

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MARSHALL ELEMENTARY SCHOOL

2014-16

37-68338-6039952

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

Principal: Farias, Armando

Contact Person: Farias, Armando

Position: Principal

Telephone Number:

Address: 3550 Altadena Ave, Marshall Elementary, San Diego, CA, 92105-3613,

E-mail Address: afarias@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



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Attachment 2
Modification of SPSA

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department



2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Marshall Elementary

SITE CONTACT PERSON: Armando Farias

DUE March 13, 2015

PHONE: (619) 344-5100 FAX:

E-MAIL ADDRESS: afarias@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3-4-15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: _____

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Armando Farias
Type/Print Name of School Principal

[Signature]
Signature of School Principal

3-23-15
Date

Danielle Krogstad
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

3-23-15
Date

Fabiola Bague
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

3-23-15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Marshall Elementary is a diverse learning community that strives to provide our community with a quality school. Marshall has been engaged in collaborations, grade level planning and alignment of instruction to the common core state standards. Through our collaborations we are strengthening systems and structures that allow us to analyze data and monitor student learning. It is our vision to become a support system for the San Diego Unified School District where the social, physical and academic environments fuse to provide our community of learners a strong and rigorous setting to learn.

Marshall's vision is closely aligned to our 2020 vision. The team focuses on creating improved measures of student engagement and monitoring of learning. One of our key focuses is the strengthening of teachers' and leaders' pedagogy and content knowledge in order to support one another. It is our goal to ensure equity in all classrooms in order to empower all of our students to develop a love for learning and a determination to succeed academically and in life.

Parental involvement plays an important role in Marshall's vision. We strongly believed we can develop the relationships between the home and school to provide our students with a partnership that suits their needs.

Marshall's team believes all students can succeed. For this reason, we collaborate tirelessly to ensure the academic development of our students. Our collective vision is focused on strategically leading change and continuous improvement that sustains student academic achievement. Our learning community is becoming an effective professional learning center for all of our stakeholders. This learning community ensures that all of our students, team members and community feels welcome and appreciated at our school. Customer service is centered on making sure our stakeholders notice the positivism when they enter our doors.

CORE AND SUPPLEMENTAL SUPPORTS

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3: 1:24

Grades K-3 with CSR: 1:22

Grade 4-5: 1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592 = 1 day per week

593-1,185 = 2 days per week

1,186-1,774 = 3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

To develop strategies for restructuring Marshall Elementary School, the Restructuring Oversight Committee first analyzed the demographic, staffing, and student academic performance data summarized above, as well as the results of the team's school self-assessment. On the basis of this analysis, the Restructuring Oversight Committee has identified five major goals for 2012–2013 around which Marshall Elementary restructuring strategies are organized. These strategies continue to be implemented and are included in the SPSA.

Increase the percentage of English learners who move one or more proficiency per year.

Increase percentage of students in grades 2-5 who meet or exceed proficient or advanced in ELA from 28 percent in 2011.

Increase percentage of students in grades 2-5 from 41 percent meeting or exceeding proficient or advanced in Mathematics in 2011.

Increase the overall attendance of student in all grades from 96.13 to 97.0 percent. Decrease the number of students that miss 10% or more of Kindergarten.

Increase parent involvement in their students' education evidenced by sign in sheets at parent activities, including Kindergarten Academy Parent Education Classes, and principal coffees.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and

Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Armando Farias	Principal
Laura Lucatero	Other School Personnel
Stacey Keaffaber	Teacher
Danielle Krogstad	Teacher
Tracy Cotter	Teacher
Angelina Santos	Parent
Baye Moo	Parent
Bilal Muya	Parent
Fransisca Romero	Parent
Julia Penaloza	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 41 % of Marshall Elementary Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

- * By 07/21/2016, 38.7 % of Marshall Elementary Hispanic or Latino, Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments
- * By 07/21/2016, 35.3 % of Marshall Elementary Black or African American, Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments
- * By 07/21/2016, 31.7 % of Marshall Elementary English Learner, Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Developmental Reading Assessments (DRA) and previous API data.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:

* By 07/21/2016, 47 % of Marshall Elementary Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 07/21/2016, 44.5 % of Marshall Elementary Black or African American, Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments

* By 07/21/2016, 59.4 % of Marshall Elementary Hispanic or Latino, Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments

* By 07/21/2016, 51.8 % of Marshall Elementary English Learner, Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

End of unit math assessments, site developed assessments, previous school's performance on CST.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 11 % of Marshall Elementary English Learner, Students will meet requirements for reclassification in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

We use ELDPI through the school year in Grades K-5 and monitor the progress and development of English Language in writing.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 45 % of Marshall Elementary Grade 03, Students will meet or exceed Level 38 in DRA

Closing the Gap SMART Goal:
 * By 07/21/2016, 45 % of Marshall Elementary Black or African American, Grade 03, Students will meet or exceed Level 38 in DRA
 * By 07/21/2016, 45 % of Marshall Elementary Hispanic or Latino, Grade 03, Students will meet or exceed Level 38 in DRA
 * By 07/21/2016, 45 % of Marshall Elementary English Learner, Grade 03, Students will meet or exceed Level 38 in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/21/2016, 70 % of Marshall Elementary Parents/Guardians will achieve a participate in Coffee With Principal and other parent activities in Parent and Community Engagement

Targeted Population:

We need to focus on closing the academic achievement gap in Transitional kinder through 5th grade. In order to achieve this we need to work on inviting and recruiting more families to become active participants of our students' education.

What data did you use to form these goals?:

We analyzed DRA, end of unit assessments and site created exit slips and determined that our students need additional support at home. It will be important to engage the parents in this effort and work together to prepare students academically. In addition, our analysis shows that a high percentage of our students are not making accelerated progress in ELA and math, therefore we need to work more closely with our families to support the academic growth.

Progress and Growth Monitoring:

We will monitor parent engagement through sign in sheets at families' events.

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the Critical Literacy Units, ELA Framework and Common Core grade level standards in designing and differentiating instruction. Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work and support classroom teachers and principal on strengthening ELD instruction and QTEL strategies.

All English learners will be assessed using CELDT and the Express Assessment as needed from the SELD curriculum.

Speech and Language Pathologist will provide model lessons for students in need to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.7500	\$60,204.00	0195-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Resource teacher will provide support to students and teachers. Supports will be aimed at raising students academics and strengthening teachers pedagogy and content knowledge.
Position School Counselor,	0.3000	\$22,648.20	0195-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Counselor will provide social and emotional support to students.
Position Inschool Resource Tchr,	0.1000	\$8,027.20	0195-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Resource teacher will provide support to students and teachers. Supports will be aimed at raising students academics and strengthening teachers pedagogy and content knowledge.
Position Inschool Resource Tchr,	0.5000	\$40,136.00	0195-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Resource teacher will provide support to students and teachers. Supports will be aimed at raising students academics and strengthening teachers pedagogy and content knowledge.
Supplies	-	\$512.16	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies will support students by providing a way to practice the new learning.
Prof&Curriclm Dev Vist Tchr	-	\$4,037.78	0195-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Support teachers on strengthening pedagogy and content knowledge in order to support academic growth.
Inservice supplies	-	\$1,000.00	0195-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and inservice materials for parent events and meetings.
Supplies	-	\$1,083.76	0195-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice materials such as chart paper, markers, etc to enhance parent involvement activities.
Tech Professional OTBS Hrly	-	\$486.00	0195-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Provide translation services during families' meeting/events.
Prof&Curriclm Dev Vist Tchr	-	\$609.00	0195-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Support teachers on strengthening pedagogy and content knowledge in order to support academic growth.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Support will be provided to teachers to support strengthening their pedagogy and content knowledge.

Identified Need:

Presently, Marshall Elementary students are at 55% Proficient/advanced levels in reading as per thie years DRA.

Target Group:

Students not meeting grade level standards.

Monitoring:

Site developed assessments and DRA levels.

Personnel Responsible:

Principal, ILT, Classroom teachers and resource teachers.

Goal 2: Classroom Supports**Classroom Support Goal:**

In order to increase academic growth basic classroom supplies are needed.

Identified Need:

All students are in need of basic supplies.

Target Group:

All students are in need of basic classroom supplies.

Monitoring:

School administrator will monitor supplies' orders based on rational provided.

Personnel Responsible:

Administration

Goal 3: Professional Development

Professional Development Goal:

Professional development will be focused on strengthening teachers' pedagogy and content knowledge. In addition, professional development will be aligned to teachers' and students' needs based on data.

Identified Need::

Teachers benefit from professional development and lesson studies that impact students' learning.

Target Group::

Teachers will be involved in professional development that will address pedagogy and content knowledge.

Monitoring::

Monitoring will be based on classroom visits, students' data and teachers' needs/requests.

Personnel Responsible::

Principal, ILT, Teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.2500	\$20,068.00	0195-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support teachers on strengthening pedagogy and content knowledge in order to support academic growth.
Position Inschool Resource Tchr,	0.4000	\$32,108.80	0195-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Support teachers on strengthening pedagogy and content knowledge in order to support academic growth.
Supplies	-	\$1,571.28	0195-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplemental materials to support students' work/learning.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)

Marshall Elementary
TITLE I PARENT INVOLVEMENT POLICY
2014 – 2015

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Marshall Elementary has developed a written Title I parental involvement policy with input from Title I parents. Marshall's School Site Council meets yearly to review, edit and or adjust the Title I Parent Involvement Policy.

It has distributed the policy to parents of Title I students. The policy is distributed to families at the beginning of the school year. It is distributed at Coffee With The Principal Meetings and it is sent to families via students.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Marshall Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This is done at the Coffee With The Principal Meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meeting are announced and promoted through flyers and connect calls.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. ** This is done at the beginning of the school year during School Site Council Meeting.
- The school provides parents of Title I students with timely information about Title I programs. Every year at the beginning of the school year Marshall Elementary provides families with information regarding Title I programs.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Through out the school year parents are informed of the curriculum being used at Marshall Elementary and assessments used to monitor academic growth.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Marshall Elementary seeks the involvement of families in the decision making process.

School-Parent Compact

Marshall Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- ☐ The school's responsibility to provide high-quality curriculum and instruction
- ☐ The ways parents will be responsible for supporting their children's learning
- ☐ The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Marshall Elementary meets with the School Site Council to review, edit and or adjust the school-parent compact. This compact is delivered yearly at meetings and via students.

Building Capacity for Involvement

Marshall Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During Marshall's monthly Coffee With The Principal meetings, academics are part of the agenda. Conversations about state's standards and assessments are routinely evolving.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Marshall takes into consideration parental requests. We ensure we provide families with ideas on how to support their students.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Every staff member at Marshall Elementary knows the value parents bring to the education of their children.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Marshall Elementary has a parent center that allows families to volunteer their time and to attend classes with different topics requested by parents.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Most of the information sent home is in English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents. Classes are provided to families based on requests and availability of personnel and resources.

Accessibility

Marshall Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Marshall Elementary strives to provide translation services during meetings and parent teacher conferences.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

**Marshall Elementary School
Home/School Compact
2014-2015**

Mission:

The mission of John Marshall Elementary is to ensure that all students are proficient in language arts, mathematics, and science; use technology and 21st Century skills to advance and communicate their ideas and thinking; and develop as responsible and thoughtful leaders.

School Responsibilities

We, at Marshall School will support our students by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

All students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

- Holding parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress.

Parent-teacher conversations are part of Marshall's first and second student progress reporting periods.

- Providing parents reasonable access to staff.

Communication between home and school is tremendously important; meetings may be arranged by note or telephone. Parent Coffees are scheduled to provide open communication between the school and parents.

- Providing parents opportunities to volunteer and participate in their child's class activities.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Assuring that my child comes to school on time every day.
- Picking up my child promptly when school ends, including minimum days.
- Checking to be sure my child's homework is completed each day.
- Assuring that my child reads a book at their level for at least 30 minutes each day at home. If I am unsure of my child's reading level, I will ask his/her teacher.
- Taking advantage of any/all parent involvement activities that Marshall Elementary School offers.
- Limiting the amount of television and digital games that my child watches every day.
- Participating whenever possible, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district.
- Volunteering my time at my child's school or in his/her classroom whenever possible.
- Serving on advisory groups, such as the School Site Council, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

Ensure students go to bed at a reasonable time in order for them to be rested for a day full of learning.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Promising to always work hard, be responsible, thoughtful/respectful, and kind.
- Contributing daily in school, take responsibility and manage my learning and my actions.
- Using scholarly behaviors and understand how my behavior impacts my achievement.
- Understanding my current academic levels and set learning goals.
- Making homework a priority and accomplish it daily, including 30 minutes of home reading.
- Limiting the amount of television and digital games that I watch each day.

APPENDIX C**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0195 Marshall Elementary
 As of Date 04-15-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$171,658.00		\$2,683.00		\$11,550.00
		\$171,657.97		\$2,683.00		\$11,550.01
		\$0.03		\$0.00		-\$0.01
Certificated Salaries / Monthly	1.5500	\$122,988.20	0.0000	\$0.00	0.1000	\$8,027.20
2040 Inschool Resource Tchr	1.2500	\$100,340.00	0.0000	\$0.00	0.1000	\$8,027.20
2605 School Counselor	0.3000	\$22,648.20	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$4,037.78		\$0.00		\$609.00
1192 Prof&Curriclm Dev Vist Tchr		\$4,037.78		\$0.00		\$609.00
Classified Salaries		\$0.00		\$486.00		\$0.00
2455 Tech Professional OTBS Hrly		\$0.00		\$486.00		\$0.00
2951 Noon Supervision		\$0.00		\$0.00		\$0.00
Employee Benefits		\$44,119.83		\$113.24		\$2,913.81
Books and Supplies		\$512.16		\$2,083.76		\$0.00
4301 Supplies		\$512.16		\$1,083.76		\$0.00
4304 Inservice supplies		\$0.00		\$1,000.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Marshall Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 41 % of Marshall Elementary Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments
Mathematics	By 07/21/2015, 47 % of Marshall Elementary Students will achieve a meet Common Core grade-level standards on site-developed/identified common formative assessments
English Language Development	By 07/21/2015, 11 % of Marshall Elementary English Learner students will meet requirements for reclassification in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2015, 45 % of Marshall Elementary Grade 03, Students will perform at Level 38 level in DRA
Parent Involvement and Community Engagement	By 07/21/2015, 70 % of Marshall Elementary Parents/Guardians will achieve a participate in Coffee With Principal and other parent activities in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I Parent		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		163,494.00		2,183.00		10,907.00	
2040 Inschool Resource Tchr	0.80	64,216.80	-	-	-	-	Support teachers on strengthening pedagogy and content knowledge in order to support academic growth.
2605 School Counselor	0.30	23,133.30	-	-	-	-	Counselor will provide social and emotional support to students.
6410 Health Technician	0.27	8,698.15	-	-	-	-	Supports the health of our students for them to be able to learn.
1192 Prof&Curriclm Dev Vist Tchr		18,859.00		-		-	Support teachers on strengthening pedagogy and content knowledge in order to support academic growth.
2451 Clerical OTBS Hrly		-		500.00		-	Supports the safety of our students.
2455 Tech Professional OTBS Hrly		-		300.00		-	Supports the safety of our students.
Employee Benefits		37,365.00		175.94		-	Employee benefits.
4301 Supplies		-		1,000.00		907.00	Support students' learning.
5150 Consultant >\$25K		10,000.00		-		10,000.00	Provide support for our students to become critical thinkers readers.
5733 Interprogram Svcs/Paper		422.00		208.00		-	Support the learning in the classroom by allowing students to practice the content taught.

5841 Software License

800.00

-

-

Additional support to support learning.

Core Supports

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:		01:25.5
Grades K-3 with CSR:	1:24	
Grade 4-5:		01:32.1

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493		1 0.2
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
1,196-1,429	3	0.6

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week	
1-374		1
375-1511	2	
1512-2267	3	

APPENDIX E**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

School Name: Marshall Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$171,658.00
Enter Total Allocation: Resource 30106	\$11,550.00
Sum of Resources 30100 & 30106	\$183,208.00
10% allocation needed for PD	\$18,320.80

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1109	.25 fte Resource teacher will provide support to students and teachers. Supports will be aimed at raising students academics and strengthening teachers pedagogy and content knowledge	\$20,068.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visitings teacher will provide release time for teachers to engage in professional development, collaboration and planning that will directly impact student achievement.	\$4,037.78
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Visitings teacher will provide release time for teachers to engage in professional development, collaboration and planning that will directly impact student achievement.	\$609.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$24,714.78
10 % allocation has been met			YES