

School Year: **2022-23**

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
Marina Vista Elementary School	07617880116863		

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

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.

All schools receiving Title I funds operate as a schoolwide program. A comprehensive needs assessment is completed which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district’s LCAP.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	12
Resource Inequities	12
School and Student Performance Data	13
Student Enrollment.....	13
CAASPP Results.....	15
ELPAC Results	21
Student Population.....	25
Overall Performance	27
Academic Performance.....	28
Academic Engagement.....	33
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal.....	37
Goal.....	43
Goal.....	47
Budget Summary	53
Budget Summary	53
Other Federal, State, and Local Funds	53
Budgeted Funds and Expenditures in this Plan.....	54
Funds Budgeted to the School by Funding Source.....	54
Expenditures by Funding Source	54
Expenditures by Budget Reference	54
Expenditures by Budget Reference and Funding Source	54
Expenditures by Goal.....	55
School Site Council Membership	56
Recommendations and Assurances	57
Instructions.....	58
Instructions: Linked Table of Contents.....	58

Purpose and Description59
Educational Partner Involvement59
Resource Inequities59
Goals, Strategies, Expenditures, & Annual Review60
Annual Review61
Budget Summary62
Appendix A: Plan Requirements64
Appendix B:67
Appendix C: Select State and Federal Programs69

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Key surveys administered in PUSD include (2021-2022):

- PD Offering Feedback Surveys.
- ELAC Needs Assessments are administered annually regarding services and support for English Learners.

Unfortunately, with monthly attempts to engage and invite parents to ELAC, we not successful in engaging parents via Zoom for ELAC and therefore were unable to gather information from the Needs Assessment.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal and Vice Principal completed classroom observations. The summary of the findings were: It was evident in instruction that various grade-level teams collaborate regarding lesson planning and instruction

There was a need to engage a greater number of scholars in the in person classroom learning environment and to provide opportunities for students to demonstrate understanding of transferable skills that were taught

There is a need to address the social emotional learning needs of our scholars and appropriate ways in which to engage with one another in person.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

PUSD administers a variety of state and local assessments that are used to measure and monitor student progress in various areas. PUSD used an alternate assessment (iReady) for CAASPP for the 2020-2021 school year. For 2021-2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022.

State Assessments: Local Assessments:
CAASPP (2021-2022 Prelim) iReady (ELA and MATH)
CAST (2021-2022 Prelim) Acadience/DIBELS
ELPAC ELA Writing Assessments
MARS Tasks/MAC assessments

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Leadership team (Curriculum & Instruction) use CAASPP, DIBELS, iReady data to establish SMART Goals for the year
Grade level teams meet bi-monthly to review formative assessments and student work to inform instruction
Acadience data is reviewed with each teacher (K-3)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are Highly Qualified under ESEA. For teacher staffing, we work together with our personnel department to ensure that all of our staff members are highly qualified. Vacant teaching positions are posted on EdJoin and applicants are screened to make sure they have the appropriate teaching credential for the position in which they are applying. Teachers are interviewed and selected by site principals and teachers and references are checked. The site recommendation for hire is sent to the personnel department where further screening takes place to make sure all new hires meet the guidelines for being considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Over the course of the school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students.

Mastering Stage1 of Understanding by Design (Meaning-Making, Transfer goals, Essential Questions & Understandings)

Fresh Look at Phonics, Writing Genres, MARS task training and designing re-engagement lessons, Early Literacy Coaching (Phonics and Phonemic Awareness), CLOSE reading, English Learners (conferences), iReady, Collaborative Conversations, Balanced Math

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PUSD offers instructional support to teachers in the form of instructional coaches focused on grades K-3 (Early Literacy). The goal is to build teacher capacity around teaching phonics and phonemic awareness to help develop proficient readers to allow them to access the general curriculum.

Coaches and teachers discuss student data (observational and performance data), and assess the impact of instruction on learning targets. Coaches also provide targeted professional development on content-specific topics based on needs collaboratively identified by teachers and administrators.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Throughout the course of the year teachers meet at least bi-monthly as grade level PLC teams to analyze student work and data in order to inform and adjust instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following materials have been adopted for Pittsburg Unified:

- *English/Language Arts- Wonders
- *Mathematics - Houghton Mifflin Harcourt GO Math
- *Social Studies - Scott Foresman History/Social Science for California
- *Science - Amplify (new adoption for 2022-2023)
- *ELD - Wonders ELD Curriculum

Common lesson plans and pacing guides are provided for teachers. Standards Based Report Cards are also utilized. Curriculum embedded assessments are conducted 3-4 times a year to monitor student progress. Adherence to instructional minutes for language arts and mathematics is required.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners and others achieving below grade level. This time is given priority and is protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Marina Vista offers a variety of opportunities for students to increase proficiency. This includes the use of daily Universal Access time, designated ELD time, and classroom small group/individual support as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act visitation done at the beginning of each school year.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

RAZ kids
Curriculum & Associates Math (4th grade)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- * Performance Based Flexible Groupings throughout the day (ELD/EO time)
- * Differentiated Instruction through scaffolded lessons in the core and Universal Access - small group instruction
- * Systematic English Language Development
- * Board Math
- * Board Language
- * Number Talks
- * MARS Tasks
- * 75-125 minutes a week of Computer time to work on ELA and Math using computer based intervention/enrichment programs.

Evidence-based educational practices to raise student achievement

PLC
Targeted small group intervention
CLOSE Reading
Balanced Math
Universal Access
Designated ELD Rotation
SEL - PurposeFull People
Mindful Life Project

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

PUSD values parents as educational partners and actively engages them in their child's education. Evident by: parent involvement at School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaisons at each site, Parent-Teacher Conferences facilitated by site administrators/counselors,

Parent Portal to access student information to help support student academic success. Imagine Learning can be accessed from home.

A series of workshops are offered for parent/guardian education:

- Basic computer literacy
- Mindfulness
- Reducing Stress and Anxiety
- Anti-bullying
- Early Childhood and Elementary Triple P (Positive Parenting Program)
- Know your rights for immigrant and undocumented families

Parent Academy celebrates parental leadership and empowers parents to reach the next level of parent engagement that supports student academic success and strengthens partnerships between the home and school.

- Father Talk Series - This series covers building a positive co-parent relationship, the importance of father involvement, and the use of age appropriate parenting strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E). Family Support Center and is open to fathers and father figures with students enrolled in the Pittsburg Unified School District.
- Medical Care Evaluation (MCE) Supporting Mental Health Series – This series covers the basics of mental health, breaking the myths and stigmas around mental health, warning signs of mental health risk, and strategies to support a positive mental health. This series is being offered through a partnership with La Clínica, a California Health Center.
- Loving Solution – This is a series of parenting classes for parents of children ages 10 years and younger. This series covers how to use proactive techniques to encourage positive behaviors, methods to redirect challenging behavior, setting developmentally appropriate goals, setting up an environment for success, exploring how children best learn, and enforcing family rules with consistency. This series is offered once in the Fall semester and once in the Spring semester.
- Early Literacy Series – This is a series of workshops to support early literacy skills and how to embed literacy in daily life. This series is recommended for parents who have students in 1st grade and below. The series covers how to foster a love of reading, support language development, build phonemic awareness, support reading fluency, and build literacy skills through fun games that children will enjoy. This series is offered once in the Fall semester and once in the Spring semester.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the District level the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) monitor Title I, II, III and IV funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following categorically funded positions and programs help under-performing students meet academic standards:

* Release time for all teachers to attend collaboration with our PUSD coaches to receive professional development on Math instructional practices, collaborative lesson planning, and lesson observations in grades K-5. Funds have also been allocated for teachers to work collaboratively with their colleagues to plan instructional units in both ELA and Math.

*Funds have been allocated for supplemental materials in both ELA and Math that our current adoptions do not cover. These funds have been used and will continue to be used to purchase classroom reading libraries for students, phonics materials, materials for teaching writing, and materials for teaching math.

* Bilingual Classroom Aide is being funded through categorical funds to provide early intervention for students who are struggling with the core instruction. The support is provided in a small group and in a one-on-one setting in our Kindergarten and Transitional Kindergarten classes. Support is provided by working with students to bring up their basic academic skills. The majority of these students are transient, low income students that need academic help to catch up to their grade level peers. The classroom aide provides support in both English Language Arts and Mathematics. Due to the high number of struggling students and families enrolled at Marina Vista Elementary, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program.

*Computers on Wheels that teachers can access with their students to utilize Imagine Learning to build our ELA skills for our English Learners.

*RAZ-Kids is a reading based program that serves as a leveled library for each students' individual learning level in Reading. This comprehensive leveled reading resource is available to all of students in grades Kindergarten through 5th grade. Students will access their leveled text through an interactive learning portal designed to keep them engaged and motivated. It is also designed to improve early literacy skills, increase student comprehension, and provide access to higher level text.

* Expanded Learning is available to students as an intervention 3 times a school year. This intervention will focus on early literacy skills in in grades 1st – 3rd. For 4th and 5th grade students, the area of focus will be early literacy skills and Number Sense in Math and Reading Comprehension in ELA. Expanded Learning will be available to students who have demonstrated learning loss due to school dismissal in the Spring of 2020 according to benchmark and have not met or exceeded the Standards on benchmark testing. Targeted instruction will be scheduled after school for these students. We will also have an ELD Expanded Learning group to target students who are identified through our ELPAC data to need a little more support to meet our reclassification period.

Fiscal support (EPC)

- * Lack of time within the school day to implement multiple interventions
- * Resistance from parents to attend extended learning time using before and after school tutoring due to: childcare, work schedules, transportation, and conflicts with other extra-curricular after school activities
- * Many parents have not internalized the importance of daily attendance
- * Staff needs additional training on utilizing more of the Response to Intervention Tier I and Tier II strategies to keep students in their learning environment.
- * Staff needs additional professional development on best first instruction with our new Common Core State Standards.
- * Language Acquisition time for ELL's to master English and vocabulary
- * Parent Involvement is critical for student achievement - fingerprinting for all parent volunteers

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

Stakeholders have input in the annual review and update through the following:

SSC meetings at least 5 times a year
November ELAC meeting and ongoing as necessary
Staff input regarding site needs at Staff meetings

Resource Inequities

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

A review of the suspension rate data for Marina Vista Elementary School from 2018-2019 to 2021-2022 it indicates a 2.21% decrease in the number of suspensions (During distance learning, 2020-2021 there were no suspensions due to scholars being at home participating in online learning):

The suspension rate in 2018-2019 was 6.60%

The suspension rate in 2019-2020 was 5.40%

The suspension rate in 2021-2022 was 4.39%

Resources were allocated for staff PD that specifically address how to better meet the social emotional needs of our scholars and provide additional strategies to resolve issues that arise in our classroom communities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.16%	0.2%	0.17%	1	1	1
African American	19.94%	18.0%	20.70%	126	106	119
Asian	2.06%	2.2%	1.74%	13	13	10
Filipino	4.11%	4.4%	3.65%	26	26	21
Hispanic/Latino	59.34%	60.6%	61.04%	375	357	351
Pacific Islander	2.06%	1.7%	1.74%	13	10	10
White	5.54%	5.8%	4.17%	35	34	24
Multiple/No Response	6.65%	6.5%	6.26%	42	38	36
Total Enrollment				632	589	575

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	127	86	93
Grade 1	94	107	94
Grade 2	101	97	98
Grade 3	105	92	94
Grade 4	102	104	85
Grade 5	103	103	111
Total Enrollment	632	589	575

Conclusions based on this data:

- Overall enrollment has been steadily declining across the district at the elementary level
- Enrollment at Marina Vista decreased by approximately 8.5% between 2019-2020 and 2021-2022
- Marina Vista experienced the greatest decrease in enrollment in kindergarten in the 2020-2021 school year and 4th grade in the 2021-2022 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	162	136	154	25.6%	23.10%	26.8%
Fluent English Proficient (FEP)	115	97	91	18.2%	16.50%	15.8%
Reclassified Fluent English Proficient (RFEP)	25	2		13.7%	0.30%	

Conclusions based on this data:

1. There was a decrease of 2.5 percentage point of English Learners between 2019-2020 and 2020-2021
2. The number of FEP students decreased by 1.7 percentage points
3. There was a significant decrease in the number of Reclassified students in 2020-21.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	106	94	101	105	0	95	105	0	95	99.1	0.0	94.1
Grade 4	99	103	85	99	0	81	99	0	81	100	0.0	95.3
Grade 5	95	100	111	94	0	110	94	0	110	98.9	0.0	99.1
All Grades	300	297	297	298	0	286	298	0	286	99.3	0.0	96.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2404.		2388.	23.81		16.84	13.33		18.95	22.86		22.11	40.00		42.11
Grade 4	2442.		2436.	14.14		19.75	20.20		18.52	21.21		19.75	44.44		41.98
Grade 5	2460.		2434.	9.57		6.36	22.34		20.00	21.28		23.64	46.81		50.00
All Grades	N/A	N/A	N/A	16.11		13.64	18.46		19.23	21.81		22.03	43.62		45.10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.10		11.58	40.95		60.00	40.95		28.42
Grade 4	9.09		14.81	49.49		56.79	41.41		28.40
Grade 5	12.77		5.45	39.36		63.64	47.87		30.91
All Grades	13.42		10.14	43.29		60.49	43.29		29.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.19		10.53	47.12		47.37	32.69		42.11
Grade 4	19.19		11.11	46.46		59.26	34.34		29.63
Grade 5	23.40		5.45	47.87		51.82	28.72		42.73
All Grades	20.88		8.74	47.14		52.45	31.99		38.81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.24		5.26	60.95		69.47	23.81		25.26
Grade 4	11.11		7.41	66.67		66.67	22.22		25.93
Grade 5	8.51		9.09	56.38		70.91	35.11		20.00
All Grades	11.74		7.34	61.41		69.23	26.85		23.43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.86		15.79	40.95		56.84	36.19		27.37
Grade 4	14.14		11.11	52.53		71.60	33.33		17.28
Grade 5	14.89		3.64	44.68		65.45	40.43		30.91
All Grades	17.45		9.79	45.97		64.34	36.58		25.87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

On the 2021-22 CAASPP assessment in English Language Arts, 36% of our 3rd graders, 39% of our 4th graders, and 26% of our 5th graders met or exceeded standards. Our scores were relatively flat for our 3rd and 4th grade students with a 6% decrease of our 5th graders.

2. Marina Vista's three year comparison of data showing increases and decreases in strand data on the CAASPP.

Grade Reading Research/Inquiry	Writing	Listening	
3rd 56% to 60% to 60% 65%	60% to 52% to 67%	66% to 74% to 76%	68% to 70% to
4th 62% to 64% to 59% 74% to 77%	65% to 68% to 64%	72% to 69% to 74%	67% to
5th 47% to 47% to 52% 57%	54% to 63% to 71%	63% to 71% to 65%	54% to 62% to
Overall 54% to 57% to 57% 63%	60% to 61% to 67%	65% to 72% to 73%	60% to 67% to

Our biggest gains were realized in the 5th grade Writing strand at 8%. We experienced a majority of decrease most strands, therefore we will continue to focus our attention and instruction on each of the strands in ELA.

3. CAASPP was suspended for 2019 -2020 school year. PUSD used an alternative assessment (iReady) for 2020-2021. Official 2022 CAASPP have yet to be uploaded.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	106	94	101	104	0	99	104	0	99	98.1	0.0	98.0
Grade 4	99	103	85	99	0	82	99	0	82	100	0.0	96.5
Grade 5	95	100	111	94	0	110	94	0	110	98.9	0.0	99.1
All Grades	300	297	297	297	0	291	297	0	291	99	0.0	98.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2408.		2393.	16.35		7.07	22.12		27.27	22.12		22.22	39.42		43.43
Grade 4	2443.		2426.	6.06		6.10	24.24		18.29	40.40		31.71	29.29		43.90
Grade 5	2442.		2415.	6.38		2.73	10.64		5.45	23.40		20.91	59.57		70.91
All Grades	N/A	N/A	N/A	9.76		5.15	19.19		16.49	28.62		24.40	42.42		53.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.92		10.10	26.92		51.52	46.15		38.38
Grade 4	14.14		9.76	40.40		41.46	45.45		48.78
Grade 5	7.45		5.45	27.66		23.64	64.89		70.91
All Grades	16.50		8.25	31.65		38.14	51.85		53.61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.27		16.16	46.15		42.42	35.58		41.41
Grade 4	10.10		7.32	47.47		45.12	42.42		47.56
Grade 5	10.64		2.73	40.43		38.18	48.94		59.09
All Grades	13.13		8.59	44.78		41.58	42.09		49.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.23		11.11	46.15		63.64	34.62		25.25
Grade 4	9.09		10.98	53.54		51.22	37.37		37.80
Grade 5	8.51		0.91	32.98		52.73	58.51		46.36
All Grades	12.46		7.22	44.44		56.01	43.10		36.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

CAASPP was suspended for 2019 -2020 school year. PUSD used an alternative assessment (iReady) for 2020-2021. CAASPP will be administered in Spring 2022.

Our preliminary 2021-2022 CAASPP data indicate that 34% of our 3rd graders, 24% of our 4th graders, and 9% of our 5th graders met or exceeded standards. Our Math scores, as a whole, are an area of concern school wide and will be a focus area for us this school year.
- Our strand data shows us that for the 2018-2019 school year 47% of our students scored at, near, or above standard in Concepts and Procedures, 57%, scored at, near or above standard in Problem Solving & Modeling/Data Analysis, and 57% scored at, near, or above standard in Communicating Reasoning. This data indicates that we need to continue building our Math instructional blocks to include all of the strands from the framework including conceptual understanding, procedural fluency, and problem solving.
- Marina Vista's three year comparison data showing all math strand data on the CAASPP.

Grade	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning
3rd	53% to 56% to 55%	60% to 63% to 65%	63% to 68% to 66%
4th	55% to 46% to 53%	59% to 59% to 56%	62% to 58% to 63%

5th to 41%	37% to 32% to 34%	49% to 41% to 51%	50% to 49%
Overall to 57%	48% to 45% to 47%	56% to 55% to 57%	57% to 59%

Our scores show us that the concepts and procedures strand continues to be our biggest area of weakness, Over all we did not see significant growth in any of the strands of math this year which indicates that all strands of Math continue to be an area of focus for MVE. We did see significant growth in the strands of Concepts & Procedures and Communicating Reasoning within the 4th grade (7% and 5% respectively), as well as a 10% in the Problem Solving & Modeling/Data Analysis strand in the 5th grade. T

his year we will be using common assessments throughout the year to analyze and plan during our Professional Learning Communities at each grade level. The goal is that with an increase in data review frequency, cyclical data analysis, and collaboration we will see more gains in our Math scores on the CAASPP.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1463.3	1462.3	1407.4	1462.0	1474.1	1422.7	1465.8	1434.6	1371.3	43	27	27
1	1427.5	1466.1	1451.8	1438.6	1476.2	1471.1	1415.9	1455.5	1432.0	29	35	30
2	1467.1	1453.8	1454.8	1478.8	1456.9	1460.0	1454.9	1450.2	1449.2	26	18	31
3	1486.4	1460.7	1472.2	1492.2	1472.2	1478.9	1480.0	1448.7	1465.1	21	19	27
4	1527.4	1492.4	1499.1	1527.2	1496.8	1504.1	1526.9	1487.5	1493.5	32	23	20
5	1525.0	1517.3	1518.6	1516.3	1529.4	1528.1	1533.1	1504.8	1508.5	24	16	29
All Grades										175	138	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	41.86	25.93	7.41	41.86	48.15	48.15	4.65	22.22	25.93	11.63	3.70	18.52	43	27	27
1	0.00	17.14	3.33	44.83	37.14	46.67	41.38	37.14	43.33	13.79	8.57	6.67	29	35	30
2	0.00	0.00	0.00	53.85	38.89	48.39	38.46	33.33	35.48	7.69	27.78	16.13	26	18	31
3	4.76	0.00	3.70	52.38	22.22	33.33	38.10	50.00	44.44	4.76	27.78	18.52	21	18	27
4	25.00	4.55	5.00	53.13	45.45	50.00	21.88	31.82	35.00	0.00	18.18	10.00	32	22	20
5	12.50	12.50	10.34	54.17	43.75	58.62	29.17	37.50	17.24	4.17	6.25	13.79	24	16	29
All Grades	17.14	11.76	4.88	49.14	39.71	47.56	26.29	34.56	33.54	7.43	13.97	14.02	175	136	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	44.19	40.74	22.22	39.53	37.04	37.04	9.30	18.52	29.63	6.98	3.70	11.11	43	27	27
1	3.45	37.14	33.33	44.83	45.71	46.67	37.93	11.43	16.67	13.79	5.71	3.33	29	35	30
2	19.23	16.67	29.03	61.54	22.22	32.26	15.38	55.56	22.58	3.85	5.56	16.13	26	18	31
3	42.86	22.22	22.22	33.33	33.33	51.85	19.05	27.78	11.11	4.76	16.67	14.81	21	18	27
4	46.88	27.27	35.00	50.00	40.91	50.00	3.13	22.73	5.00	0.00	9.09	10.00	32	22	20
5	29.17	56.25	48.28	62.50	25.00	37.93	4.17	12.50	6.90	4.17	6.25	6.90	24	16	29
All Grades	32.00	33.82	31.71	48.00	36.03	42.07	14.29	22.79	15.85	5.71	7.35	10.37	175	136	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	39.53	18.52	0.00	30.23	22.22	25.93	11.63	48.15	48.15	18.60	11.11	25.93	43	27	27
1	0.00	11.43	3.33	17.24	25.71	26.67	58.62	34.29	40.00	24.14	28.57	30.00	29	35	30
2	0.00	0.00	0.00	19.23	22.22	22.58	65.38	44.44	48.39	15.38	33.33	29.03	26	18	31
3	0.00	0.00	0.00	14.29	5.56	22.22	66.67	50.00	37.04	19.05	44.44	40.74	21	18	27
4	6.25	0.00	0.00	40.63	9.09	20.00	53.13	59.09	60.00	0.00	31.82	20.00	32	22	20
5	12.50	0.00	0.00	20.83	0.00	6.90	54.17	68.75	75.86	12.50	31.25	17.24	24	16	29
All Grades	12.57	6.62	0.61	25.14	16.18	20.73	47.43	48.53	51.22	14.86	28.68	27.44	175	136	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.23	40.74	14.81	62.79	55.56	66.67	6.98	3.70	18.52	43	27	27
1	31.03	42.86	33.33	58.62	51.43	63.33	10.34	5.71	3.33	29	35	30
2	23.08	16.67	0.00	69.23	55.56	80.65	7.69	27.78	19.35	26	18	31
3	9.52	16.67	11.11	71.43	44.44	62.96	19.05	38.89	25.93	21	18	27
4	40.63	13.64	20.00	56.25	72.73	65.00	3.13	13.64	15.00	32	22	20
5	4.17	25.00	10.34	87.50	62.50	68.97	8.33	12.50	20.69	24	16	29
All Grades	25.14	28.68	14.63	66.29	56.62	68.29	8.57	14.71	17.07	175	136	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	60.47	33.33	22.22	32.56	55.56	59.26	6.98	11.11	18.52	43	27	27
1	0.00	37.14	23.33	89.66	57.14	70.00	10.34	5.71	6.67	29	35	30
2	23.08	16.67	51.61	73.08	72.22	38.71	3.85	11.11	9.68	26	18	31
3	57.14	38.89	62.96	38.10	55.56	22.22	4.76	5.56	14.81	21	18	27
4	65.63	54.55	70.00	34.38	36.36	25.00	0.00	9.09	5.00	32	22	20
5	83.33	87.50	82.76	12.50	6.25	10.34	4.17	6.25	6.90	24	16	29
All Grades	48.57	42.65	51.22	46.29	49.26	38.41	5.14	8.09	10.37	175	136	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.93	15.38	3.70	60.47	73.08	70.37	18.60	11.54	25.93	43	26	27
1	0.00	20.00	13.33	62.07	31.43	50.00	37.93	48.57	36.67	29	35	30
2	3.85	5.88	0.00	57.69	58.82	67.74	38.46	35.29	32.26	26	17	31
3	0.00	0.00	0.00	38.10	38.89	33.33	61.90	61.11	66.67	21	18	27
4	3.13	0.00	0.00	75.00	54.55	50.00	21.88	45.45	50.00	32	22	20
5	16.67	0.00	0.00	62.50	75.00	58.62	20.83	25.00	41.38	24	16	29
All Grades	8.57	8.96	3.05	60.57	52.99	55.49	30.86	38.06	41.46	175	134	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	74.42	40.74	13.04	9.30	37.04	56.52	16.28	22.22	30.43	43	27	23
1	10.34	11.43	0.00	68.97	62.86	86.21	20.69	25.71	13.79	29	35	29
2	3.85	0.00	17.24	76.92	61.11	65.52	19.23	38.89	17.24	26	18	29
3	9.52	0.00	0.00	80.95	64.71	70.37	9.52	35.29	29.63	21	17	27
4	25.00	4.55	5.00	75.00	68.18	85.00	0.00	27.27	10.00	32	22	20
5	4.17	0.00	6.90	87.50	81.25	75.86	8.33	18.75	17.24	24	16	29
All Grades	26.86	11.85	7.01	60.57	60.74	73.25	12.57	27.41	19.75	175	135	157

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Approximately 75% of English Language Learners scored at level 3 or 4 on the ELPAC
2. In the Writing Domain, 64.38% and 60.61% of Kinders and 5th graders, respectively, scored at the Well Developed Level
3. In the Reading Domain 50% of all 1st grade English Learners scored at the Well Developed level

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
589	78.3	23.1	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	23.1
Foster Youth	2	0.3
Homeless	27	4.6
Socioeconomically Disadvantaged	461	78.3
Students with Disabilities	48	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	106	18.0
American Indian or Alaska Native	1	0.2
Asian	13	2.2
Filipino	26	4.4
Hispanic	357	60.6
Two or More Races	38	6.5
Native Hawaiian or Pacific Islander	10	1.7
White	34	5.8

Conclusions based on this data:

1. The most recent CA Dashboard information for student population was for the 2020 - 2021 school year. The Dashboard is expected to be updated in December 2022.

80% of Marina Vista's student population are eligible to receive free or reduced lunch

2. The largest ethnic group at Marina Vista is Hispanic at 60.6% of the total population





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

Overall students performed better academically in ELA (Yellow) than in Math (Orange)
2. In the area of academic engagement, there is a shift from orange to yellow level of chronic absenteeism
3. Suspension rates moved from red to yellow to be a correlation with the rate of absenteeism

School and Student Performance Data

Academic Performance English Language Arts

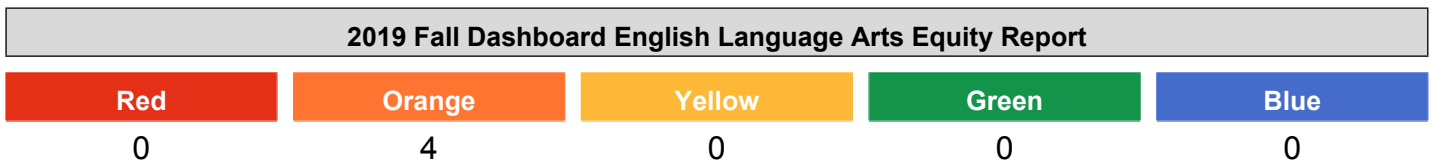
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 32.1 points below standard Increased ++3.9 points 289	<p>English Learners</p> Orange 50.7 points below standard Maintained ++2.3 points 122	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 43.7 points below standard Maintained -1.7 points 237	<p>Students with Disabilities</p> No Performance Color 91.4 points below standard Declined Significantly -15.1 points 17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 37.8 points below standard Declined -3.6 points 56	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 66.9 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.5 points below standard Maintained ++0.2 points 176	 No Performance Color 1.3 points below standard Declined Significantly -21.7 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0.8 points above standard Increased Significantly ++25.5 points 16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.8 points below standard Declined -14.1 points 71	17.6 points above standard Declined Significantly -23.3 points 51	22.9 points below standard Maintained -1 points 159

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

 CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. CAASPP was administered in PUSD in the Spring of 2021
 Increases occurred with the following subgroups: SED increased by 10.3 points, Hispanic increased by 4.3 points, Students with Disabilities increased by 37.4 points, and White students increased by 15.3 points
2. African American and English Learners maintained their performance in ELA
3. Reclassified English Learners showed an increase of 8.8 points in scoring 40.9 points above standard. In addition, while scoring below standard, English Learners and English Only students increased by 10.1 and 12.8 points respectively

School and Student Performance Data

Academic Performance Mathematics

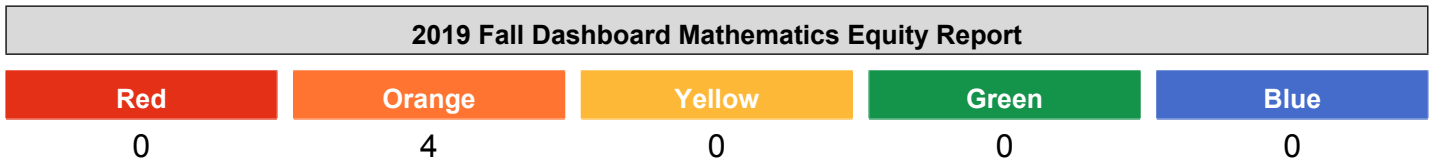
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>49.5 points below standard</p> <p>Declined -4.9 points</p> <p>288</p>	<p>English Learners</p> <p>Orange</p> <p>63.2 points below standard</p> <p>Declined -10.3 points</p> <p>122</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.8 points below standard</p> <p>Declined -8.2 points</p> <p>236</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>108.5 points below standard</p> <p>Declined Significantly -34.5 points</p> <p>17</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 64.8 points below standard Declined -11.5 points 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 28.1 points above standard 14	 No Performance Color 13.4 points below standard Increased Significantly +16.1 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.7 points below standard Declined -12 points 176	 No Performance Color 5.8 points below standard Maintained ++0.7 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 13.4 points below standard Increased Significantly +16.1 points 16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.9 points below standard Declined Significantly -30.9 points 71	2.3 points below standard Declined Significantly -18.4 points 51	41.6 points below standard Declined -3.7 points 158

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

 CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. The CAASPP was not administered in PUSD during the Spring o 2021.
 Overall Math performance was maintained from 2017-2018 to 2018-2019.
2. All student groups maintained performance in Math with the exception of African American students (-5.2 points) and White students (29.2 points)
3. Reclassified students scored above standard and increased performance in math by 7.3 points, while English Learners, while performing below standard increased their performance in math by 6.6 points and English Only students by 2.6 points.

School and Student Performance Data

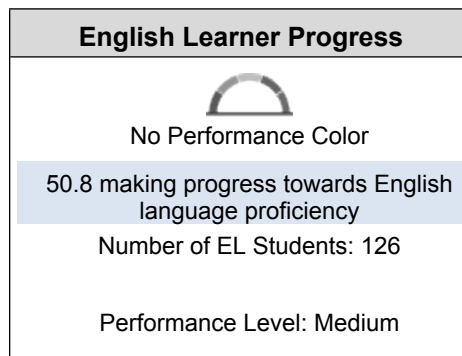
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
16.6	32.5	1.5	49.2

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.
Approximately 40% of our English Learners progressed at least one ELPI Level.
2. Approximately 25% of English Learners maintained their ELPI Levels between 1 - 3H
3. 20.4% of students are somewhat developed in their English proficiency

School and Student Performance Data

Academic Engagement Chronic Absenteeism

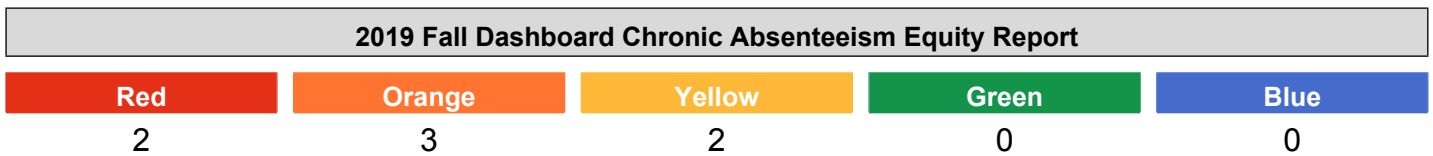
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Yellow 13.8 Declined -0.6 672	<p>English Learners</p> Orange 10.3 Maintained 0 253	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p> No Performance Color 60 Increased +5.5 15	<p>Socioeconomically Disadvantaged</p> Orange 15.5 Maintained -0.3 566	<p>Students with Disabilities</p> Red 27.8 Increased +10.9 54

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 15.1 Declined -2.5 126	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 5.3 Declined -0.6 19	 No Performance Color 4 Maintained +0.3 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12 Declined -1.4 399	 Orange 20.5 Declined -4.5 44	 No Performance Color 30.8 Declined -5.6 13	 Red 20.5 Increased +11.9 44

Conclusions based on this data:

- The Dashboard is expected to be updated in December 2022.

Overall percentage for chronic absenteeism decreased by 0.6%. There was a significant increase in chronic absenteeism in the following all student/student groups: Students with Disabilities (10.9%). Our English Learners and Socioeconomically Disadvantaged scholars maintained level of chronic absenteeism in 2019-2020
- The chronic absenteeism decreased in all of the following racial/ethnic groups: Asian (-0.6%), Hispanic(-1.4%), Two or more races (-1.4%), African American (-2.5%), and Pacific Islander (-5.6%) while our White students saw an increase of 11.9% The rate of chronic absenteeism for Filipino students was maintained.
- Marina needs to focus on improving student attendance across all student groups

School and Student Performance Data

Conditions & Climate Suspension Rate

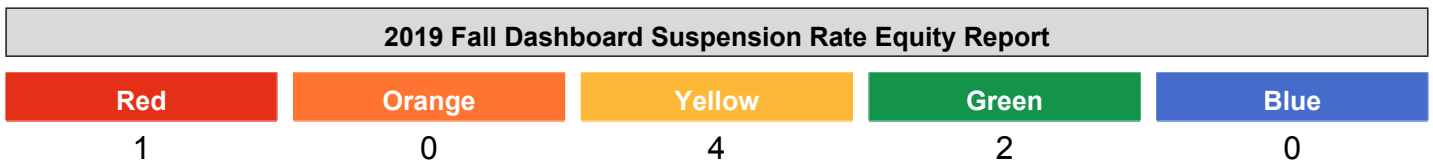
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Yellow 6.1 Declined Significantly -1.7 758	<p>English Learners</p> Yellow 4.3 Declined -0.5 278	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p> No Performance Color 0 Declined -8.3 20	<p>Socioeconomically Disadvantaged</p> Yellow 6.3 Declined Significantly -2.4 636	<p>Students with Disabilities</p> Green 2.9 Declined -7.9 68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 12.2 Increased +2.8 147	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Maintained 0 20	 No Performance Color 0 Maintained 0 27
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.1 Declined Significantly -2.5 448	 Yellow 6 Declined -4.2 50	 No Performance Color 7.7 Declined -1.4 13	 Green 2 Declined -3.4 50

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.8	6.1

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

There was an overall decline in the the percentage of suspensions
2. All significant student groups and ethnic groups experienced a decrease in the rate of suspension, with our African American students experiencing the an increase in rate of suspensions at 2.8.
3. Targeted efforts must occur in order to reduce the number of suspensions across all significant student and ethnic groups with a laser focus on African American students

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging and Rigorous Teaching and Learning

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

1.1 During the 2022-2023 school year scholars' proficiency in ELA and Math will improve 3 points closer to standard as reported on the California School Dashboard.

1.2 During the 2022-23 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. Through the review of data in our PLCs we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual needs of our students in ELA and Math. Developing a Math Professional Development and staff support team. Provide release time with roving subs for Peer observations, Collaboration and Targeted Planning, DIBELS Benchmark Assessment Conferences, SSTs, IEPs. Extra pay for planning outside of the work day.

1.3 English Language Learner scores on the CAASPP will increase by 2% in both ELA and Math.

1.5 Supplement and upgrade technology equipment such as computers, printers, LCD projectors, document cameras, screens/monitors that will promote and support student learning, software (RAZ Kids licenses, ESGI, and other programs). We will continue to supplement our current technology to maintain us at least a 1:1 site and position us to continue to function in a digital society.

Identified Need

PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA and MATH data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

Overall preliminary CAASPP student performance in ELA in 2021-2022:

African American 66.15% not met

LatinX 71.96% not met

English Learners 93% not met

Overall preliminary CAASPP student performance in MATH in 2021-2022

African American 84.62% not met
 LatinX 79.2% not met
 English Learners 93% not met

Overall Student enrollment is up for the 2022-2023 school year by approximately 8%. However, attendance in the first month of school was down significantly. An area of growth is impressing upon our school community the importance of on time daily attendance of our scholars and the correlation between chronic absenteeism and its impact on academic achievement of our scholars.

Math data continues to remain the lowest performance area. According to 2021-2022 i-Ready Math Benchmark 3 data, 27% of 1st graders and 24% of 2nd graders were proficient. The 2022 Math CAASPP data indicated that 34% of 3rd graders, 24% of 4th graders, and 9% of 5th graders are proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC	<p>32.1 points below standard</p> <p>2021-22 ELA 32.98% Meets and Exceeds</p> <p>2019 ALL 3.9 points increase AA: 37.8 points below standard EL: 0.2 points above standard SWD: 91.4 points below standard</p> <p>2021/2022 Meets or Exceeds All: 32.98% Meets or Exceeds AA: 33.85% Meets or Exceeds LatinX: 28.05% Meets or Exceeds EL: 7.00% Meets or Exceed</p>	<p>29.1 points below standard</p> <p>2022-23 ELA 37.98% Meets and Exceeds</p> <p>2022-2023 All: 8.9 point increase AA: 27.8 points below standard EL: 10.2 points above standard SWD: 81.4 points below standard</p> <p>2022/2023 Meets or Exceeds ALL: 37.98% Meets or Exceeds AA: 38.85% Meets or Exceeds LatinX: 33.05% Meets or Exceeds EL: 9.00% Meets or Exceeds</p>
Math SBAC	<p>44 points below standard</p> <p>2021-2022 Math 21.72% Meets or Exceeds</p> <p>2019 ALL 49.5 points below standard</p>	<p>41 points below standard</p> <p>2022-2023 Math 26.72% Meets or Exceeds</p> <p>2022-2023 ALL 39.5 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA 64.8 points below standard EL 106.9 points below standard SWD 108.5 points below standard 2021-2022 Meets or Exceeds ALL: 21.72% Meets or Exceeds AA: 15.38% Meets or Exceeds LatinX: 20.71% Meets or Exceeds EL: 7.00% Meets or Exceeds	AA 54.8 points below standard EL 96.9 points below standard SWD 98.5 points below standard 2022-2023 Meets or Exceeds ALL: 26.72% Meets or Exceeds AA: 21.38% Meets or Exceeds LatinX: 25.71% Meets or Exceeds EL: 9.00% Meets or Exceeds
Attendance - to measure student engagement	90% for August-September of 2022	95% each month

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

1.1 Curriculum and Instruction Leadership Team meetings to analyze data, monitor student progress, provide grade-level leadership in the implementation of instructional programs and CCSS strategies, oversee implementation of school-wide goals, and maintain focus on the school's mission and vision for successful implementation and instruction of the Essential Common Core standards at each grade level. Focus will be on Balanced Literacy and Balanced Math programs, unit planning, collaborative conversations, close reading, effective differentiated instruction through Universal Access, and best first instruction with teaching early literacy skills. The team meets monthly/bi-monthly to plan and this year we will have paid planning time for our grade level leads to plan together.

1.5 Purchase, replace, supplement, and/or upgrade technology equipment such as computers, printers, LCD projectors, document cameras, screens, portable system, software licenses to promote student learning and engagement.

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)
22407	0000 General Fund All Extra time for meeting to determine roles and responsibilities and to create plans in response to our data, Outside professional development opportunities/conferences as they pertain to our identified needs with effective instruction in Common Core, Unit Development and Planning, Technology, Materials and supplies.
10000	9500 LCFF All Extra time for meeting to determine roles and responsibilities and to create plans in response to our data, Outside professional development opportunities/conferences as they pertain to our identified needs with effective instruction in Common Core, Unit Development and Planning, Technology, Materials and supplies.
10472.91	3010 Title I All Extra time for meeting to determine roles and responsibilities and to create plans in response to our data, Outside professional development opportunities/conferences as they pertain to our identified needs with effective instruction in Common Core, Unit Development and Planning, Technology, Materials and supplies.

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

1.2 Support for staff to copy reports needed for data review and materials for classes via Media Center Aide
 Planning and release time for:
 DIBELS Benchmark conferencing
 IEP conferencing 3 times a year with teachers to collaborate and monitor how IEP goals are being met throughout the year
 SSTs
 IEPs
 Peer observations
 Data analysis

Bilingual aide to provide intervention in Kinder classrooms who are struggling with core instruction

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)
16,397.00	0000 General Fund All Substitutes for release time and data conferences/analysis. Extra pay for certificated and classified support.
50,500	3010 Title I All Extra pay for teacher planning. Salary and Benefits (Bilingual Aide and other student support staff)
46,474	9500 LCFF All Extra pay for teacher planning, certificated and classified support. Media Center Aide

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL/LEP

Strategy/Activity

1.3 English Learner Task Force will meet to plan effective Designated and Integrated ELD Professional Development to address the needs of our English Learners. Members will meet outside of the school day to plan. The goal will be on creating and developing effective ELD instruction in all content areas across grade-level classrooms focusing on the usage of our newly adopted Science curriculum - Amplify.

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)
5533.00	9500 LCFF EL/FEP Extra Time for planning
5500.00	3010 Title I EL/FEP

Annual Review

SPSA Year Reviewed: 2021-22

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 most recent CA Dashboard information reflects 2018-2019 data. The Dashboard is expected to be updated in December of 2022.

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

After our 2021-2022 re-entry year and focusing on reacclimating our scholars to in-person learning in a structured school environment, we are seeing the gaps in student achievement. 2022-2023, our baseline Acadience and iReady Data primarily shows a clear delineation of scholars who are either at or above grade level and those who are two or more grade levels behind across the board. In addition, our scholars continue to need explicit instruction in how to socially engage with one another in safe and respectful ways. A focus and goal has been to establish strong, healthy, effective staff-student, student-student, staff-parent relationships, we continue implement a school wide SEL programs to reduce the interpersonal behaviors that impede learning and lend to a school environment that can feel unsafe. Student engagement highly correlates to student learning and performance. In order to address the Social Emotional Learning needs of our scholars, funding has been allocated to our Character Strong SEL Program - PurposeFull People and incentives to implement and promote it. Our grade level teams will regularly monitor the academic progress of our scholars in their PLC meetings and make instructional decisions based upon the regular monitoring of student progress on formative and summative assessments, this will be evident in PLC minutes and benchmark assessments.

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.

We will devote additional protected time for our Professional Learning Communities in reviewing and assessing our classroom data, student progress, grade level planning, and professional development. We plan to supplement our technology, address our professional development needs in SEL, and planning & discovery time needed for our new Science curriculum which will be used for ELD/ALD time as well as revisit the professional development needs for our Math Instruction. In addition, we provide phonics/phonemic awareness training for our upper grade teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all student groups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

2.1 In order to provide the best quality instruction for our students at Marina Vista, teachers, administrators, and other staff members need to continue to grow as professionals and have the opportunity to attend and participate in Professional Development opportunities that will deepen our understanding of CCSS, Unit planning, Equity, as well as other effective research-based strategies (close reading, collaborative conversations, balanced math, balanced ELA and others) that will provide the greatest impact in assisting our students to access and understand the curriculum. . Evidence will be observed through lesson plans, classroom observations instruction, and PD sign in sheets.

2.2 In order to effectively implement CCCSS and teaching strategies, teachers will need multiple opportunities to collaborate with their colleagues. This collaboration will include time for data analysis, collaborative planning, discussing effective teaching strategies, sharing resources.

Identified Need

Marina Vista staff have expressed a need for training/PD in:

iReady, Imagine Learning, RAZ Kids, Go Math, Wonders

Understanding CCCSS

PLC

Unit design

SEL

Equity

Focusing on What we (MVE) holds Sacred

Effective teaching strategies (close reading, collaborative conversations, number talks, balanced math)

Cross grade level articulation in Writing, Math, Reading

Marina Vista staff have also expressed a need for time to practice using strategies and receiving immediate feedback.

We have preliminary CAASPP data for 2021-2022

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	ELA: 3rd grade 36% proficiency 4th grade 39% proficiency 5th grade 26% proficiency Math: 3rd grade 34% proficiency 4th grade 24% proficiency 5th grade 9% proficiency	2% increase in all grade levels on ELA and Math SBAC scores ELA: 3rd grade 381% proficiency 4th grade 41% proficiency 5th grade 28% proficiency Math: 3rd grade 36% proficiency 4th grade 26% proficiency 5th grade 11% proficiency
PLC	Agenda items and minutes reflecting that data was reviewed and instructional strategies and lessons planned to address needs of scholars.	Agendas and Minutes that reflect data reviewed, planning, strategies

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

2.1 Professional development opportunities for administrators, teachers, instructional aides in the following areas:

Curriculum and digital platforms

Understanding CCCSS

Unit Design

SEL

Equity

Early Literacy data and strategies (coaching and peer observations)

Common Core Math Instruction (Balanced Math - Conceptual Understanding, Procedural Fluency, and Problem Solving).

Effective researched-based teaching strategies (close reading, collaborative conversations, incorporation of higher-level thinking questions, and others)

2.2 Provide multiple opportunities for teachers to collaborate with their colleagues. Collaboration time outside of the workday for unit planning, lesson planning, data analysis, discussing effective teaching strategies. Teacher peer observations and meeting time for providing feedback as to the effectiveness of teaching strategies and lesson plan implementation

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)
10000	3010 Title I All Extra pay for meeting to plan, for teachers who attend PD outside of the workday and for substitute teachers. Roving substitutes for release time. Extra time for planning and meeting outside of the workday, and PD/conferences as they pertain to our identified needs with effective instruction (including, but not limited to Equity, SEL, Early Literacy, Balanced Math, Balanced ELA, Understanding CCCSS, Unit planning...)

Annual Review

SPSA Year Reviewed: 2021-22

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 most recent CA Dashboard information reflects 2018-2019 data. The Dashboard is expected to be updated in December of 2022. Baseline scores in our local iReady assessment from 2021-22 and 2022-2023 are relatively flat 23% and 19% scoring Early on or above grade level in Reading; 6% and 5% scoring Early On or Above Grade Level in Math

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

The major difference between the intended and implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals is the focus on relevant trainings. There will be trainings to assist teachers and staff in feeling confident in evaluating assessment

data, using it to inform our instruction to meet our scholars academic needs, monitor our scholars' progress, and addressing SEL needs, so as to deliver highly engaging and effective learning experiences for our scholars.

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.

Focus on the provision of more professional development opportunities for staff with feedback by literacy coach and administrators.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6))

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

LCAP Goal 3.2: During the 2022-2023 school year, with the reduction of COVID protocols, Marina Vista will increase the number of opportunities for parents and community members to become involved and partner with us in our decision making through volunteer and parent education/training opportunities, family engagement activities, advisory committees.

LCAP Goal 3.3 During the 2022-2023 school year we will continue to work with our parents, families, and community members on student achievement, communicating our academic expectations, and providing parents with strategies for how to support their students at home with academics

LCAP Goal 3.5 Our goal is to improve our school climate. The goal is to decrease undesired student behavior while acknowledging our students for their success with their academics, attendance, and behavior, utilizing PurposeFull People Character Trait/SEL program and Mindful Life. We aim to provide a safe environment for students where they have access to a variety of positive activities to participate in while at school and aim to provide interventions for students who are in need of additional social-emotional support. Students must feel safe within and connected to their school environment in order to be academically successful. We will see at least a 0.5% decrease in our suspension rate and a 1% decrease in our referral rate.

Identified Need

LCAP Goal 3.2: Marina Vista has a need to increase the parent and community involvement in various facets of the school community by increasing two way communication with parents and increasing the opportunities for parent participation. During the 2022-2023 school year, we will monitor the percentage of parents participating in school site events such as ELAC, SSC, etc. We will use sign in sheets to monitor engagement.

LCAP Goal 3.3 During the 2022-2023 school year, with COVID restriction lifted, we want to see the rate of attendance for parents and/or community members to school activities and family nights (Literacy, S.T.E.A.M, PE/Mindful Life, etc.) increase. .

LCAP Goal 3.5 The rate of suspension for 2021-2022 was 4.39% MVE had a total of 32 suspensions, 26 of which were for fighting. This creates for an environment that can feel unsafe for all scholars.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents attending parent advisory/committee meetings (SSC, ELAC, Parent Booster Club)	2021-2022 0 - 4 parents participation	Double ELAC and Parent Booster Club monthly attendance in 2022-2023
Increase in the number of opportunities for parents to participate in education/training on ways in which they can support their students academically as well as socially & emotionally.	1 event	Triple the number of activities/parent workshops/family events throughout the 2022-2023 school year for parents to participate on site.
Suspension Rate	4.39%	3.89%

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)

EL/FEP

Strategy/Activity

3.2 ELAC Meetings monthly to inform parents of our English Learner program and to receive feedback on how to improve the school community for our English Learner students and parents.

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)
5000	9500 LCFF EL/FEP Materials and Supplies, translation

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

3.2 School Site Council Meetings at minimum of 5 times during the school year to monitor student achievement and the school site plan. School site council will make budget decisions to help support our goals.

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)
400	0000 General Fund All Materials and supplies for meetings
2281	3010 Title I All Material and supplies for meeting

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

3.2 In order to increase parent participation and communication, the school website and Parent Square will be updated regularly as the main source of communication, in addition we will provide funding for PAFL in order to have a fulltime position here at MVE. Materials and supplies, incentives to reinforce participation.

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)
26393.09	3010 Title I All Extra pay for staff member to keep website update, Salary and Benefits (to make PAFL FT at MVE), materials, supplies, and incentives

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

3.5 In order to improve the school climate, The Equity Team will meet to identify and determine ways in which to meet the social-emotional needs of staff and students through analyzing data (CHKS, Staff Surveys, Suspension & Referral Data, Academic achievement data [Trimester awards, attendance, CAASPP proficiency data) and planning PD/activities to promote a positive supportive climate at Marina Vista

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)
2000.00	3010 Title I All Extra pay for teachers. Materials and supplies. Conference/Professional Development

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

3.5 In order to increase student engagement & safety, Marina Vista will focus on PurposeFull People Character/SEL Program and policies based upon the 3 Be's.

Students' achievement will be recognized each trimester during trimester awards.

Student recognition for scoring proficient on CAASPP

Field Trips - when allowed

Reading incentive to promote students reading for leisure

Student of the Month recognition for individual students and classrooms,

Monthly class recognition for desired positive behaviors in common areas

Students will also have the opportunity to redeem their "Blue Tickets" for prizes

Monthly class recognition for attendance/engagement

Increase safety with student Safety Patrol and ways in which to easily identify staff on campus.

Lunchtime Intramural Sports during lunch

Student Council

Newspaper/Media Class

Book Clubs

In order to help increase a sense of meaningful participation in school, Marina Vista will continue to increase our music program as an enrichment program for our students to participate

PurposeFull People SEL Program --All students in PreK-5th grade will participate in Social Emotional Learning lessons this year via the PuruposeFull People program. At the beginning of each day, time is allotted to complete SEL lessons to check-in and start the day. Teachers will be trained during staff meetings on the same strategies and how to implement these strategies in their classrooms. Classified staff will also be trained on how to use the strategies with the students outside on the playground and/or in the cafeteria, office, etc.

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)
10000	3010 Title I All Positive Behavior Awards/Incentive Rewards (Reading rewards/academic growth & achievement, "caught you being (monthly character trait)"/Field trips, Materials and Supplies, and Extra Pay for teacher planning & preparation. Extra pay for staff professional development. Extra pay for SEL planning committee. Supplemental materials and supplies for music program.
13000	9500 LCFF All Positive Behavior Awards/Incentive Rewards (Reading rewards/academic growth & achievement, "caught you being (monthly character trait)"/Field trips, Materials and Supplies, Safety, and Extra Pay for teacher planning & preparation. Supplemental materials and supplies for music program
2570.00	0000 General Fund All PE Materials and supplies

Annual Review

SPSA Year Reviewed: 2021-22

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.

2021-2022 was the first year of implementation for PurposeFull People (Character Trait/SEL) and our Mindful Life Program , which we began to use to explicit teach scholars to identify their emotions and equip them with tools to use when faced with emotional conflicts/challenges. The CHKS was not administered to MVE scholars during the 2021-2022 school year. COVID protocols limited parent involvement/participation in school and family activities and we saw a significant decrease in student enrollment.

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

One of our goals is to increase attendance and engagement with our scholars and families, so there is an increase in budgeted expenditures for incentives/rewards for engagement in activities and SEL.

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 changes that have been made to this goal are related to increasing parent and scholar engagement by provided incentivized activities for students as well as parent/guardians during monthly advisory committee meetings and student recognition.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$238,928.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
3010 Title I	\$117,147.00

Subtotal of additional federal funds included for this school: \$117,147.00

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

State or Local Programs	Allocation (\$)
0000 General Fund	\$41,774.00
9500 LCFF	\$80,007.00

Subtotal of state or local funds included for this school: \$121,781.00

Total of federal, state, and/or local funds for this school: \$238,928.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0000 General Fund	41,774	0.00
3010 Title I	117,147	0.00
9500 LCFF	80,007	0.00

Expenditures by Funding Source

Funding Source	Amount
0000 General Fund	41,774.00
3010 Title I	117,147.00
9500 LCFF	80,007.00

Expenditures by Budget Reference

Budget Reference	Amount
All	222,895.00
EL/FEP	16,033.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
All	0000 General Fund	41,774.00
All	3010 Title I	111,647.00
EL/FEP	3010 Title I	5,500.00
All	9500 LCFF	69,474.00
EL/FEP	9500 LCFF	10,533.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	167,283.91
Goal 2	10,000.00
Goal 3	61,644.09

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Felicia Bridges	Principal
Loryisha Aucoin	Parent or Community Member
Guillermo Dorantes	Parent or Community Member
Nashon Williams	Parent or Community Member
Jessica Gillespie	Parent or Community Member
Elizabeth Belleci	Classroom Teacher
Marcia Mosby	Classroom Teacher
Patricia Rodriguez	Classroom Teacher
Tylena Cabantac	Other School Staff
Rolando Suarez	Parent or Community Member
	Other School Staff

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

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 10-21-2021.

Attested:

Principal, Felicia Bridges on

SSC Chairperson, Marcia Mosby on

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**asurable, **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

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Marina Vista Elementary

Year: 2022 - 2023

Principal: Felicia Bridges

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

1.1 During the 2022-2023 school year scholars' proficiency in ELA and Math will improve 3 points closer to standard as reported on the California School Dashboard.

1.2 During the 2022-23 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. Through the review of data in our PLCs we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual needs of our students in ELA and Math. Provide release time with roving subs for Peer observations, Collaboration and Targeted Planning, DIBELS Benchmark Assessment Conferences, SSTs, IEPs. Extra pay for planning outside of the work day.

1.3 English Language Learner scores on the CAASPP will increase by 2% in both ELA and Math.

1.5 Supplement and upgrade technology equipment such as computers, printers, LCD projectors, document cameras, screens/monitors that will promote and support student learning, software (RAZ Kids licenses, ESGI, and other programs). We will continue to supplement our current technology to maintain us at least a 1:1 site and position us to continue to function in a digital society.

Area of Need:

Overall preliminary CAASPP student performance in ELA in 2021-2022:

African American 66.15% not met

LatinX 71.96% not met

English Learners 93% not met

Overall preliminary CAASPP student performance in MATH in 2021-2022

African American 84.62% not met

LatinX 79.2% not met

English Learners 93% not met

<p>Overall Student enrollment is up for the 2022-2023 school year by approximately 8%. However, attendance in the first month of school was down significantly. An area of growth is impressing upon our school community the importance of on time daily attendance of our scholars and the correlation between chronic absenteeism and its impact on academic achievement of our scholars.</p> <p>Math data continues to remain in the lowest performance area. According to 2021-2022 i-Ready Math Benchmark 3 data, 27% of 1st graders and 24% of 2nd graders were proficient. The 2022 Math CAASPP data indicated that 34% of 3rd graders, 24% of 4th graders, and 9% of 5th graders are proficient.</p>		
<p>Student groups to participate in this goal: ALL, AA, EL</p>		
<p>Actions taken to reach LCAP Goal #1:</p>	<p>Analysis of verifiable data to ensure students meet state Academic Standards</p>	<p>Recommendations to improve, modify or drop activities</p>
<p>1.1 Curriculum and Instruction Leadership Team meetings to analyze data, monitor student progress, provide grade-level leadership in the implementation of instructional programs and CCSS strategies, oversee implementation of school-wide goals, and maintain focus on the school's mission and vision for successful implementation and instruction of the Essential Common Core standards at each grade level. Focus will be on Balanced Literacy and Balanced Math programs, unit planning, collaborative conversations, close reading, effective differentiated instruction through Universal Access, and best first instruction with teaching early literacy skills. The team meets monthly/bi-monthly to plan and this year we will have paid planning time for our grade level leads to plan together.</p> <p>A Math professional development and staff support team will be established. This team will identify effective math instructional strategies and provide professional development to help build teacher confidence in math instruction which will in turn positively impact student learning.</p>	<p>We will use the following data:</p> <ul style="list-style-type: none"> ● PLC Agendas and Minutes ● iREady Benchmark Data ● Acadience Data ● CAASPP data 	

<p>1.5 Purchase, replace, supplement, and/or upgrade technology equipment such as computers, printers, LCD projectors, document cameras, screens, portable system, software licenses to promote student learning and engagement.</p> <p>(Title I - \$10,472 - Extra time for meeting to determine roles and responsibilities and to create plans in response to our data, Outside professional development opportunities/conferences as they pertain to our identified needs with effective instruction in Common Core, Unit Development and Planning, Technology, Materials and supplies)</p>		
<p>1.2 Support for staff via Media Center Aide and Bilingual Aide for intervention for Kinder classrooms who are struggling with core instruction. Planning and release time for: Acadience Benchmark Conferencing SSTs, IEPs Peer observations, Data analysis, Grade Level team planning</p> <p>(Title I - \$50, 500 - Extra pay for teacher planning. Salary and Benefits (Bilingual Aide and other student support staff)</p>		
<p>1.3 English Learner Task Force will meet to plan effective Designated and Integrated ELD Professional Development to address the needs of our English Learners. members will meet outside of the school day to plan. The goal will be to create and develop effective ELD instruction in all content areas across grade-level classrooms focusing on the usage of our newly adopted Science curriculum - Amplify.</p> <p>(Title I - \$5500- EL/FEP Supplemental Materials and Extra time for planning)</p>		

<p>LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)</p> <p>With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.</p> <p>School Goal #2 2.1 In order to provide the best quality instruction for our students at Marina Vista, teachers, administrators, and other staff members need to continue to grow as professionals and have the opportunity to attend and participate in Professional Development opportunities that will deepen our understanding of CCCSS, Unit planning, Equity, as well as other effective research-based strategies (close reading, collaborative conversations, balanced math, balanced ELA and others) that will provide the greatest impact in assisting our students to access and understand the curriculum. . Evidence will be observed through lesson plans, classroom observations instruction, and PD sign in sheets.</p> <p>2.2 In order to effectively implement CCCSS and teaching strategies, teachers will need multiple opportunities to collaborate with their colleagues. This collaboration will include time for data analysis, collaborative planning, discussing effective teaching strategies, sharing resources</p> <p>Area of Need: Marina Vista staff have expressed a need for training/PD in: iReady, Imagine Learning, Go Math, Wonders Understanding CCCSS PLC Unit design SEL Equity Focusing on What we (MVE) holds Sacred Effective teaching strategies (close reading, collaborative conversations, number talks, balanced math) Cross grade level articulation in Writing, Math, Reading Marina Vista staff have also expressed a need for time to practice using strategies and receiving immediate feedback.</p> <p>We have preliminary CAASPP data for 2021-2022</p> <p>Student groups to participate in this goal: ALL Students</p>		
<p>Actions taken to reach LCAP Goal #2:</p> <p>2.1 Professional development opportunities for administrators, teachers, instructional aides in the following areas: Curriculum and digital platforms Understanding CCSS Unit Design SEL Equity Early Literacy data and strategies (coaching and peer observations) Common Core Math Instruction (Balanced Math - Conceptual Understanding, Procedural</p>	<p>Analysis of verifiable data to ensure students meet state Academic Standards</p> <p>PLC Agendas and Minutes that will reflect that data was reviewed and which instructional strategies and lessons were planned to address the needs of scholars</p> <p>CAASPP ELA and Math scores</p> <p>iReady Benchmarks in ELA and Math</p>	<p>Recommendations to improve, modify or drop activities</p>

<p>Fluency, and Problem Solving). Effective researched-based teaching strategies (close reading, collaborative conversations, incorporation of higher-level thinking questions, and others)</p> <p>2.2 Provide multiple opportunities for teachers to collaborate with their colleagues. Collaboration time outside of the workday for unit planning, lesson planning, data analysis, discussing effective teaching strategies. Teacher peer observations and meeting time for providing feedback as to the effectiveness of teaching strategies and lesson plan implementation</p> <p>(Title I - \$14,000 - Extra pay for meeting to plan, for teachers who attend PD outside of the workday and for substitute teachers. Roving substitutes for release time. Extra time for planning and meeting outside of the workday, and PD/conferences as they pertain to our identified needs with effective instruction (including, but not limited to Equity, SEL, Early Literacy, Balanced Math, Balanced ELA, Understanding CCCSS, Unit planning...)</p>	<p>Professional Development Sign-in</p> <p>Feedback surveys from staff as to the effectiveness/relevance of the professional development provided.</p>
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Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

LCAPI Goal #3

LCAP Goal 3.2: During the 2022-2023 school year, with the reduction of COVID protocols, Marina Vista will increase the number of opportunities for parents and community members to become involved and partner with us in our decision making through volunteer and parent education/training opportunities, family engagement activities, advisory committees.

<p>LCAP Goal 3.3 During the 2022-2023 school year we will continue to work with our parents, families, and community members on student achievement, communicating our academic expectations, and providing parents with strategies for how to support their students at home with academics</p> <p>LCAP Goal 3.5 Our goal is to improve our school climate. The goal is to decrease undesired student behavior while acknowledging our students for their success with their academics, attendance, and behavior, utilizing PurposeFull People Character Trait/SEL program and Mindful Life. We aim to provide a safe environment for students where they have access to a variety of positive activities to participate in while at school and aim to provide interventions for students who are in need of additional social-emotional support. Students must feel safe within and connected to their school environment in order to be academically successful. We will see at least a 0.5% decrease in our suspension rate and a 1% decrease in our referral rate.</p> <p>Area of Need: LCAP Goal 3.2: Marina Vista has a need to increase the parent and community involvement in various facets of the school community by increasing two way communication with parents and increasing the opportunities for parent participation. During the 2022-2023 school year, we will monitor the percentage of parents participating in school site events such as ELAC, SSC, etc. We will use sign in sheets to monitor engagement.</p> <p>LCAP Goal 3.3 During the 2022-2023 school year, with COVID restriction lifted, we want to see the rate of attendance for parents and/or community members to school activities and family nights (Literacy, S.T.E.A.M, PE/Mindful Life, etc.) increase. . . School Plan for Student Achievement (SPSA) Page 48 of 69 Marina Vista Elementary School</p> <p>LCAP Goal 3.5 The rate of suspension for 2021-2022 was 4.39% MVE had a total of 32 suspensions, 26 of which were for fighting. This creates for an environment that can feel unsafe for all scholars.</p>		
Student groups to participate in this goal: EL/FEP, ALL		
Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<p>3.2 School Site Council Meetings at minimum of 5 times during the school year to monitor student achievement and the school site plan. School site council will make budget decisions to help support our goals.</p> <p>(Title I - \$2281 - All materials and supplies for meeting)</p> <p>3.2 In order to increase parent participation and communication, the school website and Parent Square will be updated regularly as the main source of communication. Materials and supplies, incentives to reinforce participation.</p>	<ul style="list-style-type: none"> Review of SSC agendas & minutes Sign-in sheets from family night/activities 	

<p>(Title I - \$8393.09 Extra pay for staff member to keep website updated, materials, supplies, and incentives)</p>	
<p>3.5 In order to improve the school climate, The Equity Team will meet to identify and determine ways in which to meet the social-emotional needs of staff and students through analyzing data School Plan for Student Achievement (SPSA) Page 50 of 69 Marina Vista Elementary School (CHKS, Staff Surveys, Suspension & Referral Data, Academic achievement data [Trimester awards, attendance, CAASPP proficiency data) and planning PD/activities to promote a positive supportive climate at Marina Vista</p> <p>3.5 In order to increase student engagement & safety, Marina Vista will focus on PurposeFull People Character/SEL Program and policies based upon the 3 Be's. Students' achievement will be recognized each trimester during trimester awards. Student recognition for scoring proficient on CAASPP Field Trips - when allowed Reading incentive to promote students reading for leisure Student of the Month recognition for individual students and classrooms, Monthly class recognition for desired positive behaviors in common areas Students will also have the opportunity to redeem their "Blue Tickets" for prizes Monthly class recognition for attendance/engagement Increase safety with student Safety Patrol and ways in which to easily identify staff on campus. Lunchtime Intramural Sports during lunch Student Council Newspaper/Media Class Book Clubs</p> <p>In order to help increase a sense of meaningful participation in school, Marina Vista will continue to increase our music program as an enrichment program for our</p>	<ul style="list-style-type: none"> ● Reviewing of suspension and referral data ● Trimester achievement awards ● PurposeFull People Student surveys (3rd, 4th, & 5th) ● Student Reading incentive

students to participate PurposeFull People SEL Program --All students in PreK-5th grade will participate in Social Emotional Learning lessons this year via the PurposeFull People program. At the beginning of each day, time is allotted to complete SEL lessons to check-in and start the day. Teachers will be trained during staff meetings on the same strategies and how to implement these strategies in their classrooms. Classified staff will also be trained on how to use the strategies with the students outside on the playground and/or in the cafeteria, office, etc.

(Title I - \$26,000 - Extra pay for teachers. Materials and supplies.
Conference/Professional Development.
Positive Behavior Awards/Incentive Rewards (Reading rewards/academic growth & achievement, "caught you being (monthly character trait)"/Field trips, Materials and Supplies, and Extra Pay for teacher planning & preparation. Extra pay for staff professional development. Extra pay for SEL planning committee. Supplemental materials and supplies for music program.)