School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 10/12/2021

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 2 – 09/28/2021	Ver 1 – 05/27/2020 Ver 2 – 09/28/2021	Ver 1 – 07/28/2020 Ver 2 – 10/12/2021

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)

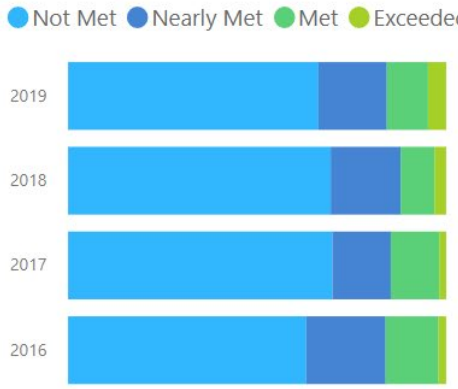
2019: - 98.7 points with a change of - 8.7 (English Language Learners)

ELA

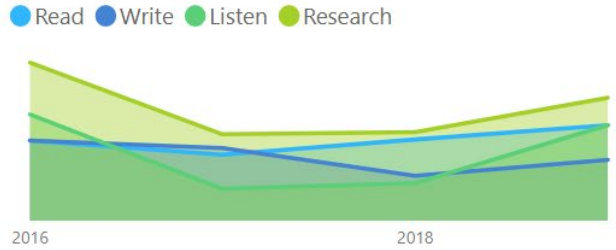
Percent Met/Exceed Standard: All Students

16%	14.66%	12.04%	15.69%
2016	2017	2018	2019

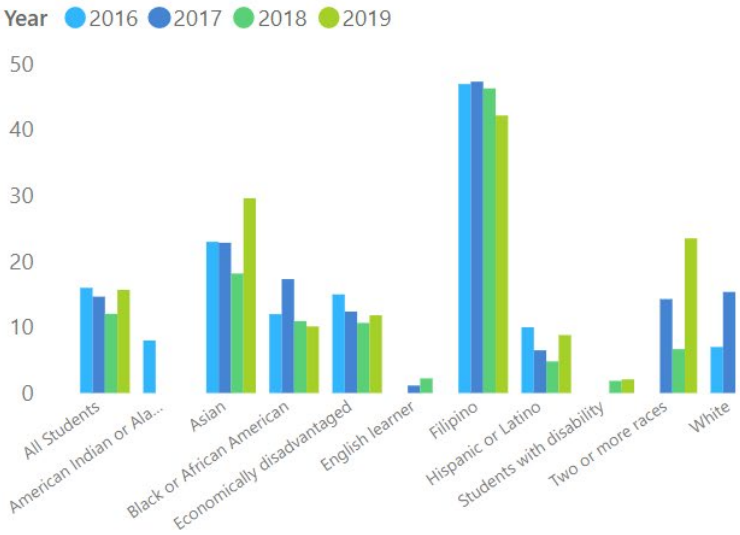
ELA Overall Performance Level



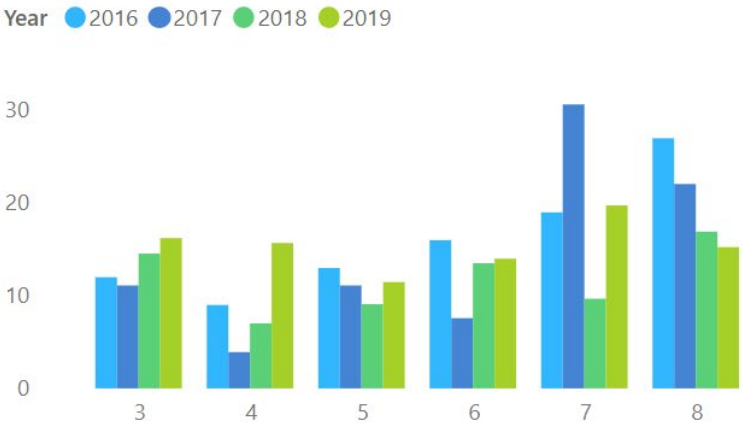
ELA: Percent Above Standard



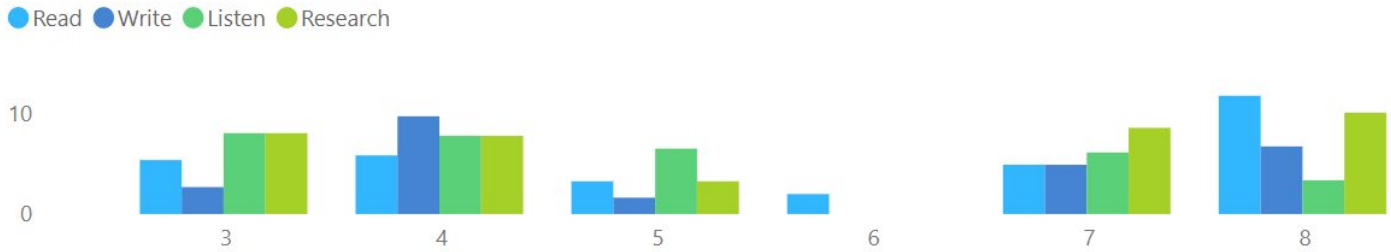
ELA CAASPP: Percent Met/Exceed Standard



ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard



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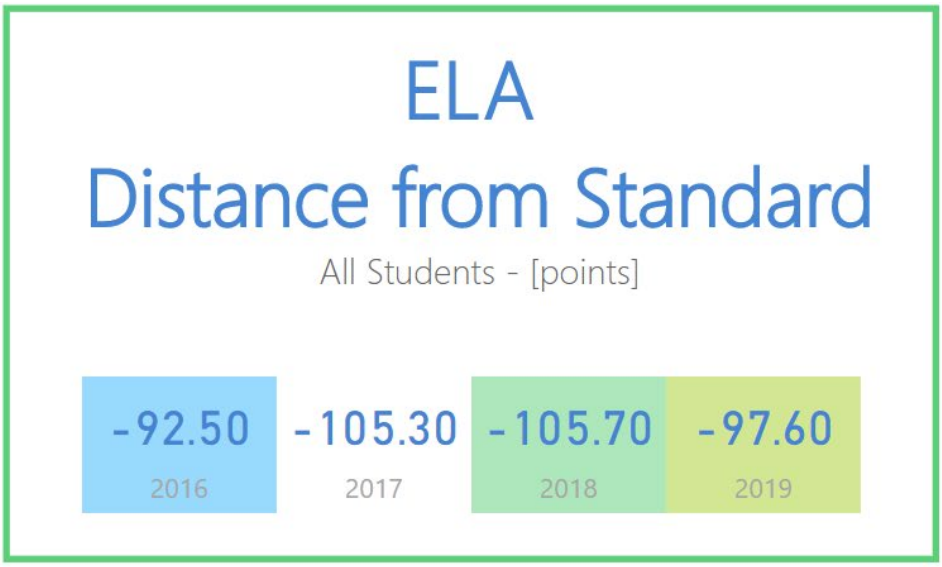
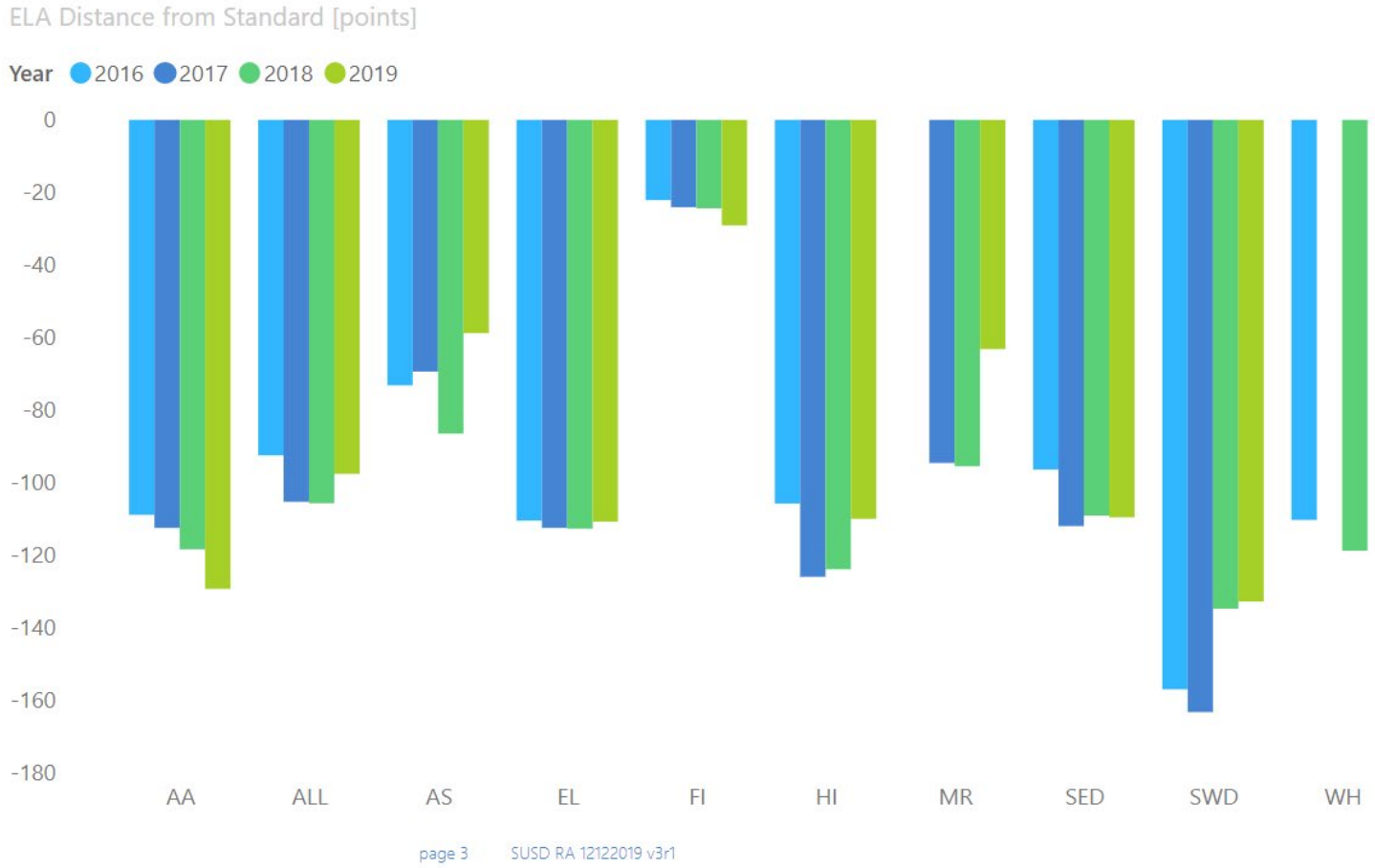

ELA
Distance from Standard
All Students - [points]
-92.50
2016
-105.30
2017
-105.70
2018
-97.60
2019


ELA Distance from Standard [points]
Year 2016 2017 2018 2019
0
-20
-40
-60
-80
-100
-120
-140
-160
-180
AA
ALL
AS
EL
FI
HI
MR
SED
SWD
WH
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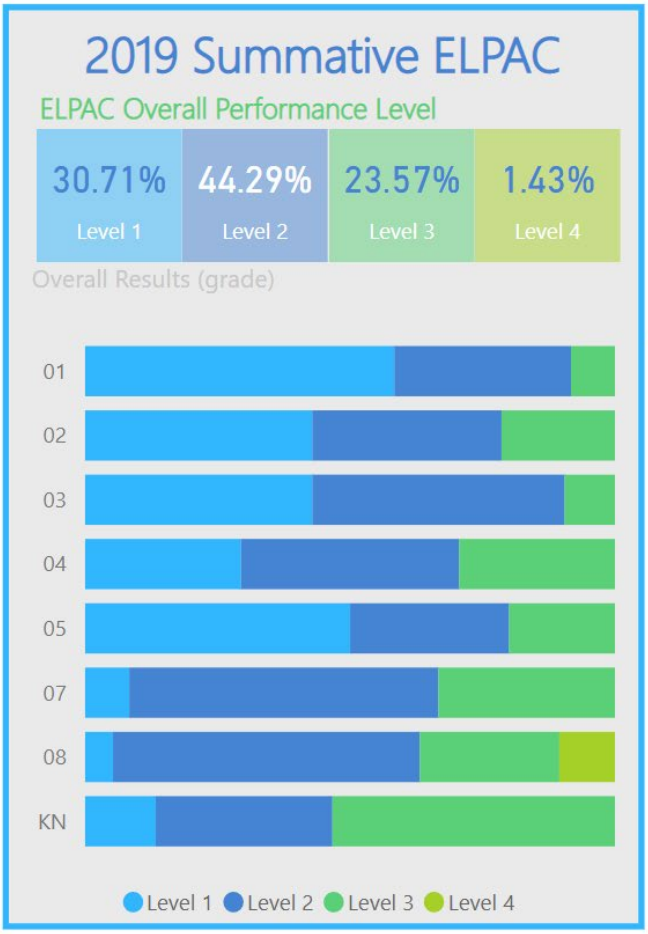

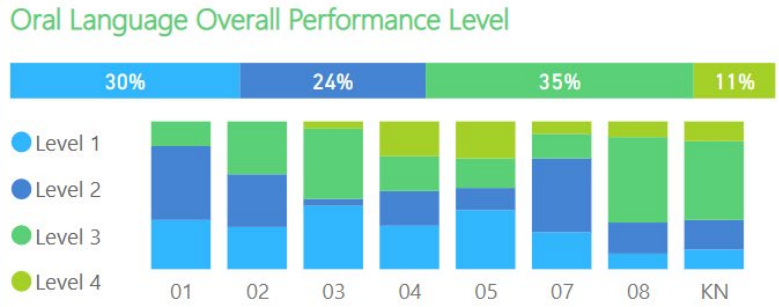

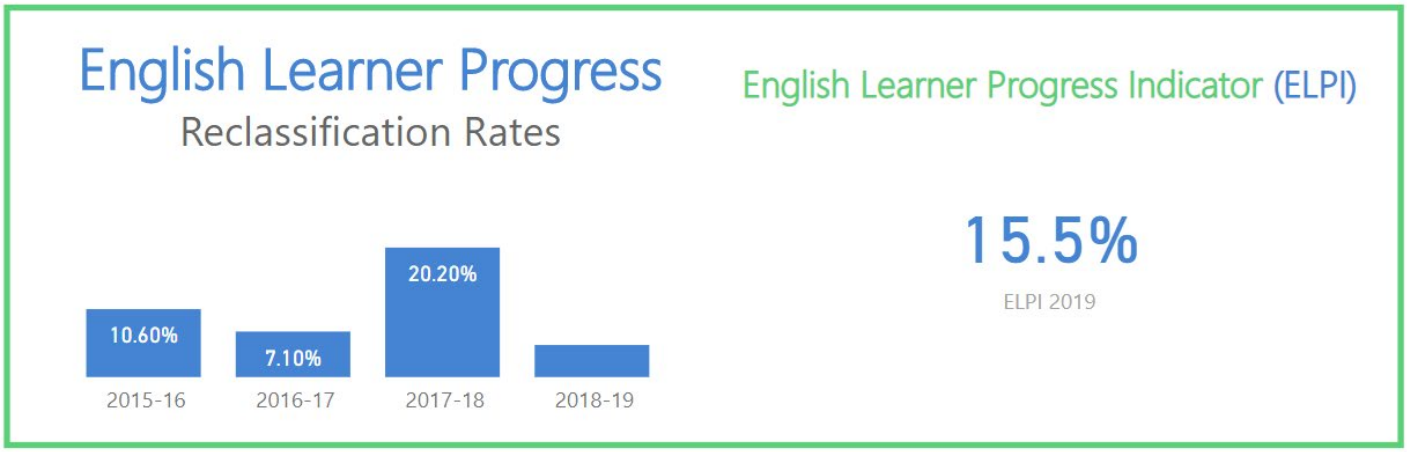

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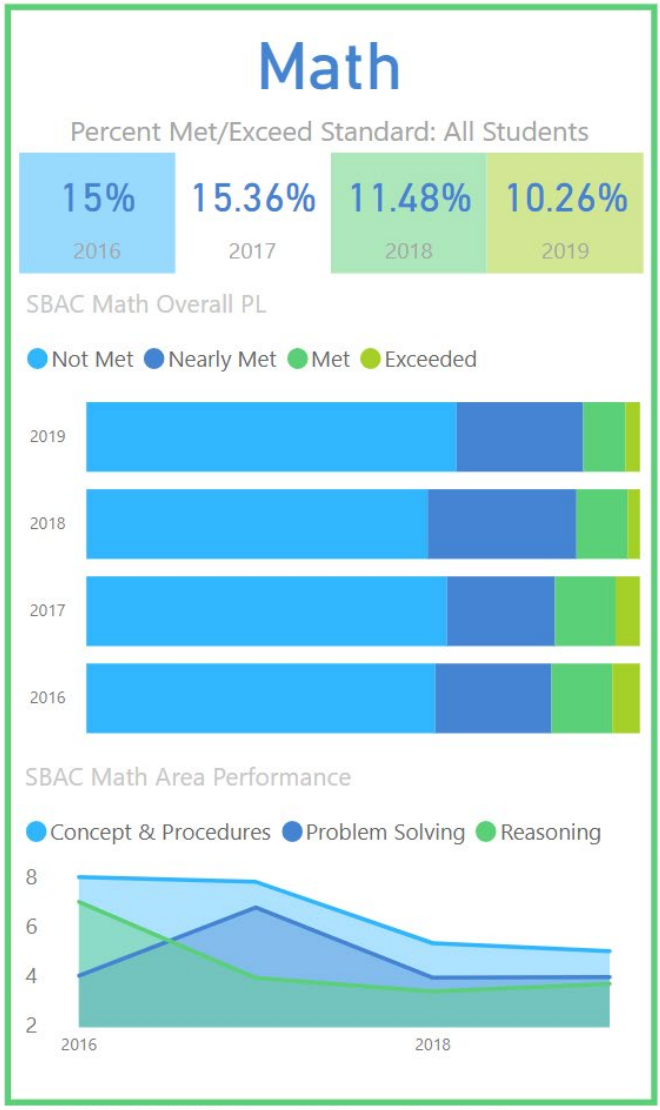
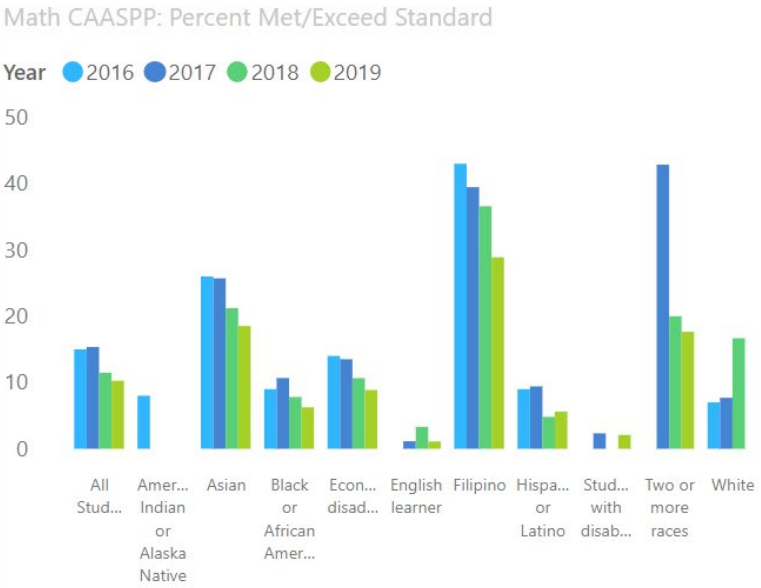
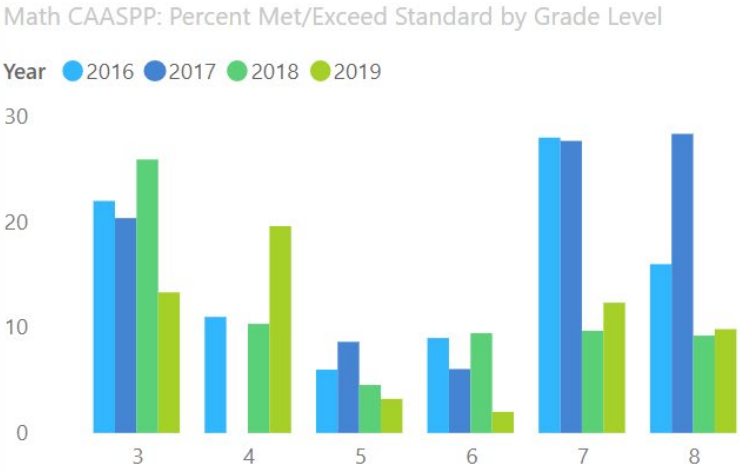
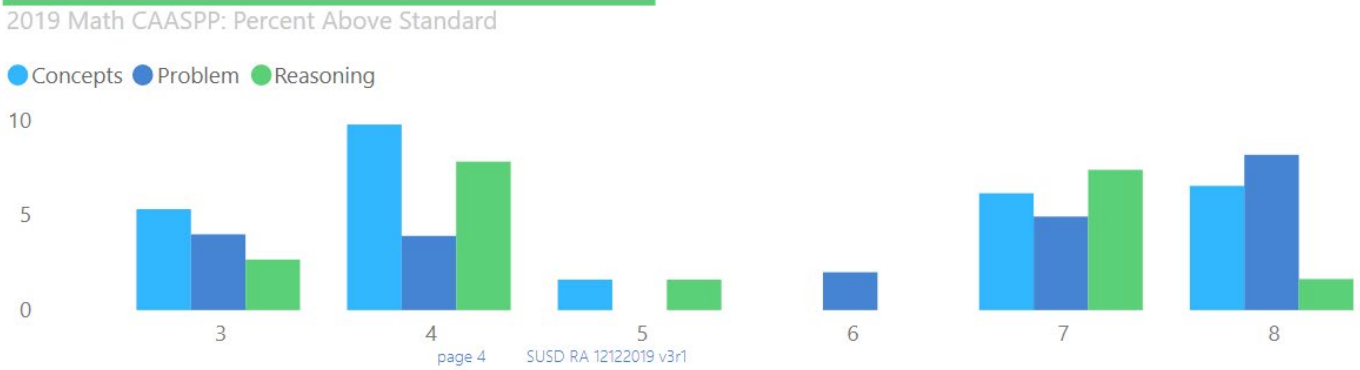

Math
Percent Met/Exceed Standard: All Students
15%
2016
15.36%
2017
11.48%
2018
10.26%
2019
SBAC Math Overall PL
Not Met
Nearly Met
Met
Exceeded
2019
2018
2017
2016
SBAC Math Area Performance
Concept & Procedures
Problem Solving
Reasoning
8
6
4
2
2016
2018


Math CAASPP: Percent Met/Exceed Standard
Year
2016
2017
2018
2019
50
40
30
20
10
0
All Stud...
Amer... Indian or Alaska Native
Asian
Black or African Amer...
Econ... disad...
English learner
Filipino
Hispa... or Latino
Stud... with disab...
Two or more races
White

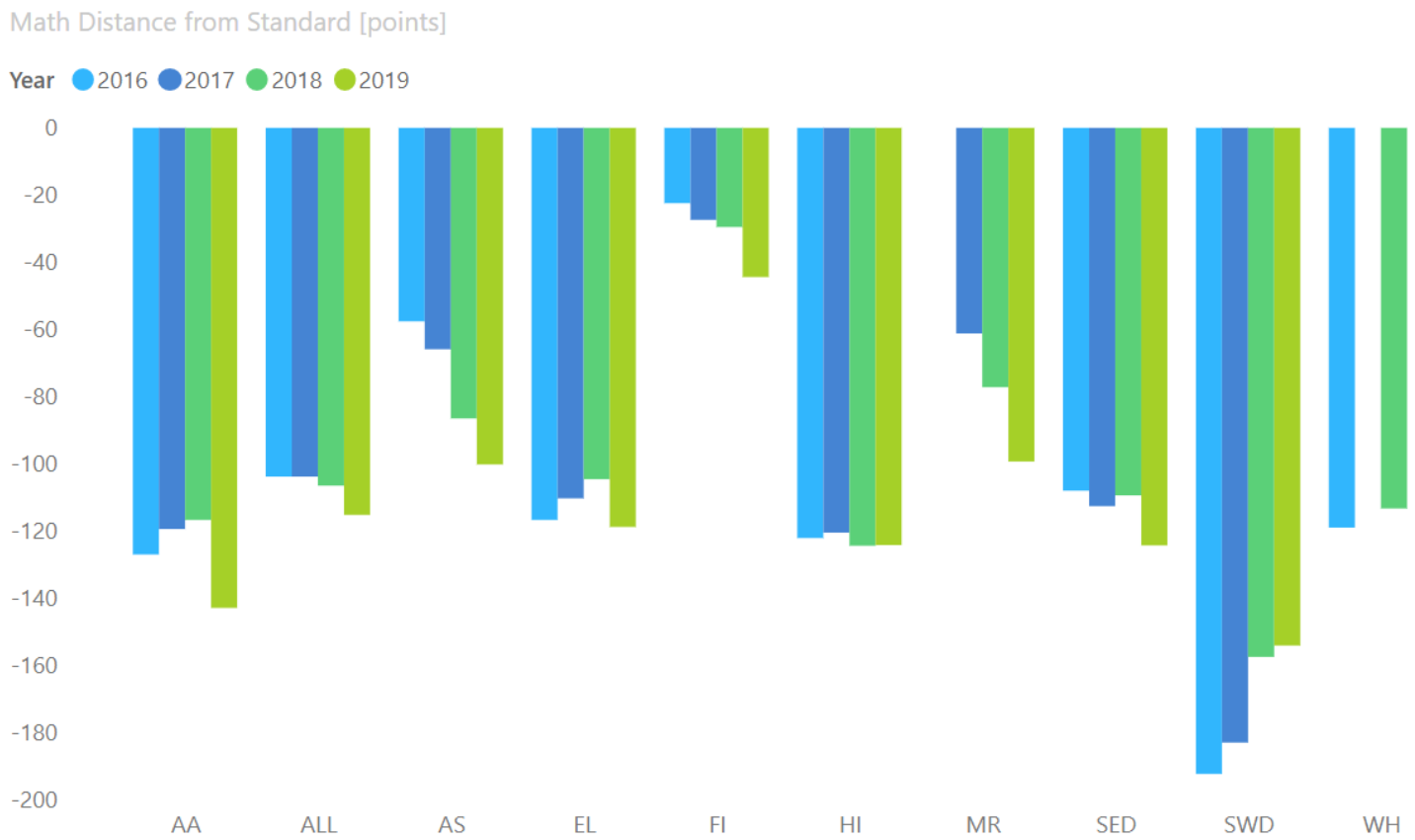

Math CAASPP: Percent Met/Exceed Standard by Grade Level
Year
2016
2017
2018
2019
30
20
10
0
3
4
5
6
7
8


2019 Math CAASPP: Percent Above Standard
Concepts
Problem
Reasoning
10
5
0
3
4
5
6
7
8

Math
Distance from Standard

All Students - [points]

-103.80	-103.80	-106.50	-115.20
2016	2017	2018	2019



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PSAT NMSQT Grade 10

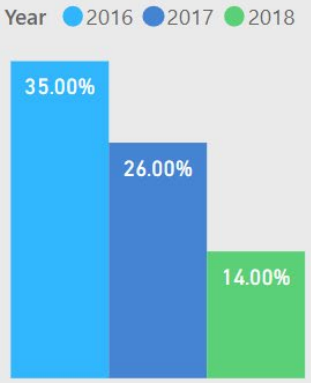
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

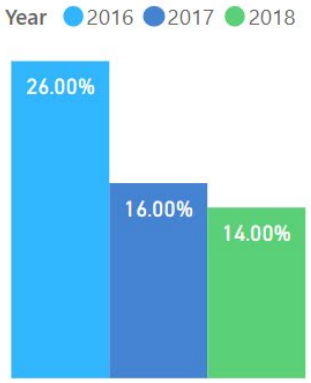
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

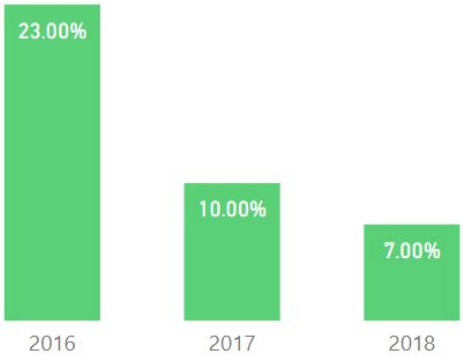
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



Percent Met ERW & Math Benchmark



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 with 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/emblazer.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, 3D printers and laser/emblazer. 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 Leaner 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 CABE 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

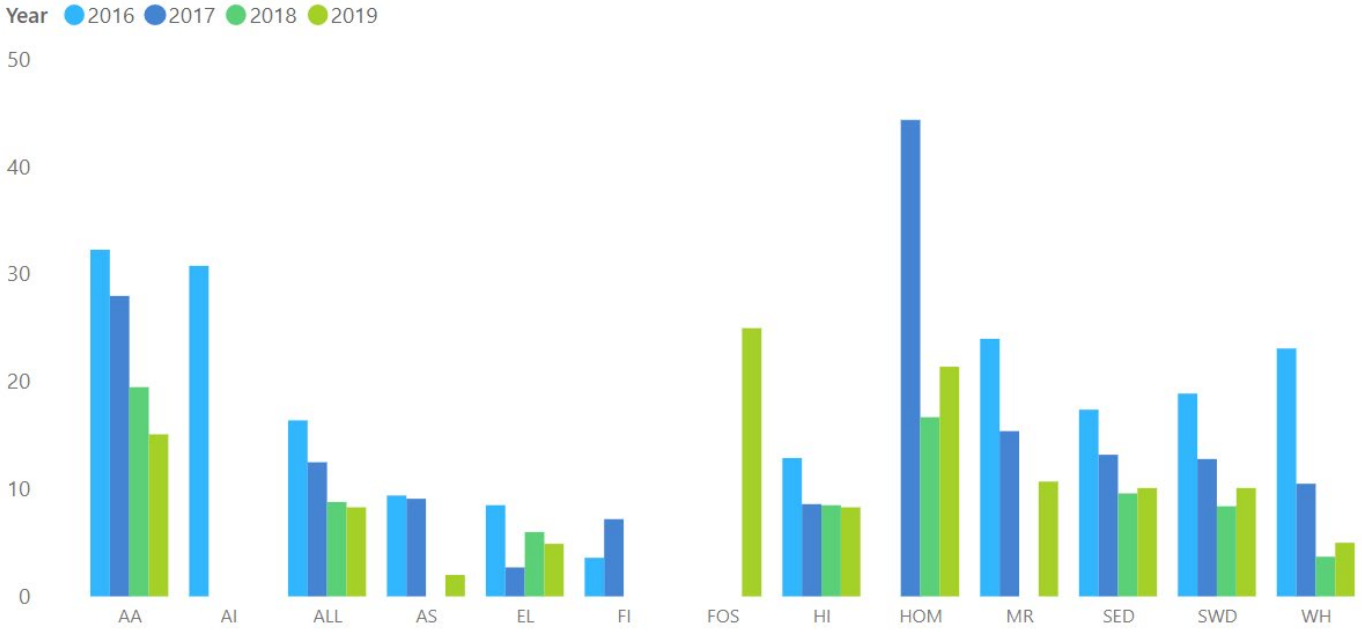
16.4%	12.5%	8.8%	8.3%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count

Expulsion Count by Year - if available

Suspension Rate: Student Group



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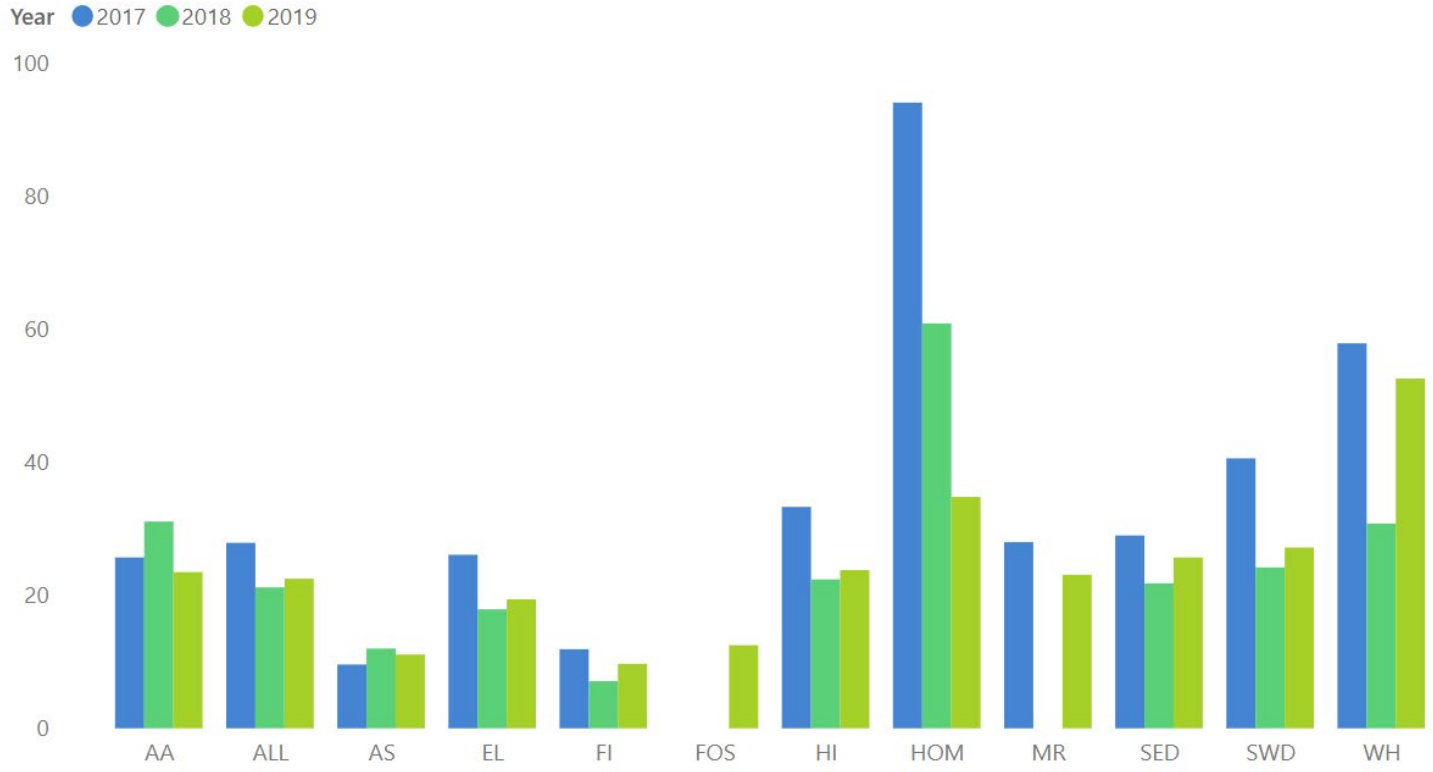
Chronic Absenteeism

All Students

27.9%	21.2%	22.5%
2017	2018	2019

Chronic Absenteeism Rate by Student Group and Year



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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 parend 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

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 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	TOTAL BUDGET
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 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	LCFF 23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
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**

Amendments

Version 2 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2020-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

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

- ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 86 students.
- EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 10 students.
- Math: By EOY 2022, per iReady Diagnostic 3 Results Report, 70 of Grade K-8 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I allocation was reduced by $160, resulting in the total allocation of $124,560.

2021-2022 Strategy Update

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 – Title I

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.

Teacher Additional Hourly Pay Calculation: 26 teachers X 3 hours X $60 = $4,680 – Title I

Conferences (Virtual and/or In-Person): $10,000 – LCFF

* AVID Institute - June 2022 - grade level representation - 1 teacher from each life level ($2,500 X 4 staff = $10,000)

* 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)

* District/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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
14,580	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Professional development with SJCOE Math: $46,000 Consultant

Lesson Study Cycle 1 This cycle involves building the teachers' capacity centered around Number Sense and Fluency.

• Focus will be on Number Sense Routines including student Accountable Talk.

• Day 1 - will focus on how to effectively facilitate a Number Sense Routine and Orchestrating a Classroom Discussion.

• Day 2 - involves teachers facilitating a Number Sense Routine and Orchestrating a Classroom Discussion while other participants observe.

• The participants debrief in order to identify important takeaways that become part of the teacher's toolbox.

Lesson Study Cycle 2 This cycle will center around Problem-Solving. The teachers will learn how to facilitate a problem-solving lesson that focuses on student thinking.

• The teachers will design a Cognitively Demanding task, and ensure the facilitation maintains the rigor.

• Day 1- will involve Professional Learning involving the Pedagogy of Problem-Solving.

• We will then design a lesson utilizing the Thinking Through a Protocol Lesson Design tool which focuses on student thinking.

• Day 2 - Same Lesson/Debrief as above. Through our work with lesson studies we will develop a "Academic Excellence" Team consisting of teacher/Staff leaders who will facilitate and monitor the process and focus of the lesson study to ensure that expectations are communicated and walkthrough/observations are consistent.

11500 - Teacher Additional Comp. $60 per hour x 33 teachers x 6 hours = $11,880

Site did not identify allocation for $130,992. These funds will be placed in a "Reserve to be Allocated" until the site revises their plan to disburse.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
11,880	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
46,000	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

Teacher Additional Hourly Pay Calculation for tutoring:

5 teachers X 3 hours per week X 26 weeks* X $60 = $23,400 – Title I (Allocating $23,957)

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

Bilingual Assistant - .4375 FTE @ $27,453 – To provide one-on-one/small group instruction for K-2 English Learners addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math programs and/or applications.

Our Instructional Coach (2 @ .5 FTE Instructional Coaches – Centralized Service) and Program Specialist will coordinate small group using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation and facilitate support with students while the teacher works one-on-one with students.

Library Media Assistant - .4375 @ $15,005 – LCFF: To provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds. In addition, the Library Media Assistant will support the use of Accelerated Reader.

License Agreement - $5,000 - LCFF:

Accelerated Reader will be used to supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level.

Instructional materials - $8,442: To support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

Materials will be utilized by students for project-based activities, inquiry/research assignments, and presentations. Students in grades TK – 8th grade will have access to materials to support their development and practice of skills which will positively impact students' academic success through equitable access based on individual learning needs.

****General supplies are unallowable using State & Federal funds.****

Maintenance Agreements - $1,000 - LCFF:

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

Duplicating - $1,500 – LCFF: Expenses are for student materials in larger quantities such as plays, short stories, journal/planner for AVID to be used as additional resources/manipulatives for student learning.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
23,957	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
42,458	2000 Series	Classified Personnel Costs (including benefits)
8,442	4000 Series	Books & Supplies
7,500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Extended Day/Year Tutoring

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

Student Intervention: Extended day tutoring will be offered by teachers for students who are not enrolled in STEP UP After School Program for additional time and support in mathematics and English Language Arts. Identified subgroups will attend the tutoring classes after school. Teachers will use the grade level resources for intervention strategies in Ready Math and Benchmark Universe to support students in the program.

Teacher Additional Hourly Pay Calculation for extended day tutoring:

5 teachers X 3 hours per week X 28 weeks* X $60 = $9,000

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

Add Comp Extended School Year Program:

6 teachers x 5 hours/day x $60/day x 20 days = $36,000 Teacher - in June 2021

Additional tutoring opportunities before, during and after school to provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g., Read Naturally, Mac & Tab Reading) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel). Support foundational skills instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words with immediate application to reading connected to text and to spelling.

****General supplies are unallowable using State & Federal funds.****

Instructional Materials/Supplies - SIPPS kits – $25,000

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
45,000	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
25,000	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

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

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

Funds not allocated.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 - $5,000 – LCFF:

1. Fog Willow - October 2019 - K-3- Plant life cycle

2. Hillmar Cheese Factory – Supporting science for 3rd grade.

3. Various colleges and universities- Throughout the year- 6-8 - Learn about college admission requirements

4. SJCOE Virtual Science – Outdoor Education – Grades 5-8

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

AVID to enhance Math and ELA instruction:

To provide students with resources and supports to increase writing proficiency using AVID WICOR strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).

Program/Specialist .25 FTE Title I - $38,500, .25 FTE LCFF - $38,500

The program specialist duties or responsibilities include but are not limited to the following:

Title I: Program Specialist will assist Instructional Coaches and Administrators with providing professional development and co-teaching opportunities to individual and grade level teachers. Furthermore, the Program Specialist will support all teachers with full implementation of the ELA, ELD, and mathematics curricula by accessing resources such as AVID and the Danielson Framework to support all components of the new programs with fidelity. In addition, the Program Specialist will also work with teachers during and/or after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will assist, organize, and facilitate Teacher Family conferences four times a year with all grade levels and provide support to English learners during the instructional day.

LCFF: The program specialist will ensure timely monitoring of EL and RFEP students and coordinate all state and district assessments such as iReady, ELPAC, CAASPP, and PSAT. The program specialist will assist with ensuring that teachers and students have their needed core materials and manage instructional materials/inventories through Destiny. The Program Specialist will provide technical support for instructional technology and software.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
38,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
38,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 2022, maintain the 2019-2020 suspensions percentage for all students 8.3%.

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

By June 2022, maintain the 2019-2020 chronic absenteeism percentage for all students at 22.2%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

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

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

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

Race to Attendance: Counselor meets with chronically absent students and parents to establish attendance goals.

Panther Wall: Attendance recognition will be provided to classroom who accumulate the word PANTHER through public recognition.

Minute Meetings: Students identified as chronically absent are met with daily outside of the classroom to discuss and provide support.

Counselor (.5 FTE Title I, .5 FTE District Funded) - $50,223

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
50,223	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I – Parent Involvement allocation was reduced by $165, resulting in the total allocation of $2,321.

2021-2022 Strategy Adjustment

*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).

Funds not allocated.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By June 2022, increase one parent helper per grade level.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

$2,311: Parent resource library: To purchase resource books and materials to assist with creating a parenting and resource library, parenting classes, computer and internet access for on strategies and topics to support parent and their children.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,311	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

MARSHALL 260

			INITIAL BUDGET/DATE				REVISED BUDGET/DATE
TITLE I	TOTAL ALLOCATION	$ 124,560	LCFF	TOTAL ALLOCATION	$ 127,960	TITLE I - PARENT - 50647	TOTAL ALLOCATION $ 2,321
	TOTAL BUDGET DISTRIBUTED BELOW	$ 124,560		TOTAL BUDGET DISTRIBUTED BELOW	$ 127,960		TOTAL BUDGET DISTRIBUTED BELOW $ 2,321
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.) 0

Object	Description	FTE	ACHIEVEMENT 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	LEARNING ENVIRONMENT 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	PARTNERSHIPS 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 38,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 38,000
11700	Teacher Substitute (incl benefits)	0.000	$ 10,000	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 10,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000	$ 36,689	0.000		0.000		0.000		0.450	$ 36,689
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000	$ 18,819	0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.200	$ 20,210	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.200	$ 20,210
30000	Statutory Benefits		$ 8,593	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.438	$ 14,703	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.438	$ 14,703
30000	Statutory Benefits	0.000		0.000	$ 953	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.438	$ -	0.438	$ 17,043	0.000		0.875	$ 17,044
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -	0.000	$ 1,622	0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		**$ 76,803**		**$ 15,656**		**$ -**		**$ -**		**$ -**		**$ 55,508**		**$ -**		**$ 18,665**		**$ -**		**$ 136,647**
Books & Supplies																					
42000	Books				$ -				$ -										$ -		$ -
43110	Instructional Materials		$ 14,213		$ 3,131		$ 2,000		$ -				$ -				$ -		$ 1,486		$ 20,830
43200	Non-Instructional Materials		$ -		$ -		$ -		$ -				$ -						$ 835		$ 835
43400	Parent Meeting												$ -		$ -				$ -		$ -
44000	Equipment				$ 5,000																$ 5,000
	Sub Total - Books & Supplies		**$ 14,213**		**$ 8,131**		**$ 2,000**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 2,321**		**$ 26,665**
Services																					
57150	Duplicating		$ 1,544																		$ 1,544
52170	Webinar		$ 5,085																		$ 5,085
56590	Maintenance Agreement		$ 3,000		$ 2,500		$ -														$ 5,500
52150	Conference		$ 14,915		$ 15,000																$ 29,915
58450	License Agreement		$ 6,000				$ -														$ 6,000
58720	Field Trip-Non-District Trans				$ 5,000																$ 5,000
56530	Equipment		$ 1,000																		$ 1,000
58100	Consultants-Instructional				$ 7,500																$ 7,500
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 31,544**		**$ 30,000**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 61,544**
	GRAND TOTAL		**$ 122,560**		**$ 53,787**		**$ 2,000**		**$ -**		**$ -**		**$ 55,508**		**$ -**		**$ 18,665**		**$ 2,321**		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
MARSHALL - 260 - M3
PRELIMINARY - 04/16/2021

TITLE I — TOTAL ALLOCATION	$ 124,560	
TOTAL BUDGET DISTRIBUTED BELOW	$ 124,560	
TO BE BUDGETED (Should be $0.)	0	
LCFF — TOTAL ALLOCATION	$ 109,200	
TOTAL BUDGET DISTRIBUTED BELOW	$ 109,200	
TO BE BUDGETED (Should be $0.)	0	
TITLE I - PARENT - 50647 — TOTAL ALLOCATION	$ 2,311	
TOTAL BUDGET DISTRIBUTED BELOW	$ 2,311	
TO BE BUDGETED (Should be $0.)	0	

	Object	Description	ACHIEVEMENT FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	PARTNERSHIPS FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
		Personnel Cost-Including Benefits																				
*	11500	Teacher - Add Comp (incl benefits)	0.000	$ 38,537	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 38,537
	11700	Teacher Substitute (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.500	$ 50,223	0.500		0.000		0.000		0.000		1.000	$ 50,223
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	19101	Program Specialist (incl benefits)	0.250	$ 35,800	0.250	$ 35,800	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 71,600
	19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21500	Inst Asst/CAI-Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			0.438	$ 27,453			0.000				0.000				0.000				0.438	$ 27,453
	21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22601	Library Media Assistant (incl benefits)			0.438	$ 15,005			0.000				0.000				0.000				0.438	$ 15,005
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
		Sub Total - Personnel/Benefits		$ 74,337		$ 78,258		$ -		$ -		$ 50,223		$ -		$ -		$ -		$ -		$ 202,818
		Books & Supplies																				
**	43110	Books/Supplies/Materials (less than $500 per item)				$ 8,442																$ 38,537
	43200	Non-Instructional Materials																				
	43400	Parent Meeting																		$ 2,311		$ -
	44000	Equipment ($500 - $4999.99 per item)																				$ -
		Sub Total - Books & Supplies		$ -		$ 8,442		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,311		$ 38,537
		Services																				
	57150	Duplicating				$ 1,500																$ 38,537
***	57250	Field Trip-District/Non-District Trans				$ 5,000																$ -
	56590	Maintenance Agreement				$ 1,000																$ 50,223
****	52150	Conference				$ 10,000																$ -
	58450	License Agreement				$ 5,000																$ -
	58920	Pupil Fees																				$ -
*****	58100	Consultants-Instructional/Non-Instructional																				$ -
		Sub Total - Services		$ -		$ 22,500		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
		GRAND TOTAL		$ 74,337		$ 109,200		$ -		$ -		$ 50,223		$ -		$ -		$ -		$ 2,311		

2021-2022 BUDGET
MARSHALL - 260 - M3
PRELIMINARY - 04/16/2021

CSI — TOTAL ALLOCATION	$ 258,872
TOTAL BUDGET DISTRIBUTED BELOW	$ 127,880
TO BE BUDGETED (Should be $0.)	130,992

Object	Description	ACHIEVEMENT FTE	50334 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME			TOTAL BUDGET
	Personnel Cost-Including Benefits					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 56,880			$ 56,880
11700	Teacher Substitute (incl benefits)	0.000				$ -
12151	Counselor (incl benefits)	0.000				$ -
12500	Counselor-add Comp (incl benefits)	0.000				$ -
13201	Assistant Principal (incl benefits)					$ -
13201	Assistant Principal-add Comp (incl benefits)					$ -
19101	Program Specialist (incl benefits)	0.000				$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000				$ -
19101	Instructional Coach (incl benefits)	0.000				$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000				$ -
21101	Instructional Asst/CAI (incl benefits)	0.000				$ -
21500	Inst Asst/CAI-Add Comp(incl benefits)	0.000				$ -
21101	Bilingual Assistant (incl benefits)					$ -
21500	Bil Asst-Add Comp (incl benefits)					$ -
22601	Library Media Assistant (incl benefits)					$ -
22500	Lib Med Asst-Addl Comp (incl benefits)					$ -
22901	Community Assistant (incl benefits)	0.000				$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000				$ -
29101	Parent Liaison (incl benefits)	0.000				$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000				$ -
	Sub Total - Personnel/Benefits		$ 56,880			$ 56,880
	Books & Supplies					
43110	Books/Supplies/Materials (less than $500 per item)		$ 25,000			$ 56,880
43200	Non-Instructional Materials					
43400	Parent Meeting					$ -
44000	Equipment ($500 - $4999.99 per item)					$ -
	Sub Total - Books & Supplies		$ 25,000			$ 56,880
	Services					
57150	Duplicating					$ 56,880
57250	Field Trip-District/Non-District Trans					$ -
56590	Maintenance Agreement					$ -
52150	Conference		$ 46,000			$ -
58450	License Agreement					$ -
58920	Pupil Fees					$ -
58100	Consultants-Instructional/Non-Instructional					$ -
	Sub Total - Services		$ 46,000			$ -
	GRAND TOTAL		$ 127,880			

Assumptions:
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: M3 **MARSHALL K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
X					27203638	PROGRAM SPEC	3010	15064321M3	19101	0.2000	1.000(
X					41059914	COUNSELOR ELEMENTARY	0090	12303431M3	12151	0.5000	0.500(
X					64167881	LIBRARY MEDIA ASSISTANT	0090	12303024M3	22601	0.4375	1.000(
	X				70507555	COMMUNITY ASST	0090	12303526M3	22901	0.4375	1.000(
									TOTALS, THIS LOCATION:	260	1.575(

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ **New Fund** _____
Fund Change for PCN _____ **New Fund** _____
Fund Change for PCN _____ **New Fund** _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	Bilingual Asst	0.4375	
2.			
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 1/14/21, Marshall **School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the** 2021-2022 **school year.**

Site Administrator's Approval: _____ **DATE:** 1/20/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 22

2020-2021 SPSA Evaluation

School Plan for Student Achievement (SPSA)
Evidence-Based Title I Funded Program Evaluation

Goal 1: Student Achievement: Current Academic Data

Goal 1: Student Achievement: Current Academic Data	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**	**Implementation & Evaluation**
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 to -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	2019 ELA scores are -97.6 points from standard Increase overall performance level by 5-7 points. There has been an 8.1 point decrease in the distance from standard for ELA. 2019 Math scores are -115.2 points from standard There has been an additional 8.7 point increase in the distance from standard for math 2020 – 2021 goal is to decrease the distance from	Small group instruction follows whole group instruction to reinforce or reteach specific skills and concepts Reading comprehension is over three grade levels below standard throughout most grade levels Poor listening comprehension, poor decoding and poor fluency affects comprehension. Student reading so slowly or disfluently	Use proactive approach to assessing student skills PLCs are not data driven throughout all grade levels Get students to read and write twice as much every day. Set high and clear expectations for quality work. Establish a climate of mutual respect and culture of evidence and justification in the classroom.	Provide monthly PD to all teachers covering effective teaching strategies/instructional practices, social emotional learning, classroom mgt, AVID best practices, and data collection (common formative assessments, project work, exit tickets, quick writes, observational data, project work, etc.) Use diagnostic reading tests results to determine specific types of problems that are affecting the learner's reading skills Implement Accelerated Reader Program to motivate, monitor, and manage students' independent reading practice Implement the	Monitor student assessment data and make adjustments as needed Utilize data driven/data informed PLC teams Use PLC teams to analyze students' assessment data, reflect on the results and discuss ways to improve their instructional strategies based on the results, and then repeat the cycle Monitor student progress reports and report cards Monitor PLUS and LCAP surveys Monitor parent and teacher surveys Measure teacher progress

	standard for ELA by 10 points and for Math by 5 points	that it's difficult for them to comprehend Misbehavior in the classroom/sense of defeat amongst students		*SIPPS* program to provide a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words Use data to decide which types of targeted teaching to use Utilize common formative assessments to gauge where students are in relation to the standards at any given moment Utilize daily quick writes and exit tickets as a formative assessment tool to determine how well students understand the material Teachers measure student progress through observations, analyzing student work, cognitive assessment, and possibly language assessment Utilize a Bilingual Assistant to reinforce learning concepts using English learner students' primary language and assist in implementation of instructional activities and language development of	through leadership walkthroughs, evaluations, analyses of classroom artifacts, portfolios, and self-reports of practice Utilize PLC notes/rubrics and set dates for coalition team to meet Academic Conferences Set dates for Guiding Coalition to meet to review the rubric Creating a cohesive product to guide the process Utilize AVID implementation Rubrics - monthly meetings to share progress Teacher submit CFAs for the data cycle, discuss CFAs - student groupings during designated staff meetings Provide monthly staff PD around effective instructional strategies, CFAs, PLC model, integrated ELD strategies

				English learners Update instructional bell schedule: Include 20-minute small group instruction for all K-6 students. Include strategic math and ELA intervention classes (during 6th period electives) for all 7/8 grade students with math and reading levels at the Kinder through 4th grade levels. Provide specific comprehension skills (i.e., retelling, inferring, asking questions) that the child needs to excel	
2019 ELA CAASP Literacy (% met/exceed standard) 15.59% - All students 10.13% - Black/African American 8.81% - Hispanic/Latino No data - English Learners 2.80% - Students with disability **2018 ELA CAASP (percent met/exceed standard)** 12.04% – All students 10.94% - Black/African American 4.81% - Hispanic/Latino 2.22% - English Learners	Percentage of students in grades 5-8 who took the ELA CAASPP assessment produced varied results (over four years) From 2016 – 2017, percent met/exceed standard decreased 1.34% From 2017 – 2018, percent met/exceed standard decreased 2.62% From 2018 – 2019,	A significant amount of students are reading and performing at least three grade levels below standard. Many students are reading and performing three to five grade levels below. Many times, students haven't been positioned to be successful with the complex text or the rich math problem	Provide the students with an opportunity to work at their cognitive level. Ensure students can participate in grade-appropriate, cognitively demanding work without becoming frustrated or becoming overwhelmed. Provide students full support with components of the reading process and ensure students are	Use bi-weekly Professional Learning Community (PLC) meetings to engage in reflective dialogue, focus on student learning, interact with teacher colleagues, collaborate with teacher colleagues, and ensure shared values and norms. During PLC, ensure powerful collaboration between teachers. Ensure teachers work together to analyze and improve their classroom practice. Teacher will reflect on the lesson at the PLC and in the classroom, then plan the	Monitor student assessment data and make adjustments as needed Share data and conduct follow-up discussions during PLC time and monthly staff PD sessions Utilize data driven/data informed PLC teams Use PLC teams to analyze students' assessment data, reflect on the results and discuss ways to improve their instructional strategies based on the results, and then repeat the cycle.

1.85% - Students with disability **2017 ELA CAASP (percent met/exceed standard)** 14.66% – All students 17.33% - Black/African American 6.50% - Hispanic/Latino 1.14% - English Learners No data - Students with disability **2016 ELA CAASP (percent met/exceed standard)** 16.00% – All students 12.00% - Black/African American 10.00% - Hispanic/Latino No data - English Learners No data - Students with disability	percent met/exceed standard increased 3.55% 2020-2021 goal is to increase percent met/exceed ELA standard by 5% The overarching goal is for all students to be effectively working on grade-level-appropriate content	Students don't know the words that they are about to read.	pre-taught tiered vocabulary words Use differentiated instruction strategies and tailor instruction to meet individual needs. Ensure faculty differentiate content, process, products, and/or the learning environment, Utilize ongoing assessment and flexible grouping to ensure a successful approach to instruction .	following lesson. Ensure teachers closely monitor ELD lesson plans during PLC's, Principal/AP conduct walks and complete low inference notes. Provide teachers with teachers have time to plan, collaborate and reflect on ways to meet student needs Ensure the School Plan for Student Achievement (SPSA) provides details about the school's planned actions and expenditures to support student achievement outcomes and overall performance. Identify how SPSA connect to the District Local Control Accountability Plan (LCAP). Schedule 20-minute reading groups for each K-6 grade classroom. During reading groups: Teachers gather information about the readers to identify emphases, select and analyze texts to use, introduce the text, observe children as they read the text individually (support as needed) and invite students to discuss the meaning of the text.	Monitor student progress reports and report cards Monitor parent and teacher surveys Monitor feedback through CARE team meetings, SST meetings & parent/teacher conferences

				Teachers make one or two teaching points and engage children in letter/word work activity. Teachers provide extended understanding through writing about reading	
2019 Math CAASP Literacy (percent met/exceed standard) 10.20% - All students 6.25% - Black/African American 5.61% - Hispanic/Latino 1.10% - English Learners 2.08% - Students with disability **2018 Math CAASP (percent met/exceed standard)** 11.48% - All students 7.81% - Black/African American 4.81% - Hispanic/Latino 3.30% - English Learners No data - Students with disability **2017 Math CAASP (percent met/exceed standard)** 15.36% - All students	Percentage of students in grades 5-8 who took the Math CAASPP assessment produced an overall decline in percent met/exceed standard (over four years) From 2016 – 2017, percent met/exceed standard increased .36% (minimal) From 2017 – 2018, percent met/exceed standard decreased 3.88% From 2018 – 2019, percent met/exceed standard decreased 1.28%	A significant amount of students are performing two – three grade levels below. Many students are performing three to five grade levels below. Many times, students haven't been positioned to be successful with the rich math problem	Create a learning environment that allows weaker students to get help from peers with a concept like computation and still get exposure to the more important conceptual understanding that the problem addresses Ensure faculty use the Coherence Map and backwards-map a standard to see problem types that may relate to and scaffold current work or forwards-map and explore areas of extension Coherence Map will show connections	Principal/AP conduct walks and complete low inference notes. Provide teachers with immediate feedback. Teachers have time to plan, collaborate and reflect on ways to meet student needs Measure progress through observations, analyzing student work, and cognitive assessment. Beware of language difficulty and reading ability. Update instructional bell schedule: Schedule 85 minutes of math coursework for all K-6 grade classes and 20 minutes of designated reading groups. Schedule Math intervention classes (6th period) for all	Monitor student assessment data and make adjustments as needed Utilize data driven/data informed PLC teams Use PLC teams to analyze students' assessment data, reflect on the results and discuss ways to improve their instructional strategies based on the results, and then repeat the cycle. Monitor student progress reports and report cards Monitor parent and teacher surveys Monitor feedback through SST and parent/teacher conferences Designated ELD provided

10.67% - Black/African American 9.41% - Hispanic/Latino 1.14% - English Learners 2.33% - Students with disability **2016 Math CAASP (percent met/exceed standard)** 15.00% - All students 9.00% - Black/African American 9.00% - Hispanic/Latino No data - English Learners No data - Students with disability	2020-2021 goal is to increase percent met/exceed Math standard by 5%		between Common Core State Standards for Mathematics Provide Math Intervention as an extension of the regular grade level course to provide students who are at least 3 grade levels below with additional focused math instruction and support at the needed level of intensity Ensure systematic and explicit instruction. Visual representation of functions and relationships, such as manipulatives, pictures and graphs. Allow Peer-assisted instruction. Provide time for ongoing, formative assessment	7/8 grade classes (students 3 or more grade levels below). Classes to be held daily Use bi-weekly Professional Learning Community (PLC) meetings to engage in reflective dialogue, focus on student learning, interact with teacher colleagues, collaborate with teacher colleagues, and ensure shared values and norms. During PLC, ensure powerful collaboration between teachers. Ensure teachers work together to analyze and improve their classroom practice. Teacher will reflect on the lesson at the PLC and in the classroom, then plan the following lesson. Ensure teachers closely monitor Math lesson plans during PLC	daily (for 40 minutes) for all K-6 grade classes and during 6th period for 7/8 grade classes
Goal 2 School Climate					
Goal 2: School Climate	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**	**Implementation & Evaluation**

CHRONIC ADSENTEEISM **2019** 22.5% - All students 52.6% - White 34.8% - Homeless Youth 27.2% - Students with disability 23.8% - Hispanic/Latino 23.5% - Black/African American 19.4% - English Learners **2018** 21.2% - All students 60.9% - Homeless Youth 31.0% - Black/African American 24.2% - Students with disability 22.4% - Hispanic/Latino 17.9% - English Learners 30.8% - White **2017** 27.9% - All students 94.1% - Homeless Youth 57.9% - White 40.6% - Students with disability 33.3% - Hispanic/Latino 26.1% - English Learners 25.7% - Black/African American	Targeted subgroups show an overall slight decline in percentage of chronic absenteeism (over last three years) Of the targeted subgroups… Homeless youth, White students, and students with a disability experienced the highest percentages of chronic absenteeism. English learners experienced the lowest percentages of chronic absenteeism	Decrease chronic absenteeism by 5% Students experiencing bad grades, bullying, illness and mental or emotional health issues Student experiencing difficulties with housing or food Parents not informed of absences on a daily basis	Require office personnel to make daily phone calls to all absent families Create an attendance wall inside cafeteria Place attendance data in cafeteria and in main hallways identifying grade level with the most attendees per month Create monthly attendance initiative where students receive a certificate and reward for perfect attendance.	Create parent/student handbook and teach expectations Utilize school website for daily up to date information (updated daily by library media assistant) Increase face-to-face meetings of chronically absent students by utilizing the “Race to Attendance” initiative Increase overall school attendance by utilizing the “PANTHERS Attendance Wall” initiative Identify attendance expectations in student handbook Clearly communicate school attendance expectations to students and families Explain the importance of attendance and why being on time and in school matters to all students via small classroom size assemblies. Identify an attendance goal in SPSA	Monitor PLUS and LCAP surveys Monitor parent and teacher surveys, Monitor monthly suspension reports Monitor daily, weekly and monthly attendance reports Regularly monitor progress toward attendance goal.

SUSPENSION RATE **2019** 8.3% - All students 21.4% - Homeless Youth 15.1% - Black/African American 10.1% - Students with disability 8.3% - Hispanic/Latino 5.0% - White 4.9% - English Learners **2018** 8.8% - All students 19.5% - Black/African American 16.7% - Homeless Youth 8.5% - Hispanic/Latino 8.4% - Students with disability 6.0% - English Learners 3.7% - White **2017** 12.7% - All students 44.4% - Homeless Youth 28.0% - Black/African American 12.8% - Students with disability 10.5% - White 8.6% - Hispanic/Latino 2.7% - English Learners **2016** 16.4% - All students 32.3% - Black/African American 23.1% - White	Reduce suspensions by 5% over the course of one school year (for all subgroups) Targeted subgroups show an overall steady decline in suspensions (over last four years) Of the targeted subgroups… Homeless youth and Black/African American students experienced the highest percentages of suspensions. English learners experienced the lowest percentages of suspensions	Limited use of Tiers 1 and 2 interventions by faculty and staff Students receiving suspension before tiers 1 and 2 interventions are effectively exhausted Suspensions have a tendency to increase offending behaviors over time so one suspension likely leads to another suspension	Initiate daily 20-minute restorative practice classroom sessions (2nd Step) Ensure expected behaviors are directly taught with clarity and repetition Staff will provide positive/systematic supervision Staff correct student behavior calmly, consistently, and respectfully (STOIC) Structure common areas/schoolwide policies to make students feel safe and welcomed Reconstruct bell schedule to lower the student-teacher ratio during recess Create yard duty supervisor schedule to ensure adult supervision during unstructured time Provide classroom management training	Continue monitoring Tiered systems Analyze structures and organizational features of common areas to ensure they enhance student productivity and facilitate effective adult supervision. Increase site safety by analyzing the entry and exit process, physical setting and materials, crowding considerations, and overall systems and procedures Closely analyze the bell schedule to ensure one grade level is at recess at a time and at least three adults are present at every recess Document policies and procedures in staff handbook and provide to all staff Utilize comprehensive attendance plans containing attendance initiatives such as "Race to Attendance" for chronically absent students and PANTHER attendance wall in each classroom Teacher phone calls after 3 absences and office phone calls at 1-22 absent days	Monitor PLUS and LCAP surveys Monitor parent and teacher surveys, Monitor monthly suspension reports Monitor daily, weekly and monthly attendance reports Document policies and procedures that are working and include them in the parent/student handbook When staff leave the school, effective procedures will not leave with them Monitor student report cards and progress reports Obtain regular and ongoing feedback from staff, students, teachers and parents Counselor provides weekly 2nd Step SEL lessons. All teachers provide 2nd Step sessions during 1st 20 minutes of class (daily)

18.9% - Students with disability 12.9% - Hispanic/Latino 8.5% - English Learners No data - Homeless Youth			Implement plan for targeted and intensive supports for Tier 2 and Tier 3 students	Discussion about attendance and climate during parent/teacher conferences and staff meetings Monitor attendance data at weekly attendance meetings, and monitor school climate through surveys and student check-ins	
Goal 3 – Meaningful Partnerships					
Goal 3: Meaningful Partnerships	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**	**Implementation & Evaluation**
School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 2021, increase one parent helper per grade level. Parents attend academic focused Family Nights. Parent helper (i.e. volunteers)	Recruit parents during climate/academic focused Family Nights (e.g. STEM, Robotics, Reading, 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	Building strong partnerships with teachers, staff and community. Contacting parents, family members and the local community to determine the school and community needs. The leadership team composed of principal, assistant principal, counselor, program specialist, community assistant, office personnel, and library media asst. identified (at first	We have not fully implemented the planned PTSA organization. Awaiting COVID restrictions relief. Parent volunteers are minimal due to past relationships and lack of welcoming atmosphere. School climate/environment needed additional systematic protocols Ingres/egress process must be organized	Currently we have a Family STEM Night which has been successful in the past Back to School night, Character Traits Assembly, Perfect Attendance Assembly, Academic Assembly, Book fairs, parent coffee hour, and promotions ceremonies for Kinder and 8th grades. Along with these activities, we would still have our committees in which we would require and encourage parent participation.	Monitor PLUS surveys for student feedback Gather feedback from parents during SSC, Coffee Hour and ELAC meetings Implement PTSA team (upon relief of COVID restrictions) Implement "Classroom Parent" initiative to allow one parent per grade level to assist teacher as needed (complete volunteer process through SUSD)

	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.**	meeting) that parent involvement is essential for student success and is a priority at Marshall Elementary. Created a Family Resource Center. Through the approval of the leadership team and School Site Council, provide at least two (2) school-wide parent/community activities. COVID restrictions may limit parent involvement .		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	PLUS club provides monthly forum and outreach.
					Utilize Family Resource Center for parent SSC, ELAC, and other community meetings when COVID restrictions end Utilize Family Resource Center (FRC) to provide information and referral services to Marshall families and FRCs assist families in identifying and accessing community resources to meet their

					needs, including parenting, family recreation, job search, transportation, child care basic needs, etc. Utilize the Library Media Asst and Marshall ELAC representative to assist with creating a parenting and resource library, clothes closet, parenting classes, computer and internet access for job search and resume writing.

Comprehensive School Profile Data

Continuous Improvement: Decision Making Model -- Essential Questions
Marshall Elementary 2020-2021

Goal 1: Student Achievement: Current Academic Data

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
COMPREHENSIVE SCHOOL PROFILE: **ELA: Distance From Standard** (all students - points) 2019: -97.60 2018: -105.70 2017: -105.30 2016: -92.50 **Math: Distance From Standard** (all students - points) 2019: -115.20 2018: -106.50 2017: -103.80 2016: -103.80	2019 ELA scores are -97.6 points from standard There has been an 8.1 point decrease in the distance from standard for ELA. 2019 Math scores are -115.2 points from standard There has been an additional 8.7 point increase in the distance from standard for math 2020 – 2021 goal is to decrease the distance from standard for ELA by 10 points and for Math by 5 points	Reading comprehension is over three grade levels below standard throughout most grade levels PLCs are not data driven Poor listening comprehension, poor decoding and poor fluency affects comprehension. Student reading so slowly or disfluently that it's difficult for them to comprehend Misbehavior in the classroom and/or a sense of defeat amongst students	Increase overall performance level by 5-7 points. Use proactive approach to assessing student skills Implement data driven PLCs Use data to decide which types of targeted teaching to use Get students to read and write twice as much every day. Set high and clear expectations for quality work. Establish a climate of mutual respect and culture of evidence and justification in the classroom.	Diagnostic reading tests can be used to determine what specific types of problems are affecting the learner's reading skills Measure progress through observations, analyzing student work, cognitive assessment, and possibly language assessment Update instructional bell schedule: Include 20 minute reading groups for all K-6 grade classes and ELA intervention for all 7/8 grade classes. Classes to be held daily Provide specific comprehension skills (i.e., retelling, inferring, asking questions) that the child needs to excel	Monitor student assessment data and make adjustments as needed Utilize data driven/data informed PLC teams Use PLC teams to analyze students' assessment data, reflect on the results and discuss ways to improve their instructional strategies based on the results, and then repeat the cycle. Monitor student progress reports and report cards Monitor PLUS and LCAP surveys Monitor parent and teacher surveys

2019 ELA CAASP Literacy (percent met/exceed standard) 15.59% - All students 10.13% - Black/African American 8.81% - Hispanic/Latino No data - English Learners 2.80% - Students with disability **2018 ELA CAASP (percent met/exceed standard)** 12.04% – All students 10.94% - Black/African American 4.81% - Hispanic/Latino 2.22% - English Learners 1.85% - Students with disability **2017 ELA CAASP (percent met/exceed standard)** 14.66% – All students 17.33% - Black/African American 6.50% - Hispanic/Latino 1.14% - English Learners No data - Students with disability **2016 ELA CAASP (percent met/exceed standard)** 16.00% – All students 12.00% - Black/African American 10.00% - Hispanic/Latino No data - English Learners No data - Students with disability	Percentage of students in grades 5-8 who took the ELA CAASPP assessment produced varied results (over four years) From 2016 – 2017, percent met/exceed standard decreased 1.34% From 2017 – 2018, percent met/exceed standard decreased 2.62% From 2018 – 2019, percent met/exceed standard increased 3.55% 2020-2021 goal is to increase percent met/exceed ELA standard by 5% The overarching goal is for all students to be effectively working on grade-level-appropriate content	A significant amount of students are reading and performing at least three grade levels below standard. Many students are reading and performing three to five grade levels below. Many times, students haven't been positioned to be successful with the complex text or the rich math problem Students don't know the words that they are about to read.	Provide the students with an opportunity to work at their cognitive level. Ensure students can participate in grade-appropriate, cognitively demanding work without becoming frustrated or becoming overwhelmed. Provide students full support with components of the reading process and ensure students are pre-taught tiered vocabulary words Use differentiated instruction strategies and tailor instruction to meet individual needs. Ensure faculty differentiate content, process, products, and/or the learning environment, Utilize ongoing assessment and flexible grouping to ensure a successful approach to instruction Schedule 20 minute reading groups for each K-6 grade classroom.	Share data and conduct follow-up discussions during Use bi-weekly Professional Learning Community (PLC) meetings to engage in reflective dialogue, focus on student learning, interact with teacher colleagues, collaborate with teacher colleagues, and ensure shared values and norms. During PLC, ensure powerful collaboration between teachers. Ensure teachers work together to analyze and improve their classroom practice. Teacher will reflect on the lesson at the PLC and in the classroom, then plan the following lesson. Ensure teachers closely monitor ELD lesson plans during PLC's, Principal/AP conduct walks and complete low inference notes. Provide teachers with teachers have time to plan, collaborate and reflect on ways to meet student needs	Monitor student assessment data and make adjustments as needed Utilize data driven/data informed PLC teams Use PLC teams to analyze students' assessment data, reflect on the results and discuss ways to improve their instructional strategies based on the results, and then repeat the cycle. Monitor student progress reports and report cards Monitor parent and teacher surveys Monitor feedback through SST and parent/teacher conferences

			During reading groups: Teachers gather information about the readers to identify emphases, select and analyze texts to use, introduce the text, observe children as they read the text individually (support as needed) and invite students to discuss the meaning of the text. Teachers make one or two teaching points and engage children in letter/word work activity. Teachers provide extended understanding through writing about reading.	Ensure the School Plan for Student Achievement (SPSA) provides details about the school's planned actions and expenditures to support student achievement outcomes and overall performance. Identify how SPSA connect to the District Local Control Accountability Plan (LCAP).	
2019 Math CAASP Literacy (percent met/exceed standard) 10.20% - All students 6.25% - Black/African American 5.61% - Hispanic/Latino 1.10% - English Learners 2.08% - Students with disability **2018 Math CAASP (percent met/exceed standard)** 11.48% - All students 7.81% - Black/African American	Percentage of students in grades 5-8 who took the Math CAASPP assessment produced an overall decline in percent met/exceed standard (over four years) From 2016 – 2017, percent met/exceed standard increased .36% (minimal)	A significant amount of students are performing two – three grade levels below. Many students are performing three to five grade levels below. Many times, students haven't been positioned to be successful with the rich math problem	Create an learning environment that allows weaker students to get help from peers with a concept like computation and still get exposure to the more important conceptual understanding that the problem addresses Ensure faculty use the Coherence Map	Principal/AP conduct walks and complete low inference notes. Provide teachers with teachers have time to plan, collaborate and reflect on ways to meet student needs Measure progress through observations, analyzing student work, and cognitive assessment. Beware of language difficulty and reading ability	Monitor student assessment data and make adjustments as needed Utilize data driven/data informed PLC teams Use PLC teams to analyze students' assessment data, reflect on the results and discuss ways to improve their instructional strategies based on the results, and then repeat

4.81% - Hispanic/Latino 3.30% - English Learners No data - Students with disability **2017 Math CAASP (percent met/exceed standard)** 15.36% - All students 10.67% - Black/African American 9.41% - Hispanic/Latino 1.14% - English Learners 2.33% - Students with disability **2016 Math CAASP (percent met/exceed standard)** 15.00% - All students 9.00% - Black/African American 9.00% - Hispanic/Latino No data - English Learners No data - Students with disability	From 2017 – 2018, percent met/exceed standard decreased 3.88% From 2018 – 2019, percent met/exceed standard decreased 1.28% 2020-2021 goal is to increase percent met/exceed Math standard by 5%		and backwards-map a standard to see problem types that may relate to and scaffold current work or forwards-map and explore areas of extension The Coherence Map will show connections between Common Core State Standards for Mathematics Provide Math Intervention as an extension of the regular grade level course to provide students who are at least 3 grade levels below with additional focused math instruction and support at the needed level of intensity Ensure systematic and explicit instruction. Visual representation of functions and relationships, such as manipulatives, pictures and graphs. Allow Peer-assisted instruction. Provide time for Ongoing, formative assessment.	Update instructional bell schedule: Schedule 85 minutes of math coursework for all K-6 grade classes and 20 minutes of designated reading groups. Schedule Math intervention classes (6th period) for all 7/8 grade classes (students 3 or more grade levels below). Classes to be held daily Use bi-weekly Professional Learning Community (PLC) meetings to engage in reflective dialogue, focus on student learning, interact with teacher colleagues, collaborate with teacher colleagues, and ensure shared values and norms. During PLC, ensure powerful collaboration between teachers. Ensure teachers work together to analyze and improve their classroom practice. Teacher will reflect on the lesson at the PLC and in the classroom, then plan the following lesson. Ensure teachers closely monitor Math lesson plans during PLC's,	the cycle. Monitor student progress reports and report cards Monitor parent and teacher surveys Monitor feedback through SST and parent/teacher conferences

CHRONIC ADSENTEEISM **2019** 22.5% - All students 23.5% - Black/African American 23.8% - Hispanic/Latino 19.4% - English Learners 27.2% - Students with disability 34.8% - Homeless Youth 52.6% - White **2018** 21.2% - All students 31.0% - Black/African American 22.4% - Hispanic/Latino 17.9% - English Learners 24.2% - Students with disability 60.9% - Homeless Youth 30.8% - White **2017** 27.9% - All students 25.7% - Black/African American 33.3% - Hispanic/Latino 26.1% - English Learners 40.6% - Students with disability 94.1% - Homeless Youth 57.9% - White	Targeted subgroups show an overall slight decline in percentage of chronic absenteeism (over last three years) Of the targeted subgroups… Homeless youth, White students, and students with a disability experienced the highest percentages of chronic absenteeism. English learners experienced the lowest percentages of chronic absenteeism	Students experiencing bad grades, bullying, illness and mental or emotional health issues Student experiencing difficulties with housing or food Parents not informed of absences on a daily basis	Increase school attendance by 15% Create parent/student handbook, school website, and in face-to-face meetings .. If attendance is a school- or district-wide issue, set a measurable Require office personnel to make daily phone calls to all absent families Create an attendance wall inside cafeteria Place attendance data in cafeteria and in main hallways identifying grade level with the most attendees per month Create monthly attendance initiative where students receive a certificate and reward for perfect attendance.	Identify attendance expectations in Clearly communicate school attendance expectations to students and families Explain the importance of attendance and why being on time and in school matters to all students vis small classroom size assemblies Create/identify an attendance goal the school plan.	Monitor PLUS and LCAP surveys Monitor parent and teacher surveys, Monitor monthly suspension reports Monitor daily, weekly and monthly attendance reports Regularly monitor progress toward attendance goal.

SUSPENSION RATE **2019** 8.3% - All students 15.1% - Black/African American 8.3% - Hispanic/Latino 4.9% - English Learners 10.1% - Students with disability 21.4% - Homeless Youth 5.0% - White **2018** 8.8% - All students 19.5% - Black/African American 8.5% - Hispanic/Latino 6.0% - English Learners 8.4% - Students with disability 16.7% - Homeless Youth 3.7% - White **2017** 12.7% - All students 28.0% - Black/African American 8.6% - Hispanic/Latino 2.7% - English Learners 12.8% - Students with disability 44.4% - Homeless Youth 10.5% - White **2016** 16.4% - All students 32.3% - Black/African American 12.9% - Hispanic/Latino 8.5% - English Learners 18.9% - Students with disability No data - Homeless Youth 23.1% - White	Reduce suspensions by 5% over the course of one school year (for all subgroups) Targeted subgroups show an overall steady decline in suspensions (over last four years) Of the targeted subgroups… Homeless youth and Black/African American students experienced the highest percentages of suspensions. English learners experienced the lowest percentages of suspensions	Limited use of Tiers 1 and 2 interventions by faculty and staff Students receiving suspension before tiers 1 and 2 interventions are effectively exhausted Suspensions of have a tendency to increase offending behaviors over time so one suspension likely leads to another suspension	Initiate daily 20 minute restorative practice classroom sessions Ensure expected behaviors are directly taught with clarity and repetition Staff will provide positive/systematic supervision Staff correct student behavior calmly, consistently, and respectfully Structure common areas/schoolwide policies to make students feel safe and welcomed Reconstruct bell schedule to lower the student-teacher ratio during recess Create yard duty supervisor schedule to ensure adult supervision during unstructured time Provide classroom management training Implement plan for targeted and intensive supports for Tier 2 and Tier 3 students	Continue monitoring Tiered systems Analyze structures and organizational features of common areas to ensure they enhance student productivity and facilitate effective adult supervision. Analyze the entry and exit process, physical setting and materials, crowding considerations, and overall systems and procedures Closely analyze the bell schedule to ensure one grade level is at recess at a time and at least three adults are present at every recess Document policies and procedures	Monitor PLUS and LCAP surveys Monitor parent and teacher surveys, Monitor monthly suspension reports Monitor daily, weekly and monthly attendance reports Document policies and procedures that are working and include them in the parent/student handbook When staff leave the school, effective procedures will not leave with them Monitor student report cards and progress reports Obtain feedback regular and ongoing feedback from students, teachers and parents

Progress

school search

Marshall Elementary

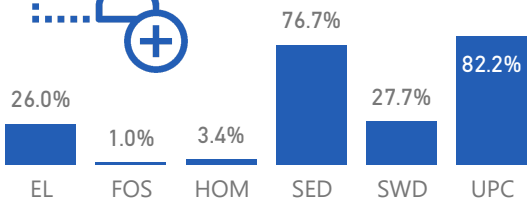
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

477

Enrollment



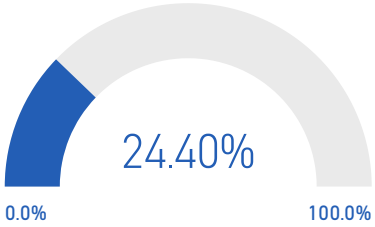
December

CWA

106

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics

Participation	Participation	Participation
91%	92%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
23%	13%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
67%	6
Percent GL Tested	Total Tested

Reclassification

RFEP Complete Eligible

Curriculum:

Tests Administered Through January

Benchmark	Ready Class
506	1095
Total Test Count	Total Test Count

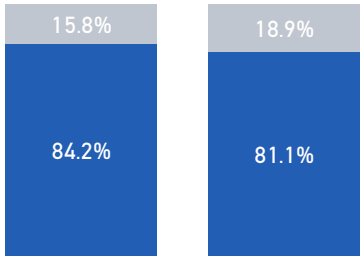
Saavas

23

Total Test Count

Plus Survey

School Climate



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search: Marshall Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment
(current-previous month)

3 ↑

Dec-Jan change

01-Aug	06-Jan
473 Enrollment	480 Enrollment

02-Sep
472
Enrollment

03-Oct
481
Enrollment

04-Nov
483
Enrollment

05-Dec
477
Enrollment

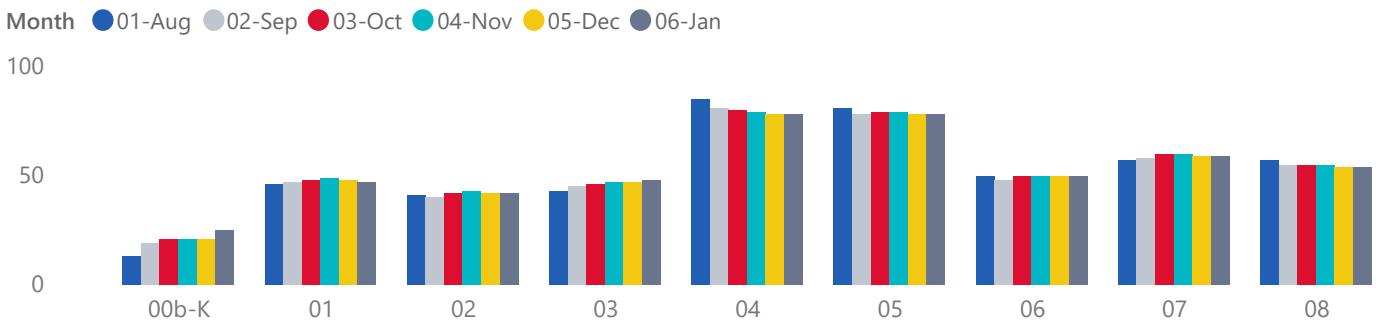
SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

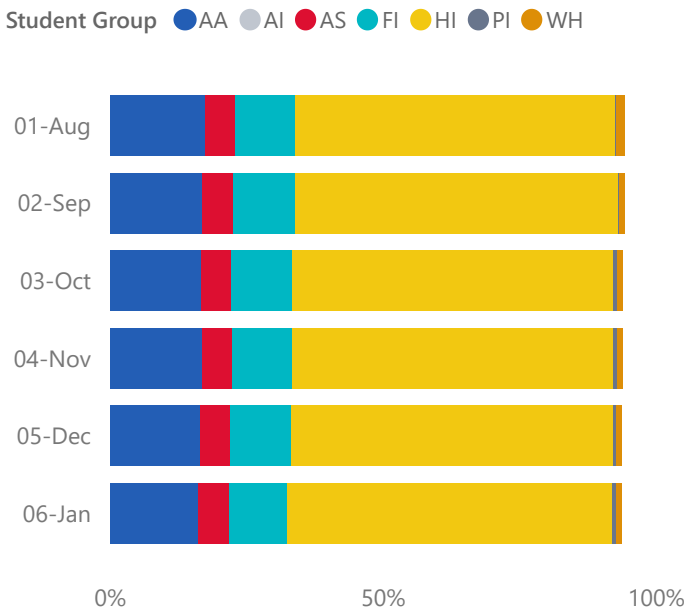
Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

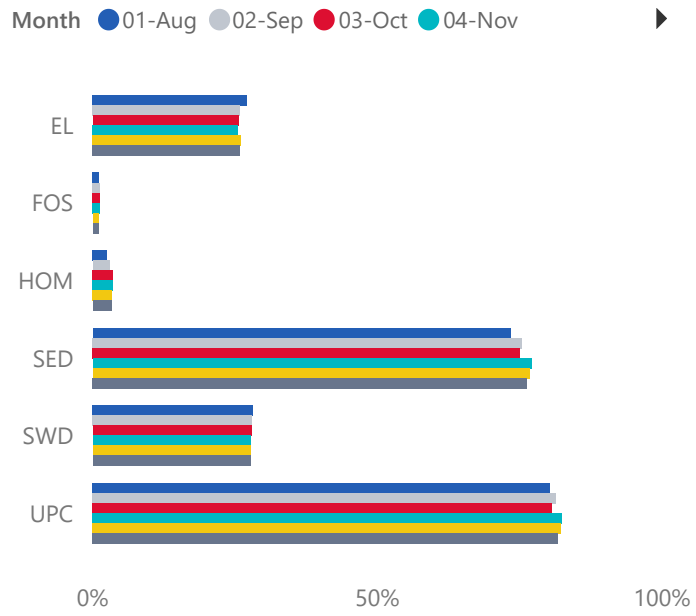
Grade Level: Student Count



Race/Ethnicity: Percent



Student Groups: Percent



Engagement

school search: Marshall Elementary

Month: All

2020-2021

Connections

Rate Change: Chronic Abs

0.01 ↑

Nov - Dec change

	Rate		Count
01-Aug	26.36%	01-Aug	126
02-Sep	21.84%	02-Sep	107
03-Oct	23.53%	03-Oct	116
04-Nov	22.92%	04-Nov	113
05-Dec	24.40%	05-Dec	121

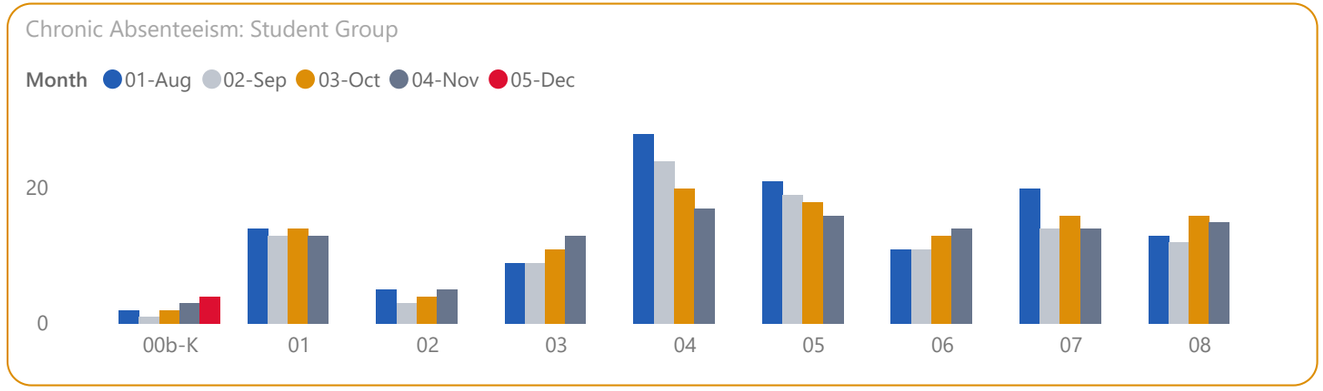
SUSD RA v1.1

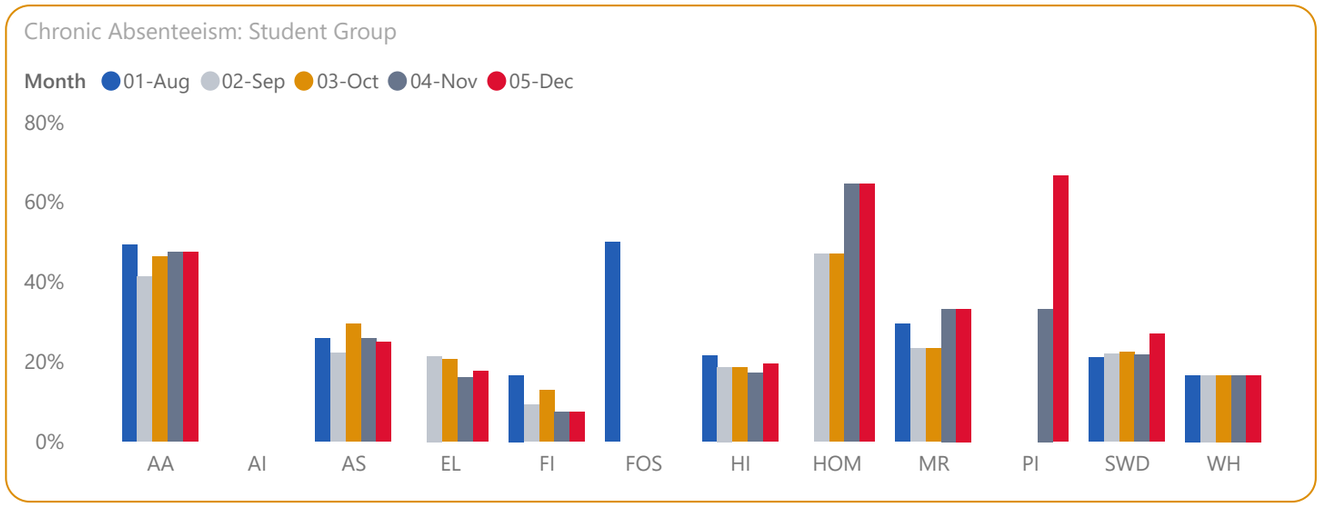
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

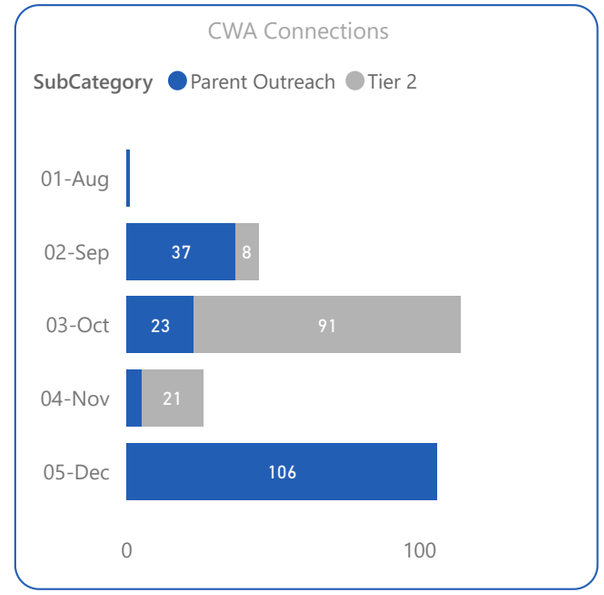
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021







counselors : coming soon!

iReady

school search: Marshall Elementary

Subject: ELA

2020-2021

Term: All

Student Group: All

Participation

84%	91%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

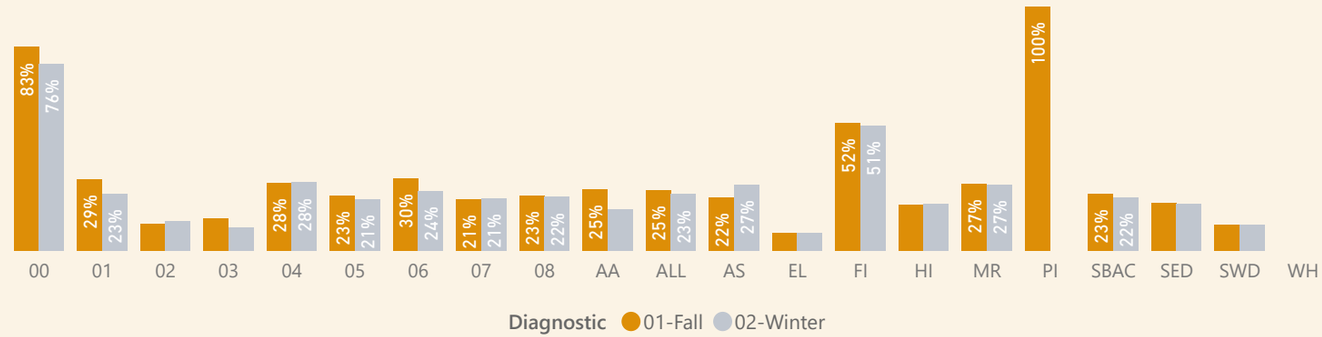
SUSD RA v1.1

On Track	
25%	Fall
23%	Winter
	Spring

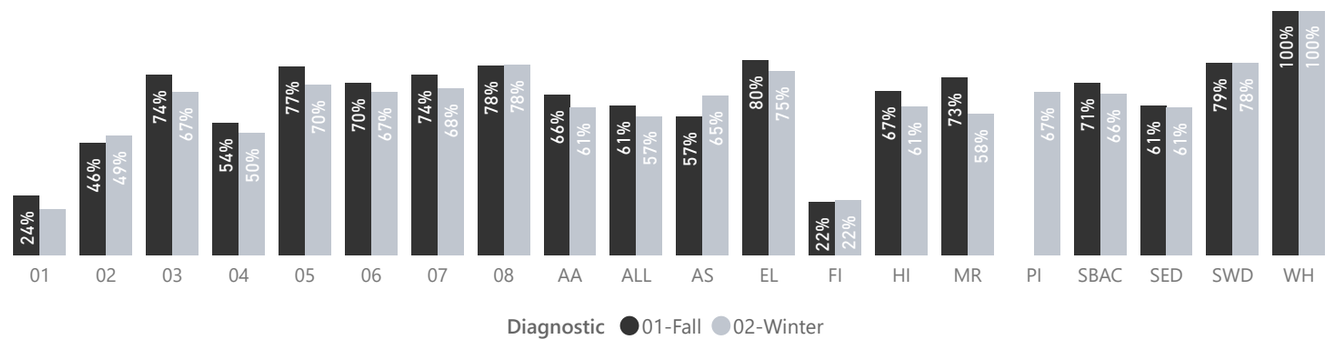
2+ Below	
61%	Fall
57%	Winter
	Spring

No Gro...	
25%	All
22%	Winter
	Spring

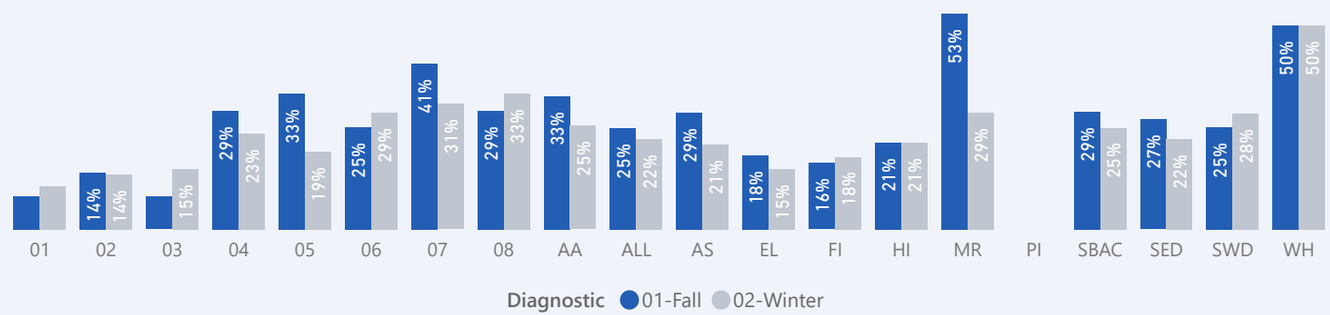
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level

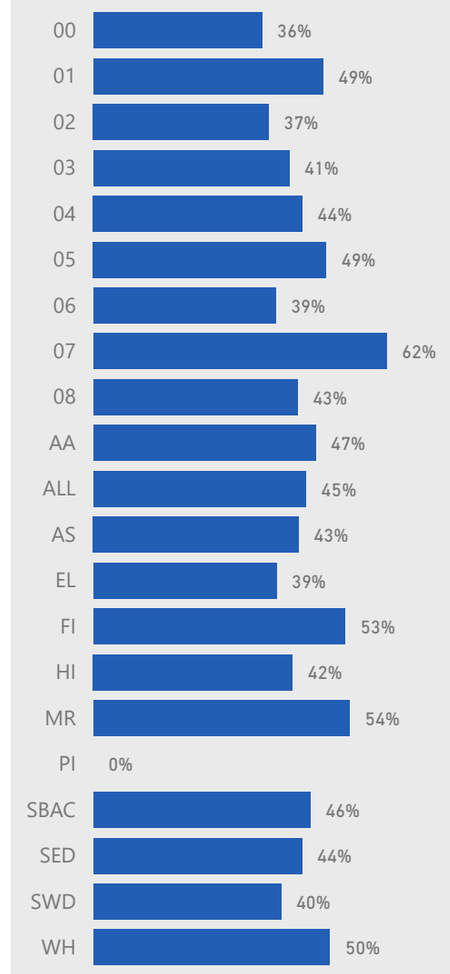


iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
45%	
All	

iReady F-W Typical Growth



Curriculum

school search

Marshall Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

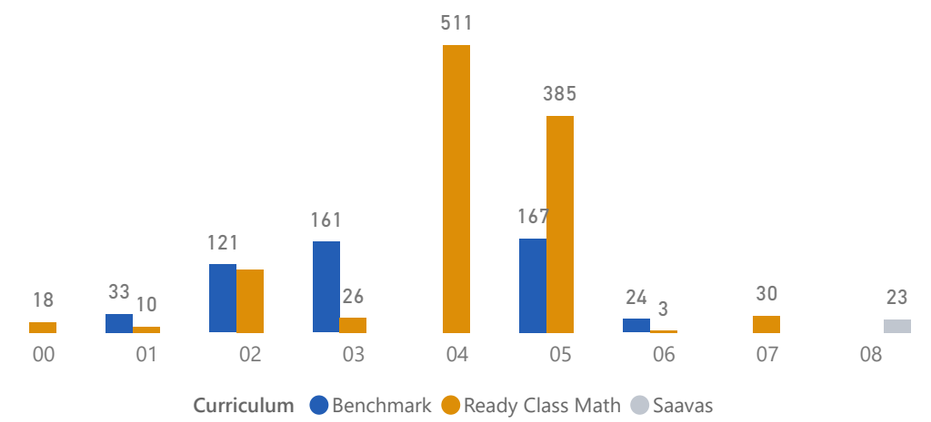
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021

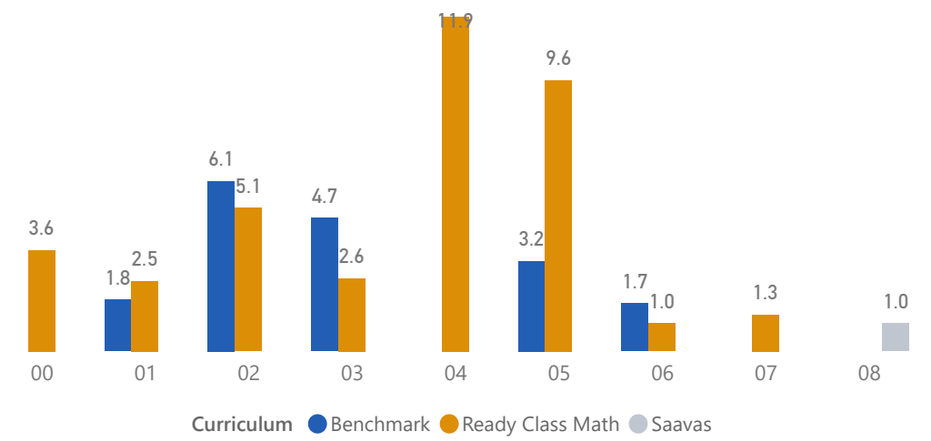
Curriculum Assessments

Ready Class	Saavas	Benchmark
1095	23	506
Total Test Count	Total Test Count	Total Test Count

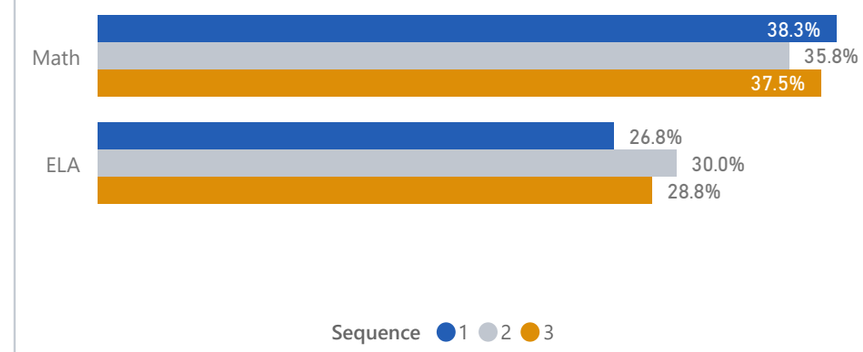
Curriculum: Test Count



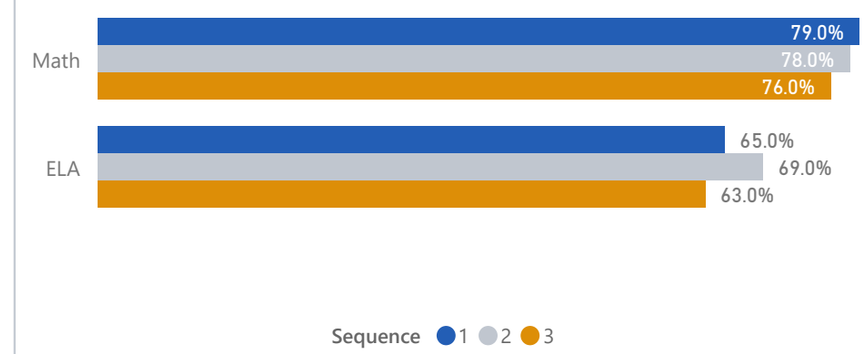
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

school search

Marshall Elementary

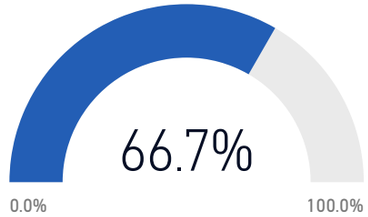
2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed



ELPAC IA

ELPAC IA

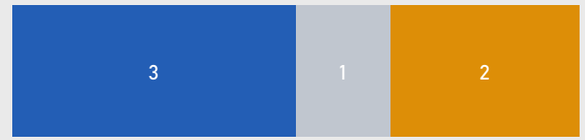
6

Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	4	6	66.67%
01		1	
04	1	1	100.00%
07	1	1	100.00%

Overall Performance

IFEP Intermediate Novice

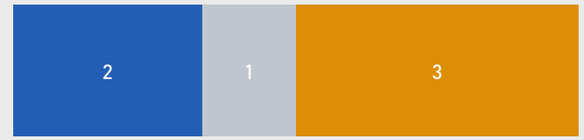


Oral Language Performance

Well Moderate Minimally

Written Language Performance

Well Moderate Minimally

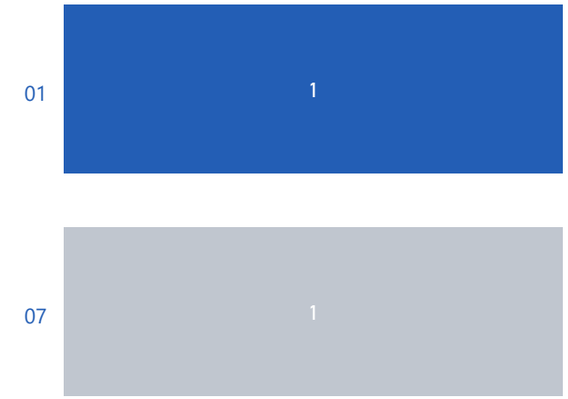


Reclassification

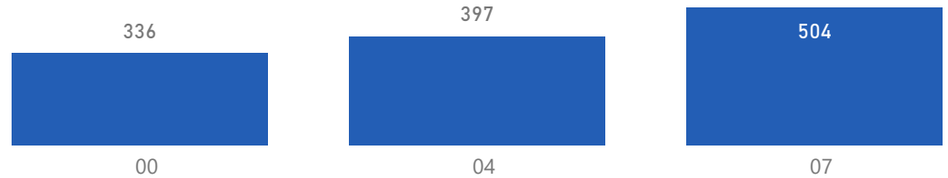
RFEP status Complete Not Complete

Reclassification by Grade Level

RFEP status Complete Not Complete



Overall Mean Scale Score by Grade Level



School Climate

school search: Marshall Elementary

Grade Span: All

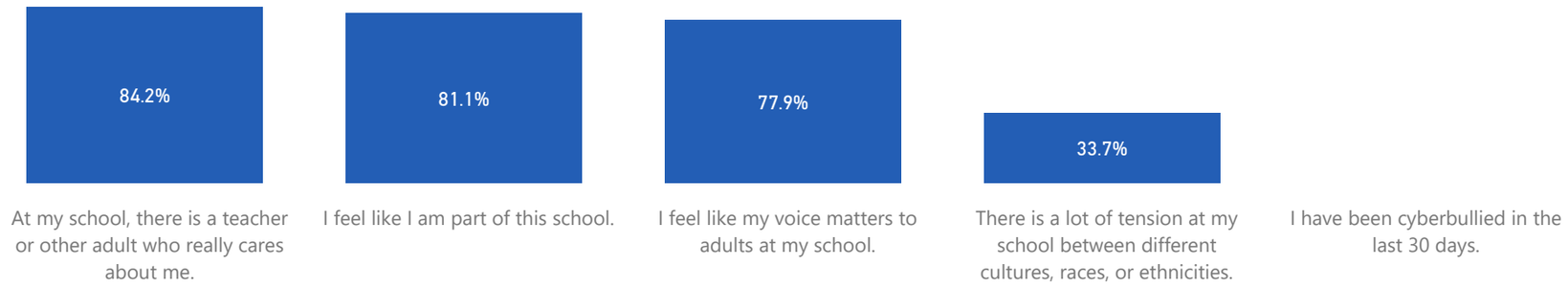
2020-2021

Question Priority: All

Term: 1-Fall

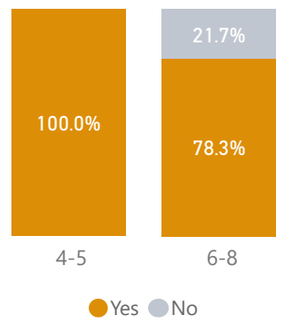
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

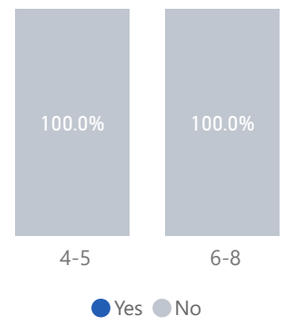


Count	Count	Count
12	83	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

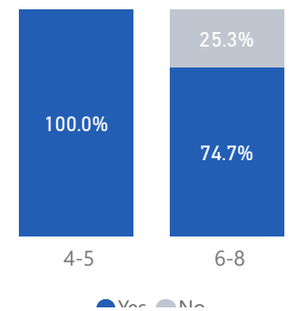
I feel like I am part of this school.



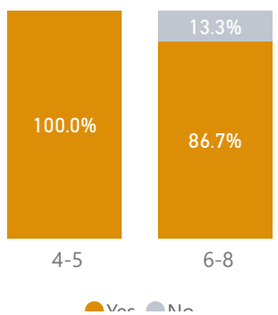
I have been cyberbullied in the last 30 days.



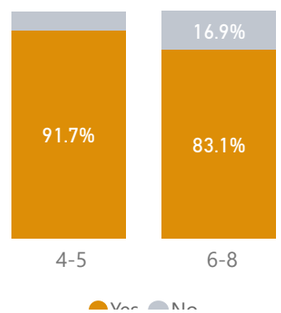
I feel like my voice matters to adults at my school.



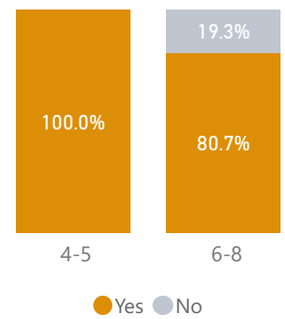
At my school, there is a teacher or other adult who believes that I will be a success.



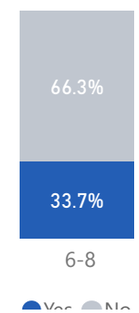
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search

Marshall Elementary

GradePeriod

All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10
8
6
4
2
0

Credits Earned (December)

10
8
6
4
2
0

Reference and Updates

2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Feedback Suggestions Comments Questions Ideas

Share your thoughts with our team!

Report Content

Student Level Reports

* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search: Marshall Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

85%	92%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

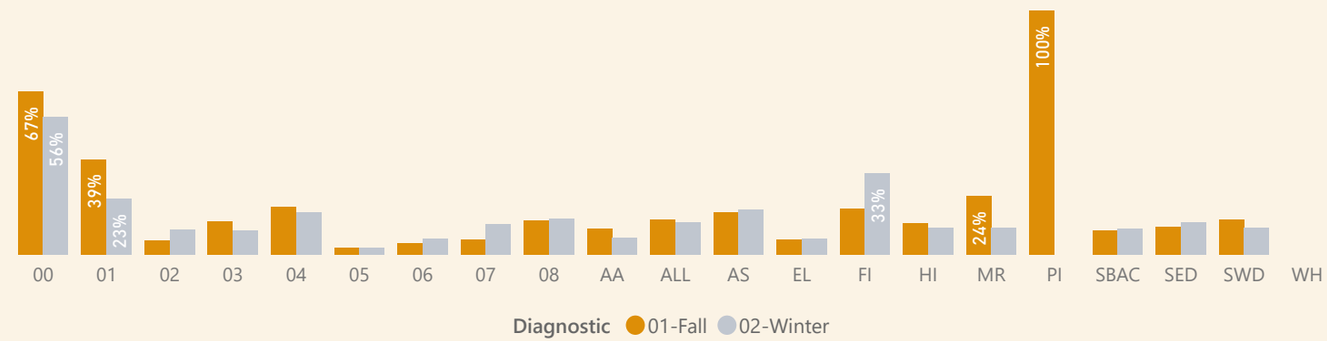
SUSD RA v1.1

On Track	
14%	Fall
13%	Winter
	Spring

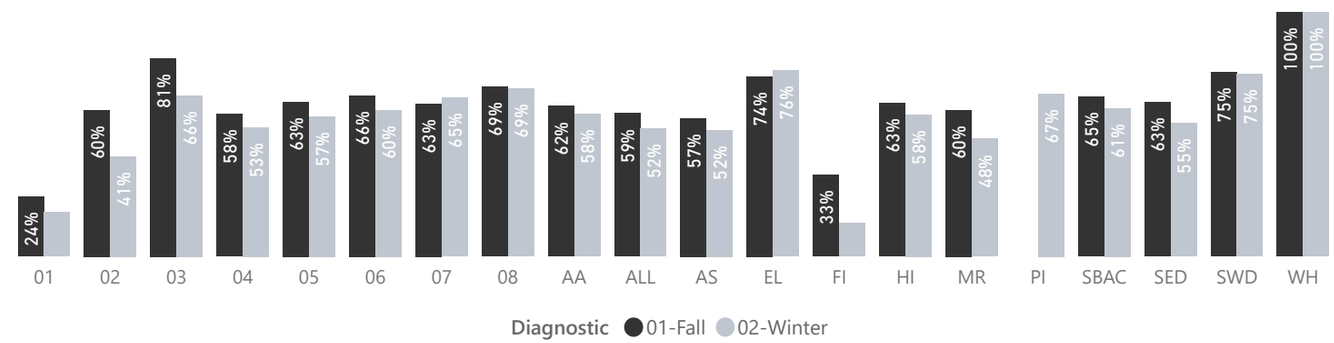
2+ Below	
59%	Fall
52%	Winter
	Spring

No Gro...	
29%	All
24%	Winter
	Spring

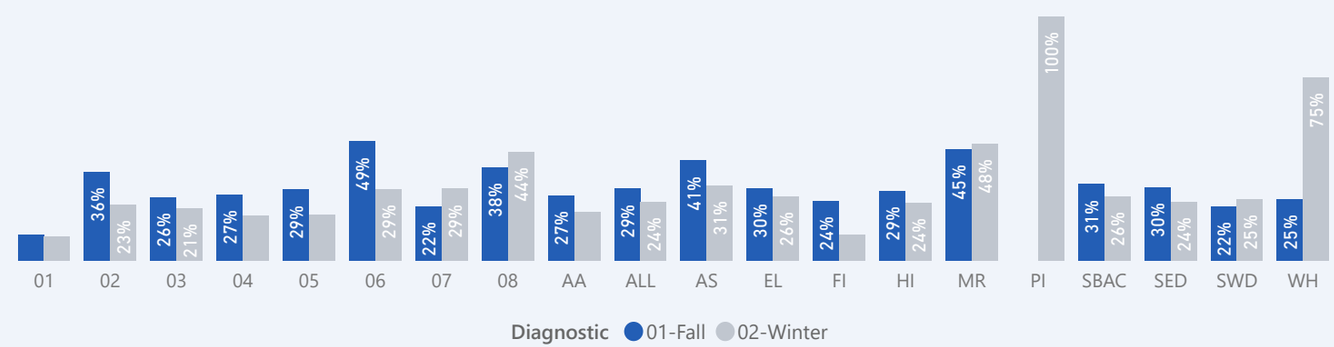
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level

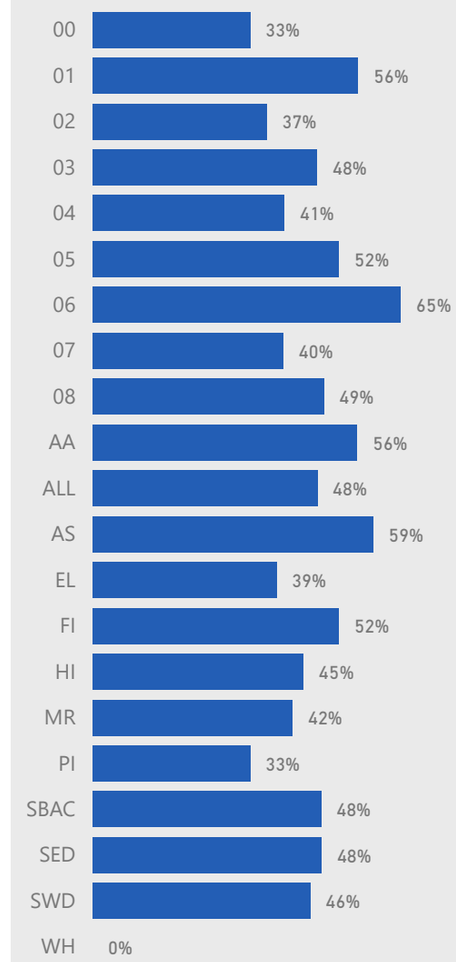


iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
48%	
All	

iReady F-W Typical Growth



Recommendations and Assurances

Site Name: Marshall Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee — Sep 28, 2021 (Date of Meeting)

   Other committees established by the school or district (list): _____ (Date of Meeting)

4. 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.

5. 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 Sep 28, 2021 (Date of Meeting).

Attested:

Edward Frazier		Sep 29, 2021
Typed Named of School Principal	Signature of School Principal	Date