

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT MARSHALL ELEMENTARY SCHOOL

**2011-12**

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:** Monreal, Staci

**Contact Person:** Monreal, Staci

**Position:**

**Telephone Number:**

**Address:**

**E-mail Address:** smonreal@sandi.net

**The following items are included:**

- Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- Data Reports
- SPSA Assessment
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact
- SARC

**Board Approval:** (*December 13, 2011*)

**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.*



San Diego Unified School District  
Office of Accountability  
Monitoring and Accountability Reporting Department

2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Marshall Elementary

**DUE on October 14, 2011**

SITE CONTACT PERSON: Staci Monreal

PHONE: (619) 283-5924

FAX: (619) 563-4762

E-MAIL ADDRESS: smonreal@sandi.net

Check the appropriate box

TITLE I     PROGRAM IMPROVEMENT

TYPE OF SITE PLAN (check the appropriate box):

SPSA                       SIG/QEIA

QEIA                         i3

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.

**BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE**

- English Learner Advisory Committee (ELAC)
- Community Advisory Committee for Special Education Programs (CAC)
- Gifted and Talented Education Program Advisory Committee (GATE)
- Site Governance Team (SGT)
- Other (list): Parents, Instructional Leadership Team, All Staff

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: October 11, 2011

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.

STACI MONREAL		10/13/11
Typed Name of School Principal	Signature of School Principal	Date
THERESA LASKOWSKI		10/13/11
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
SHIRLEY WILSON		10/13/11
Typed Name of Area Superintendent	Signature of Area Superintendent	Date

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

**DUE on October 14, 2011**

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

**Legal Requirements for the SPSAEC** Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION****Our mission is to ensure that every student is:**

*Proficient in Language Arts, Mathematics, and Science; uses technology and 21<sup>st</sup> Century skill sets to advance and communicate their ideas and thinking; and develops as a responsible and thoughtful leader.*

The SPSA focuses on improving fundamental skills in reading and mathematics competencies in order to provide students with the academic skills necessary to further their successful in their educational experience.

The population at John Marshall Elementary School is made up of primarily English learners approximately 86%. The targeted sub-groups, our two largest, which are comprised of Hispanic and African American students.

The SPSA focuses on five areas. These areas are English Language Arts, Mathematics, English Language Learners, Promotion Rate, and Parent Involvement. These goals are in alignment with the San Diego City School District recommendations. Based on the 2011 CST scores, it appears that our students need to make significant improvements in the areas of: word analysis, written conventions, and writing strategies (in Language Arts) and number sense (in Mathematics).

Key actions and or strategies that will be implemented at Marshall Elementary are the employment of an LRT (Literacy Resource Teacher), an MRT (Math Resource Teacher), and ELST (English Learner Support Teacher). These teachers will provide teachers with staff development opportunities, side-by-side coaching, and consultations. They will work as a cohort leader with the critical role of working alongside teachers to improve student achievement. As a Cohort Leader they will work with classroom teachers to conduct student diagnostics, problem-solve how to accelerate student achievement and provide general academic support inside the classroom. The activities mentioned above are expected to raise the instructional awareness of the teachers, which will result in a change in academic expectations for both the teacher and the students involved in the intervention. QEIA grant monies will be used to fund nine additional teachers to reduce class size in grades K-5.

The challenges/barriers that may curb the expected progress of the SPSA are: excessive absenteeism by teacher or student, unclear academic expectations and or actions by teacher or students, and/or continuing to do the same strategies that didn't yield results in the past.

**PROCESS FOR MODIFYING THE SPSA**

The principal led the school through a priority processing activity where stakeholders shared their opinions about each of the services provided during the 2010-2011 school year. Knowing that the budget was going to be cut for the 2010-2012 school year, stakeholders looked at what services were of the greatest value, what services were needed that weren't currently provided, and what services could be cut with the least amount of impact. The 2011-2012 budget was presented at an SSC meeting on January 25, 2011 for approval. The Marshall stakeholders were given an opportunity to provide input for our SPSA. Using student achievement data and feedback from stakeholders, the draft of the SPSA was developed. Teachers and the Instructional Leadership Team developed the SMART GOALS for each grade level and for the school. School Site Council reviewed the plan and offered suggestions and revisions. The plan was revised based on input and approved. The SPSA was presented to SSC members on May 31, 2011 and again with revisions on October 4, 2011.

**CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

The 2011-2012 SPSA is a continuation to the 2010-2011 SPSA. We are emphasizing supports in ELA and Mathematics through the following areas: The Literacy Resource Teacher, Math Resource Teacher, and English Learner Resource teachers' daily schedule includes a significant increase in the amount of time working alongside teachers and students in an effort to accelerate student achievement. This Cohort Learning Model is designed to support teaching while accelerating learning.

We are continuing to expand our web based daily practice component of the Literacy and Mathematics blocks. Students will have access for daily practice of reading phonemic awareness, phonics, fluency, vocabulary, and comprehension using Awards Reading. In addition, students have daily practice to develop conceptual understanding of mathematics using ST Mathematics.

A focus on English Language Development is highlighted in this plan with a full alignment of English Language Development and the new Being A Writer program. Students' develop the forms and functions of language through the development of writing multiple genres with the goal of successfully communicating ideas, thoughts, and opinions.

District Resource teachers will be an additional support for Marshall staff development and side-by-side coaching to improve instructional practices.

**PERSONNEL**

Many of our classroom teachers will return to the school in 2011-2012. Due to budget cuts, the School Nurse position was eliminated and the Health Technician position was increased to full time to support health services for the school. In addition, the Library Assistant and Attendance Assistant were eliminated. The School Counselor position was decreased from full-time to three days per week. The Newcomer position was eliminated with the support of Newcomers the new responsibility of the English Learner Resource Teacher. Many critical positions were decreased or eliminated due to the reduction of budget allocations to the school site.

**BUDGET**

Below we have listed several changes to our budget that align our resources with our identified goals.

Changes to Budget include:

- Elimination of Nurse Services
- Additional Health Technician Services
- Decrease of Instructional Resources
- Decrease in Teacher Release Time
- Elimination of Field Trips
- Decrease in Counseling Services
- Elimination of Library Assistance

**CONCLUSIONS**

The School Site Council and Marshall teachers have analyzed the academic performance of all student groups and have 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 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.

<b>INSTRUCTIONAL LEADERSHIP TEAM</b>	
<b>Member Name</b>	<b>Role</b>
Staci Monreal	Principal
Theresa Laskowski/Lisa Stone/Laura Lucatero	Cohort Leaders/Resource Teachers
Sally Lutkenhouse	First Grade Leader
Michelle Stabile	Second Grade Leader
Graciela Hernandez	Third Grade Leader
Darcy Denton	Fourth Grade Leader
Tara Malm	Fifth Grade Leader
<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Staci Monreal	Principal
Theresa Laskowski	Other School Personnel
Conor Shine	Teacher
Kelly Munson	Teacher
Melissa Moore	Teacher
Adriana Vasquez	Parent
Cataline Gutierrez	Parent
Roselia Beltran	Parent
Fransisca Romero	Parent
Farhia Arays	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**AREA 1: ENGLISH/LANGUAGE ARTS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**English/Language Arts SMART Goal:**

\* By 07/31/2012, 43 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficient or Advanced in English-Language Arts on the CST

**Closing the Gap SMART Goal:**

\* By 07/22/2012, 43 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in English-Language Arts on the CST

\* By 07/22/2012, 43 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in English-Language Arts on the CST

\* By 07/20/2012, 43 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in English-Language Arts on the CST

**How does this goal align to our Local Educational Agency Plan goals?**

Marshall's SMART goals are aligned with the LEA goals of ensuring students are growing proficiency in Language Arts and Mathematics. The SMART goals were determined in an effort to accelerate progress and reach the LEA SMART Goals by 2013.

**WHAT DATA DID YOU USE TO FORM THESE GOALS**

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

After examining 2010-2011 Benchmark Assessment data, CST data, and looking at student by student data and how close to each proficiency band that performed last school year, these SMART goals were determined to be reasonable goals with room for a stretch. 5% growth is considered steady progress and being that Marshall is API 1 and did not meet AYP Safe Harbor Targets we determined our goals need to be 10% growth or higher. We found that we have a 10% performance discrepancy between Benchmark data through the year and the CST results. This 10% discrepancy has resulted in great disappointment with our final results and hasn't given us accurate data to adjust and revise our strategies and practice. A more focused approach to



## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

monitoring has now been designed and started in an effort to focus, plan, assess, and adjust our work according to student's needs.

**Which stakeholders were involved in data analysis and developing these goals?**  
Teacher leaders, Resource Teachers, and members of School Site Council were involved in the data analysis and developing these goals.

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/04/2011, 43 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Literacy Benchmark 1 * By 11/04/2011, 43 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Literacy Benchmark 1 * By 11/04/2011, 43 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Literacy Benchmark 1 * By 11/04/2011, 43 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Literacy Benchmark 1	* By 03/30/2012, 43 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Literacy Benchmark 2 * By 03/30/2012, 43 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Literacy Benchmark 2 * By 03/30/2012, 43 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Literacy Benchmark 2 * By 03/30/2012, 43 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Literacy Benchmark 2	* By 07/20/2012, 43 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Literacy Benchmark 3 * By 07/20/2012, 43 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Literacy Benchmark 3 * By 07/20/2012, 43 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Literacy Benchmark 3 * By 07/20/2012, 43 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Literacy Benchmark 3	

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Quarter One	Quarter Two	Quarter Three	
Short Term Monitoring	Short Term Monitoring	Short Term Monitoring	
By November 4, 2011	By March 16, 2012	By July 20, 2012	
The Instructional Leadership Team and Grade Level Teams will analyze	The Instructional Leadership Team and Grade Level Teams will analyze	The Instructional Leadership Team and Grade Level Teams will analyze	

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Benchmark 1 Data and determine a plan for next steps.	Benchmark 2 Data and determine a plan for next steps.	Benchmark 3 Data and determine a plan for next steps.	
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**Description of Proposed Expenditures/Activities to Attain ELA Goal:** Please enter activity, expenditures associated with activity, and select tier(s)  
 Marshall will provide opportunities to support student achievement by providing professional development, collaboration, planning and monitoring progress.

### 1.1 STUDENT COHORT SUPPORT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$27,321.05	0195-70900-00-1109-1000-1110-01000-0000	EIA-SCE	The Literacy Resource Teacher will provide professional development and Full Day Planning Facilitation. She will focus on differentiated learning with an emphasis on Language Development.
Position Health Technician	\$10,280.56	0195-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	Provide emotional and social support for students needing intervention to meet standards
Position School Counselor	\$19,394.15	0195-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Provides direct services to students and families to support academic success. Counselor will make home visits, provide individual counseling, and deliver Second Step Lessons that focus on Life Skills. In addition, the Counselor is involved in the Rti process and attendance to ensure students have the appropriate foundation for learning.
Supplies	\$3,017.53	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Instructional Supplies will be used to support the academic improvement in language arts.
Supplies	\$1,257.30	0195-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Instructional Supplies will support the academic improvement in language arts.
Classroom Tchr Hrly	\$45,278.60	0195-74000-xx-1157-xxxx-xxxx-	Quality Ed Invest Act (QEIA)	Provide small group and individual

		01000-xxxx		instruction in ELA
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**1.2 PROFESSIONAL DEVELOPMENT**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$22,251.74	0195-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	These funds will be used for Release time for professional development, training, planning, collaboration, and support of the ELA program. In addition, 5,000.00 will be used for materials and supplies to support student learning.
Prof&Curriclm Dev Vist Tchr	\$8,000.00	0195-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Professional development collaboration and planning time to plan and design lessons to support student achievement.
Supplies	\$3,000.00	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Supplies and materials to enhance professional development in ELA.
Short Term Leave Visiting Tchr	\$47.00	0195-74000-00-1162-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	Professional Development release time for teachers to collaborate

**1.3 CLASS SIZE REDUCTION FOR QEIA**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	This classroom teacher positions supports the class size reduction which supports more focused support to students.
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	his classroom teacher positions support the class size reduction which supports more focused support to students.
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	his classroom teacher positions support the class size reduction

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

				which supports more focused support to students.
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	his classroom teacher positions support the class size reduction which supports more focused support to students.
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	his classroom teacher positions support the class size reduction which supports more focused support to students.
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	his classroom teacher positions support the class size reduction which supports more focused support to students.
Position Regular Teacher	\$65,446.28	0195-74000-00-1107-1000-1110-01000-0000	Quality Ed Invest Act (QEIA)	his classroom teacher positions support the class size reduction which supports more focused support to students.

### 1.4 DISTRICT SUPPORT PROGRAMS-QEIA

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Indirect Cost / Interprogram	\$3,418.28	0195-74000-00-7310-7210-0000-01000-0000	Quality Ed Invest Act (QEIA)	Indirect costs are funded for the district office to provide support and oversight for the QEIA program.

**AREA 2: MATHEMATICS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**Mathematics SMART Goal:**

\* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Mathematics on the CST

**Closing the Gap SMART Goal:**

\* By 07/27/2012, 52 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Mathematics on the CST

\* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Mathematics on the CST

\* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Mathematics on the CST

**How does this goal align to our Local Educational Agency Plan goals?**

Marshall's SMART goals are aligned with the LEA goals of ensuring students are growing proficiency in Language Arts and Mathematics. The SMART goals were determined in an effort to accelerate progress and reach the LEA SMART Goals by 2013.

**WHAT DATA DID YOU USE TO FORM THESE GOALS**

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

After examining 2010-2011 Benchmark Assessment data, CST data, and looking at student by student data and how close to each proficiency band that performed last school year, these SMART goals were determined to be reasonable goals with room for a stretch. 5% growth is considered steady progress and being that Marshall is API 1 and did not meet AYP Safe Harbor Targets we determined our goals need to be 10% growth or higher. We found that we have a 10% performance discrepancy between Benchmark data through the year and the CST results. This 10% discrepancy has resulted in great disappointment with our final results and hasn't given us accurate data to adjust and revise our strategies and practice. A more focused approach to monitoring has now been designed and started in an effort to focus, plan, assess, and adjust our work according to student's needs.

**Which stakeholders were involved in data analysis and developing these goals?**

Teacher leaders, Resource Teachers, and members of School Site Council were involved in the data analysis and developing these goals.

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
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## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p>* By 11/04/2011, 52 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Math Benchmark 1</p> <p>* By 11/04/2011, 52 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Math Benchmark 1</p> <p>* By 11/04/2011, 52 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Math Benchmark 1</p> <p>* By 11/04/2011, 52 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Math Benchmark 1</p>	<p>* By 03/16/2012, 52 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Math Benchmark 2</p> <p>* By 03/16/2012, 52 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Math Benchmark 2</p> <p>* By 03/16/2012, 52 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Math Benchmark 2</p> <p>* By 03/16/2012, 52 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Math Benchmark 2</p>	<p>* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students, Black or African American will meet or exceed Proficiency in Math Benchmark 3</p> <p>* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students, Hispanic or Latino will meet or exceed Proficiency in Math Benchmark 3</p> <p>* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students, English Learner will meet or exceed Proficiency in Math Benchmark 3</p> <p>* By 07/20/2012, 52 % of Marshall Elementary Grades 2-5, Students will meet or exceed Proficiency in Math Benchmark 3</p>	
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**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Quarter One	Quarter Two	Quarter Three	
Short Term Monitoring	Short Term Monitoring	Short Term Monitoring	
By November 4, 2011	By March 16, 2012	By July 20, 2012	
The Instructional Leadership Team and Grade Level Teams will analyze Benchmark 1 Data and determine a plan for next steps.	The Instructional Leadership Team and Grade Level Teams will analyze Benchmark 2 Data and determine a plan for next steps.	The Instructional Leadership Team and Grade Level Teams will analyze Benchmark 1 Data and determine a plan for next steps.	

**Description of Proposed Expenditures/Activities to Attain Math Goal:** Please enter activity, expenditures associated with activity, and select tier(s) Marshall will provide opportunities to support student achievement by providing professional development, collaboration, planning and monitoring progress.

**2.1 STUDENT COHORT SUPPORT**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$30,105.29	0195-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	These funds will be used to increase the Math Resource Teacher time to .80 in order to provide small group and individual instruction for students needing math intervention and to co-fund a grades 2-5 impact teacher to support student achievement.
Position School Counselor	\$19,394.15	0195-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Provides direct services to students and families to support academic success. Counselor will make home visits, provide individual counseling, and deliver Second Step Lessons that focus on Life Skills. In addition, the Counselor is involved in the Rti process and attendance to ensure students have the appropriate foundation for learning.
Position Inschool Resource Tchr	\$20,490.79	0195-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	The Math Resource Teacher will provide professional development and Full Day Planning Facilitation. She will focus on differentiated learning with an emphasis on number sense.
Supplies	\$2,000.00	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Supplies and materials to provide support to students in mathematics instruction that are not meeting proficiency.

**2.2 PROFESSIONAL DEVELOPMENT**

TIER 1  TIER 2  TIER 3

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$20,490.79	0195-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	The Math Resource Teacher will provide student intervention support Math coaching support to a selected Cohort of students and the classroom teachers assigned to the students.
Prof&Curriclm Dev Vist Tchr	\$640.00	0195-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Providing visiting teachers for release time for planning, collaboration, and progress monitoring.
Prof&Curriclm Dev Vist Tchr	\$5,000.08	0195-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Providing visiting teachers for release time for planning, collaboration, and progress monitoring.
Supplies	\$2,008.53	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Supplies and professional development materials to support teachers in mathematics professional development.
Supplies	\$468.36	0195-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	supplies and professional development materials to support teachers in mathematics professional development.



<b>AREA 3: ENGLISH LEARNER</b>			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
<b>English Learner SMART Goal:</b>			
* By 07/20/2012, 35 % of Marshall Elementary Grades 2-5, Students, English Learners Enrolled in School 3 years or More will meet or exceed Proficiency in English-Language Arts on the CST			
<b>Closing the Gap SMART Goal:</b>			
<b>How does this goal align to our Local Educational Agency Plan goals?</b>			
These goals align with our Local Educational Agency Plan goals by focusing on students who have been in the United States at least three years, and to ensure they achieve proficiency on CST. The closing the gap goal is set to accelerate Language Development for students that have been in the United States for twelve months or less, thereby growing the foundation to reach proficiency on CST by the third year in the United States.			
<b>WHAT DATA DID YOU USE TO FORM THESE GOALS</b>			
(findings from data analysis)			
<input checked="" type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input checked="" type="checkbox"/> CELDT <input checked="" type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input checked="" type="checkbox"/> Other			
<b>Other (Please Specify)::</b>			
We use ELDPI through the school year in Grades K-5 and monitor the progress and development of English Language in writing.			
<b>Key Findings:</b> What did the analysis of the data reveal that led you to these goals?			
Based on ELDPI end of the school year results our findings show that we are not consistent with accelerated Language Development across our schools. Our data shows varying rates of growth classroom to classroom. For example, in one classroom we show that 60% of English Learners made at least one band change by the end of the year, and in another classroom only 13% of the English Learners made at least one band change. In addition, our findings show that our newcomers are not making timely progress in English. More support and monitoring is needed for our students who have been in the United States 12 months or less.			
<b>Which stakeholders were involved in data analysis and developing these goals?</b>			
Teacher leaders, Resource Teachers, and members of School Site Council were involved in the data analysis and developing these goals.			
<b>Quarter One Short Term Targets</b>	<b>Quarter Two Short Term Targets</b>	<b>Quarter Three Short Term Targets</b>	<b>No Reporting Period</b>
* By 11/04/2011, 35 % of Marshall	* By 03/16/2012, 35 % of Marshall	* By 07/20/2012, 35 % of Marshall	

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Elementary Grades 2-5, Students, English Learner will meet or exceed reclassification in California English Language Development Test	Elementary Grades 2-5, Students, English Learner will meet or exceed reclassification in On-Demand Writing	Elementary Grades 2-5, Students, English Learner will meet or exceed reclassification in On-Demand Writing	
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
Quarter Three  Short Term Goals  November 4, 2011	Quarter Two  Short Term Goals  March 16, 2012	Quarter Three  Short Term Goals  July 20, 2012	
The ILT and grade level teams will analyze ELD levels using ELDPI, and Benchmark 1 Assessments	The ILT and grade level teams will analyze, ELD levels using ELDPI, and Benchmark 2 Assessments	The ILT and grade level teams will analyze ELD levels using ELDPI, and Benchmark 3 Assessments.	
<b>Description of Proposed Expenditures/Activities to Attain English Learner Goal:</b> Please enter activity, expenditures associated with activity, and select tier(s)			
Marshall will provide opportunities to support student achievement by providing professional development, collaboration, planning and monitoring progress.			

### 3.1 STUDENT COHORT SUPPORT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$25,955.00	0195-70910-00-1109-1000-4760-01000-0000	EIA: Limited English Proficient	The English Learner Resource Teacher will provide coaching support, professional development, and Rti support for English Learners who are below and far below basic in Language Arts.
Position Regular Teacher	\$6,544.63	0195-70900-00-1107-1000-1110-01000-0000	EIA-SCE	These funds will be used for instructional supplies as soon as the budget transfer and PARs have been completed.

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Position Inschool Resource Tchr,	\$20,490.79	0195-70910-00-1109-1000-4760-01000-0000	EIA: Limited English Proficient	The Literacy Resource Teacher will provide coaching support, professional development, and Rti support for English Learners who are below and far below basic.
Supplies	\$723.12	0195-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficient	Materials and supplies will be used to support English Learners in the English Learner Lab and during Power Hour.

### 3.2 PROFESSIONAL DEVELOPMENT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$34,151.31	0195-42030-00-1109-1000-4760-01000-0000	Title III LEP	The English Learner Resource Teacher will provide coaching support, professional development, and Rti support for English Learners who are below and far below basic in Language Arts.
Position Inschool Resource Tchr	\$8,196.32	0195-70900-00-1109-1000-4760-01000-0000	EIA-SCE	The English Learner Resource Teacher will provide coaching support, professional development, and Rti support for English Learners who are below and far below basic in Language Arts.
Position Inschool Resource Tchr	\$20,490.79	0195-70910-00-1109-1000-4760-01000-0000	EIA: Limited English Proficient	The Literacy Resource Teacher will provide coaching support, professional development, and Rti support for English Learners who are below and far below basic.
Position Regular Teacher	\$13,089.26	0195-70910-00-1107-1000-4760-01000-0000	EIA: Limited English Proficient	These funds will used for an impact teacher to support student achievement in grades 2-5.
Prof&Curriclm Dev Vist Tchr	\$2,004.00	0195-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Provide visiting teachers to support release time for teachers to plan ELD and English Learner strategies.
Supplies	\$6,913.29	0195-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Materials and Supplies to support English Learner instruction and support.

<b>AREA 4: GRADUATION/PROMOTION RATE</b>			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
<b>Graduation Rate SMART Goal:</b>			
* By 07/20/2012, 43 % of Marshall Elementary Grade 03, Students will meet or exceed Level 38 in DRA			
<b>Closing the Gap SMART Goal:</b>			
* By 07/20/2012, 43 % of Marshall Elementary Grade 03, Students, Black or African American will meet or exceed Level 38 in DRA			
* By 07/20/2012, 43 % of Marshall Elementary Grade 03, Students, Hispanic or Latino will meet or exceed Level 38 in DRA			
* By 07/20/2012, 43 % of Marshall Elementary Grade 03, Students, English Learner will meet or exceed Level 38 in DRA			
<b>How does this goal align to our Local Educational Agency Plan goals?</b>			
Marshall's SMART goals are aligned with the LEA goals of ensuring students are growing proficiency in Language Arts and Mathematics. The SMART goals were determined in an effort to accelerate progress and reach the LEA SMART Goals by 2013.			
<b>WHAT DATA DID YOU USE TO FORM THESE GOALS</b>			
(findings from data analysis)			
<input checked="" type="checkbox"/> API <input checked="" type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input checked="" type="checkbox"/> CST <input checked="" type="checkbox"/> District Benchmarks <input type="checkbox"/> Other			
<b>Other (Please Specify)::</b>			
<b>Key Findings:</b> What did the analysis of the data reveal that led you to these goals?			
After examining the CST data, we have determined that our entering 3rd grade students are performing far below the school-wide goals. In Language Arts, 24% of the 3rd grade students are proficient or advanced. An increase of 20% is required, in order for the school to meet its proficiency targets.			
<b>Which stakeholders were involved in data analysis and developing these goals?</b>			
Teacher leaders, Resource Teachers, and members of School Site Council were involved in the data analysis and developing these goals.			
<b>Quarter One Short Term Targets</b>	<b>Quarter Two Short Term Targets</b>	<b>Quarter Three Short Term Targets</b>	<b>No Reporting Period</b>
* By 11/04/2011, 43 % of Marshall Elementary Grade 03, Students will meet or exceed Level 38 in DRA	* By 03/16/2012, 43 % of Marshall Elementary Grade 03, Students will meet or exceed Level 38 in DRA	* By 07/20/2012, 43 % of Marshall Elementary Grade 03, Students will meet or exceed Level 38 in DRA	
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate			

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

progress?			
<p style="text-align: center;">Quarter One</p> <p style="text-align: center;">Short Term Goals</p> <p style="text-align: center;">By November 4, 2011</p> <p>The ILT and grade level teams will analyze Third Grade DRA and determine next steps.</p>	<p style="text-align: center;">Quarter Two</p> <p style="text-align: center;">Short Term Goals</p> <p style="text-align: center;">By March 16, 2012</p> <p>The ILT and grade level teams will analyze Third Grade DRA and determine next steps.</p>	<p style="text-align: center;">Quarter Three</p> <p style="text-align: center;">Short Term Goals</p> <p style="text-align: center;">By July 20, 2012</p> <p>The ILT and grade level teams will analyze Third Grade DRA and determine next steps.</p>	

**Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### 4.1 SUPPORT STUDENT INTERVENTION

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$15,707.11	0195-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	These funds will be used to fund an impact teacher to support students in third grade during second semester.
Supplies	\$1,470.00	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Materials and supplies to support professional development for third grade teachers and materials to support students in the area of reading.

**AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials    Instructional Time    School Admin Training    Highly Qualified Teachers    Monitoring System    On-going Instructional Assistance    Monthly Teacher Collaboration    Lesson and course pacing/ intervention    Fiscal Support

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

\* By 07/31/2011, 70 % of Marshall Elementary Parents/Guardians will participate in Parent and Community Engagement

**Targeted Population:** (Grade Levels and Significant Subgroups)

We need to focus on Fifth Grade and our closing the gap students and families. They are families who have been in the U.S. less than 12 months, African American, and Hispanic Families.

**How does this goal align to our Local Educational Agency Plan goals?**

Parent Involvement is an important element of moving student achievement, particularly for students who are performing Below Basic and Far Below Basic. By reaching 70% of the parents we will reach a core group of students in the Proficient, Basic, and Below Basic, and Far Below Basic levels.

**What data did you use to form these goals:** (findings from data analysis)

We analyzed CST achievement and determined that our Fifth Grade students need a high level of support this school year. It will be important to engage the parents in this effort and work together to prepare students for middle school. In addition, our analysis shows that our Newcomers are not making accelerated progress in ELD; therefore we need to work more closely with our families to support the academic growth of our students.

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

There are approximately 60% of parents who participate in some of the school events. Research shows that there is a direct correlation between student achievement and parent participation in key school events such as conferences, family learning, and events linked to student learning. We need to improve our outreach and attendance in targeted parent involvement activities such as student learning events, progress conferences, and family learning linked to core curriculum.

**Which stakeholders were involved in data analysis and developing these goals?**

SSC, ILT, parents and teachers

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/04/2011, 70 % of Marshall Elementary Parents/Guardians will	* By 03/16/2012, 70 % of Marshall Elementary Parents/Guardians will	* By 07/20/2012, 70 % of Marshall Elementary Parents/Guardians will	

## Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

meet or exceed attendance at two or more events as measured by Attendance	meet or exceed attendance at two or more events as measured by Attendance	meet or exceed attendance at two or more events as measured by Attendance	
---	---	---	--

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Quarter One	Quarter Two	Quarter Three	
Short Term Monitoring  September 2011	Short Term Monitoring  November 30, 2011	Short Term Monitoring  July 2012	
Parent participation will be monitored using sign in sheets. Data will be reviewed by ILT.	Parent participation will be monitored using sign in sheets. The Data will be reviewed by ILT.	Parent participation will be monitored using sign in sheets. Data will be reviewed by ILT.	

**Description of Proposed Expenditures/Activities to Attain Parent/Community Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Provide Parent Activities to focus on student achievement

### 5.1 PARENT ACTIVITIES FOR STUDENT ACHIEVEMENT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$2,868.00	0195-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	Materials and supplies will be used to support Parent and Family Education and Involvement in the school.

**AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  
  Instructional Time  
  School Admin Training  
  Highly Qualified Teachers  
  Monitoring System  
  On-going Instructional Assistance  
  Monthly Teacher Collaboration  
  Lesson and course pacing/ intervention  
  Fiscal Support

**Additional Site Identified SMART Goal:**

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?**

**WHAT DATA DID YOU USE TO FORM THESE GOALS**

(findings from data analysis)

API  
  AYP  
  CAHSEE  
  CELDT  
  CST  
  District Benchmarks  
  Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

**Which stakeholders were involved in data analysis and developing these goals?**

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

**Description of Proposed Expenditures/Activities to Attain Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

**6.1 ACTIVITY**

TIER 1  
  TIER 2  
  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



## **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. Data Reports
- B. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****DATA REPORTS**

Data Reports:

*(See SPSA Guidelines for instructions))*

All Schools: CST, CELDT

High School: CAHSEE



**SCHOOL SUMMARY SHEETS**  
**California Standards Test**

**Spring 2011**

**Marshall Elementary (195)**

**All Grades Combined**

**Percentage of Students Scoring At Proficient or Advanced Levels**

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	322	28.3	322	40.4		---	60	38.3		---
<b>Female</b>	142	33.1	142	38.0		---	27	25.9		---
<b>Male</b>	180	24.4	180	42.2		---	33	48.5		---
<b>African American</b>	70	30.0	70	37.1		---	15	20.0		---
<b>Asian</b>	42	4.8	42	16.7		---	6	---		---
<b>Filipino</b>	1	---	1	---		---		---		---
<b>Hispanic</b>	161	25.5	161	39.8		---	31	45.2		---
<b>Indochinese</b>	39	56.4	39	69.2		---	8	---		---
<b>White</b>	3	---	3	---		---		---		---
<b>Multiracial</b>	6	---	6	---		---		---		---
<b>English Learner</b>	215	15.8	214	30.8		---	33	18.2		---
<b>English-Speaking</b>	107	53.3	108	59.3		---	27	63.0		---
<b>Econ. Disadvantaged</b>	322	28.3	322	40.4		---	60	38.3		---
<b>Non-Econ. Disadvantaged</b>		---		---		---		---		---



**SCHOOL SUMMARY SHEETS**  
**California Standards Test**

**Spring 2011**

**Marshall Elementary (195)**

**Grade 02**

**Percentage of Students Scoring At Proficient or Advanced Levels**

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	94	23.4	94	33.0		---		---		---
<b>Female</b>	43	27.9	43	32.6		---		---		---
<b>Male</b>	51	19.6	51	33.3		---		---		---
<b>African American</b>	24	33.3	24	37.5		---		---		---
<b>Asian</b>	12	8.3	12	0.0		---		---		---
<b>Filipino</b>		---		---		---		---		---
<b>Hispanic</b>	44	13.6	44	31.8		---		---		---
<b>Indochinese</b>	11	63.6	11	63.6		---		---		---
<b>White</b>	1	---	1	---		---		---		---
<b>Multiracial</b>	2	---	2	---		---		---		---
<b>English Learner</b>	69	20.3	69	31.9		---		---		---
<b>English-Speaking</b>	25	32.0	25	36.0		---		---		---
<b>Econ. Disadvantaged</b>	94	23.4	94	33.0		---		---		---
<b>Non-Econ. Disadvantaged</b>		---		---		---		---		---



**SCHOOL SUMMARY SHEETS**  
**California Standards Test**

**Spring 2011**

**Marshall Elementary (195)**

**Grade 03**

**Percentage of Students Scoring At Proficient or Advanced Levels**

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	88	28.4	87	50.6		---		---		---
<b>Female</b>	39	30.8	39	46.2		---		---		---
<b>Male</b>	49	26.5	48	54.2		---		---		---
<b>African American</b>	17	35.3	16	43.8		---		---		---
<b>Asian</b>	7	---	7	---		---		---		---
<b>Filipino</b>	1	---	1	---		---		---		---
<b>Hispanic</b>	48	22.9	48	50.0		---		---		---
<b>Indochinese</b>	12	41.7	12	66.7		---		---		---
<b>White</b>	2	---	2	---		---		---		---
<b>Multiracial</b>	1	---	1	---		---		---		---
<b>English Learner</b>	61	19.7	60	40.0		---		---		---
<b>English-Speaking</b>	27	48.1	27	74.1		---		---		---
<b>Econ. Disadvantaged</b>	88	28.4	87	50.6		---		---		---
<b>Non-Econ. Disadvantaged</b>		---		---		---		---		---



**SCHOOL SUMMARY SHEETS**  
**California Standards Test**

**Spring 2011**

**Marshall Elementary (195)**

**Grade 04**

**Percentage of Students Scoring At Proficient or Advanced Levels**

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/SocialScience	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	80	27.5	81	34.6		---		---		---
<b>Female</b>	33	36.4	33	36.4		---		---		---
<b>Male</b>	47	21.3	48	33.3		---		---		---
<b>African American</b>	14	35.7	15	40.0		---		---		---
<b>Asian</b>	17	5.9	17	23.5		---		---		---
<b>Filipino</b>		---		---		---		---		---
<b>Hispanic</b>	38	26.3	38	28.9		---		---		---
<b>Indochinese</b>	8	---	8	---		---		---		---
<b>White</b>		---		---		---		---		---
<b>Multiracial</b>	3	---	3	---		---		---		---
<b>English Learner</b>	52	13.5	52	26.9		---		---		---
<b>English-Speaking</b>	28	53.6	29	48.3		---		---		---
<b>Econ. Disadvantaged</b>	80	27.5	81	34.6		---		---		---
<b>Non-Econ. Disadvantaged</b>		---		---		---		---		---



**SCHOOL SUMMARY SHEETS**  
**California Standards Test**

**Spring 2011**

**Marshall Elementary (195)**

**Grade 05**

**Percentage of Students Scoring At Proficient or Advanced Levels**

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	60	36.7	60	45.0		---	60	38.3		---
<b>Female</b>	27	40.7	27	37.0		---	27	25.9		---
<b>Male</b>	33	33.3	33	51.5		---	33	48.5		---
<b>African American</b>	15	13.3	15	26.7		---	15	20.0		---
<b>Asian</b>	6	---	6	---		---	6	---		---
<b>Filipino</b>		---		---		---		---		---
<b>Hispanic</b>	31	45.2	31	48.4		---	31	45.2		---
<b>Indochinese</b>	8	---	8	---		---	8	---		---
<b>White</b>		---		---		---		---		---
<b>Multiracial</b>		---		---		---		---		---
<b>English Learner</b>	33	3.0	33	18.2		---	33	18.2		---
<b>English-Speaking</b>	27	77.8	27	77.8		---	27	63.0		---
<b>Econ. Disadvantaged</b>	60	36.7	60	45.0		---	60	38.3		---
<b>Non-Econ. Disadvantaged</b>		---		---		---		---		---

**APPENDIX B**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2011-12 ASSESSMENT SURVEY SUMMARY**

**School Name:** Marshall Elementary

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
HIGH EXPECTATIONS	This is not consistent across the school. This school year we will Focus on Mastery and develop a school-wide monitoring process that will check in on student progress every three weeks.
STANDARDS-BASED CURRICULUM & INSTRUCTION	This is viewed to be stronger in Mathematics and developing in Language Arts. We will continue to have full day planning sessions to design the curriculum and deepen the work.
USE OF DATA	The benchmark data was not enough to track progress and adjust in a timely way. This year we will include fluency, comprehension, and spelling development assessments to track progress.
STRATEGIC SUPPORT	It was noted that we didn't have enough support for students in the Tier II category. This year we will add Power Hour, a time for students to receive point of need support in heterogeneous groups for one hour per day, four times a week. In addition New Arrival students will receive an additional Power Hour that will focus on Language Development in a computer lab setting.
PROFESSIONAL LEARNING	We utilized the cohort model last year and saw some beginning improvements in practice and learning. We will continue the cohort model, although we will organize the cohorts by grade levels. In addition, we are adding cross-visitations and lesson studies to the professional development plan.



**APPENDIX C**

**SCHOOL ACCOUNTABILITY REPORT CARD**  
(Short Version Only)

# School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

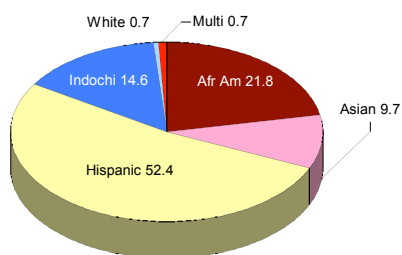
## At a Glance: 2009–10

School type:	Elementary
Schedule:	Year-round
Grade levels:	K–5
Total enrollment:	536
Total teachers:	41
Per-pupil expenditure (08–09):	\$6,734

## Marshall Elementary School

3550 Altadena Ave, San Diego, CA 92105-3613  
Phone: (619) 283-5924  
E-mail: [Smonreal@sandi.net](mailto:Smonreal@sandi.net)  
Web: [www.sandi.net/comm/schools/elem/marshall.html](http://www.sandi.net/comm/schools/elem/marshall.html)  
Staci Monreal, Principal

## Enrollment Breakdown



## Principal's Statement

Welcome to Marshall Elementary School, home of the Marshall Mustangs! We are located in bustling City Heights. Our school community benefits from its many cultures, languages, and experiences. Our school features a staff dedicated to lifelong learning. All classroom teachers meet regularly to plan, refine teaching practice and work with support teachers in the classroom to solve problems and improve student performance. Our staff, parents, and community partners work together to support teaching and learning at Marshall. Our mission is to improve student performance by leading and supporting the continuous improvement of instruction and academic outcomes. We are focused on the academic success and well being of all our children. We continue to seek ways to offer a comprehensive set of student services to all of our students through our work with community partners.

## Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Marshall provides regular opportunities for all classroom teachers to work collaboratively with their grade-level colleagues to provide rich, rigorous, needs-based instruction for our students. This ensures focused lessons and continuity across each grade level.

Marshall has a full-time English language support teacher, a literacy resource teacher, and a math resource teacher to further support and enhance student academic success. The Marshall staff is committed to implementing rigorous and systematic instruction that will bridge the learning gaps of some students, thereby pushing all students to high performance levels.

## Attendance

Year	Attendance for Year (%)
05–06	94.60
06–07	95.38
07–08	94.95
08–09	95.93
09–10	95.54

## Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

At Marshall Elementary we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

We believe our students benefit from the involvement of all community parties; therefore we encourage parents and partners to work with us to support the academic development of every child. Our parents assist by providing supervision, classroom support, and other school event organizing. Our parents belong to groups such as School Site Council, English Learner Advisory, and the School Volunteer Program.

If you want to get involved, please contact Chris Bess at (619) 283-5924.

## Business and Community Partners

City Farmers Nursery • Helicopter Maritime Strike Squadron 77 • San Diego National Bank • Pro Kids Golf • Borders Books and Music, Mission Valley • International Rescue Committee • Salvation Army—Kroc Center • New Creation Church • San Diego State University Counseling • San Diego Desserts • Euclid Check Center • College Avenue Baptist Church • Feeding America San Diego-Farm 2 Kids Program

*Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.*

## Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

Number of Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Full credential and teaching in subject area	35	34	39	5,951
Full credential but teaching outside subject area	1	2	2	334
Without full credential	2	0	0	98
<b>Total teachers</b>	38	36	41	6,378
Teachers of English learners misassigned			0	0
<b>Total teachers misassigned</b>			0	0

## Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/). Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal No Child Left Behind law.

Indicator	Result
This school's 2010 Growth API score (from the 2010 Growth API report)	677
This school's statewide API rank (from the 2009 Base API report)	1
Did this school meet all 2009-10 AYP requirements?	No
How many AYP criteria did this school meet?	2 of 5
Program Improvement status of this school during the 2010-11 school year	Year 3

## Standardized Testing and Reporting Program Results

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (grades 2-11), science (grades 5, 8, and 9-11), and history-social science (grades 8 and 9-11). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

### California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	English Language Arts									Mathematics								
	School			District			State			School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
2	17.7	36.3	44.3	49.5	55.6	57.0	48	53	53	26.0	47.3	46.7	62.4	65.4	66.1	59	63	62
3	19.6	16.5	17.8	40.8	47.7	46.8	38	47	44	40.6	36.7	38.2	62.4	66.4	67.8	61	64	65
4	30.7	40.9	39.7	56.9	63.7	67.4	55	61	63	40.0	57.3	53.0	61.1	67.7	71.0	61	66	68
5	17.5	26.7	35.7	49.3	57.9	63.2	48	54	58	14.4	26.7	45.2	52.3	59.9	62.7	51	57	60

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or on-line at [www.sandi.net/research](http://www.sandi.net/research). The complete SARC is usually about 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finances. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).

**APPENDIX D**

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



## **TITLE I PARENT INVOLVEMENT POLICY 2011-2012**

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 will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
- Conferring with teachers.
- Providing training programs to help parents support and work with their children at home and at school.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school communication is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at Marshall Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by Assessment Services Department. An explanation of the information is available in several languages

**APPENDIX E****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

## Marshall Elementary School

### Home/School Compact 2011-2012

#### **Mission:**

Our children will use literate power for social action and contribution. Students will learn to read, write and compute and will use these skills to actively participate and contribute to a democratic society.

#### **School Responsibilities**

Marshall Elementary School will:

- Provide 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.
- Hold 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.
- Provide parents reasonable access to staff. Communication between home and school is tremendously important; meetings may be arranged by note or telephone. Monthly Parent Coffees are scheduled to provide open communication between the school and parents.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Marshall's on-site Parent Center supports classroom teachers and school organizations, coordinates volunteers both in and out of the classroom.

#### **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 done correctly and completed each day. I will also help explain any concepts to my child when s/he does not understand.
- Assuring that my child reads a book at their level for at least 20 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. Examples of such activities include Family Fridays, Parent Workshops, Classroom Publishing Parties, Parent Coffees, etc.
- Limiting the amount of television 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 either received by my child or by mail, and responding as appropriate.
- Volunteering my time at my child's school or in his/her classroom whenever possible.
- Serving, to the extent possible on advisory groups, such as the School Site Council, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

#### **Student Responsibilities**

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

- Promise to always work hard and be kind.

#####

**APPENDIX F**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**

*(Provided by Monitoring and Accountability Reporting Department)*



San Diego Unified School District									
Site: 0195 Marshall Elementary									
As of Date 11-22-2011									
Extended Summary									
	<b>30100 Title I Basic Program</b>			<b>30103 Title I Parent Involvement</b>			<b>30106 Title I Supplmnt Prog Imprvmt</b>		
<b>Name</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>
		<b>Allocated:</b>	<b>\$205,535.00</b>		<b>Allocated:</b>	<b>\$2,868.00</b>		<b>Allocated:</b>	<b>\$40,662.00</b>
		<b>Distributed:</b>	<b>\$205,534.98</b>		<b>Distributed:</b>	<b>\$2,868.00</b>		<b>Distributed:</b>	<b>\$40,662.00</b>
		<b>Remaining:</b>	<b>\$0.02</b>		<b>Remaining:</b>	<b>\$0.00</b>		<b>Remaining:</b>	<b>\$0.00</b>
<b>Certificated Salaries / Monthly</b>	<b>1.780</b>	<b>117,728.7176</b>	<b>\$117,728.72</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.46</b>	<b>30,105.2905</b>	<b>\$30,105.29</b>
2000 Regular Teacher	0.580	37,958.8445	\$37,958.84	0.00	0.0000	\$0.00	0.46	30,105.2905	\$30,105.29
2040 Inschool Resource Tchr	0.600	40,981.5777	\$40,981.58	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2605 School Counselor	0.600	38,788.2953	\$38,788.30	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Classified Salaries / Monthly</b>	<b>0.375</b>	<b>10,280.5568</b>	<b>\$10,280.56</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>
6410 Health Technician	0.375	10,280.5568	\$10,280.56	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>15,644.0800</b>	<b>\$15,644.08</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>
1157 Classroom Teacher Hrly		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1162 Short Term Leave Visiting Tchr		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1192 Prof&Curriclm Dev Vist Tchr		15,644.0800	\$15,644.08		0.0000	\$0.00		0.0000	\$0.00
<b>Employee Benefits</b>		<b>50,385.5700</b>	<b>\$50,385.57</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>10,088.3500</b>	<b>\$10,088.35</b>
<b>Books and Supplies</b>		<b>11,496.0600</b>	<b>\$11,496.06</b>		<b>2,868.0000</b>	<b>\$2,868.00</b>		<b>468.3600</b>	<b>\$468.36</b>
4301 Supplies		11,496.0600	\$11,496.06		2,868.0000	\$2,868.00		468.3600	\$468.36
<b>Direct Support/Indirect Cost</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>
7310 Indirect Cost / Interprogram		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00

San Diego Unified School District									
Site: 0195 Marshall Elementary									
As of Date 11-22-2011									
Extended Summary									
	<b>70900 EIA-SCE</b>			<b>70910 EIA: Limited English Proficie</b>			<b>74000 Quality Ed Invest Act</b>		
<b>Name</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>
		<b>Allocated:</b>	<b>\$62,785.00</b>		<b>Allocated:</b>	<b>\$107,028.00</b>		<b>Allocated:</b>	<b>\$666,574.00</b>
		<b>Distributed:</b>	<b>\$62,785.00</b>		<b>Distributed:</b>	<b>\$107,027.98</b>		<b>Distributed:</b>	<b>\$666,573.01</b>
		<b>Remaining:</b>	<b>\$0.00</b>		<b>Remaining:</b>	<b>\$0.02</b>		<b>Remaining:</b>	<b>\$0.99</b>
<b>Certificated Salaries / Monthly</b>	<b>0.62</b>	<b>42,061.9957</b>	<b>\$42,062.00</b>	<b>1.18</b>	<b>80,025.8337</b>	<b>\$80,025.83</b>	<b>7.00</b>	<b>458,123.9859</b>	<b>\$458,123.99</b>
2000 Regular Teacher	0.10	6,544.6284	\$6,544.63	0.20	13,089.2567	\$13,089.26	7.00	458,123.9859	\$458,123.99
2040 Inschool Resource Tchr	0.52	35,517.3673	\$35,517.37	0.98	66,936.5769	\$66,936.58	0.00	0.0000	\$0.00
2605 School Counselor	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Classified Salaries / Monthly</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>
6410 Health Technician	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>45,325.6000</b>	<b>\$45,325.60</b>
1157 Classroom Teacher Hrly		0.0000	\$0.00		0.0000	\$0.00		45,278.6000	\$45,278.60
1162 Short Term Leave Visiting Tchr		0.0000	\$0.00		0.0000	\$0.00		47.0000	\$47.00
1192 Prof&Curriclm Dev Vist Tchr		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
<b>Employee Benefits</b>		<b>12,552.4100</b>	<b>\$12,552.41</b>		<b>26,279.0300</b>	<b>\$26,279.03</b>		<b>159,705.1400</b>	<b>\$159,705.14</b>
<b>Books and Supplies</b>		<b>8,170.5900</b>	<b>\$8,170.59</b>		<b>723.1200</b>	<b>\$723.12</b>		<b>0.0000</b>	<b>\$0.00</b>
4301 Supplies		8,170.5900	\$8,170.59		723.1200	\$723.12		0.0000	\$0.00
<b>Direct Support/Indirect Cost</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>3,418.2800</b>	<b>\$3,418.28</b>
7310 Indirect Cost / Interprogram		0.0000	\$0.00		0.0000	\$0.00		3,418.2800	\$3,418.28

## Appendix G

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

#### 2011-12 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

**10% Total Title I  
Set Aside**

\$20,553.50
-------------

**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 10% of their Title I allocation for Professional Development.

DESCRIPTION OF PROFESSIONAL DEVELOPMENT	EXPENDITURE
Release time for planning, collaboration, and monitoring for Language Arts.	30100 25,251.74
Release time for planning, collaboration, and monitoring for Mathematics.	30100 5,640.08
Mathematics coaching and lesson studies conducted with teachers by Mathematics Resource Teacher	30100 20,490.79
<b>TOTAL ALLOCATED</b>	<b>\$51,382.61</b>