



**2017-2020**

**Single Plan for Student Achievement (SPSA)**

**Site Strategic Plan**

<b>School:</b>	John Marshall Elementary
<b>Address:</b>	1141 Lever Blvd Stockton, California 95206
<b>CDS Code:</b>	0111310
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Eduardo Martir
<b>Revision Date:</b>	January 18, 2018
<b>District Governing Board approved:</b>	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact Person:</b>	Eduardo Martir
<b>Position:</b>	Principal
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## SECTION I: BACKGROUND

### *Purpose/Intent*

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Recommendations and Assurances

#### Recommendations and Assurances

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**):

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

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Signature

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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.
6. This SPSA was adopted by the SSC at a public meeting on January 18, 2018.

Attested:

Eduardo Martir  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

03-08-18  
\_\_\_\_\_  
Date

Anthony Rodriguez  
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

3-08-18  
\_\_\_\_\_  
Date

## **Mission**

Insert the school site's mission.

Marshall prepares students for college and career readiness by providing a collaborative and engaging environment and using strategies that ensure students are successful in a rigorous and innovative curriculum.

## **Vision**

Insert the school site's vision.

Marshall will be recognized as a model collaborative community by demonstrating a passion for learning and personal growth, preparing students for college and career success.

## **School Site Story**

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

John Marshall Elementary is located on the South West of Stockton, California. Its current enrollment is 577 students. 493 or 85% of these students are socio-economically disadvantaged. At this time, there are 130 or 23% of students receive special education services. Furthermore, 156 or 27% of students are English Learners. In the same matter, the two major languages spoken by most students is English with 63% and Spanish with 28%. Other languages spoken include Hmong, Filipino/Tagalog, Arabic, Burmese, Cebuano, Ilocano, Khmer and Lao. On the other hand, there are eleven new teachers at John Marshall and ten of those teachers are first or second year teachers.

Most important, John Marshall offers a variety of academic and enrichment programs which align with our mission and vision which are designed to enhance the educational opportunities of all of our students. These programs include, but not limited to Advancement Via Individual Determination (AVID), Science, Technology, Engineering and Math (STEM) through Project Lead the Way (PLTW). In addition, Stockton Unified School District requires all schools, including John Marshall, to implement all components of Professional Learning Communities. The definition of a Professional Learning Community (PLC) is, "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve". It is our mission to follow this essential process.

## SECTION II: EVALUATION

### *Plan Priorities*

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

The top three priorities for the year 2016-2017 are the following:

1. By July of 2017, the percentage of all students 3-8 will increase their expected growth by ten percent as measured by the Smarter Balanced Assessment Consortium (SBAC) also referred as CAASPP in English Language Arts (ELA).
2. By July of 2017, the percentage of all students 3-8 will increase their expected growth by ten percent as measured by the Smarter Balanced Assessment Consortium (SBAC) also referred as CAASPP in Mathematics.
3. By July 2017, the percentage of English Learners (EL) students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year as measured by the California English Language Development Test (CELDT).

The major expenditures supporting these priorities are the employment of an Assistant Principal, Instructional Coach and counselor, the attendance of various conference including the Professional Learning Communities (PLC) conference in Las Vegas, Advancement Via Individual Determination (AVID) conference, Professional Development (PD) throughout the year, and purchase of instructional materials including technology.

### *Plan Implementation*

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

The following strategies were fully implemented during the academic year 2016-2017:

- AVID instructional strategies were implemented school wide which include Writing, Inquiry, Collaboration, Organization and Reading (WICOR)
- PLC process is a common practice during weekly teacher collaboration
- Daily English Language Development (ELD) instruction (30 min) and Integrated and Designated ELD strategies were taught during ELD and throughout the day

Furthermore, all strategies described on the SPSA were fully implemented in a timely manner. Some of the timelines were modified to secure implementation. In addition, some of the identified barriers were: availability of district and out of district presenters for professional development; availability of funds to train all teachers about PLCs.

Actions that were modified were: schedules for delivering strategic intervention in Math and English Language Arts to students, and the number of minutes teachers met to collaborate.

In order to overcome these barriers, we pulled from in-house expertise to provide professional development on PLCs.

### ***Strategies and Activities***

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

AVID instructional strategies were implemented school wide which include Writing, Inquiry, Collaboration, Organization and Reading (WICOR) and were effective in promoting student engagement and learning.

The evidence that supports improving student achievement is: Measure of Academic Progress (MAP), SBAC, AVID certification evidence and classroom observations.

Activities that were ineffective were the inconsistency of implementation of Units of Study (UoS) and the corresponding district assessments and performance tasks. Also, many grade level teams failed to establish SMART goals for student performance.

These activities were proven to be ineffective because of the inconsistency of implementation.

### ***Involvement/Governance***

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The SSC reviewed the Single Plan for Student Achievement (SPSA), made inquiries and offered suggestions. Representatives of these advisory committees attended these SSC meetings to provide advice to SSC.

Throughout the year teachers, advisory committees and administration referenced the SPSA to establish goals in order to improve student achievement.

The changes needed to ensure involvement of all stakeholders and adequate monitoring of planned activities is to provide the structure and consistency of ongoing meetings. The growth mindset of administration is to be proactive not reactive.

## **Outcomes**

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

### **Goals Met:**

- Goals that were met in 2016-2017’s SPSA are that Marshall is certified as an AVID school. Teachers attended the AVID Summer Institute and PLC conference.

### **Goals Not Met:**

- Marshall did not meet the Superintendent’s Administrative Expectations to increase English Language Arts, Math and English Learner progress, instead Marshall maintained the same level of growth.

### **Strategies of Goals Not Met:**

- AVID WICOR strategies were not implemented schoolwide.
- PLTW was not implemented school wide.

### **Recommendations for Future:**

- Teachers need more support with ELD strategies in implementation within the classroom.
- Teachers need more support in development of common formative assessments.



## **Summary of Review of Overall Performance**

### **Greatest Progress**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

According to the Spring 2017 California Dashboard data, suspension is identified as “red”; however, we saw a significant decline in the following subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, and Hispanic.

Marshall refocused on PBIS strategies and implemented structures throughout the school. It appeared that most staff have embraced and supported the strategies.

Moving forward, Marshall will continue to strengthen the implementation of PBIS strategies through professional development opportunities and practices integrated through the PLC processes.

Marshall is also focusing on strengthening the PLC process, through teacher collaboration and the data cycle.

### **Greatest Needs**

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

According to the California Dashboard, Marshall is in the “red” category for English Language Arts and Math.

Marshall is going to continue refining the Professional Learning Communities (PLC), specifically focusing on reviewing students’ progress data that informs staff of student needs in specific strategies or refinement of first instruction. Also, this provides staff with discuss and exchange of best practices such as AVID - Cornell Notes strategies. Data reviews through the PLC process will also incorporate student discipline data to provide necessary support/resources to ensure students (and staff are safe), supported and able to learn (teach) in the academic setting.

### **Performance Gaps**

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the Spring 2017 California Dashboard data, Marshall does not indicate performance gaps; however, students are in need of additional academic supports in English Language Arts and Math.

## SECTION III: STAKEHOLDER OUTREACH

### *Stakeholder Involvement*

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Throughout the academic school year, multiple meetings with the following committees were scheduled to discuss the needs of all students: ELAC, SSC, Parent Coffee Hour, and teacher leadership team. The school site council will meet regularly to discuss, work and revise Marshall's school plan. The ELAC Committee will meet on January 9, 2018, to discuss and approve the school plan.

## **SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS**

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

SUSD 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.

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

#### **Student Interventions**

- Tier 2
  - English Learners
  - After School
  - Tier 3

#### **Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities**

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	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 (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	8 weeks	\$53,602 (Salary/Benefit) \$2,000 (Additional Comp) \$12,000 (Teacher Additional Comp) \$20,000 (Substitute Pay) \$5,838 \$5,000 (Conferences) \$5,000 (Consultants – Instructional)	Title I LCFF	19101 19500 11500 11700 52150 58100
1.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3” binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test	Monthly	\$5,000 (Books) \$5,000 (Instructional Materials) \$37,098 \$24,000 (Equipment) \$2,000 (Maintenance Agreement) \$2,000 (Equipment Repair) \$6,000 (License Agreement) \$3,000 \$3,000 (Duplicating)	Title I LCFF	42000 43110 44000 56590 56530 58450 57150

<p><b>1.3 Academic Student Achievement</b></p>	<p>Continue the identification and monitoring of EL progress resulting in reclassification.</p>	<p># of EL students monitored                  # of EL students assessed (initial)                  # of EL students reassessed                  # of EL students being monitored                  # of EL students CELDT 1                  # of EL student CELDT 2                  # of student RFEP</p>	<p>Monthly</p>	<p>\$5,000 (Books)                  \$5,000 (Instructional Materials)</p>	<p>LCFF</p>	<p>42000                  43110</p>
<p><b>1.4 Academic Student Achievement</b></p>	<p>Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.</p>	<p># of field trips pre/post assessment culminating project</p>	<p>Trimester</p>	<p>\$16,946 (Field Trip – District Trans)</p>	<p>Title I</p>	<p>57250</p>

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	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 (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	8 weeks	\$53,602 (Salary/Benefit) \$2,000 (Additional Comp) \$12,000 (Teacher Additional Comp) \$20,000 (Substitute Pay) \$5,838 \$5,000 (Conferences) \$5,000 (Consultants – Instructional)	Title I LCFF	19101 19500 11500 11700 52150 58100
2.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3” binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test	Monthly	\$5,000 (Books) \$5,000 (Instructional Materials) \$37,098 \$24,000 (Equipment) \$2,000 (Maintenance Agreement) \$2,000 (Equipment Repair) \$6,000 (License Agreement) \$3,000 \$3,000 (Duplicating)	Title I LCFF	42000 43110 44000 56590 56530 58450 57150

<p><b>2.3 Academic Student Achievement</b></p>	<p>Continue the identification and monitoring of EL progress resulting in reclassification.</p>	<p># of EL students monitored                  # of EL students assessed (initial)                  # of EL students reassessed                  # of EL students being monitored                  # of EL students CELDT 1                  # of EL student CELDT 2                  # of student RFEP</p>	<p>Monthly</p>	<p>\$5,000 (Books)                  \$5,000 (Instructional Materials)</p>	<p>LCFF</p>	<p>42000                  43110</p>
<p><b>2.4 Academic Student Achievement</b></p>	<p>Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.</p>	<p># of field trips pre/post assessment culminating project</p>	<p>Trimester</p>	<p>\$16,946 (Field Trip – District Trans)</p>	<p>Title I</p>	<p>57250</p>

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	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 (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	8 weeks	\$53,602 (Salary/Benefit) \$2,000 (Additional Comp) \$12,000 (Teacher Additional Comp) \$20,000 (Substitute Pay) \$5,838 \$5,000 (Conferences) \$5,000 (Consultants – Instructional)	Title I LCFF	19101 19500 11500 11700 52150 58100
3.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3” binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test	Monthly	\$5,000 (Books) \$5,000 (Instructional Materials) \$37,098 \$24,000 (Equipment) \$2,000 (Maintenance Agreement) \$2,000 (Equipment Repair) \$6,000 (License Agreement) \$3,000 \$3,000 (Duplicating)	Title I LCFF	42000 43110 44000 56590 56530 58450 57150



<p><b>3.3 Academic Student Achievement</b></p>	<p>Continue the identification and monitoring of EL progress resulting in reclassification.</p>	<p># of EL students monitored                  # of EL students assessed (initial)                  # of EL students reassessed                  # of EL students being monitored                  # of EL students CELDT 1                  # of EL student CELDT 2                  # of student RFEP</p>	<p>Monthly</p>	<p>\$5,000 (Books)                  \$5,000 (Instructional Materials)</p>	<p>LCFF</p>	<p>42000                  43110</p>
<p><b>3.4 Academic Student Achievement</b></p>	<p>Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.</p>	<p># of field trips pre/post assessment culminating project</p>	<p>Trimester</p>	<p>\$16,946 (Field Trip – District Trans)</p>	<p>Title I</p>	<p>57250</p>

## **LCAP GOAL 2: Safe and Healthy Learning Environments**

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

### **Strategic Area of Focus**

#### **School Climate**

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 \$65,752 (Salaries/Benefits)	LCFF	12151 13201

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 \$65,752 (Salaries/Benefits)	LCFF	12151 13201

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program	# of student being referred for social/emotional issues # of student involved in the	Monthly	\$25,137 \$65,752 (Salaries/Benefits)	LCFF	12151 13201

	such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended				
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### **LCAP Goal 3: Meaningful Partnerships**

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

#### **Strategic Area of Focus**

##### **Parent, Student, and School Engagement**

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, after school academic focused activities	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Monthly	\$2,741 \$26 \$3,000 (Parent Meeting)	Title I LCFF	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p><b>2.1 Parent, Student, and School Engagement</b></p>	<p>Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, after school academic focused activities</p>	<p># of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training</p>	<p>Monthly</p>	<p>\$2,741 \$26 \$3,000 (Parent Meeting)</p>	<p>Title I LCFF</p>	<p>43400</p>



Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>3.1 Parent, Student, and School Engagement</b>	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, after school academic focused activities	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Monthly	\$2,741 \$26 \$3,000 (Parent Meeting)	Title I LCFF	43400

## Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Eduardo Martir	9/2017	9/2019	X			
Anthony Rodriguez	9/2016	9/2018		X		
Ashlee Frades	9/2017	9/2019		X		
Jaqueline Garcia	9/2017			X		
Jacquelyn Bowers	9/2016	9/2018			X	
Selena Johnson	9/2016	9/2018				X
Nancy Ocegueda	9/2017	9/2019				X
Anabel Reynoso	9/2017	9/2019				X
Ana Francisca De Tercero	9/2017	9/2019				X
Oswaldo Rosales Sr.	9/2017	9/2019				X
Numbers of members of each category:			1	3	1	5

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

## Section VI: Budget Allocation Spreadsheets

### SCHOOL NAME: MARSHALL ELEMENTARY Revised Preliminary Allocations 2017-18 with 2016-17 Carryover 2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute					\$ -	
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ -	\$ 53,602.00	\$ -	\$ 53,602.00	
<b>Books &amp; Supplies</b>							
42000	Books			5,000		\$ 5,000.00	Goal 1 - 2
43110	Instructional Materials			5,000		\$ 5,000.00	Goal 1 - 2
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		2,767			\$ 2,767.00	Goal 3 - 1
44000	Equipment			37,098		\$ 37,098.00	Goal 1 - 2
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 2,767.00	\$ 47,098.00	\$ -	\$ 49,865.00	
<b>Services</b>							
57150	Duplicating			3,000		\$ 3,000.00	Goal 1 - 2
57250	Field Trip-District Trans			16,946		\$ 16,946.00	Goal 1 - 4
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			2,000		\$ 2,000.00	Goal 1 - 2
56530	Equipment Repair			2,000		\$ 2,000.00	Goal 1 - 2
52150	Conference			5,838		\$ 5,838.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			6,000		\$ 6,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ 35,784.00	\$ -	\$ 35,784.00	
	<b>Total</b>		\$ 2,767.00	\$ 136,484.00	\$ -	\$ 139,251.00	
	Differential		-	-		-	
	2016-17 Carryover		26	37,098		37,124	
	Revised 2017-18 Allocation		2,741	99,386		102,127	
			2,767	136,484		139,251	

**SCHOOL NAME: MARSHALL ELEMENTARY**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-L-SC E/General	Extended Day/Year		
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp		12,000		\$ 12,000.00	Goal 1 - 1
11700	Teacher Substitute		20,000		\$ 20,000.00	Goal 1 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal		65,752		\$ 65,752.00	Goal 2 - 1
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp		2,000		\$ 2,000.00	Goal 1 - 1
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		-		\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 124,889.00	\$ -	\$ 124,889.00	
<b>Books &amp; Supplies</b>						
42000	Books		5,000		\$ 5,000.00	Goal 1 - 3
43110	Instructional Materials		5,000		\$ 5,000.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting		3,000		\$ 3,000.00	Goal 3 - 1
44000	Equipment		24,000		\$ 24,000.00	Goal 1 - 2
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 37,000.00	\$ -	\$ 37,000.00	
<b>Services</b>						
57150	Duplicating		3,000		\$ 3,000.00	Goal 1 - 2
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		5,000		\$ 5,000.00	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional		5,000		\$ 5,000.00	Goal 1 - 1
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ 13,000.00	\$ -	\$ 13,000.00	
	<b>Total</b>		\$ 174,889.00	\$ -	\$ 174,889.00	
	Differential		-		-	
	<b>Allocations</b>		174,889		174,889	