



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Marshall Elementary

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marshall Elementary	39686760111310	Ver 1 – 05/26/2020	Ver 1 – 05/27/2020	Ver 1 – 07/28/2020

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)

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

Marshall Elementary is implementing a Schoolwide Program and has been identified as Additional Targeted Support and Improvement (ATSI).

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

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

Stakeholder 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

Marshall Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The plan was originally reviewed by the school's School Site Council on May 7, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Marshall Elementary and its School Site Council reviewed the progress of the 2019-2020 (Year 3). This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the May 2019 School Site Council meeting.

In school year 2019-2020, also Year 3, John Marshall Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers, and the English Learner Advisory Committee (ELAC). In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

During school year 2019-2020, John Marshall Elementary conducted a needs assessment which included educational expectations, data, assessments and gaps. The comprehensive needs assessment focused on the entire school. Teams collected and examined data from a variety of sources (PLUS, CAASP, i-Ready, Benchmark, Synergy (absences and suspensions), and instructional practices. Marshall Elementary identified need areas in all aspects of school operation. The focus of the needs assessment is to identify strengths of the current program and also to identify weaknesses, obstacles and barriers in each of the dimensions.

As a result of the stakeholder involvement and data reviews, Marshall Elementary completed the Decision-Making Model (a component of the CNA) in May of 2020. Marshall Elementary's plan aligns with the district's Local Control Accountability Plan (LCAP). Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. Marshall Elementary and its School Site Council reviewed the progress of the most recent revision of this SPSA in May 2020. The team made the document relevant to Marshall's student needs and barriers to achievement

Resource Inequities

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

The following needs were determined by the team; listed in order of SPSA Goals 1, 2, and 3:

Goal 1: The Marshall team will Include 20-minute reading intervention/small group instruction for struggling readers who have difficulty understanding literal text. The 20-minute reading intervention/small group instruction is included in the daily (bell) schedule for all Kindergarten through sixth grade classes. During reading groups, struggling readers will acquire language, phonics, and writing skills. Struggling readers will be exposed to all these elements every time a teacher engages a text with the students so they may acquire the muscle memory they need to work with texts independently. The Marshall team will implement “platooning”, or departmentalized instruction for the Designated ELD component of instruction in all K-6 grade classrooms. The method is designed to target a particular subject area (ELD) to produce a pedagogical shift. It is a cost-neutral way to focus teacher expertise during Designated ELD time. The Marshall team will realign the 7th and 8th grade elective schedule to include a designated ELD classroom and also include ELA and Math intervention classes for all 7th and 8th grade students performing at the K-4th grade levels (math and ELD). The Marshall team will oversee teachers as they collaborate utilizing data driven Professional Learning Community processes.

Goal 2: Allocate funding and opportunities for teachers, counselors and assistant principal to train and continue PBIS and/or create positive relationships through realigned school climate and culture initiatives. Readjust the school bell schedule to allow for one recess per grade level in order to significantly lower the student/supervisor ratio during unstructured time. Initiate daily restorative practice classroom sessions – include time in the bell schedule.

Goal 3: The Marshall team partnered with the local community and families by creating a Family Resource Center (FRC) at Marshall Elementary. The FRC provides information and referral services and assist families in identifying and accessing community resources to meet their needs, including parenting, family recreation, and job search. The FRC also offer parenting and resource libraries, computer and internet access for job search and resume writing classes. Additionally, the FRC contains a clothing closet for parents experiencing economic challenges. The Marshall team will also highlight children during special events throughout the year. During the 2019-2020 school year, the Marshall team initiated a targeted attendance rewards initiative. The needs for the targeted attendance rewards system was based on PLUS surveys and comprehensive needs assessment data. As a result of the 2019-2020 initiatives, parent complaints shifted from going to the district and the school board to voicing their concerns to the school administrative leadership team.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 01, 2021, decrease the distance from standard in ELA for all students by 5 points -92.60 points.

By June 01, 2021, decrease the distance from standard in ELA for English Learner Students by 5 points to -78.20 points.

School Goal for Math: (Must be a SMART Goal)

By June 01, 2021, decrease the distance from standard in Math for all students by 5 points to -110.20 points.

By June 01, 2021, decrease the distance from standard in Math for English Learner Students by 5 points to -103.70.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

Comprehensive School Profile:

2019: - 97.60 points with a change of 8.1 (All Students)

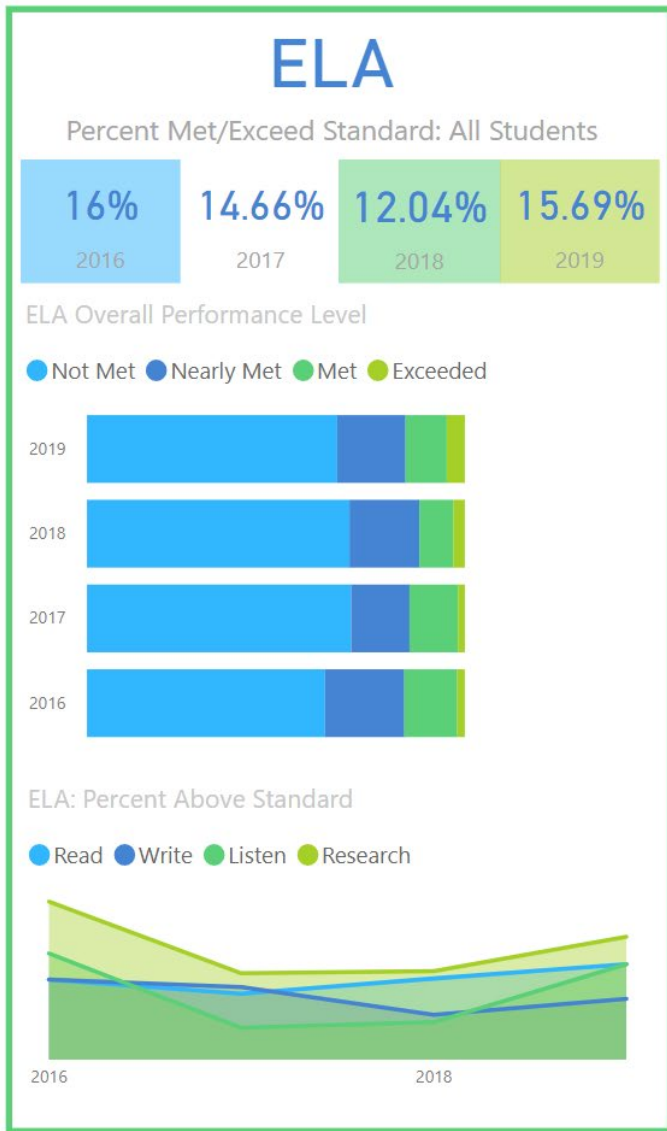
2019: -110.80 points with a change of 1.9 (English Language Learners)

Math:

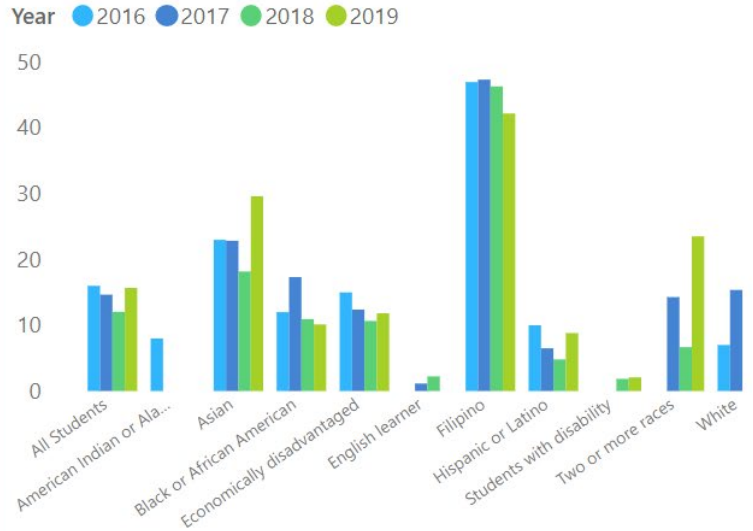
Comprehensive School Profile:

2019: - 115.20 points with a change of -1 (All Students)

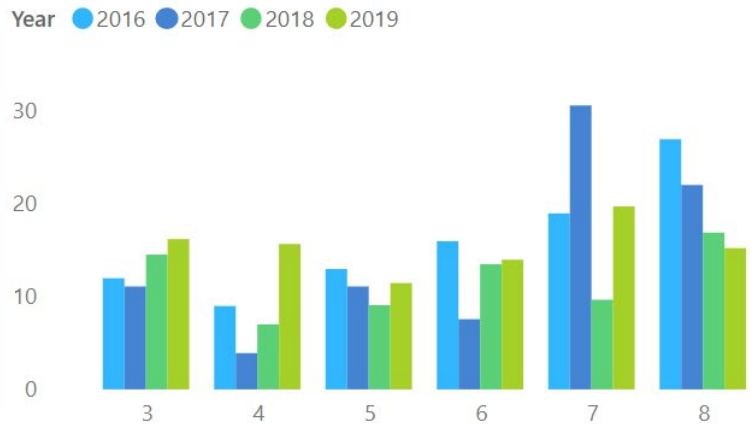
2019: - 98.7 points with a change of - 8.7 (English Language Learners)



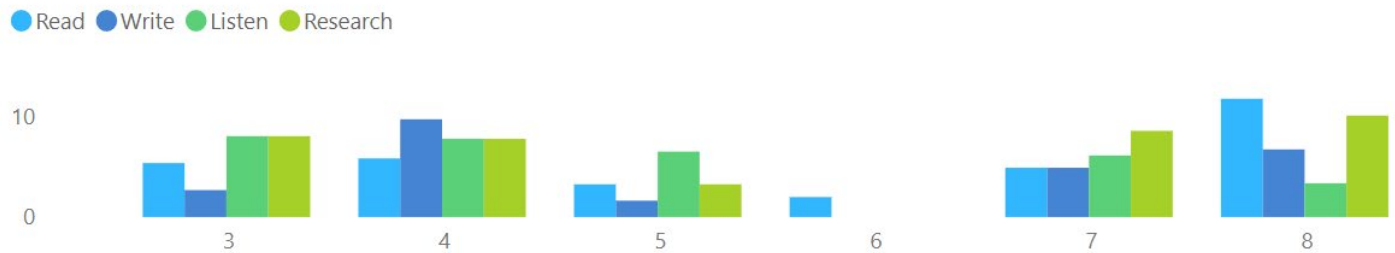
ELA CAASPP: Percent Met/Exceed Standard

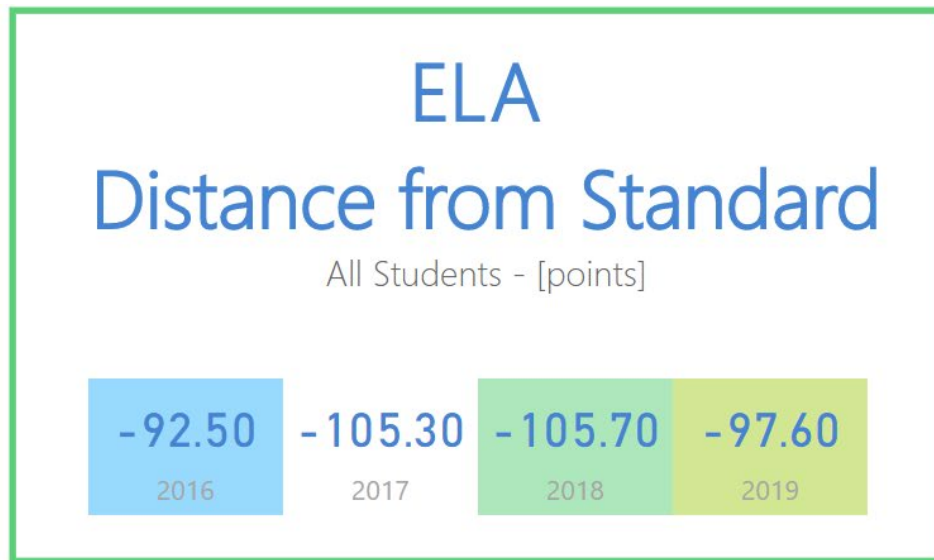


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



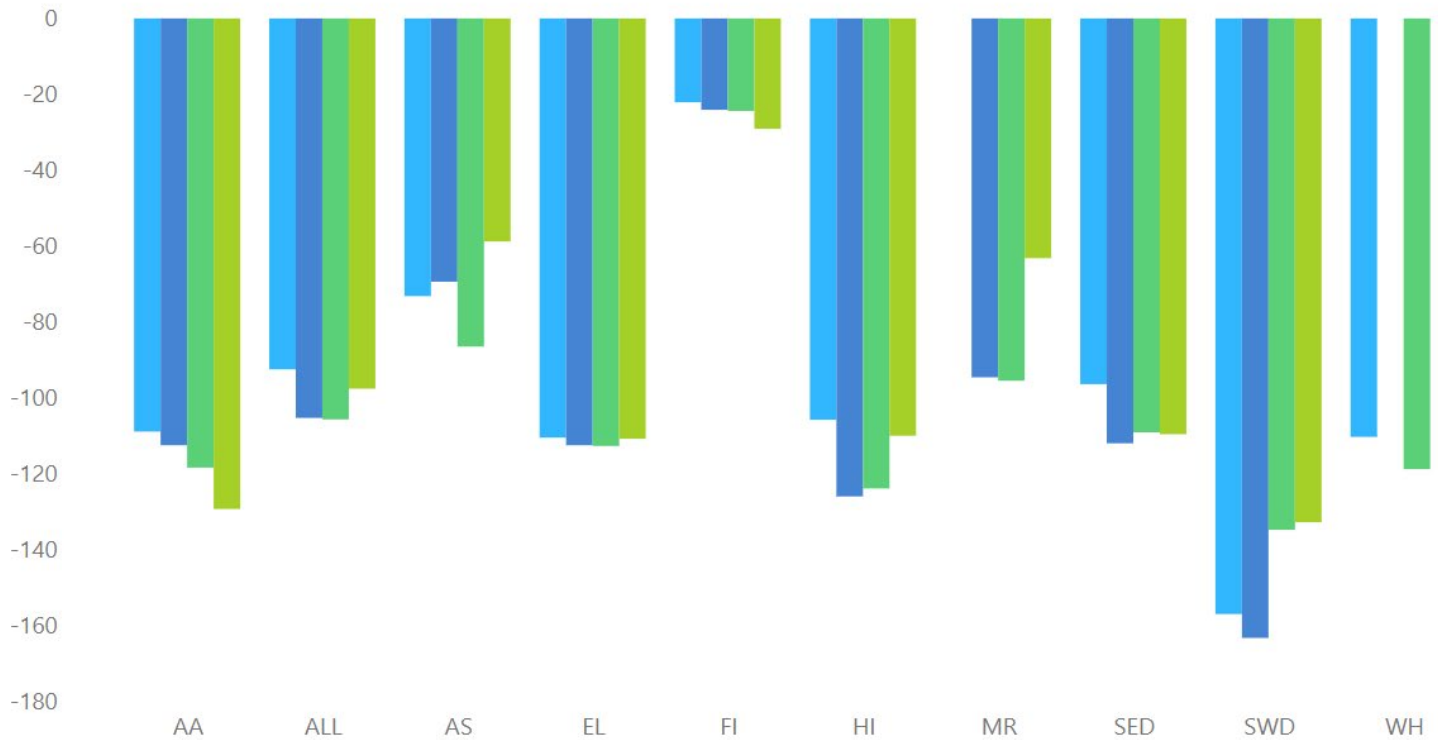
2019 Prelim ELA CAASPP: Area - Percent Above Standard



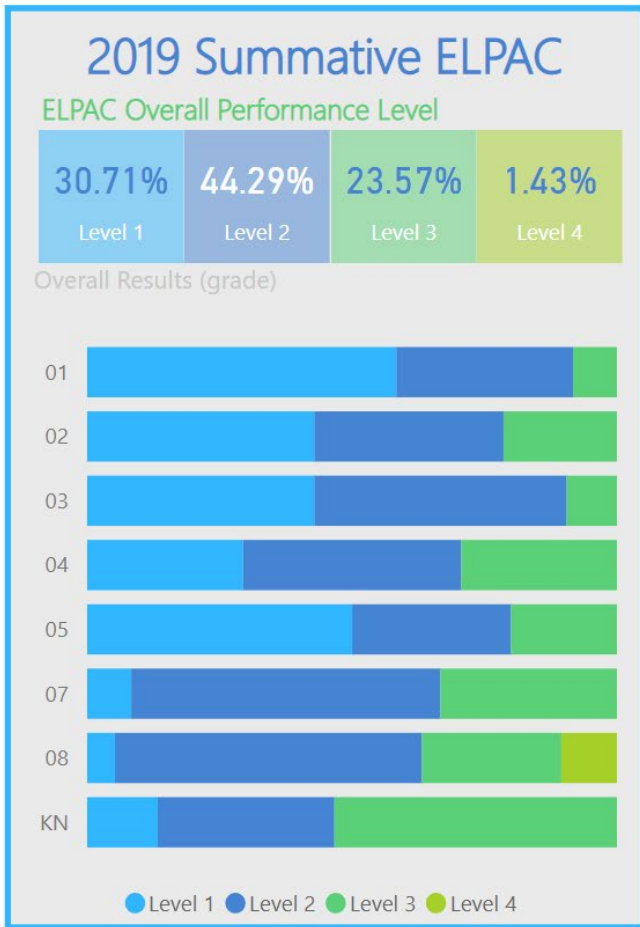


ELA Distance from Standard [points]

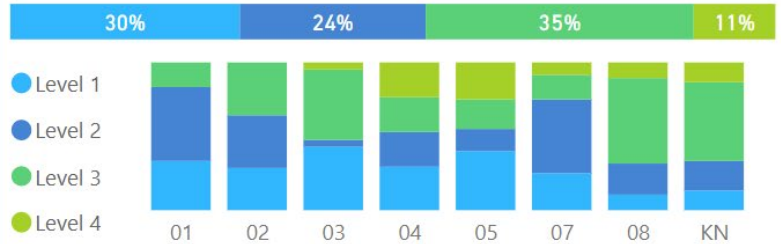
Year ● 2016 ● 2017 ● 2018 ● 2019



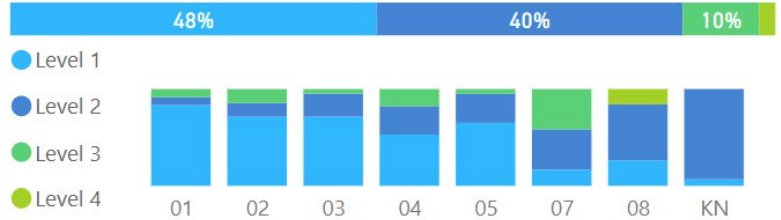
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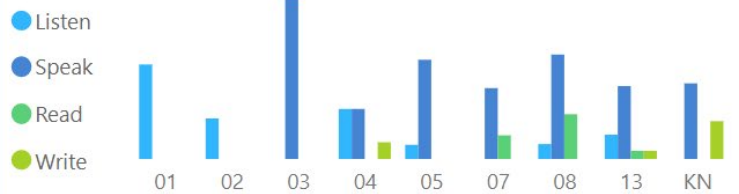
Oral Language Overall Performance Level



Written Language Overall Performance Level

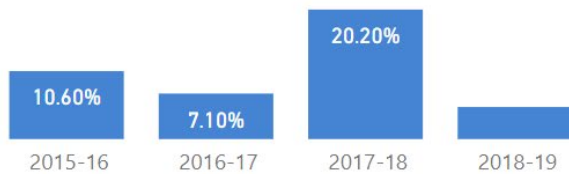


Performance Area: Percent Well Developed



English Learner Progress

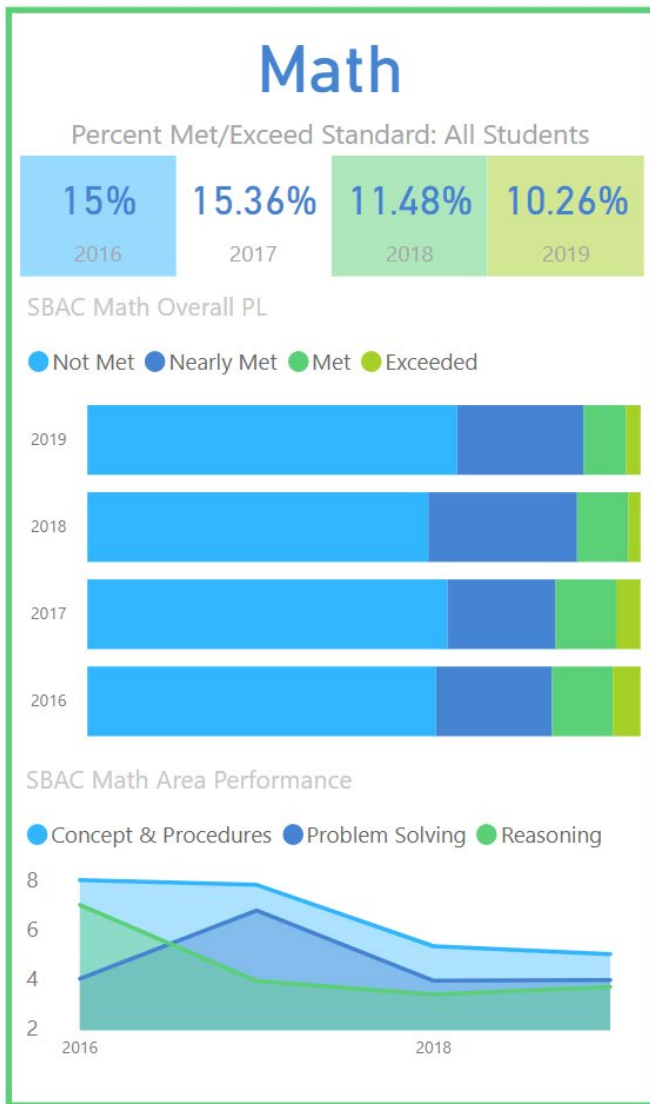
Reclassification Rates



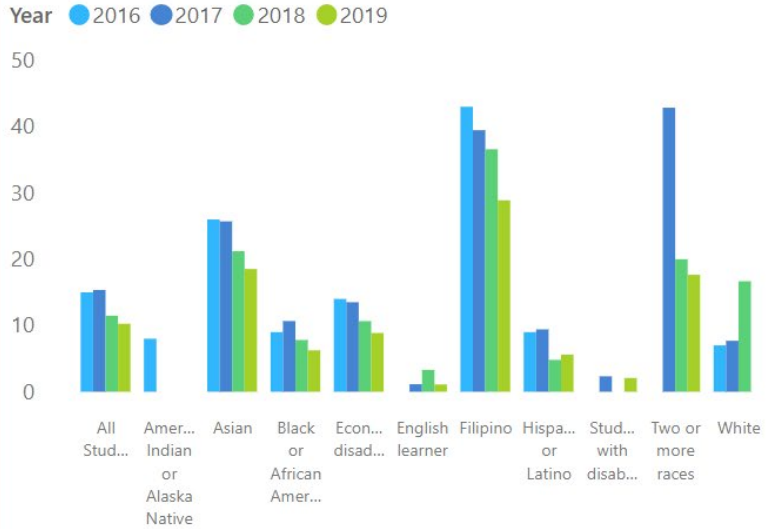
English Learner Progress Indicator (ELPI)

15.5%

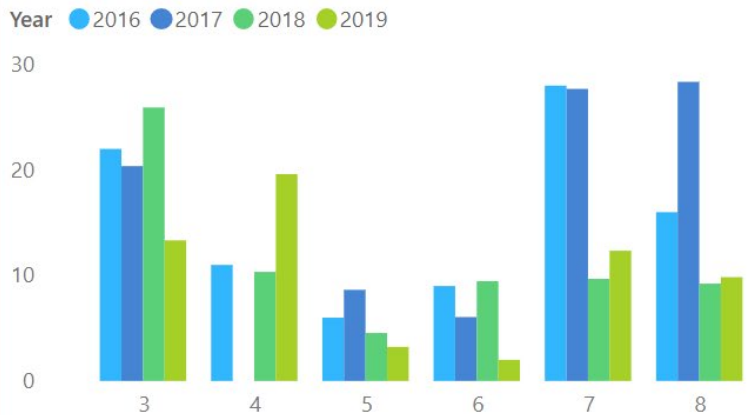
ELPI 2019



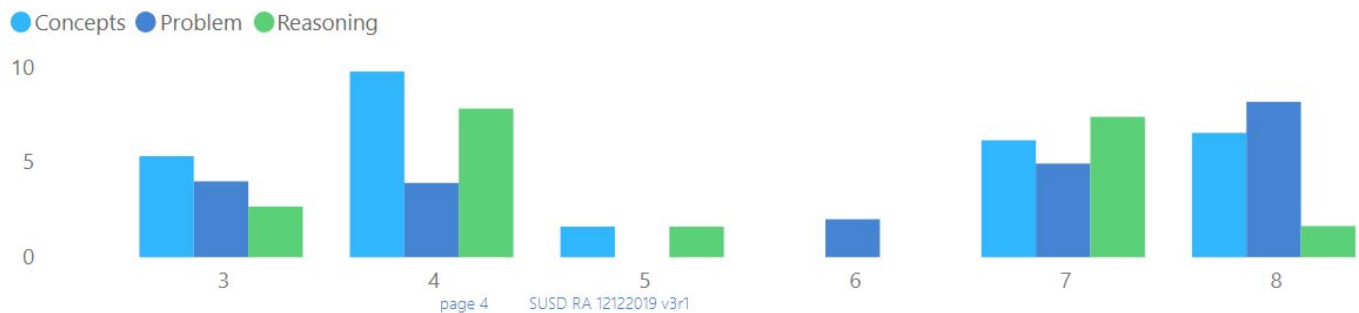
Math CAASPP: Percent Met/Exceed Standard

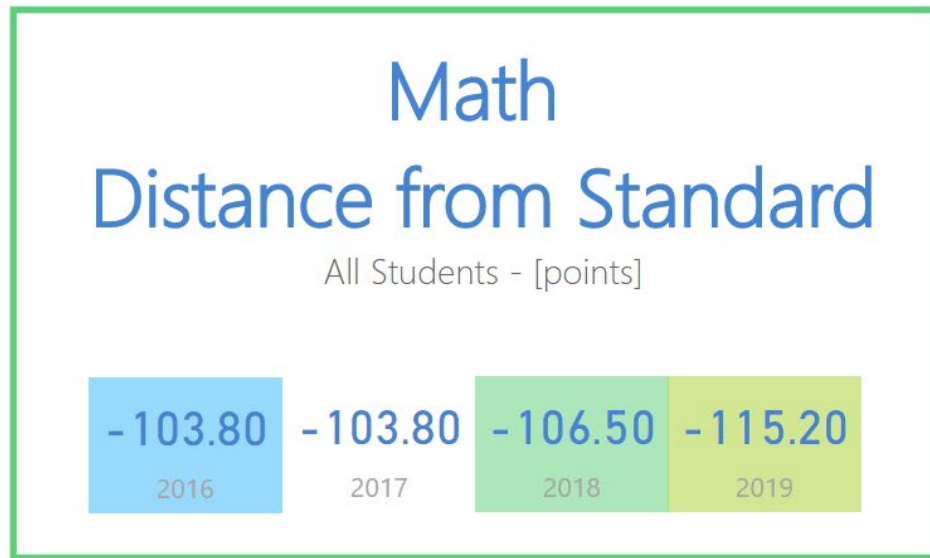


Math CAASPP: Percent Met/Exceed Standard by Grade Level



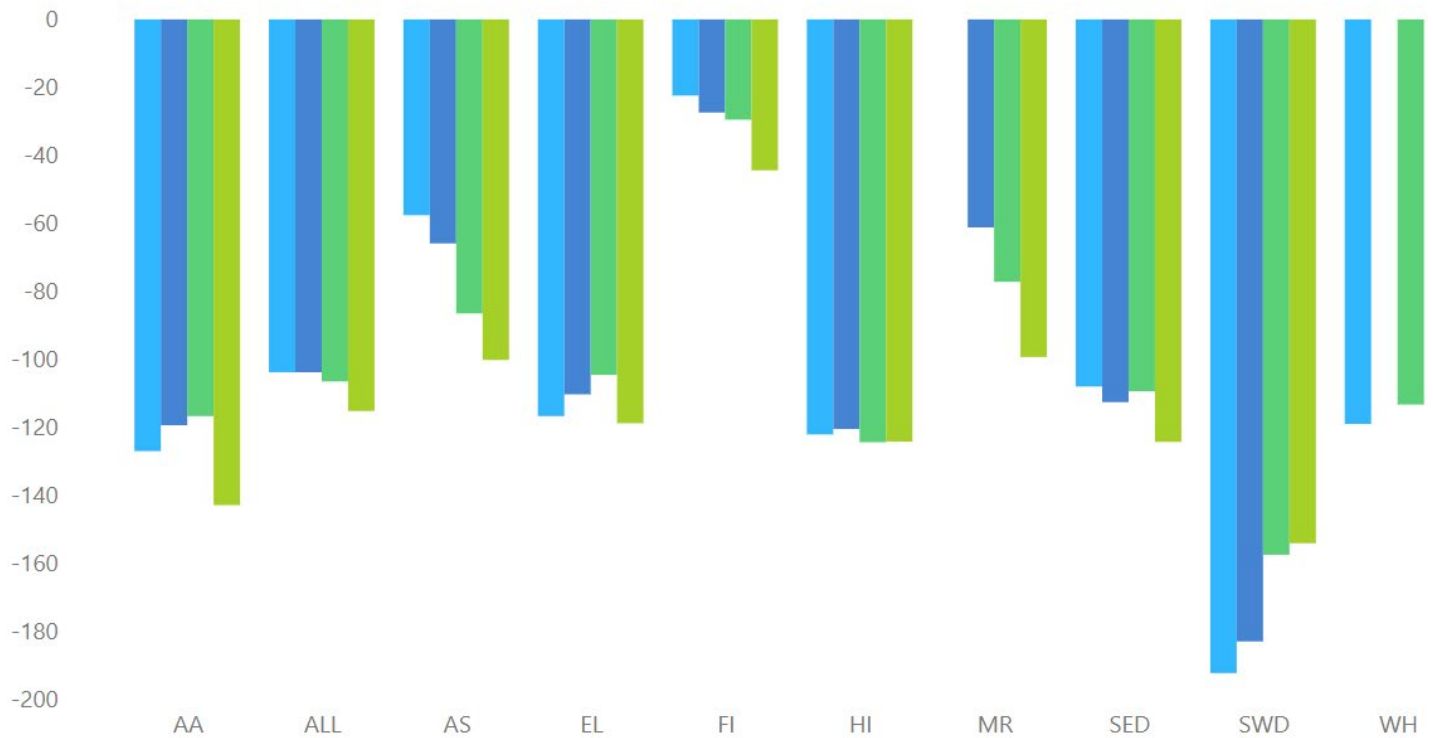
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

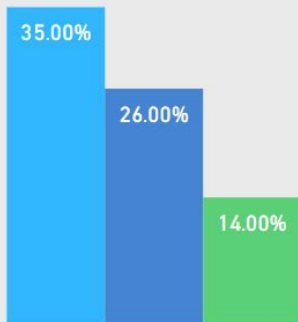
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

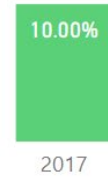
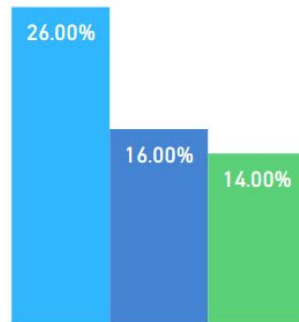
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	- 97.6 points below	- 92.6 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	- 115.2 points below	- 110.2 points below

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

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to enhance the district's ELA/ELD and Math curriculum through AVID strategies, academic conferences, co-teaching, demo lessons in the classrooms and addressing educational equity in our instructional practices and daily interactions to improve instruction and relationships.

As a result of refining the focus on academic standards, teachers will be provided with professional learning opportunities to supplement core instruction by an instructional coach, such as co-teach, demo lessons in the classroom, conferences, data analysis, and academic conferences focusing on evidenced based, instructional practices; writing, mathematics and integrated ELD strategies.

Throughout the year the Instructional Coach and Program Specialist facilitates the teacher support activities including co-teaching, demonstration lesson in the classroom, academic conferences, analysis of data and conduct leadership walk-throughs.

Teacher Additional Hourly Pay Calculation: 33 teachers X 5 hours X \$60 = \$9,900

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate.

Substitute Pay Calculation: 50 days X \$200 = \$10,000

Conferences:

- * AVID Institute (virtual) - June 2021 - grade level representation - 1 teacher from each life level (no cost)
- * PLC Conference – June 2021 - grade level representation – 2 teachers from 7/8 grade and 2 teachers from K-6 grades (\$2,500 X 4 staff = \$10,000)
- * County Math Workshops - throughout school year - All math teachers
- * District ELA Workshops – throughout school year - All ELA teachers
- * District ELD workshops – throughout school year - All teachers

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	11500	Teacher Additional Comp
\$10,000	11700	Substitutes
\$20,000	52150	Conferences
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	52150	Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and Subgroup: English Learners

Strategy/Activity

Students will receive tutoring and one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math programs and/or applications. period and extended day.

Teacher Additional Hourly Pay Calculation for tutoring:

5 teachers X 3 hours per week X 8 weeks* X \$60 = \$28,800

*(Tutoring will be rotational and with coverage throughout the school year.)

Our Instructional Coach and Program Specialist will coordinate small group using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation and facilitate support with students while the teacher works one-on-one with students.

Library Media Assistant will provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds. In addition, the Library Media Assistant will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

Non-instructional materials regalia

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Equipment repair cover the county repairing various out of warranty equipment that requires minor fixes.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, journal/planner for AVID to be used as additional resources/manipulatives for student learning.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$27,824	19101	.20 FTE Program Specialist (salary & benefits)
\$28,000	11500	Teacher Additional Comp
\$1,000	56530	Equipment Repair
\$3,000	56590	Maintenance Agreements
\$6,000	58450	License Agreements
\$15,352	43110	Instructional Materials/Supplies
\$1,544	57150	Duplicating

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$16,001	24101	.4375 FTE Library Media Assistant (salary & benefits)
\$8,152	43110	Instructional Materials/Supplies

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

Continue the identification and monitoring of EL progress resulting in reclassification.

Provide EL students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Program Specialist and Instructional Coach will assist will work collaboratively with teachers to identify areas of need to support EL students.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

- Program Specialists has monthly EL progress meetings with each teacher at every grade level.
- Number of students receiving Bilingual support. Include minutes provided as well as academic support.
- Review master schedule to identify when EL instruction is given.
- Review student achievement data sets.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

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

Students will experience hands-on experiential learning opportunities through NGSS (Next Generation of Science Standards by implementing Project Lead the Way (PLTW) and STEM Programs - field trips, in class experiments/demonstrations to supplement and integrate the district's ELA/ELD and Math curriculum and NGSS science standards.

Field Trips:

1. Fog Willow - October 2019 - K-3- Plant life cycle
2. Various colleges and universities- Throughout the year- 6-8 - Learn about college admission requirements

Conferences:

* PLTW Conference - throughout the year – 4 teachers (two from 7/8 and two from K-6)

Coordinate substitute coverage for teachers to attend conferences/workshops.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, and Project Lead the Way specific project materials.

Equipment includes 3D printers, laser/embazer.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, 3D printers and laser/embazer. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	44000	Equipment
\$5,000	58720	Field Trips – Non-District Transportation
\$2,500	57250	Field Trips – District Transportation
\$10,000	52150	Conferences
\$7,500	58100	Consultants - Instructional

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018 (Year 1), 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

Marshall's goal is to will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners. For that reason, our vision changed. As a school staff, we voted to add the word "accountable" in our vision. Now it reads, "Marshall will be recognized as a model collaborative and accountable community by demonstrating a passion for learning and personal growth, preparing students for college and career success." Following our vision and our first goal in the Single Plan for Student Achievement, we implemented all planned activities.

As planned, Marshall's instructional coach provided teachers with professional learning opportunities to supplement core instruction. Throughout the academic year, Marshall's instructional coach facilitated demo lessons and data analysis following the Professional Learning Community (PLC) Process to new and tenured teachers. Marshall's instructional coach is also an active member of our Administrative, Leadership and AVID Teams. The coach was also instrumental in leading the learning when we attended conferences, such as the 2017-2018 AVID Summer institute, PLTW and CABE conferences.

During the 2017-2018 academic year, all of the supplemental materials and resources to support core instruction that were needed, were purchased and used appropriately. One of the biggest technology pieces that was purchased was a short-throw interactive projector. This will allow our teachers and students interact with lessons being taught.

On the other hand, between my assistant principal and my instructional coach we were able to identify and monitor the progress of English Learners (ELs). By the end of the 2017-2018 academic year, we were able to reclassify twenty-two students. The process of identification and monitoring is ongoing. Also, three teachers and a parent were able to attend the California Association for Bilingual Educators (CABE). After the conference, the teachers and parents shared the learned information with the whole staff about the importance of identifying, monitoring and supporting our ELs through their academic programs.

Furthermore, most of our students experienced the opportunity to go on a fieldtrip that lend to exploration, experimental learning opportunities and project based learning.

In summary, all of the planned educational strategies and activities planned were implemented and/or completed during the 2017-2018 academic year. Most of these strategies and activities will carry on to our next academic year.

1.1 a. Coaching model - Marshall's instructional coach provided teachers with professional learning opportunities to supplement core instruction (ELA and Math). Every eight weeks throughout the academic year, Marshall's instructional coach facilitated demo lessons and data analysis following the Professional Learning Community (PLC) Process to new and tenured teachers. After each lesson, teacher and coach met to debrief to review best practices and points of improvement. There was also time to plan next steps. b. PLC process - Every week, all teachers collaborated using a structured template in which the team answered the four essential questions of the PLC process. Through this process Marshall's instructional coach along with the Administration Team was instrumental to teach and model each of the steps of the process. c. Training/professional learning - Marshall's instructional coach needs to be well versed in the PLC process and the AVID strategies in order to infuse the process and the instructional strategies to our PLTW and STEM curriculum. All new teachers will be encouraged to attend this training onsite, district or out of district. Professional growth is essential to our school in order to uphold to our vision. On the academic year of 2017-2018, there were ten members who attended the AVID summer institute, eight who attended the PLTW conference and most of our teachers received ongoing professional development on the PLC process.

1.2 Two of the supplemental programs that were bought were Step-up to Writing and Accelerated Reader (AR). In terms of technology, 26 short-throw Hitachi 3500 interactive projectors were bought. Also, 20 chrome books were bought for our parent groups (ELAC and Coffee Hour). Our student material supplies were replenished to support all of our ongoing instructional programs (e.g. Common Core Units of Study, AVID, ELD, Physical Education & PLTW). This include trifold posters, binders, planners, binder paper, highlighters, pencils, etc.

1.3 An English Learner (EL) binder is in the main office in which a copy of the Language Survey is kept for all current and incoming English Learner students. These students are then monitored by our Bilingual Deputy. His/her duties include assessing EL students and monitoring if they qualify for reclassification. Reclassified students will be celebrated with a certificate and a pizza or ice-cream party.

1.4 Once a trimester, all grade levels were given the opportunity to plan for a field trip. Marshall provided the transportation funds for all trips.

Effectiveness

Overall the effectiveness of the strategies and activities achieved in the 2017-2018 academic year was positive. Even though our SBAC scores show that there was no growth (ELA 14% and Math 11% students met standards), our staff and students are open to change and improvement. Teachers are embracing the concept of collaborating using a structured process and using data to guide planning and instruction. Our Leadership Team, with the support of the Administrative Team, has been instrumental in the implementation of the first goal in Marshall's SPSA. Most important, as a TEAM, Marshall continues to grow professionally as we learn research based strategies in order to improve student achievement.

On the other hand, one of the challenges that Marshall had to endure was the fact that our instructional coach was promoted to a district based coaching position by the end of the 2017-2018 school year.

1.1 a. Coaching model - The effectiveness of the coaching model where Marshall's coach observed and provided constructive feedback, taught demo lessons and facilitated observations at other sites was very effective. Most of our teachers, who received instructional coaching, implemented suggested instructional strategies and kept track of data via formative assessments. b. PLC process - Using the PLC template was effective because it allowed the teachers to stay focused on finishing complete cycles of the process. One of the points of improvements was having all teachers accountable for documenting and keeping track of their formative and summative assessments. c. Training/professional learning - Professional development was effective, but as a school, our students did not make substantial growth as demonstrated in the SBAC results. Adjustments will be made in order to improve the effectiveness of professional development for the upcoming academic years.

1.2 The two programs that were purchased are very effective. Step-up to Writing is a very structured writing program and AR provides our students extra reading opportunities at their own Lexile reading level. The technology that was bought is going to be very effective once the projectors are installed and are working properly. The parent chrome books that were bought, five to ten parents used them to learn another language in our parent room using Rosetta Stone. This technology promotes more parent involvement and it's available at all times. Student supplies are needed and are utilized for every day instruction.

1.3 34 EL Students have been reclassified on the 2017-2018 academic year. Further, all of these students will be monitored to make sure they are academically successful.

1.4 This strategy was very effective in terms that it improved attendance, parental involvement and experimental learning amongst the grade levels who went on a field trip.

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

Material Changes

One of the major differences that I proposed to the Leadership Team and School Site Council was that our school needs current technologies to facilitate and improve instruction. Both teams approved the purchase of new interactive projectors and teacher laptops that could connect wirelessly to the new projectors. During the 2017-2018 academic year, only the projectors were purchased. A budget allocation would be made with the 2018-2019 to purchase all the wiring, brackets and teacher laptops.

As a STEM school, we allocated a ten percent increase to provide students with hands on learning opportunities via fieldtrips.

Another modification that was proposed during the 2017-2018 year was the hiring of a program specialist, librarian and a community assistant. The budget allocation would be made with the 2018-2019 budget.

There was also a ten percent increase in budget allocation to attend the AVID Summer Institute, PLTW and CAFE conferences during the 2017-2018 academic years.

1.1 a. Coaching model - There were only two significant material differences that as a school we made was to purchase bulletin boards for our main hallways and in the cafeteria to showcasing our student's work and academic growth. Marshall's instructional coach was instrumental to make this decision. Also, teacher binders were purchased, so teachers can keep all their documentation organized. b. PLC process - Since Marshall's vision changed and added that our school would be, "Accountable" for learning and professional goals, a, "PLC Data Binder" was created. This is a significant material change because now, all the stakeholders accountable for keeping essential documentation that will allow guiding our planning and our instruction. These process will be reviewed and checked during our academic conferences by our instructional coach and the Administration Team. c. Training/professional learning - One of the significant changes in the way professional development is offered to teachers is that the Marshall Administrative Team decided to bring most the training onsite.

1.2 Utilizing Step-up to Writing and AR has increased student growth in MAP scores. Still, it is too early to see their impact over our future years. Our projectors have not been installed, so there can't be any report. Our parent chrome books have made some positive impact because parents come to use them often and they get more involved in our community events. On the other hand, having every day material which our students need for instruction is always instrumental and necessary for instructional learning.

1.3 There has been significant difference in terms or monitoring students. In previous years, there was little effort to tend to the needs of our English Learners. Now, a specific person has been assigned to oversee our EL program, instruction and progress.

1.4 The only significant change was that school funds were allocated to provide all of our students the opportunity to take our students on experimental learning field trips.

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.

Future Changes

There are several changes for Year 2 that will be made to Goal 1. First, allocating some of the budget to hire new staff. These are, a full-time coach, a .5 program specialist, .5 counselor, 3.5 hrs. librarian and a 3.5 hrs. community assist. All of these personnel will directly impact student achievement and parent involvement.

Another change is that time and budget will be allocated to more community school events. Teachers will be compensated for any extra time.

Budget will also be continued to be allocated to fund student incentives. These incentives will be distributed to high academically achievement students, students making academic growth, exemplary citizen students and students with perfect attendance.

Budget will also be allocated for any extra hours that our support staff work. Staff includes Campus Assistants, noon duty and office personnel.

1.1 a. Coaching model - In the future, there is going to be a process in which we keep all the stakeholders accountable for keeping essential documentation that will allow guiding our planning and our instruction. These process will be reviewed and checked during our academic conferences by our instructional coach and the Administration Team. b. PLC process - Marshall's future changes in terms of the PLC process is that all stakeholders will be accountable for keeping track of all the documentation that is created or given during each and every PLC collaboration meeting. Most important keeping and maintaining data which will guide our instructional planning and learning. c. Training/professional learning - One of the major changes for the 2017-2018 academic year is that Marshall lost our full time instructional coach which directly affects onsite professional development. This drastically affects the extra support that new, probationary or teachers who need support might not get anymore.

1.2 In terms of programs, AR could be more effective if we had a librarian who could train our teachers and students on how to effectively use all of its resources. I'm putting a request to have a 3.5 hr librarian. On the matter of our writing program, SUSD is purchasing a new writing program and will wait to purchase any further services for Step-up to Writing. As for technology, I'm hoping that our projectors are installed in the near future so that it can enhance instructional practices for our teachers. In addition, materials are essential for everyday use, so I will continue to purchase all necessary materials for our students.

1.3 Some of the future changes is to hire a Program Specialist who will be in charge of monitoring our EL students and EL Program. This includes the monitoring of our Reclassified students and preparing our current ELs to be reclassified.

1.4 Marshall administration will continue to allocate specific funds for field trips which include experimental learning and academic ambitions (e.g. college and university trips)

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspensions - By June 2021, reduce suspensions for All Students by 5% to 3.3%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Attendance/Truancy – By June 2021, reduce chronic absenteeism for All Students by 5% to 17.5%.

Identified Need

Suspension –

8.3% - All students suspended

21.4% - Homeless Youth suspended

15.1% - Black/African Students suspended

10.1% - Students with disability suspended

Attendance/Chronic Truancy –

22.5% Chronic Absenteeism (All students)

52.6% White students were chronically absent

34.8% Homeless Youth were chronically absent

27.2% Students with disability were chronically absent

Suspension Rate

All Students
percent of unduplicated suspension

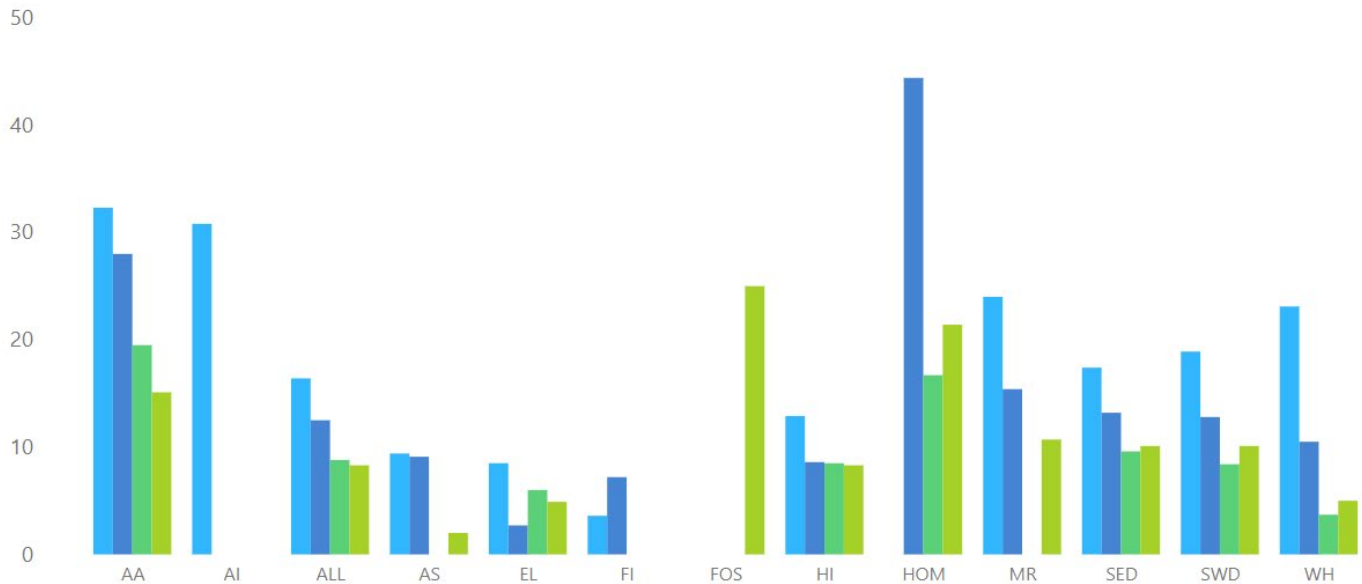


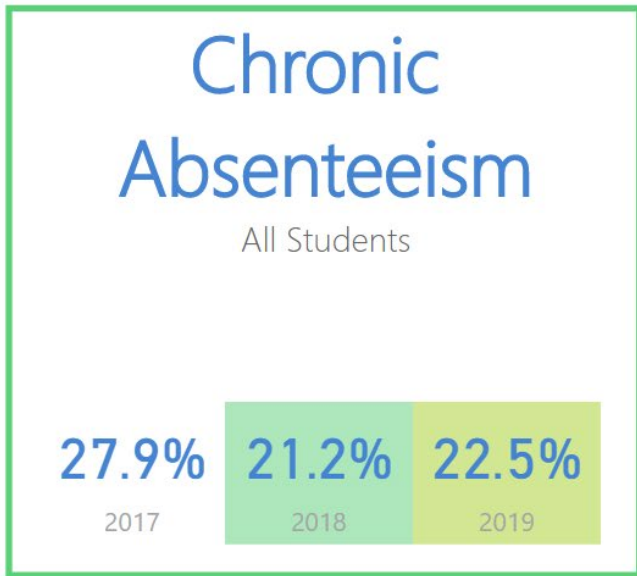
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

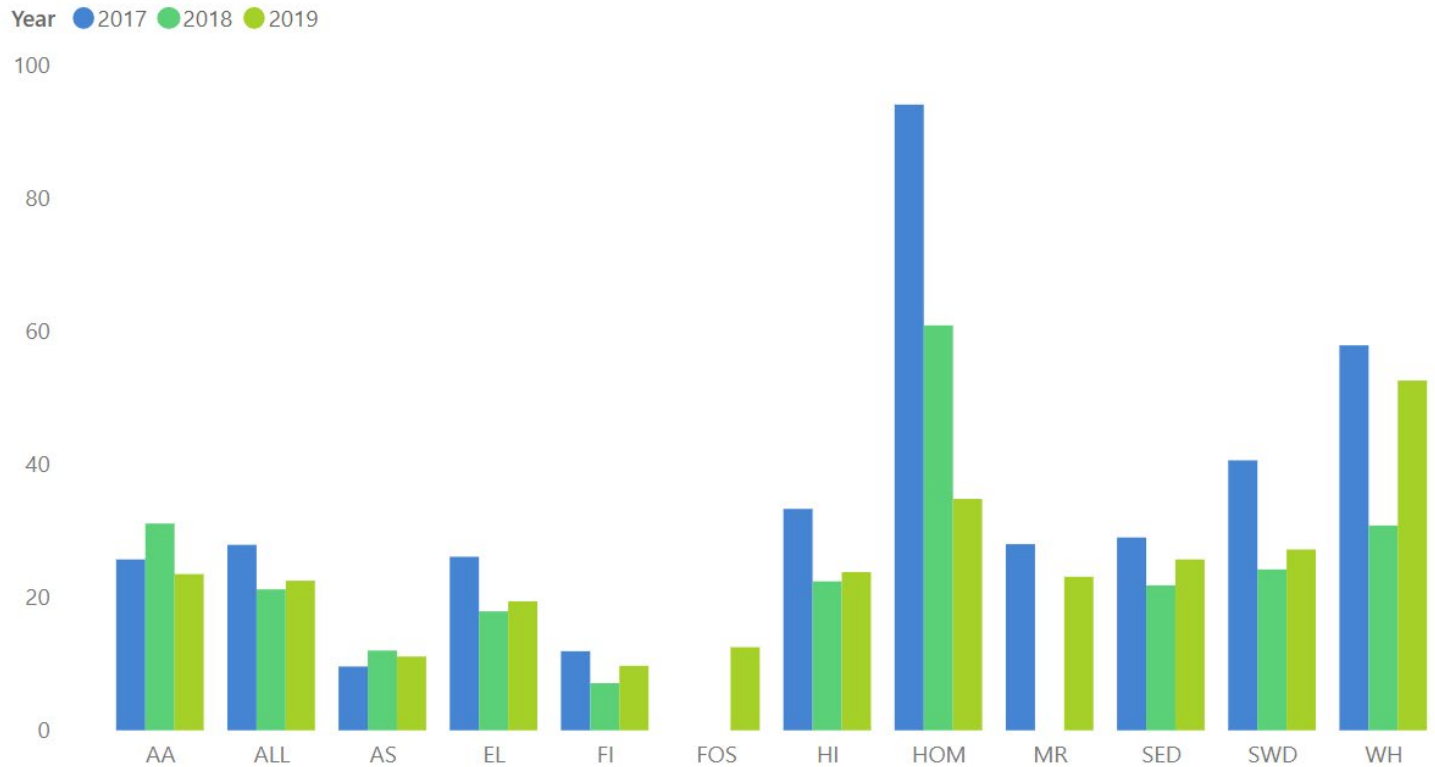
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	8.3%	3.3%
Chronic Absenteeism (All Students)	22.5%	17.5%

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

Provide students with social and emotional supportive resources that positively impacts student learning through lunch time structured sports and student engagement activities PBIS initiatives.

Restructure school bell schedule to reflect one recess per grade level. Provide play equipment (hula hoops, balls, games and structured sporting activities) during recess activities focused on peer to peer communication/interaction skills, social and emotional learning, safe and supportive school climate.

Provide 20 minutes restorative practices at the beginning of each class, every day to increase positive peer to peer communication/interaction skills, social and emotional learning, safe and supportive school climate.

Implement a clear and consistent Multi-Tiered System of Support (MTSS). Provide teacher professional development on developing positive classroom culture and classroom management strategies.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$50,000	12151	Counselor (salary & benefits)

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Implementation of the Positive Behavior Interventions and Supports (PBIS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Marshall School. Create a PLUS club with class president, VP, Secretary and include students in school decisions. Implement a "Classroom Parent" program where one parent will serve one grade level and assist teacher as needed in addition to serving as the liaison between grade level classrooms and families (provide information on upcoming events, provide feedback to teachers, etc.). Students and parents will be included in the school decision making apparatus.

*Implement an advanced PE course during 6th period. Students in grades 4 – 8 who excel in academics, behavior and/or PE will receive an offer to learn various structured sports and associated safety protocols from the PE teacher (during elective time). Designed to increase student wellness and increase positive peer-to-peer engagement during unstructured times (recess).

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018 (Year 1), 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

In the school academic year of 2018-2019, the overall implementation of Positive Behavior Intervention and Supports (PBIS) and Foundations strategies and systems were minimally successful. The number of suspensions decreased from 8.8% in 2018 to 8.3% in 2019. The percentage of student absenteeism increased from 21.2% in 2018 to 22.5% in 2019.

Marshall's has implemented numerous changes for the 2020-2021 school year based on data from the Comprehensive School Profile, PLUS surveys, and stakeholder input. Marshall's continuous goal is to create a community and environment where students, parents, and staff are valued. The Marshall Community provides guidance, support, and opportunities for all members to reach their academic potential and to become contributing members of our society. To accomplish this goal, we have reassessed the school PBIS practices, restructured the school master schedule, restructured the staff yard duty supervisor schedule, lowered the supervisor/student ratio during unstructured activities/time frames, implemented new procedures for recess and school entrance/exit procedures and created a Family Resource Center for Marshall families to gain needed resources and assistance. All Marshall team members are involved in the rollout of creating a positive school climate. Key leaders are the assistant principal, counselors, selected parents, selected students and teachers. Furthermore, students and parents are involved in "growth celebrations" and monthly perfect attendance award assemblies.

1.1 PBIS - Through PBIS systems of support, a positive and more structured environment was created. Yellow and white lines were painted throughout campus. The lines are designed to allow students to maintain social distancing and move about campus undeterred. Perfect attendance rallies and schoolwide assemblies were held to celebrate students with perfect attendance. Students helped organize Red Ribbon Week, PLUS Unity Day, STEM Family Night, National Physical Fitness and Sports Month, a Garden Visitation Food Experience (for grades K – 5), Turkey Trot (during Thanksgiving), Halloween Parade, a staff holiday celebration (during winter) and the Marathon Kids Club where students run 100 miles over the course of the school year.

1.2 PLUS - Student members of the PLUS Team conducted student forums and helped organize "Spirit Weeks" where students dressed in accordance with a specific theme.

1.3 The Marshall team implemented structured games during recesses and helped organize the end of the year carnival.

1.4 Counseling - Our counselor along with the Administration Team is very visible during the day. We calmly and positively correct undesired behavior and reward exceptional behavior. The team is strategically positioned in all common areas where most incidents happen. As an active member of

the PBIS Team, our counselor is instrumental in organizing and implementing strategies, awards assemblies, counseling groups, attendance, CARE and SST meetings and incentive systems.

Effectiveness

The effectiveness of the strategies implemented throughout the 2019-2020 academic year were successful. Using the S.T.O.I.C. model from the Foundations program has been very effective throughout the campus. It stands for Structure, Teach (desired behavior), Observe and Monitor, Interact positively, Correct misbehavior fluently. During this year, we focused on the all elements of the STOIC program with a particular emphasis on “Structure.” There is research behind the concept that “if there is no structure in everything that we do in the classroom and/or school wide, there are more chances of running into chaos and dysfunction in the systems in which we operate”. Staff and students to the additional structures put in place by the assistant principal. The team followed the PBIS initiatives throughout implementation of the STOIC process. PBIS is a research-based program that is a proven school support system that aids in the reduction of problematic behaviors. As part of PBIS, all stakeholders give positive support to students and staff.

1.1 PBIS - Although Positive Behavior Interventions & Supports will be identifying individual students school-wide for exhibiting desired behaviors, it is still necessary to acknowledge all students on a day-to-day basis both individually and as a class. This system of support is very effective because most students strive to accolades.

1.2 PLUS - The activities that the PLUS Team organized or helped organized were fun and very effective for all of our students. For instance, the anti-bullying forums dealt with how to deal and resolve bullying or other unwanted behaviors. The recess times were better structured. Having students engaged in structured games, during recess, helped minimize incidents and suspensions. The Spirit Weeks beneficial to peer to peer relations and student to teacher relations. There were fun and sometimes colorful. The Turkey trot and Halloween parand along with the Marathon Kids Club got the students up and moving in a positive atmosphere. The initiatives were successful.

1.3 Counseling - All counseling activities are shown to be effective but there is a need for additional activities and initiatives. An additional .5 counselor has been added for the 2020 – 2021 school year. Our data shows that suspensions have slightly decreased. Our students are receiving counseling services on as needed basis. The Administration Team and the Counseling Team are very visible on campus. They are going into classes during the first 20 minutes of the school day to teach social/emotional skills, conflict resolution, and desired behaviors.

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

Material Changes

Many initiatives do not require funds. Only a shift in behavior (from staff and students). Staff members will calmly and immediately correct undesired behavior. Staff and faculty will teach desired behaviors to students. Consultants will provide training to faculty and staff on various topics related to climate and culture, PBIS, and MTSS. Again, positive behavior was rewarded and celebrated throughout the year. Some of the incentives bought were, tablets, bikes, toys, books, snacks, certificates, and positive verbal feedback. We have created a Family resource Center (no funds

allocated) to assist families with resources and needed clothing items. Around the same amount of money will be allocated for student incentives for the next academic year.

1.1 PBIS – Through schoolwide structures and strategic changes to school scheduling and supervision during unstructured times, unwanted behavior decreased and students were in the classroom more.

1.2 PLUS - By having our student leaders support the ideology of PBIS, our overall slightly increased and unwanted behavior slightly decreased.

1.3 Counseling - Our counselor has been instrumental to increasing our attendance and decreasing our overall number of suspensions.

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.

Future Changes

For the year 2020-2021, we have added an additional .5 FTE counselor, and a >5 FTC Community Assistant. We are in the process of interviewing for a new librarian. The counselor will act as PLUS coordinator and will have the task of continuing all the activities and guidelines. Furthermore, a new assistant principal will be hired in the first few weeks of the new academic year. We have a relatively new administrative team. This new principal and assistant principal will continue the systems already put in place including PBIS and Foundations programs.

Another change that will be implemented is the structured lunch recess activities that need to be organized every day. This means that our noon duties need to be trained on how to manage and structure some easy and fun activities during this time. Through data analysis, most of our behavior incidents happen during lunch time and that's the reason we are structuring more activities during this time.

1.1 PBIS - The system in place will continue because data suggests it will have a major impact on student behavior, student suspensions and increased student attendance.

1.2 PLUS - A major change is that the counselor will take over PLUS for this school year only. Still, all strategies and activities will remain the same. Overall, we want Marshall to keep decreasing unwanted behavior, increase attendance thus increases student achievement.

1.3 Counseling - One of the major changes for our counseling team is that SUSD is adding another counselor to many of our schools and Marshall has benefitted from this change. Marshall will be getting another full-time counselor. Another enhancement to our counseling team is that we plan to target specific grade levels who are in the need of specific strategies to deal with some unwanted behavior.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase one parent helper per grade level.

Identified Need

Meaningful Partnerships:

Parents attend academic focused Family Nights.

Parent helper (i.e. volunteers)

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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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

Recruit parents during academic focused Family Nights (e.g. Reading, Math, STEM, AVID, etc.), parent/teacher conferences, parent meetings (e.g. SSC - SPSA advisory, ELAC - English Learner Advisory Committee, Parent Coffee Hour Meetings, After School Program, and Scholastic Book Fair.

Community Assistant will provide outreach to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and behavior habits.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	43400	Parent Meeting
\$1,486	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$18,807	29101	.4375 FTE Community Assistant (salary & benefits)

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018 (Year 1), 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

As a new principal at Marshall, I worked with the new assistant principal to create a strong partnership with our teachers, staff and community. I reached out to staff, parents, family members and the local community to determine the school and community needs. The leadership team is composed of myself, assistant principal, counselor, program specialist, community assistant, instructional coach and administrative assistant. On our first meeting, it was determined that parent participation is essential for our student's success in school and it needs to be a priority at Marshall Elementary. With this mindset, we created a Family Resource Center. Through the approval of our Leadership Team, we decided to ensure at least one school wide parent/community activity. We held a Family STEM Night which was wildly successful. We will also include fun and academic family events such as Back to School night, Winter Program, AVID Night, book fairs, parent coffee hour, attendance rallies, and promotions (K & 8). Along with these activities, we would still have our committees in which we would require and encourage parent participation. For example, School Site Council (SSC), English Learner Advisory Committee (ELAC) and create a PTSA. Research shows that parent involvement in schools increases student achievement, increases regular school attendance, created better student behavior and a more positive attitude about school.

1.1 Support and Resources - Parents were offered the choice of joining different school groups. These groups include SSC, ELAC, PTSA (upcoming) and Coffee Hour. Monthly meetings are scheduled, announced and promoted through Parent Links (by phone), flyers, PeachJar, and announced in the marquee. Topics of interest were presented such as, student attendance, various assessments given to our students throughout the year, importance of parent participation in schools, how to deal with unwanted student behaviors at home, District resources available to parents, etc. Academic Focused Activities - Academic focused activities would include fun and academic family events such as Back to School night, Winter Program, AVID Night, PLTW/STEM Night, Garden Club activities, Marathon Kids Club activities, book fairs, coffee hour and promotions (K & 8). Some of these events occurred during school hours and many in the events were led by our Leadership Team. All teachers were given the opportunity to use their participation in these events as part of their Teacher-Parent involvement hours.

Effectiveness

The overall effectiveness of the activities hosted by Marshall staff was successful. Parents enjoyed taking part of all the school planned activities. Especially the ones where they could see their child perform or create a project. These activities will be recreated in the upcoming academic years and will take parent input from parent committees or groups on what future activities would they like to

have at our school. Overall, we had good parent participation, but we're striving for more parent involvement in our parent and school committees.

1.1 Support and Resources - The effectiveness of parent meetings was good. All information was delivered effectively and parents were receptive. Marshall still needs to find more effective ways to get more parents involved in all meetings and activities presented to them.
Academic Focused Activities - The overall effectiveness of the activities hosted by Marshall staff was very successful. Parents enjoyed taking part of all the school planned activities. Especially the ones where they could see their child perform and/or create projects. Overall, we had good parent participation, but we're striving for more parent involvement for our school committees.

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

Material Changes

Budget was allocated to enhance parent meetings and increase parent participation. For instance, five hundred dollars was allocated for local stores to buy small snacks for our parent meetings. Approximately 20 hours of extra time was allocated for noon duties who wanted to work extra hours in evening parent programs to ensure safety. Most important, Marshall's parent budget will be closely monitored in order to make adjustments according to parent needs.

1.1 Support and Resources - One of the most significant changes for the 2019-2020 academic year is that Marshall welcomed a new principal and assistant principal. This directly impacted strategies for parental involvement. The leadership team was able to seamlessly transition and assist students, staff and parents as needed. The new assistant principal will take over the same responsibilities and help organize and promote parental involvement at Marshall.
Academic Focused Activities - Through the effectiveness of parental involvement, it was determined that these activities will be recreated in the upcoming academic years and will take parent input on what future activities would they like to have at our school. Overall, we had good parent participation, but we're striving for more parent involvement.

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.

Future Changes

In a parent survey, parents indicated that they would like to have a person to facilitate communication with school personnel. We have hired a Community Assistant to help with this process. The main responsibility of this position is to continue to encourage parental involvement and also help to bring extra parent resources to Marshall. For example, health care, nutrition classes, learning another

language, teach effective strategies to help our students, etc. In the same order, this Community Assistant will help to organize and plan parents to participate in all school related activities.

1.1 Support and Resources – During the 2019-2020 year, Marshall welcomed a new principal, a new assistant principal, a new Community Assistant and a new .5 counselor. They have been instrumental in creating a positive climate and culture and increasing parental involvement. Academic Focused Activities - Marshall Elementary will continue to strive for more parental involvement in the upcoming academic years. Parent surveys will be conducted to find out their interests and adjust our topics or events to fit the needs and wants of our parents. Most important, Marshall will be looking forward to implementing initiatives with our new full-time counselor who will be instrumental for student achievement.

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	\$127,206
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$255,166

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 (\$)
Title I	\$127,206

Subtotal of additional federal funds included for this school: \$127,206

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 (\$)
LCFF	\$127,960

Subtotal of state or local funds included for this school: \$127,960

Total of federal, state, and/or local funds for this school: \$255,166

Budget Spreadsheet Overview – Title I

MARSHALL**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 124,720
TOTAL BUDGET DISTRIBUTED BELOW	\$ 124,720
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 2,486
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 2,486
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 38,000					\$ 38,000
11700	Teacher Substitute		\$ 10,000					\$ 10,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.2000	\$ 27,824					\$ 27,824
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 75,824	\$ -	\$ -	\$ -	\$ -	\$ 75,824
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 15,352	\$ 2,000				\$ 17,352
43200	Non-Instructional Materials						\$ 1,486	\$ 1,486
43400	Parent Meeting						\$ 1,000	\$ 1,000
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 15,352	\$ 2,000	\$ -	\$ -	\$ 2,486	\$ 19,838
Services								
57150	Duplicating		\$ 1,544					\$ 1,544
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 3,000					\$ 3,000
56530	Equipment Repair		\$ 1,000					\$ 1,000
52150	Conference		\$ 20,000					\$ 20,000
58450	License Agreement		\$ 6,000					\$ 6,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 31,544	\$ -	\$ -	\$ -	\$ -	\$ 31,544
GRAND TOTAL			\$ 122,720	\$ 2,000	\$ -	\$ -	\$ 2,486	

Budget Spreadsheet Overview – LCFF

MARSHALL

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 127,960
TOTAL BUDGET DISTRIBUTED BELOW	\$ 127,960
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor				\$ 50,000		\$ 50,000
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.4375	\$ 16,001				\$ 16,001
29101	Community Assistant	0.4375				\$ 18,807	\$ 18,807
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 16,001	\$ -	\$ 50,000	\$ 18,807	\$ 84,808
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 8,152				\$ 8,152
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment		\$ 5,000				\$ 5,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 13,152	\$ -	\$ -	\$ -	\$ 13,152
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans		\$ 2,500				\$ 2,500
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 15,000				\$ 15,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans		\$ 5,000				\$ 5,000
58920	Pupil Fees						\$ -
58100	Consultants-instructional		\$ 7,500				\$ 7,500
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
GRAND TOTAL			\$ 59,153	\$ -	\$ 50,000	\$ 18,807	\$ 127,960