

**Modesto City Schools**

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT James Marshall Elementary School**

**50711676052773**  
**CDS Code**

**TITLE 1 Schoolwide**

Schoolsite Council (SSC) Approval Date

May 17, 2023

Local Board Approval Date

June 20, 2023

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:

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## Section 1 School Mission Statement and Description

### School Mission Statement:

The aim of James Marshall Elementary School is to teach all students:

- \* To read with understanding and enjoyment; to communicate effectively in writing;
- \* To apply listening and speaking skills in a variety of contexts;
- \* To master the language and application of mathematics;
- \* To understand the fundamental concepts, terms, and processes of science;
- \* To value democratic ideals;
- \* To help all students develop character traits, appropriate behavior, self-discipline, decision-making abilities, and respect for other cultures;
- \* To appreciate art, drama, dance, and music; and
- \* To understand the value of physical fitness and wellness while developing essential academic skills.

The aim of staff development at Marshall Elementary is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive, and nurturing environment.

### School Description:

James Marshall Elementary School is located in West Modesto, California. Our enrollment is 586 students in Kindergarten through sixth grade. Additionally, we have 32 State Preschool children on our campus, 4 SH-Autism class, and 2 Special Day Classes with a total enrollment of 60 students, for a school wide enrollment of 646 students.

Our campus is diverse and comprised of approximately 84% Hispanic or Latino, 4% Asian, 5% White, 3% Two or more Races and 1% African American. 50% of our students are second language learners, 18.1% of our students have a diagnosed learning disability, and 82.9% are socioeconomically disadvantaged.

Our instructional program at Marshall is built on an infrastructure of Response to Intervention (RTI) which is also known as the Multi Tiered System of Supports. We believe that all students can and will learn at high levels. In Tier 1, students are taught using high-quality, research-based instruction in all content areas but focusing particularly on English Language Arts curriculum and standards. In Tier 2, every student is strategically placed into intervention reading groups, using data, and are given differentiated small group instruction based on their reading levels. This allows all students to receive the instruction they necessitate to continue to grow in the ELA standards. Students needing additional support receive Tier 3 interventions from a Resource Specialist, Counselor or Instructional Paraprofessional. The focus in Tier 3 is on those who have not responded to all other interventions.

Our school embraces the PeaceBuilder philosophy and curriculum, which includes several tiers of behavior support. Teachers use the district-adopted materials in English Language Arts, Mathematics, Social Studies, and Science. The school also has two computer labs which are used to teach students keyboarding, word processing, and presentation skills. In addition, students receive additional academic intervention through the school's before and after school tutoring program.

During the 2021/22 school year, all teachers received professional received professional development from Kristen Anderson in Teacher Clarity with a focus on English Language Learners. This professional development model focused on the process of Teacher Clarity beginning with deconstructing the Common Core State Standards, developing SMART goals, rubrics, success criteria, common formative assessments and units of study. In addition, teachers will continue to receive support in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is an assessment/evaluation tool to help teachers recognize the needs of our youngest readers. In Mathematics, teachers were trained in implementation of SWUN curriculum, which included virtual side-by-side coaching. Additional professional development will continue to increase staff's knowledge of how to monitor English Language Learner progress and Common Core State Standards. In addition, every teacher grade K-6 will receive professional development on Direct Instruction and Reading Mastery curriculum which focuses on evidenced based, carefully sequenced and scripted model of reading instruction.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- ☒ Schoolwide Program
- ☒ Comprehensive Support and Improvement

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by educational partners.

### Resource Inequities

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

The following resource inequities were identified as a result of a needs assessment:

1. Professional Development to address teacher clarity for core instruction
2. Collaboration time to allow teachers to fully explore what students are expected to learn, how will we know they are learned it, how will we respond when they don't learn, and how will we respond if they already know it
3. Support for the families of chronically absent students

### **Section 3 Educational Partners Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the 2022-23 SPSA Annual Review and Update**

James Marshall Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of James Marshall Elementary School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during various SSC, ELAC, Site Leadership and staff meetings throughout the school year.

#### **Involvement Process for the 2023-24 SPSA and Update**

Using input from all educational partners: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in February, March, and April of 2023.

The CSI Plan was also developed in partnership with all educational partners to address the needs of the students. This plan is embedded in the 2023-2024 SPSA.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. Daily reading intervention was provided everyday for all students. Notable increases occurred throughout grade level spans. Specifically, in grade K Composite scores in DIBELS BOY(Beginning of Year) to EOY(End of Year) intensive range decreased 47% while the proficient range increased 48%. First grade showed similar gains with a 19% decrease in intensive students and 19% increase in proficient, grade 2 had 25% decrease in students scoring in the intensive range and a 20% increase in students scoring in the proficient range. In grades 3-6 accuracy gains were significant from BOY to EOY. In grade 3, students who scored in the intensive range for reading accuracy decreased by 30% from BOY to EOY DIBELS score while students increased in by 36% in the proficient range; In grade 5, students who scored in the intensive range from BOY to EOY DIBELS decreased by 22% while students increased in the proficient range by 34%. In grade 6, students who scored in the intensive range from BOY to EOY DIBELS score decreased by 5% while students who scored in the proficient and advanced range increased by 9%.
2. Supplemental classroom supplies and materials were provided to teachers to enhance the learning environment and provide both enrichment and intervention opportunities for students. Percentage of students scoring in the intensive range in grades 4-6 decreased 12 percent on average from BOY to EOY DIBELS composite score. Percentage of students scoring in the proficient and advanced range increased 15.6% on average from BOY to EOY DIBELS composite score.
3. Bilingual Instructional paraprofessionals were used to reduce the size of academic reading intervention groups throughout the school day. Internal measures indicate growth from Beginning of Year (BOY) DIBELS to End of Year (EOY) DIBELS composite score in 6 of the 7 grade levels.
4. Staff attended on campus professional development in Teacher Clarity to help them in planning meaningful and relevant lessons and delivering high-quality instruction in ELA. This strategy was effective as was seen through teacher creation of common formative assessments, rubrics, success criteria and SMART Goals.
5. The Typist Clerk II/Translator supported EL parents during a variety of virtual meetings including but not limited to 2nd Cup Parent Involvement Engagement meetings were held to provide important school and district information regarding Title I, Common, Core, ELPAC, CAASPP, and Community/Educational Support Services to improve the achievement of EL students. The number of parents who attended 2nd Cup Parent Involvement Engagement meeting and overall parent satisfaction with trainings and information provided indicates positive engagement with numerous EL parents with the school.
6. Staff provided after school tutoring to provide additional small-group support for students struggling to meet grade level ELA Standards. In Grade k-3 DIBELS Composite Scores demonstrated an increase in proficient students from BOY to EOY by 21% on average and a decrease in students scoring in the intensive range by 24% on average. Targeted English Learners received small group remediation using Language For Learning curriculum to accelerate their English acquisition. DIBEL data in 5th and 6th grade intensive students demonstrated moderate growth in their Language acquisition and moderate growth in basic CVC words according to DIBELS EOY assessment.

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

1. Staff were provided the opportunity to attend on site PD focusing on Teacher Clarity. This was partially implemented as substitutes were not available throughout the year to release teachers to attend the on site professional development.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

It is recommended the strategy to work with consultant on Teacher Clarity be modified to reduce the number of days as most of the teaching staff is thoroughly trained and substitute availability continues to be a strain on the system.

## **IDENTIFIED NEED (Data Analysis)**

### **ELA**

Based on DIBELS we identified that 50-59% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:  
receive professional development in the area of Direct Instruction to further their understanding of the delivery of phonics instruction.

### **ELA PD**

Based on Analysis of Assessment Data we identified the following area of need in professional development  
Access to specific ELA PD

To address this the school can:  
send teachers to conferences focused on ELA instruction.

### **Additionally we analyzed specific data to indicate the following need(s):**

ELA SMART Goals in grades 3-6 revealed a need to address standards in ELA regarding main idea and supporting details with 60-69% of all students needing support in the area of writing and AVID strategies.

### **Discuss the areas of strength and need based on data analysis:**

All of Marshall scholars in every grade level grew at an accelerated rate as seen through internal periodic measures. According DIBELS scores Grade K grew proficient students according to composite scores from BOY(Beginning of Year) to EOY(End of Year) by 46%, Grade 1 by 19%, Grade 2 by 15%. In grades 3-6 accuracy scores demonstrated double digit growth according to the number of Proficient Students in BOY and EOY DIBELS Accuracy Scores. Grade 3 grew by 36%, Grade 4 grew by 23%, Grade 5 33% and Grade 6 by 9%.



**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1

**Goal #1** Improve Distance from Standard by +15 points or maintain green/blue status Fall 2022 CA Dashboard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -96	Goal -81
English Learners (EL)	Actual -122	Goal -107
Students with Disabilities (SWD)	Actual -161	Goal -146
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)	Daily reading intervention and/or enrichment will be provided during the school day to all students in Grades K-6 to improve their literacy skills and ability to access the content standards for their grade level.		Intervention Materials - During the school day	Title 1 Supplies and Services	16986
	Supplemental classroom supplies and materials for teachers to enhance the learning environment and provide both enrichment and intervention opportunities for students.		Reprographics	Title 1 Supplies and Services	3000
	Teachers will provide student recognition and incentives for significant increase in DIBELS assessments.		Substitutes	Title 1 Professional Development	10191
	Creative Leadership Solutions PLC Coaching will be provided by the DR. Reeves Contract for PLCs		Dr. Reeves Contract for PLCs	CSI Funds	74483
	The Site Leadership Team will have a full day of Professional Development via Creative Leadership Solutions to help the leadership team create a PLC plan for the school year. In addition, the Site Leadership Team will be provided release time to continue working on the established PLC goals.		Site Leadership Team PD	CSI Funds	8983
			AVID Conference	CSI Funds	18000

	<p>Teachers in the 4th to 6th grade levels will attend an AVID conference to learn new research based strategies.</p>	<p>Teachers will administer assessments and analyze data on continual basis, using data to drive their instruction and create fluid intervention groups (DIBELS 8, MAZE, Fluency Assessments, MCS Wonders Unit Assessments, CAASPP IAB, Mastery Checkouts from Reading Mastery, Corrective Reading and Language for Learning programs).</p> <p>Teachers will frequently progress monitor their students to assess mastery of critical skills and concepts prior to continuing through the lessons. Teachers will work collaboratively to review data with colleagues, the District Instructional Coaches, and site administrators.</p> <p>Staff meetings will be used, on occasion, to review school wide data and to provide ongoing professional developments to refine teachers implementation of effective ELA instruction.</p> <p>Data conversations will be held, utilizing substitutes, to review individual student progress and create</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>goals.</p> <p>Using Data from frequent and periodic progress monitoring, teachers will work with administration on identifying students with significant growth based off of DIBELS assessments.</p> <hr/> <p>PLC Coaching will be monitored via the Know Thy Impact PLC Rubric. This will be completed one a trimester.</p> <hr/> <p>The Site Leadership Team will create agendas that enable the plan created during the Professional Development day. The Site Leadership Team will also analyze data to drive instruction.</p> <hr/> <p>The teachers who attend the AVID conference will focus on one goal that is addressed through the trainings. The goal will be monitored via administration walkthroughs.</p> <hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Bilingual Instructional paraprofessionals will be used to reduce the size of academic reading intervention groups throughout the school day.	Dibel data will be reviewed periodically by teachers and they will work collaboratively to review data with colleagues, the District Instructional Coaches, and site administrators.			
	Staff will attend ELA conferences and workshops to help them in planning meaningful and relevant lessons and delivering high-quality instruction in ELA.	Teacher sign-in for professional development and monitoring of implementation of professional development by administration to ensure effective lesson design.	Conference Travel and Registration	Title 1 Professional Development	21000
	Staff will provide before and after school tutoring to provide additional small-group support for students who are struggling to start meet grade level ELA standards.		Academic Intervention Before/After School	Title 1 Certificated	6808
			Academic Intervention Before/After School	Title 1 Classified	5619

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide in-person or virtual field trips that are academically focused and tied to curriculum in order to provide visual supports and real-life, real world opportunities that will build background knowledge, making learning.	Upon return from field trip, teachers will provide students with the opportunity to share written information relating to the field trip.	Field Trip Transportation	Title 1 Supplies and Services	1500
English Learners (EL)	Targeted English Learners will receive small group remediation using Language For Learning curriculum to accelerate their English acquisition.	Working with administration, the MTSS Coach and Resource teachers will identify students to receive targeted instruction based off of progress monitoring data from intervention data binders.	Academic Intervention During School Day	Title 1 Classified	
	Professional Development in Direct Instruction Intervention curriculum.	Walkthrough data showing fidelity of implementation of Direct Instruction curriculum.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	2nd Cup Parent Involvement Engagement meetings will be held to provide important school and district information regarding Title I, Common, Core, ELPAC, CAASPP, and Community/Educational Support Services to improve the achievement of EL Students.	Use attendance rosters from parent training meetings to filter student data on progress from acceleration in DIBELS, Intervention, and district benchmarks as data becomes available throughout the year.			
Students with Disabilities (SWD)					
Other Student Groups					



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The use of technology was successfully implemented as was demonstrated by high parent turnout and positive reviews of presentation visibility. Afterschool remediation was also successful as targeted students in K-3 received tutoring in Math. All staff was also provided additional support materials such as notebooks at the beginning of the year and additional materials were ordered throughout the year as needed.

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

Staff was to host a Family Math night and this did not occur due to lack of teacher buy-in.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

It is recommended the strategies outlined the prior year continue to be implemented as they were successful at increasing student proficiency in basic fact fluency. The basic fact fluency will be addressed through SWUN Beyond the Basic Facts, which will be addressed via mini lessons and through the use of technology. There was also growth in SWUN benchmarks over the prior year in all grade levels which can be attributed to the additional use of technology during presentations in every classroom.

#### **IDENTIFIED NEED (Data Analysis)**

##### **MATH**

Based on Benchmark we identified that 70-89% of All students are in need of support / intervention in the area of: Basic Math Facts

To address this the school can:  
provide remediation through the use of certificated staff in small groups before and after school.

##### **MATH PD**

Based on PLC Input we identified the following area of need in professional development Access to specific math PD

To address this the school can:

participate in professional development based on School Wide SWUN benchmark data and Grade Specific Diagnostic data. Both assessment demonstrate a need for continued remediation on previous grade level standards which is directly caused by the missed learning during the pandemic.

**Additionally we analyzed specific data to indicate the following need(s):**

N/A

**Discuss the areas of strength and need based on data analysis:**

Grade level teams developed SMART goals to address student achievement gaps from previous grades standards. Grade three was able to increase student proficiency in multi-digit subtraction and addition with 98% students proficiency. Grade 4 scholars grew to 98% proficiency in understanding place value and grades 5/6 students grew in proficiency in basic multiplication and division as demonstrated by internal periodic measures. Grade 4 students participated in before school remediation and all of grade 6 scholars participated in intervention during the school day to address lack of mastery on weekly lessons from September through December.

**Subject: Math**

**LEA/LCAP:** LCAP Goal 1

**Goal #2** Improve Distance from Standard by +15 points or maintain green/blue status Fall 2022 CA Dashboard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -110	Goal -95
English Learners (EL)	Actual -128	Goal -113
Students with Disabilities (SWD)	Actual -174	Goal -159
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase the percent of students meeting or exceeding grade level Math Standards.</b>					
Schoolwide (SW)	Scholars will have access to supplemental materials to support traditional school such as extra notebooks, extra pens, extra paper, extra manipulatives and other miscellaneous materials relating to STEAM.	Teachers will collaborate during collaboration meetings to review data with colleagues and administrators noting differences in data from all students.	Supplies and Materials	Title 1 Supplies and Services	18,561.00
	Administration and staff will hold math informational meetings during 2nd cup of coffees to address math goal.	Attendance data will be collected during the events.	Family Math Informational Meetings Materials and Supplies	Title 1 Parent Involvement	700
			Child Care	Title 1 Parent Involvement	700
			Classified Translators	Title 1 Classified	500
			Refreshments/Supplies	Title 1 Parent Involvement	686
	Academic Data discussions will take place once a trimester to analyze math benchmark data. Teachers and administration will create goals based on the areas of need.	Teachers will have follow up discussions with administration about the progress the students make in their math assessments.	Math Academic Data Discussions	CSI Funds	12472

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Consultant Contract will be acquired to address teacher clarity in Math. The focus will be to analyze the standards and create SMART Goals to support students in Math instruction.	SMART Goals will be monitored and discussed during collaboration to ensure students are being supported in math instruction.	Consultant Contracts	CSI Funds	28000
			Supplies and Materials	CSI Funds	10212
English Learners (EL)	Staff will provide Before and After School remediation to allow small-group support for students struggling to meet grade level Math standards.	Teachers will collaborate during collaboration meetings to review data with colleagues and administrators noting differences in data from those serviced during remediation.	Intervention Materials Afterschool.	Title 1 Supplies and Services	
			Classified Hours	CSI Funds	13841
	Staff will be provided technology to support traditional school and distance learning such as computer mice, television monitors, PowerPoint clickers, or recording devices so that teachers can engage with all scholars	Monitored by administration to ensure effective use of resources through student work completion and walkthrough data.	Technology	Title 1 Supplies and Services	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Technology integration will be utilized through the use of a television to effectively present and increase participation in professional development and parent training.	Parent sign-in sheet for Second Cup of Coffee will be monitored as well as presentations where administration will ensure the effective use of television.			
Students with Disabilities (SWD)	Teacher Data Conversations with the principal to review student achievement results and develop instructional strategies in Math.	Growth data charts will be created using SchoolCity and shared with teachers. Students will use Data Binders to track their monthly growth towards their individual goals.	substitute teachers	Title 1 Professional Development	5000
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost



## Section 4 Attendance Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Attendance

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SART teams did occur weekly for students as data revealed some of the student population taking advantage of COVID-19 health and safety protocol, primarily at the beginning of the school year. The TCII communicated with families daily for students who were absent. Teachers were given release time for excessively absent students and for parents where communication was non-existent.

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

Recognition and Incentives were not provided to students as average absences for students at Marshall was around 26 days.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

It is recommended the strategies be maintained and fully implemented as preCOVID data demonstrates effectiveness of the strategies.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ATTENDANCE**

Based on Chronic Absenteeism we identified that 50-59% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:  
provide attendance incentives to students via school wide assemblies and weekly awards.

#### **ATTENDANCE PD**

Based on Analysis of attendance data we identified the following area of need in professional development Engagement Strategies

To address this the school can:

run a report and hold Student Attendance Review Team (SART) meetings starting in September for any student with more than 3 absences from the start of the school year. PD can be provided to support staff in parent engagement strategies.

**Additionally we analyzed specific data to indicate the following need(s):**

There is a school wide need to address the chronic absentee rate of 32%. Most of which was caused by COVID 19 Health and Safety Protocols.

**Discuss the areas of strength and need based on data analysis:**

Both chronic absentee and attendance rate need to be improved as the chronic absentee rate is 32% and the attendance rate is 90.82% by targeting specific students with excessive absences.

**Subject: Attendance**

**LEA/LCAP:** LCAP Goal 1

**Goal #3** To reduce the chronic absentee rate by 1% and increase attendance rate by 1%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 86.5%	Goal 98%	Actual 52%	Goal 37%
English Learners (EL)	Actual 89.9%	Goal 98%	Actual 41.6%	Goal 36.6%
Students with Disabilities (SWD)	Actual 83.6%	Goal 98%	Actual 63.3%	Goal 58.3%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.</b>					
Schoolwide (SW)	<p>Provide students with incentives and rewards for perfect attendance and significantly improved attendance to encourage and motivate students to attend school. Recognition will be provided at celebratory assemblies each trimester.</p>	<p>The Marshall Attendance Review Team (SART) will hold meetings every three weeks aimed at offering support and education for families who have scholars with chronic attendance and tardy issues. The principal will have ongoing communication with the site's records clerk regarding students who have habitual attendance issues. The principal will make personal contact with the parents of scholars who have three or more unexcused absences and he will make home visits to these families along with the district's attendance liaison. Incentives will be offered for perfect attendance, and significantly improved attendance, and when needed, they will refer families to the district's School Attendance Review Board (SARB).</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Site will hold monthly School Attendance Review Team meetings to provide parent education and support for students who have chronic attendance issues.	The Marshall Attendance Review Team will review attendance data and student participation rate data to determine effectiveness of meetings in changing student participation.			
English Learners (EL)	Typist Clerk II/Translator will provide translated communication with EL families through phone dialer messages, phone calls, written forms of communication, and during SART meetings to emphasize to families the importance of positive school attendance. Parent trainings will be offered to families to increase awareness and importance of school attendance.	The principal will review the monthly attendance rate with the Typist Clerk II/Translator to ensure growth from targeted chronic absentee students.	Parent Training	Title 1 Parent Involvement	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Administration will collaborate with site Special Education staff and district Special Education staff to assist students' attendance rate of the Special Education population.	After analyzing the attendance rate and student participation rate for special education with the special education staff, a plan will be created to determine next steps in increasing the attendance rate and decreasing chronic absence rate.			
	Teachers will be given release time to do home visits with high attendance risk students.				
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups					

## Section 4 PBIS Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: PBIS**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Marshall PBIS team and administration were able to provide interventions and supports throughout the year for the students who had the potential to become and who were chronically absent. In addition, the team was able to support at-risk scholars as suspensions rates for specific students began to rise. The site initiated the use of PBIS Rewards online system to track student points and reward positive behavior.

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

All strategies were fully implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

It is recommended the strategies be maintained from the prior year as they have proven to be effective.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PBIS**

Based on Suspension we identified that 0-49% of students are in need of support / intervention in the area of: Behavior

To address this the school can:  
provide incentives for positive behaviors and develop a check-in/out process for at-risk and repeatedly suspended students.

##### **PBIS PD**

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:



attend PBIS PD provided by the administration and district and share out learned strategies with whole staff during staff meetings.

**Additionally we analyzed specific data to indicate the following need(s):**

Marshall had an increase in suspension rate and because of this the PBIS team should train all teachers in Second Step behavior curriculum for daily implementation.

**Discuss the areas of strength and need based on data analysis:**

Marshall had a suspension rate of 2.34%. Most of the suspensions were from the same population of students.

**Subject: PBIS**

**LEA/LCAP:** LCAP Goal 1

**Goal #4** Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual 2.34%	Goal 2.04%
English Learners (EL)	Actual 1.96%	Goal 1.66%
Students with Disabilities (SWD)	Actual 2.3%	Goal 2.0%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies to reduce the number of discipline incidents and promote PBIS.</b>					
Schoolwide (SW)	Students will receive rewards and recognition for positive role-model behavior in the classroom, on the playground, and in the cafeteria; students and classes will be publicly recognized for positive behavior during PA announcements and during monthly Student of the Month assemblies to create a positive culture of civility and citizenship.	The Marshall Positive Behavior and Intervention Support team (PBIS) will review the following student data when evaluating the success of the program: discipline reports, attendance trends and reports, and the origin of referrals (i.e., teachers, support staff, parents, yard duty supervisors, other students, and locations). Restorative Justice and Practices will continue to support the PBIS component and Marshall will continue to utilize its Mental Health Clinicians, and Student Assistant Specialist who are assigned to the site to assist students with anger management, conflict resolution, and coping skills.	Student Assistance Specialist	Title 1 Supplies and Services	15,955.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	EL student discipline data will be reviewed by the PBIS/Restorative Justice Committee. trends will be identified for this subgroup and the committee will use that information to develop goals and present to whole staff to reduce the suspension rate of EL students.	PBIS meetings minutes and plan will be reviewed each trimester focusing on EL suspension rate trends.	Teacher Presentation Cost	Title 1 Professional Development	5000
Students with Disabilities (SWD)		PBIS meetings minutes and plan will be reviewed each trimester focusing on Special Education suspension rate trends.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Administration will collaborate with site Special Education staff and district Special Education department to provide strategies and PD on strategies, for staff to assist with decreasing the number of behavioral conflicts within the Special Education population.				
Other Student Groups					

## Section 4 Academic Equity, Opportunity, and Awareness

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

#### Subject: Academic Equity, Opportunity, and Awareness

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies were partially implemented as students checked out prior year's purchase of cultural books. The students also were able to go on a field trip to experience the cultural richness of ancient Egypt. Consultant, Kristen Anderson, was able to provide all staff members training in Teacher clarity and the positive effects were seen through high student engagement, development of rubrics for high leverage standards and multiple grade level appropriate SMART Goals during the 2021/22 school year. This will be implemented once more during the 2023/24 school year.

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

Books were not purchased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

It is recommended the Teacher Clarity professional development continue as there will be new teachers at the site.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS**

Based on Engagement Data we identified that 0-49% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:  
fully implement the strategy of purchasing multi-cultural books.

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD**

Based on Observations we identified the following area of need in professional development CIPD support

To address this the school can:  
advertise and encourage certificated staff to attend PD on academic opportunity.

**Additionally we analyzed specific data to indicate the following need(s):**

no additional data was analyzed.

**Discuss the areas of strength and need based on data analysis:**

Marshall has access to multicultural books and is still in need of more diverse literature to support the size of the current student population.

**Subject: Academic equity, Opportunity, and awareness**

**LEA/LCAP:** LCAP Goal 1

**Goal #5** To provide opportunities for students with diverse backgrounds access to knowledge of different cultures by increasing the number of culturally rich books checked out by 3%.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide student with up to date diverse literature to enhance students' knowledge of different cultures.	Book check out records.	Books	Title 1 Supplies and Services	2000
English Learners (EL)	Provide in-person or virtual field trips that are academically focused and tied to curriculum in order to provide visual supports and real-life, real world opportunities that will build background knowledge, making learning understandable.	Upon return from field trip, teachers will provide students with the opportunity to share written information or slide presentation relating to the field trip.	Field Trip Transportation/Admission	Title 1 Supplies and Services	601



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
Other Student Groups					

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 7

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Marshall was successful in having multiple parent trainings utilizing the Principal's Second Cup of Coffee as a platform. Monthly meetings/trainings were held on topics relevant to parents to assist them with working with their students in a variety of academic and social emotional topics. English Learner informational meetings were also held to provide information and support.

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

No differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to this goal.

#### **IDENTIFIED NEED (Data Analysis)**

#### **PARENT INVOLVEMENT**

Based on Input from Parent Engagement & Outreach, parents' needs include: navigating school

To address this the school can:  
have informational meetings/trainings.

#### **STAFF PD TO SUPPORT PARENT INVOLVEMENT**

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:  
provide funding to pay teachers to train parents in specific content areas to further support students academically.

**Additionally we analyzed specific data to indicate the following need(s):**

no additional data was analyzed.

**Discuss the areas of strength and need based on data analysis:**

Marshall's strength is the communication and participation in large grade level activities. Teachers and parents were fully invested in grades k/1 in providing fun activities for students. Total parents in attendance during the parent night was over 60% of total population. It is recommended the other grade levels develop a similar engagement night to increase total school wide parent engagement.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 3

**Goal #7** Increase parent involvement in parent trainings by 5% over the 2022/23 school year.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Second Cup of Coffee parent trainings will be held to inform and train parents in academic and social emotional needs of their students.	Parent sign in sheets will be utilized to keep tally of number of parents participating in events held.	Supplies and Materials	Title 1 Parent Involvement	1461
English Learners (EL)					
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)					
Other Student Groups					

## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Paraprofessional utilized to shrink instructional group size during phonics instruction.				GOAL 1
	Instructional para	Title 1 Positions	33213	
Paraprofessional utilized to shrink instructional group size during phonics instruction.				GOAL 1
	Instructional Para	Title 1 Positions	33213	
Translator used to communicate with the school community and translate for all staff regarding strategies to engage parents in students education.				Goal 1, 2,3, 4, 5
	TCII Translator	Title 1 Positions	20401	
Support for CSI Duties				All Goals
	Administrator	CSI Funds	12360	

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	86827	0.00
Title 1 Professional Development	41191	0.00
Title 1 Parent Involvement	3547	0.00
Title 1 Certificated	6808	0.00
Title 1 Classified	6119	0.00
Title 1 Supplies and Services	63603	0.00
CSI Funds	178351	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$208,095
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$208,095
Total Federal Funds Provided to the School from the LEA for CSI	\$178,351
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$386,446.00
Grand total budgeted including carryover from Section 11	\$386,446

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$



## Section 8 School Site Council Membership

**2023 - 2024**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (K-6)**  
**SCHOOL: James Marshall Elementary School**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Melissa Aguilar Term: 2022-2024 XParent Community Member	1. Name: Jorge Estrada Valencia <b>Principal</b>
2. Name: Eva Avalos Term: 2022-2024 XParent Community Member	2. Name: Yumi Soares Term: 2022-2024 <b>Teacher</b>
3. Name: Kimberly Gutierrez Term: 2021-2023 XParent Community Member	3. Name: Yolanda Martinez Term: 2021-2023 <b>Teacher</b>
4. Name: Maria Maciel Term: 2021-2023 XParent Community Member	4. Name: Marissa Villasenor Term: 2021- 2023 <b>Teacher</b>
5. Name: Kristen Doss Term: 2021-2023 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Kathie Brown Term: 2021-2023 <b>Other School Staff</b>

## Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

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

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

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Eva Avalos	English Language Advisory Council (ELAC)
Jorge Estrada Valencia	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/09/2023 03:30 pm

Attested:

Marissa Villasenor	SSC Chairperson
Kathy Brown	SSC Vice Chairperson
Cristina Garcia	SSC Secretary

## Section 10 Part A

### Addendum to the School Plan for Student Achievement 2023 -2024 2022-2023 Carryover Title I Funding

**Data Analysis:**

**Identified needs:**

#### Academic Interventions in support of SPSA Goals 1,2, 5 and 6

Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost