (Yellow) from 2019 by a total of 12.9 or more (to reach Green) with a stretch goal of 37.9 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.	-37.9	-25
CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.	-113.4	-95
CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline of -108.5 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 13.5 or more (to reach Yellow) to end at -105.5 or higher by the end of the 2023-2024 school year.	-108.5	-105.5
CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or	-74.4	-25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
higher by the end of the 2023-2024 school year.		
CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.	-132.1	-95
CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2023-2024 school year.	-67.6	-64.6
CAASPP Math Average Distance From Standard for Asian will remain at the baseline of 77.6 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.	77.6	77.6
CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.	-73.2	-25
CAASPP Math Average Distance From Standard for White will increase the baseline of 20.5 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 35.5 or higher	20.5	35.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
by the end of the 2023-2024 school year.		
Students will all at least progress one grade level as measured by pre and post tests on the MDTP	pre score given at the beginning of the year	+1 grade level by the post test given in May 2021

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math department and 6th grade teachers will meet biweekly (including vertical teaming) to hold discussions and exchange of ideas and expertise to master pedagogy of standards using board approved and research-based materials.

Math teachers will incorporate blended learning; blended learning will focus on direct teaching blended with technology to support student success.

Tri-weekly meetings to review goals, discuss vertical and horizontal alignment of key standards, and instructional strategies and sequence. In meetings teachers hold discussions and exchange of ideas and expertise to master pedagogy of standards using board approved and research-based materials.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Daily incorporation of the CCSS into lessons per PUSD Scope & Sequence Chart. Courses will offer common assessments based on CCSS and use data to calibrate and improve instruction.

Teachers will collaborate on common, equitable, and reflective grading of math-level standards.

Teachers will participate in pull out days with district instructional coaches to focus on developing and analyzing common assessments.

Teachers will participate in training on textbook adoptions, iReady Math and Carnegie, to increase effectiveness of implementation and assessment to bridge gaps.

Middle school math teachers will continue math learning cycles through TNTP.

Math teachers will incorporate blended learning; blended learning will focus on direct teaching blended with technology to support student success.

Teachers will collaborate to develop strategies and implementation plans to incorporate learning systems as part of the instructional process.

ALEKS, Mathia, iReady and other online learning systems provide opportunities to reach students where they are and to individualize math instruction.

Teachers (course-level planning) will meet for 6 days (4 hours a day) to plan each unit for the 1st semester of their course.

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)

20,000

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will use CCSS and follow the district provided Scope & Sequence Pacing Chart

Teachers will use and develop assessments as necessary based on CCSS and provide extended answers on the test (beyond multiple choice) that matches the Depth of Knowledge of CCSS

Daily incorporation of the CCSS into lessons per PUSD Scope & Sequence Chart. Courses will offer common assessments based on CCSS and use data to calibrate and improve instruction.

Teachers will collaborate on common, equitable, and reflective grading of math-level standards to help reinforce our vertical alignment framework.

Teachers will participate in training on textbook adoptions, iReady Math and Carnegie, to increase effectiveness of implementation and assessment to bridge gaps.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CCSS strategies and pertinent assessments will be used to promote collaboration, more effective and fluent communication, higher level/critical thinking and more creative applications of key concepts to solve varied problems.

Math classes will focus on questions that will include all levels of DOK.

iReady (middle school), Carnegie, and ALEKS online programs will be used to provide practice for students and as an assessment tool. Teachers will use the SBAC Interim assessments for continued grade-level practice.

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)

Strategy/Activity 5

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 be given frequent common assessments.

Students will have the opportunity to retake assessments to measure progress toward mastery of standards.

Continued focus on equitable grading practice and grading scales for all content areas and grade levels.

Continued training in Carnegie and iReady Math to improve pedagogical skills to increase student progress towards mastery.

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)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Historically Underserved students, Title 1 Students

Strategy/Activity

Provide targeted tutoring by volunteers for English Learners and historically under-served students earning low grades in math.

Use of ALEKS as an intervention tool for students in regular classes performing below benchmark in math to give them practice to reach grade level standards.

Use of ALEKS as an intervention tool for students performing below benchmark in math to give them practice to reach grade level standards.

ALEKS integration in Core classes. Teachers will use ALEKS as a tool to reach students where they are, individualize the math instruction, and to connect gap content to course-level content in a meaningful way.

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)
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41,000	LCFF Supplemental and Concentration (S/C)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Historically Underserved Students, Title 1 students

Strategy/Activity

Cross-curricular work in science classes to support math instruction.

Collaboration of math and science departments to develop cross-curricular projects outside of regular instructional hours.

Instructional materials for math and science classrooms to support Title 1 students and provide more hands on activities and labs for the success of all types of learner

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)

41,000

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

On the California School Dashboard in Math from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 6 points to 37.9 points below standard (yellow)

Homeless students declined 16.5 points to 108.5 points below standard (red)

African American students declined 7.9 points to 67.6 points below standard (orange)

English learners increased 3.2 points to 113.4 points below standard (orange)

Students with Disabilities increased 12.3 points to 132.1 points below standard (orange)

Hispanic students increased 3.7 points to 73.2 points below standard (yellow)

Socioeconomically Disadvantaged students increased 6.2 points to 74.4 points below standard (yellow)

White students maintained (-1.1 points) at 20.5 points above standard (green)

Asian students increased 31.4 points to 77.6 points above standard (blue)

The plan was not followed completely, more pull out time for teachers is necessary to implement strategies.

Training for Carnegie did not occur.

ALEKS was not used as an intervention in all grades.

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

Due to sub shortages and other district led training taking precedent, there was limited time for collaboration and vertical alignment.

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.

Overall more time will be allotted to grade level and department time to develop common assessments, engage in professional development, analyze data , and purchase needed online resources. Strategies 6 and 7.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 4.1 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 19.1 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline of -32.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 27.8 or more (to reach Green) to end at -29.8 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Asian will remain at the baseline of 97.5 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for White will remain at the baseline of 56.3 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

Students will increase at least 100 lexile points as measured on the HMRI

Identified Need

Students need to continue to increase literacy and the demonstration of it as measured by the SBAC. The 2019 ELA SBAC scores DFM average is 4.1 points above grade level, bolstered by a strong performance at the 11th grade.

In the 2021-2022 school year 53% of students showed grade level proficiency on the HMRI (Reading Inventory).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 4.1 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 19.1 or higher by the end of the 2023-2024 school year.	4.1	19.1
CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2023-2024 school year.	-88.7	-85.7
CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline of -32.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 27.8 or more (to reach Green) to end at -29.8 or higher by the end of the 2023-2024 school year.	-32.8	-29.8
CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2023-2024 school year.	-30.9	-27.9

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2023-2024 school year.	-88.3	-70
CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2023-2024 school year.	-20.4	-5.4
CAASPP ELA Average Distance From Standard for Asian will remain at the baseline of 97.5 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.	97.5	97.5
CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by the end of the 2023-2024 school year.	-24.9	-5
CAASPP ELA Average Distance From Standard for White will remain at the baseline of 56.3 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.	56.3	56.3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in 9-12 reading below grade level will demonstrate "Basic" reading proficiency on the HMRI reading inventory	fall HMRI lexile level	reach minimum score of 850 (9th), 890 (10th), 985 (11th/12th)
Students in 6-8 reading below grade level will demonstrate "Early" grade level criteria on iReady reading diagnostic	pre-diagnostic score	reach minimum score of 598(6th), 609(7th), 620(8th)

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Cross-curricular collaboration with a focus on writing; special emphasis will be given to SWD and EL students.

School-wide training and use of writing methodology consistent with CCSS standards.

Professional Development to emphasize writing using evidence (work samples) in all curricular areas.

Increased number of regular pull-out days for collaboration and curricular planning.

Summer department planning for vertical alignment and goal setting.

Vertical alignment in all curricular areas in how writing will be used at each level.

Participation in PUSD Literacy Initiative and teacher attendance in PUSD sponsored training.

Targeted writing tutoring/support from adult tutors.

Training and support for the Writing Workshop methodology of teaching and writing

Study Sync adoption (for high school teachers)

Training and support in StudySync methodology for High school Teachers

Utilize StudySync in order to support and differentiate for ELD/ SPED students

Class sets of books to support new Study Sync Curriculum.

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)

40,000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schoolwide training by site librarian in resources available in the library for conducting academic research

Develop common rubrics and teachers calibrate grading against common rubrics - common grading practices regarding writing and literacy

Additional time for teachers to meet and calibrate to grade using common rubrics.

Teachers create a comprehensive list of essays all students write at all grade levels, with a specific target on research-based and reflection writing so students have the necessary essays for their Graduate Portfolio.

Online research databases made available.

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)

10,000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Common reading and writing assignments across grade levels. Students will be given informational text selections with primary and secondary sources for them to read, evaluate, and write about in all curricular areas.

Writing and vocabulary instruction in all academic disciplines

Use of Accelerated Reader to bring in nonfiction literacy in all curricular areas, grades 6-8.

Use TurnItIn.com for student revisions and to monitor plagiarism.

Use Scholastic resources for additional literacy interventions.

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)

21445

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to reinforce and teach writing in all content areas, Science and Social Studies will incorporate writing through the following writing strategies:

Document-based questions

Timed writing

Thesis practice

Narrative writing

Everybody writes

Focus on using evidence in writing

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Marshall students will engage in civic learning through the Innovation Project, to be completed by all students using cross-curricular skills, culminating in a collaborative paper and a group oral presentation.

Students will conduct research, experiment, quantify, propose solutions, and explain their processes in a paper and a presentation around an innovative idea.

Staff will score papers collectively using a common rubric.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Historically Underserved Students

Strategy/Activity

Use iReady/HMRI to measure lexile level and provide books of high interest (and appropriate lexile levels) to students to raise the reading level of English Learners and historically underserved students

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

On the California School Dashboard in ELA from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 3.9 points to 4.1 points above standard (green)

English Learners declined 7.1 points to 88.7 below standard (red)

African American students declined 8.4 points to 20.4 points below standard (orange)

Homeless students maintained (-0.4 points) at 32.8 points below standard (orange)

Socioeconomically disadvantaged students maintained (+2.1 points) at 30.9 points below standard (orange)

Students with Disabilities increased 23.4 points to 88.3 points below standard (orange)
Hispanic Students increased 3.3 points to 24.9 points below standard (yellow)
Asian students increased 29 points to 97.5 points above standard (blue)
White students maintained (-2.1 points) at 56.3 points above standard (blue)

TurnItIn.com and Accelerated Reader were implemented, although AR was used much less than in previous years and only in the middle school. The teachers did implement DBQ in the classes and articulated vertically the writing process to ensure each year students developed their writing in preparation for the Graduate portfolio.

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

Due to sub shortages and multiple district initiated training, there was limited time for teacher collaboration. Money was spent to buy new class sets of novels to support literacy initiative. Funding was also used to provide after school tutoring in the library with certificated personnel.

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.

As there are gaps developed due to Covid closure, as identified by assessments, the developed common assessments and training in text/program adoptions will be used to focus on key areas and move forward at the appropriate level in 23-24 while simultaneously addressing previous gaps. There will be a renewed focus on common assessments and common rubrics. Strategies 1, 2, 3, 4, 5, and 6

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduates in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

By June 2024 the achievement gap as measured by the Distance from Mean (DFM) on both math and ELA SBAC will decrease by increasing the performance of academically, historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic Status) greater than the school average.

By June 2024, 25% of the English Learners will reclassify.

Students of academically historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomically Disadvantaged) will increase Lexile levels as measured by the iReady/HMRI

Identified Need

In the 22-23 school year Marshall reclassified 22% of students. Marshall will maintain the focus on reclassifying students and improving their performance in both the ELPAC and their letter grade in English.

As measured by the DFM on the SBAC, English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic Status students perform lower than the school average and lower than the expected grade level. In order to close the gap they need to make larger score improvements than the general school population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain EL Reclassification rate above 15% annually	25%	15%
CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -113.4 (Orange) from 2019 by a total of 18.4 or more (to reach Yellow) with a stretch goal of 88.4 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.	-113.4	-95

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -74.4 (Yellow) from 2019 by a total of 49.4 or more (to reach Green) with a stretch goal of 74.4 or more (to reach Blue) to end at -25. or higher by the end of the 2023-2024 school year.	-74.4	-25
CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -132.1 (Orange) from 2019 by a total of 37.1 or more (to reach Yellow) with a stretch goal of 107.1 or more (to reach Green) to end at -95 or higher by the end of the 2023-2024 school year.	-132.1	-95
CAASPP Math Average Distance From Standard for African American will decrease the baseline of -67.6 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 42.6 or more (to reach Green) to end at -64.6 or higher by the end of the 2023-2024 school year.	-67.6	-64.6
CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -73.2 (Yellow) from 2019 by a total of 48.2 or more (to reach Green) with a stretch goal of 73.2 or more (to reach Blue) to end at -25 or higher by the end of the 2023-2024 school year.	-73.2	-25
CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -88.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a	-88.7	-85.7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
stretch goal of 18.7 or more (to reach Yellow) to end at -85.7 or higher by the end of the 2023-2024 school year.		
CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -30.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 25.9 or more (to reach Green) to end at -27.9 or higher by the end of the 2023-2024 school year.	-30.9	-27.9
CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -88.3 (Orange) from 2019 by a total of 18.3 or more (to reach Yellow) with a stretch goal of 83.3 or more (to reach Green) to end at -70 or higher by the end of the 2023-2024 school year.	-88.3	-70
CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -20.4 (Orange) from 2019 by a total of 15 or more (to reach Yellow) with a stretch goal of 15.4 or more (to reach Green) to end at -5.4 or higher by the end of the 2023-2024 school year.	-20.4	15.4
CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -24.9 (Yellow) from 2019 by a total of 19.9 or more (to reach Green) with a stretch goal of 34.9 or more (to reach Blue) to end at -5 or higher by the end of the 2023-2024 school year.	-24.9	-5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students of historically underserved subgroups (English Learners, Students with Disabilities, Hispanic/Latino, Black/African American, and SocioEconomic status) will increase Lexile by 100 points as measured by the HMRI	lexile level determined with HMRI pretest	+100 Lexile points

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

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Use the Master Schedule to provide classes that address the needs of the LTELs

Apply EL strategies to improve engagement and vocabulary growth that will target their listening, reading, writing, and communication skills (areas focused on ELPAC)

Additional support for students with IEPs to improve reading skills to meet reclassification criteria

Per ELAC recommendation, at least 1 Field Trip to support EL and their goals and celebrate reclassification

Targeted training and support for students who are dual classified as EL and SWD so teachers are able to reach their language needs and learning disabilities.

Monitor RFEPs for 2 years after Reclassification

Hire 3 hourly EL Instructional Aides for additional support.

Using the new textbook/TCI curriculum to differentiate instruction for GATE students and ELs.

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)

120000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Progress checks at least once each quarter, more frequently if student needs more support.

Train all teachers in integrated ELD strategies to support all students.

Form letter to parents from counselors regarding support to help students with failing grades

CABE training for middle school teachers.

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)

20,000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Specific EL classes (grades 6-11) to monitor student progress and support language needs of students.

Teachers will continue to apply EL strategies (every teacher given a folder with student names and effective strategies) to enhance vocabulary and strengthen students' listening, reading, writing, and communication skills

ELD Teachers will follow the ELD curriculum using the LADD supported "Workshop Model."

Instructional Aides to support English Learners in their classes

Increase Puente access for all students.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Individual parent meetings held with the Instructional Coach and each EL parent to explain reclassification, what it means for the student, and how to support the student to reclassify to complete the PSP form for each student's EL file held outside of instructional hours.

Beginning of the year EL Parent Orientation to inform parents of reclassification process and how to support their child(ren) held afterschool.

Data chats with the Instructional Coach and ELs twice a year - at the end of 1 sem, and mid-second semester.

Continue to fund and support the Instructional Coach position.

Provide teachers with a list of identified ELs at the beginning of the semester.

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)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Black/African American, Hispanic/Latino

Strategy/Activity

Adhering to CCSS, incorporate culturally responsive literature and studies from resources that represent cultural diversity, reflective of the entire student population.

Opportunities for field trips to visit culturally relevant museums, as well as colleges and career fairs for supporting/targeting specific student groups.

Increased training for teachers on unpacking racial biases, anti-racism, cultural proficiency, and culturally responsive teaching practices.

Maintain access to training such as Anti-Racism training and other training to increase teacher's cultural awareness ability to serve diverse student populations.

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)

[Empty input field for Amount(s)]

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Black/African American, Hispanic/Latino, and SocioEconomic Status

Strategy/Activity

Provide targeted tutoring to historically underserved students and communicate availability to parents, as directed by tutoring coordinator. Inform all teachers of support structures so they may provide referrals for students in need.

After and/or before school credit recovery program for all students who have received an F on a semester grade.

Provide mentoring to all students, including the historically underserved.

Provide high-interest, engaging literature to support reading proficiency for ELs and historically underserved students.

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)

[Empty input field for Amount(s)]

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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.

22% of English Learners reclassified.

On the California School Dashboard in ELA from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 3.9 points to 4.1 points above standard (green)

English Learners declined 7.1 points to 88.7 below standard (red)

African American students declined 8.4 points to 20.4 points below standard (orange)

Homeless students maintained (-0.4 points) at 32.8 points below standard (orange)

Socioeconomically disadvantaged students maintained (+2.1 points) at 30.9 points below standard (orange)

Students with Disabilities increased 23.4 points to 88.3 points below standard (orange)

Hispanic Students increased 3.3 points to 24.9 points below standard (yellow)

Asian students increased 29 points to 97.5 points above standard (blue)

White students maintained (-2.1 points) at 56.3 points above standard (blue)

On the California School Dashboard in Math from 2017-2018 to 2018-2019 Marshall changed as follows:

All students increased 6 points to 37.9 points below standard (yellow)

Homeless students declined 16.5 points to 108.5 points below standard (red)

African American students declined 7.9 points to 67.6 points below standard (orange)

English learners increased 3.2 points to 113.4 points below standard (orange)

Students with Disabilities increased 12.3 points to 132.1 points below standard (orange)

Hispanic students increased 3.7 points to 73.2 points below standard (yellow)

Socioeconomically Disadvantaged students increased 6.2 points to 74.4 points below standard (yellow)

White students maintained (-1.1 points) at 20.5 points above standard (green)

Asian students increased 31.4 points to 77.6 points above standard (blue)

The Historically Underserved groups are still not improving at a rate higher than the school.

English Learners are red in ELA and Orange in math

African American Students are orange in both ELA and math

English Learners are red in ELA and orange in math

Socioeconomically disadvantaged students are orange in ELA and yellow in math (showing positive growth in math)

Students with Disabilities are orange in ELA and yellow in math (showing positive growth in math)

Hispanic students are yellow in ELA and math (performing similar to All Students in math, but not in ELA)

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

Students were unable to have field trips due to planning/transportation issues. Funding instead was spent on after-school tutoring support with classified/certificated staff.

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.

This is similar to previous years, with the metric being more focused on DFM than mean and a focus on Dashboard colors.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 4

Chronic Absenteeism for All Students will increase the baseline of 6.4 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.4 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for English Learners will decrease the baseline of 11.5 (Yellow) from 2019 by a total of -1.5 or more (to reach Green) with a stretch goal of -6.5 or more (to reach Blue) to end at 10 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Homeless Youth will decrease the baseline of 12.9 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -2.9 or more (to reach Green) to end at 12.4 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 8 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 8 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 16.5 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.5 or more (to reach Green) to end at 16 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for African American will decrease the baseline of 14.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.8 or more (to reach Green) to end at 14.3 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Hispanic will increase the baseline of 6.5 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.5 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for White will increase the baseline of 4.3 (Yellow) from 2019 by a total of 0 or more (to reach Green) with a stretch goal of -1.8 or more (to reach Blue) to end at 4.3 or lower by the end of the 2023-2024 school year.

Identified Need

The chronic absenteeism rate is 6.4%. During the 20-21 school year, due to Distance Learning and the change in marking attendance, the attendance rate is near 97%. Upon the return from Distance Learning in the 21-22 school year Marshall needs to work to improve in-person attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain an average daily attendance rate for school greater than 96%	96.86%	96%
Chronic Absenteeism for All Students will increase the baseline of 6.4 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.4 or lower by the end of the 2023-2024 school year.	6.4%	6.4%
Chronic Absenteeism for English Learners will decrease the baseline of 11.5 (Yellow) from 2019 by a total of -1.5 or more (to reach Green) with a stretch goal of -6.5 or more (to reach Blue) to end at 10 or lower by the end of the 2023-2024 school year.	11.5%	10%
Chronic Absenteeism for Homeless Youth will decrease the baseline of 12.9 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -2.9 or more (to reach Green) to end at 12.4 or lower by the end of the 2023-2024 school year.	12.9%	12.4%
Chronic Absenteeism for Socioeconomically Disadvantaged will increase the baseline of 8 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 8 or lower by the end of the 2023-2024 school year.	8%	8%
Chronic Absenteeism for Students with Disabilities will decrease the baseline of 16.5 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.5 or more (to reach Green) to	16.5%	16%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
end at 16 or lower by the end of the 2023-2024 school year.		
Chronic Absenteeism for African American will decrease the baseline of 14.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.8 or more (to reach Green) to end at 14.3 or lower by the end of the 2023-2024 school year.	14.8%	14.3%
Chronic Absenteeism for Hispanic will increase the baseline of 6.5 (Orange) from 2019 by a total of 0 or more (to reach Yellow) with a stretch goal of -0.5 or more (to reach Green) to end at 6.5 or lower by the end of the 2023-2024 school year.	6.5%	6.5%

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

Students to be Served by this Strategy/Activity

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

Historically Underserved Students, RTI Tier 2 students

Strategy/Activity

Transition to MTSS training with staff working on proactive strategies that Marshall staff will utilize prior to students engaging in behavior that merits a referral or suspension.

Assistant Principal to lead MTSS and behavior intervention professional development with the staff

Continued use of alternate forms of suspension.

Target historically underserved students and provide services to maintain academic/behavior standards and prevent decline. Conference with administrator and parent during registration

Increase extracurricular activities (clubs, music, and sports) to create positive involvement and belongingness in school - with an emphasis on increasing more middle school activities

2nd Full Time District RTI Coordinator to work with historically underserved students to provide peer mediation, mentoring, and behavior support

Counselors will collect data on student participation/involvement in extracurricular activities through a student intake survey

Develop a communication plan to track the progress of tier 2 and 3 students that includes RTI Coordinator, counselor, and teachers

Develop and implement matrix of response linking behaviors and specific interventions

Increase diversity of offerings in visual and performing arts (ceramics, photography, music production, and audio tech)

Addition of two arts teachers (one music and one visual art - district funded)

Increase arts activities to engage students.

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)

200,000

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use the School Safety Committee led by parents, students, teachers, staff, and an administrator to continually revise the site safety plan.

The School Safety Committee will meet a minimum of three times a year and provide progress reports on site safety plan.

Two fire drills, an earthquake drill, and a shelter-in-place each year

Collaborate with district consultants to improve emergency operating procedures.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Systematic check-in system developed in the main office using front security door to buzz in visitors.

Increased signage on campus detailing security procedures and Marshall EAGLES Values

Upgrade camera system used to help maintain campus security

Purchase additional radios to increase communication to sports fields, basement, and other areas of campus

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)

40000

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 attendance rate continues above 96%.

On the California School Dashboard Chronic Absenteeism (6-8) changed from 2017-2018 to 2018-2019 as follows:

All students increased 1.6% to 6.4% (orange)

African American students increased 6.9% to 14.8% (orange)

Students with Disabilities increased 4.3% to 16.5% (orange)

Hispanic students increased 0.6% to 6.5% (orange)

Homeless students increased 7% to 12.9% (orange)

Socioeconomically Disadvantaged students increased 1.3% to 8% (orange)

English Learners declined 0.7% to 11.5% (yellow)

White students increased 2.6% to 4.3% (yellow)

The school continued to provide tutoring through volunteers on Monday mornings and after school. Perfect attendance awards were given out with the Honor Roll and a Perfect Attendance board was

created on campus. A "Catch students doing good" program was continued where staff would report students doing good and they would get an award.

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

Due to residual effects

The focus in 23-24 will be improving in person attendance.

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.

This goal will continue, with the goal to increase personnel for robust socio-emotional support for students so they feel connected and supported.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 5

Suspension Rate for All Students will decrease the baseline of 4.4 (Green) from 2019 by a total of -1.9 or more (to reach Blue) to end at 2.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for English Learners will decrease the baseline of 11.8 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 11.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Foster Youth will decrease the baseline of 35.1 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 34.8 or lower by the end of the 2021-2022 school year.

Suspension Rate for Homeless Youth will decrease the baseline of 6.7 (Yellow) from 2019 by a total of -2.2 or more (to reach Green) with a stretch goal of -4.2 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Socioeconomically Disadvantaged will decrease the baseline of 6.1 (Yellow) from 2019 by a total of -1.6 or more (to reach Green) with a stretch goal of -3.6 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 9.9 (Yellow) from 2019 by a total of -5.4 or more (to reach Green) with a stretch goal of -7.4 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for African American will decrease the baseline of 12 (Yellow) from 2019 by a total of -7.5 or more (to reach Green) with a stretch goal of -9.5 or more (to reach Blue) to end at 4.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for Asian will remain at the baseline of 0 or lower (to maintain Blue) from 2019 during the 2021-2022 school year.

Suspension Rate for Filipino will remain at the baseline of 0 or lower (to maintain Blue) from 2019 during the 2021-2022 school year.

Suspension Rate for Hispanic will decrease the baseline of 4.5 (Green) from 2019 by a total of -2 or more (to reach Blue) to end at 2.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for White will decrease the baseline of 2.3 (Green) from 2019 by a total of -1.3 or more (to reach Blue) to end at 1. or lower by the end of the 2021-2022 school year.

Suspension Rate for Two or More Races will decrease the baseline of 2.6 (Orange) from 2019 by a total of -0.1 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 2.5 or lower by the end of the 2021-2022 school year.

Identified Need

The annual suspension rate has declined to 4.4% of all students suspended at least once. During the 20-21 school year, due to Distance Learning there were no suspensions. Upon the return from Distance Learning in the 21-22 school year Marshall needs to work to reduce suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate for All Students will decrease the baseline of 4.4 (Green) from 2019 by a total of -1.9 or more (to reach Blue) to end at 2.5 or lower by the end of the 2020-2021 school year.	4.4%	2.5%
Suspension Rate for English Learners will decrease the baseline of 11.8 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 11.5 or lower by the end of the 2020-2021 school year.	11.8%	11.5%
Suspension Rate for Foster Youth will decrease the baseline of 35.1 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 34.8 or lower by the end of the 2020-2021 school year.	35.1%	34.8%
Suspension Rate for Homeless Youth will decrease the baseline of 6.7 (Yellow) from 2019 by a total of -2.2 or more (to reach Green) with a stretch goal of -4.2 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.	6.7%	4.5%
Suspension Rate for Socioeconomically	6.1%	4.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disadvantaged will decrease the baseline of 6.1 (Yellow) from 2019 by a total of -1.6 or more (to reach Green) with a stretch goal of -3.6 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.		
Suspension Rate for Students with Disabilities will decrease the baseline of 9.9 (Yellow) from 2019 by a total of -5.4 or more (to reach Green) with a stretch goal of -7.4 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.	9.9%	4.5%
Suspension Rate for African American will decrease the baseline of 12 (Yellow) from 2019 by a total of -7.5 or more (to reach Green) with a stretch goal of -9.5 or more (to reach Blue) to end at 4.5 or lower by the end of the 2020-2021 school year.	12%	4.5%
Suspension Rate for Hispanic will decrease the baseline of 4.5 (Green) from 2019 by a total of -2 or more (to reach Blue) to end at 2.5 or lower by the end of the 2020-2021 school year.	4.5%	2.5%
Suspension Rate for Two or More Races will decrease the baseline of 2.6 (Orange) from 2019 by a total of -0.1 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 2.5 or lower by the end of the 2020-2021 school year.	2.6%	2.5%

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive attendance record required for admittance to school dances (including prom) field trips, and other activities

Assistant Principal to hold meetings with parents of habitually truant students

Counselors to hold student attendance review team meetings and coordinate with administration for Student Attendance Review Board referrals

Students with excessive absences and tardies from previous year placed on attendance contract at the start of new school year

Inclusion of Attendance Awards for students at recognition ceremonies

Training for teachers on inclusion of Social Emotional Learning curriculum in the school day

Expansion of mentor program to include all students

Expand space and personnel for Wellness Center for social emotional learning resources and support

Fine tune comprehensive discipline plan covering attendance/tardies, academics, and behavior.

Continue to incentivize good behavior with PBIS strategies and materials.

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)

10,000

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Students With Disabilities, Latino, and African American

Strategy/Activity

Behavior Intervention Specialist or Community Representative, and Tutoring Coordinator to work with families, students, and teachers on referral basis and by using data points on behavior and academics to reach out to students in behavior and academic jeopardy with a focus on EL, SWD, Latino, and African American students.

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)

120000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Historically Underserved Students

Strategy/Activity

After school intervention for students with 5 or more tardies per week

Saturday School implemented for historically underserved students for tardies, absences, etc.

Use of on-site intervention program as an alternative to suspension and to address academic concerns.

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)

20000

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

On the California School Dashboard Chronic Absenteeism (6-8) changed from 2017-2018 to 2018-2019 as follows:

All students increased 1.6% to 6.4% (orange)

African American students increased 6.9% to 14.8% (orange)

Students with Disabilities increased 4.3% to 16.5% (orange)

Hispanic students increased 0.6% to 6.5% (orange)

Homeless students increased 7% to 12.9% (orange)

Socioeconomically Disadvantaged students increased 1.3% to 8% (orange)

English Learners declined 0.7% to 11.5% (yellow)

White students increased 2.6% to 4.3% (yellow)

The In School Suspension room was closed down and teachers implemented alternative methods to help support students. A teacher was assigned to supervise and counsel during lunch detention and additional supervision was provided during lunch to allow more space for students to be during unstructured time.

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

Due to Distance Learning Saturday School and the Behavior Intervention Specialist were not used during the school year, in fact as students were not on campus there were not behavior issues. The school focused on developing resources for a wellness room and mental health supports when students return to school.

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.

This goal will continue, with the intent to increase personnel for more robust socio-emotional support for students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents, guardians, and/or caretakers feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child(ren).

Goal 6

By June 2022 more than 90% of all students will have at least 1 parent/guardian/caretaker with a "Parent Portal" account.

Identified Need

In the 2020-2021 school year 95% of parents/guardians/caretakers at Marshall have a Parent Portal account. Marshall actively reaches out and involves households. Currently 78% feel encouraged to be involved. Marshall strives to involve parents/guardians/caretakers from all groups to have diverse representation by having ELAC, AAPC, Music Boosters, Athletic Boosters, SSC, PTSA, and Annual Fund. Marshall needs to maintain the involvement in Parent Portal and involve all parents/guardians/caretakers in the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of parents agreeing that the school encourages parent involvement to 90%	78%	90%
Maintain Parent Portal accounts over 90% of all students have at least 1 parent with a parent portal account	95%	92%

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

Students to be Served by this Strategy/Activity

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

All Students and English Learners

Strategy/Activity

Training is needed for parents/guardians/caretakers, in English and in Spanish, how to access and use all data for Parent Portal (academics and attendance)

Multiple sessions for trainings for parents/guardians/caretakers with varying availabilities

Computers for families to use on campus to access Parent Portal if they do not have internet access at home.

Use of Blackboard app to push information to families

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)

4500

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, English Learners, Students with Disabilities, Latino, African American, and SocioEconomically Disadvantaged

Strategy/Activity

Communicate with households through various methods, print, email, and phone. In addition to posting information on the school website and social media.

All communication sent in English, Spanish, and other languages as necessary

Marketing, Student Recruitment, and Community Relations Coordinator to develop positive relationships and build connections within the community for various stakeholders such as parents, business partners and community leaders

Blackboard Connect allows staff to communicate via phone, email, and text message.

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)

86,428

Title I Part A: Allocation

1466

Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Make webpage a resource for all families with the following: Up-to-date school calendar; Counseling page including a-g requirements, up-to-date course offerings; library webpage with resources and databases, information on the graduate defense; links to Parent Portal.

Increase the number of college counseling resources on the website.

Teachers maintain Canvas learning management system with weekly up dates on assignments and grades

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Students with disabilities, African American

Strategy/Activity

Recruit African American parents, parents of English Learners, and parents of Students with Disabilities to be involved in all parent groups.

Provide translation services at all parent/guardian/caretakers events

Have an administrator present at each parent group meeting to receive input and provide guidance

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students from Spanish speaking families

Strategy/Activity

Bilingual Community Advocate/Liaison to work with Spanish speaking community to support ELAC, set up Parent Portal accounts, translate at meetings to provide access for all, and facilitate communication between the school and the families

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)
50,000	Title I Part A: Allocation
68652	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Per the California School parent survey, parents agreeing that the school encourages parental partnership in their child's education increased 1%.

The number of students with at least one parent with a parent portal account increased 3%, and maintains over 90%.

The 7 Marshall parent groups continue to meet regularly and be involved in the school. The Annual Fund increased its involvement in raising money to help support school facilities. Two newsletters were sent out to families. An additional Spanish newsletter was sent out to Spanish speaking families. Administrators were present and supportive of all the parent groups. The webpage was improved adding department webpages with resources for each department and course catalogs for the families.

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

Covid restrictions required most parent/guardian/caretaker meetings to be held virtually and Parent Portal trainings were held only at Eagle Days/Registration and Transition Night.

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.

The goal has remained similar with a concerted focus to keep communication to families and parent involvement a top priority in the school.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, including English Learners, Foster Youth, those eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

Graduation Rate for All Students will remain at the baseline of 96.3 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

Graduation Rate for Socioeconomically Disadvantaged will remain at the baseline of 95.7 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

Graduation Rate for Hispanic will remain at the baseline of 95 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

Graduation Rate for White will remain at the baseline of 98.2 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

College/Career Indicator Percent Prepared for All Students will increase the baseline of 63.5 (Green) from 2019 by a total of 6.5 or more (to reach Blue) to end at 70 or higher by the end of the 2023-2024 school year.

College/Career Indicator Percent Prepared for Socioeconomically Disadvantaged will increase the baseline of 57.1 (Green) from 2019 by a total of 9 or more (to reach Blue) to end at 66.1 or higher by the end of the 2023-2024 school year.

College/Career Indicator Percent Prepared for Hispanic will increase the baseline of 54.7 (Green) from 2019 by a total of 9 or more (to reach Blue) to end at 63.7 or higher by the end of the 2023-2024 school year.

College/Career Indicator Percent Prepared for White will remain at the baseline of 83.9 or higher (to maintain Blue) from 2019 during the 2023-2024 school year.

Identified Need

Marshall continues to maintain approximately 2/3 of seniors graduating meeting California's definition of College/Career Ready. The AP passage rate and overall number of students attempting and passing AP exams continues to rise, with 56% of AP tests receiving a passing score.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Indicator Percent Prepared for All	63.5	70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will increase the baseline of 63.5 (Green) from 2019 by a total of 6.5 or more (to reach Blue) to end at 70 or higher by the end of the 2020-2021 school year.		
Increase the % of students scoring 3 or higher on the AP exams by 2 percentage points	48%	50%
Maintain cohort graduation rate above 96%	96.3%	96%

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers, including special education, will continue to receive training from PUSD staff and school administration on CCSS and lesson development. Teachers will access ERWC lessons. Teachers will reflect and measure effectiveness of lessons on student learning.

Teachers and administrators will review current grading policies and make revisions to shift to more equitable grading.

Dual enrollment courses offered by Pasadena City College during the school day

Hire additional CSWs to assist students with mental health issues.

Implement group sessions for students to receive mental health support - sponsored by counselors.

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)

Strategy/Activity 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 ACI in 9th-12th grade. ACI has been revamped to reflect a true academy format.

Re-organization of Academy by cohorting students in 9th and 10th grade English classes

Development of ACI specific projects based on CCSS, partnering with local business and community members with a culminating product and presentation.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued support from the ELA and math Department Chairs for their respective departments in establishing deadlines, providing instructions for data upload, and following up with individual teachers.

Administration will monitor of benchmark administration (MDTP, iReady, Interim SBAC) and performance tasks.

Department time focused specifically on development of common assessments

Departments will implement at least two common assessments (for the whole department, by grade level, or by level of class) for the school year, in addition to assessments required by the district.

Continue to create and administer assessments where data can be gathered, disaggregated, and analyzed.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Prior to the start of 2023-24, Instructional Leadership Team will conduct a leadership retreat to plan professional development topics and sessions for the year.

Prior to the start of 2023-24, plan dates for regular departmental pullout/collaboration days.

Continue to plan and deliver professional development focused on cultural proficiency/responsiveness, anti-bias, anti-racism, interdisciplinary writing and classroom management.

Administrators will continue to conduct informal observations to assess implementation of district, school-wide, and department goals as well as Depth of Knowledge. MTSS data will continue to be reported to teachers in the weekly bulletin.

Conduct staff development prior to end of current school year to examine common assessment data, share best practices, and discuss next steps.

Departments will develop 3 goals for the year focused on wellness, communication, and collaboration.

Each department will develop its goals for the 2023-24 school year by September 2023.

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)

25000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure continued student access to online learning materials and resources, learning management system, attendance/grade portal to support academic progress.

Continue to provide on-campus support for district-issued student devices (i.e. loaners, chargers, charging stations)

Continued training in A Mondays on various pedagogical technology tools, learning management system, and data analysis

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All 10th and 11th graders will take PSAT as provided by PUSD

Partner with LEARNs, College Access Plan (CAP), EAOP, VIPs, and Upward Bound to provide college preparation support after school at no cost to the students

Send new AP teachers to College Board training on AP Courses/Exams and publicly celebrate students for taking challenge of and for passing AP Exams

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)

50000 LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Targeted counseling will be available to students pursuing ACI.

ACI students will avail of mentorship from industry professionals

ACI Advisory Board will connect the work of ACI students to the industry and increase internship opportunities.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 percentage of students graduating with a-g requirements decreased by 2%.
The passage rate of AP exams increased by 7%.
The cohort graduation rate stayed above 96% at 97%.

Each of the new AP teachers attended the College Board training in the summer for AP teachers. Counselors made goals to monitor a-g completion rates of students. Teachers developed vertical articulation from grades 6-12 to ensure pedagogy increases in complexity with each grade level. Marshall partnered with LEARNs and CAP to provide additional college counseling to students. ***In 2018 the first students graduated with the ACI medallion and work-based internships were made available to students. In 2020 over 50 students are anticipating to receive the ACI Medallion

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

Because of Covid restrictions, most faculty meetings were held virtually, hindering full realization of PD plans. Covid also exacerbated student discipline issues, hindering administrators from conducting informal observations. The Advisory Board for the Academy was implemented, although they board members were not as effectively engaged as the school had originally planned.

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.

The goal continues to remain the same with a focus on the same supports.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

N/A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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.

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

N/A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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.

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

N/A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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.

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 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	\$163839
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163839
Other State/Local Funds provided to the school	\$825652.80

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 Funding Sources	Allocation (\$)
Title I	\$157873
Title I Part A: Parent Involvement	\$5966

Subtotal of additional federal funds included for this school: \$163,839

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$825652.80

Subtotal of state or local funds included for this school: \$825,652.80

Total of federal, state, and/or local funds available for this school: \$989,491.80

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	157873	0.00
Title I Part A: Parent Involvement	5966	0.00
LCFF Supplemental and Concentration (S/C)	825652	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	825,652.00
Title I Part A: Allocation	157,873.00
Title I Part A: Parent Involvement	5,966.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Karen Delgado	Parent or Community Member
Kayla Estrada	Secondary Student
Lori Touloumian	Principal
Marc Karish	Parent or Community Member
Luis Rendon	Classroom Teacher
Lisa Penner	Parent or Community Member
Martin Thomas	Secondary Student
Lewis Watson	Classroom Teacher
Zara Agvanian	Classroom Teacher
Felita Kealing	Other School Staff
Lilia Romero	Classroom Teacher
Leslie Stotlar	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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

	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee
	Other: PTSA, Athletic Boosters, Music Boosters, ACI Advisory Committee, ASB

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 May 24, 2023.

Attested:



Principal, Lori Touloumian on May 24, 2023
SSC Chairperson, Karen Delgado on May 24, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,795,513.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2023-24 is as below:

School: Marshall Fundamental

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,795,513.00	9,623	\$186.59	1,421	\$265,138.10