

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Shackelford Elementary School

**Modesto
CDS Code**

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

April 25, 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:

Shackelford's mission is to provide rigorous, relevant and diverse educational programs that engage and motivate all students to reach their individual potential.

Shackelford's vision is that every student graduate with the skills, knowledge, and character traits essential to thrive and contribute to society.

School Description:

Shackelford Elementary School is one of twenty-two elementary schools within the Modesto City School District. It is located in the southernmost area of Modesto, California at 100 School Avenue. Shackelford was constructed in 1945 with additions made in 1984. Portables were added to Shackelford from 1984 through 2001, providing nine additional classrooms. The buildings are in excellent condition despite their age because of the care they receive from Shackelford's custodial staff. In October 2022, Shackelford opened a newly constructed Multi-Purpose Room/Cafeteria.

Shackelford serves approximately 425 transitional kindergarten through sixth-grade students consisting of mostly Hispanic and white students, with the remaining students categorized as "other." There are currently 236 English Language Learners. Shackelford has four Early Childhood Education classes: two Head Start classrooms and two State Preschools. For the 2023-24 school year, there will be one sixth-grade classroom, one fifth-sixth-grade combination classroom, one fifth-grade classroom, one fourth-fifth-grade combination classroom, one fourth-grade classroom, two third-grade classrooms, one second-third-grade combination classroom, one second-grade classroom, one first-second-grade combination classroom, one first-grade classroom, one kindergarten-first-grade combination classroom, two kindergarten classrooms, and one transitional kindergarten classroom. Additionally, Shackelford will host three Special Education-Severely Handicap classrooms.

The school has a full-time computer literacy teacher and one prep provider teacher. The computer teacher will assist students in becoming proficient in computer skills, specifically keyboarding, as well as teaching students how to use important programs such as PowerPoint, Microsoft Word, and Excel. Our Computer Literacy Teacher is also committed to teaching all students the required skills to effectively complete the district and state assessments. The prep provider teacher provides various re-engagement opportunities for scholars related to social studies, science, and Physical Education. Shackelford has one certificated Multi-tiered System of Support Intervention specialist/coach, one Tier I instructional coach, and four instructional intervention paraprofessionals. Shackelford also has many support staff members: a five-day per week Registered Nurse or Medical Procedure Specialist, three mental health clinicians to assist students and staff with various mental health needs, one part-time Family Support Specialist, one Parent Ambassador, four office staff members, and three full-time custodians.

Shackelford remains committed to providing opportunities for students to participate in the following extracurricular activities and programs: 10K with a Cop Running Program, Yearbook, Associated Student Body, Chorus, Band, Technology Club, Garden Club, Good News Club, Art Club, and Soccer Club. Shackelford also has a fruitful after-school program (ASES) where students are provided supervision complete with homework support, character education, opportunities to participate in STEAM activities, sports, and attend various field trips. Shackelford remains committed to helping struggling scholars succeed by offering a rigorous after-school reading intervention called RISE. The goal of RISE is to assist in closing the reading and math achievement gaps. RISE intervention takes place twice per week. Additionally, teachers teach after-school intervention to their own students using their choice days. During the school day, teachers use Macmillan McGraw Hill (MMH) for English Language Arts, SWUN for Mathematics, Discovery Education for Science, and Studies Weekly for Social Studies. In addition, Designated English Language Development (ELD) instruction is taught systematically for 20 minutes per day in all classrooms. Shackelford also partners with the Stanislaus County Mentorship Program to offer a robust mentoring program for at-risk fourth through sixth-grade students. This program provides students with supports such as reading and/or math instruction as well as character development.

During the 2022-23 school year, third through sixth-grade Shackelford students completed the Smarter Balanced Assessment Consortium (SBAC). Additionally, the fifth graders completed the Physical Fitness test and participated in the CAASPP Science assessment. There will be a continued focus on Great Instruction First Time (GIFT) and school-wide reading intervention, where teachers will use Language for Learning, Reading Mastery, and Corrective Reading in an effort to increase school-wide literacy. Our intervention coach will be ensuring fidelity to the programs through ongoing professional development, coaching and modeling (as prescribed by the authors) as well as assisting with ongoing student assessments, and ensuring students are appropriately placed and monitored. Additionally, in kindergarten through sixth-grade classes, teachers are committed to using Dynamic Indicator of Basic Early Literacy Skills assessments (DIBELS) complete with progress monitoring and benchmark assessments measuring the progress of students' reading abilities. Using the DIBELS data, small group reteaching opportunities are created to ensure students are reading at grade level prior to the end of the school year. SWUN math unit assessments and trimester benchmarks are used to collect student data and guide teachers as they develop reteaching opportunities.

Teachers are provided with various Wednesday collaboration times throughout the year. Teachers will also be provided with extra opportunities to meet with their grade level team members, as well as District ELA and math coaches, to dissect student data, design learning targets based on essential standards, and design common formative assessments to ensure all students are learning. For students who require remediation, grade levels will be working together to determine times when reteaching will occur. All collaboration times are planned with school leadership.

Shackelford will continue to work to strengthen the character of every student through the promotion of the Modesto City School's character education program, the use of the Second Step curriculum, Restorative Practice strategies, and the use of PBIS Rewards. Shackelford also has five designated Positive Behavior Intervention and Support (PBIS) meetings calendared for the school year. The PBIS committee consists of the school's administrative team, five teachers, members of our yard duty staff, classified staff members, and parents. The meetings provide an opportunity to collaborate in an effort to dissect data and ensure that all students are working toward civility and becoming productive members of society. The committee will also discuss positive behavior incentives for students such as fun dance Fridays, Pumpkin Relays, Punt/Pass/Kick Contests with Downey High School Football, Popcorn with the Principal, Peacebuilder recognition opportunities, Student of the Month and Principal Award recognition, and PBIS Rewards.

Parents are always welcomed onto Shackelford's campus and considered an integral part of our school and student success. Shackelford's parent involvement times will be for parent business and education only. Here are examples of on-site parent opportunities: Parent-Teacher Conferences, PBIS Meetings, First Teacher Parent Breakfast, Dangers of Social Media Parent Classes, English as a Second Language classes, Parent Involvement and Engagement Committee, School Site Council, and English Language Advisory Committee. In addition, parents are encouraged to visit Shackelford's webpage, Facebook and/or Instagram pages, or contact the school for more detailed information regarding opportunities to participate in their child's education.

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

☒ Additional Targeted Support and Improvement

The following groups were identified by CDE as meeting ATSI status: Students with Disabilities, Hispanics, English Language Learners, and Socio-economically Disadvantaged Students.

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

Shackelford continues to improve in all areas and we will continue to use the same strategies that have been proven to be effective in relation to student achievement: additional teacher meeting times, continued professional development for classified and certificated employees, use of student incentives, opportunities for parent education and activities, and due to Shackelford being an Additional Targeted Support and Improvement School, a heightened urgency to closely monitor English Language Learners, Students with Disabilities, Hispanics, and Socio-economically Disadvantaged scholars using the below steps:

English Language Learners: time will be allocated where teachers will be able to identify all English Language Learning students and collect pertinent student data; teacher schedules will be collected and monitored to ensure use of curriculum is being used as the authors suggests; walkthrough data will be collected to ensure daily designated English Language Development is occurring; ongoing professional development opportunities will be offered to all teachers and para professionals in an effort to help English Language Learners develop listening, speaking, reading and writing skills; English Language Development coaches will be invited to the site to coach teachers and para-professionals; instructional norms will be expected during walkthroughs, inclusive of English language supports for scholars; during data conversations, teachers will be asked to bring data specific to their English Language Learner students; parent education opportunities will be targeted to help English Language Learner's parents understand curriculum, strengths, deficits and strategies to help their students.

Students with Disabilities: time will be allocated where teachers will be able to identify all Students with Disabilities students and collect pertinent student data; teacher schedules will be collected and monitored to ensure use of curriculum is being used as the authors suggests; walkthrough data will be collected to ensure Students with Disabilities are getting the language and other supports needed to be successful; ongoing professional development opportunities will be offered to help all school partners better understand Students with Disabilities and qualifying factors; Special Education teachers and para professionals will be offered professional development in an effort to help Students with Disabilities; instructional norms will be expected during walkthroughs, inclusive of Students with Disabilities supports for scholars; during data conversations, teachers will be asked to bring data specific to their Students with Disabilities students; parent education opportunities will be targeted to help Students with Disabilities' parents understand curriculum, learning deficits, and strategies to help their students; throughout the year the resource teacher will meet with general education teacher to ensure IEP goals are being met.

Hispanics: time will be allocated where teachers will be able to identify all Hispanic students and collect pertinent student data; teacher schedules will be collected and monitored to ensure use of curriculum is being used as the authors suggests; ongoing professional development opportunities will be offered to all teachers and para professionals in an effort to help Hispanics develop the skills needed to meet all standards; district

coaches will be invited to the site to coach teachers and para-professionals in an effort at looking at our Hispanic population data and designing "next steps"; instructional norms will be expected and documented during walkthroughs; during data conversations, teachers will be asked to bring data specific to their Hispanic students and the plan to ensure Hispanic students meet the end of year standards; parent meetings will be offered aimed at helping Hispanic parents better their own education as well as their scholars.

Socio-economically Disadvantaged Students: time will be allocated where teachers will be able to identify all Socio-Economically Disadvantaged students and collect pertinent student data; teacher schedules will be collected and monitored via walkthroughs to ensure use of curriculum is being used as the authors suggests; ongoing professional development opportunities will be offered to all teachers and para professionals in an effort to help students in poverty needs; district coaches will be invited to the site to coach teachers and para-professionals; instructional norms will be expected during walkthroughs; teachers will be asked to bring data specific to their Socio-economically disadvantaged students; parent education opportunities will be targeted to help impoverished families understand curriculum, strengths, deficits and strategies to help their students.

We will continue to have teacher data conversations, interventions, and collect walkthrough data with specific feedback related to our instructional norms and the standards for the teaching profession to meet the needs of the aforementioned student sub-groups.

Resource Inequities

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

Based on the 2022 CAASPP data, district assessments, walkthrough data and teacher-generated Common Formative Assessments, there is a need for continued small group intervention for math and English Language Arts with a focus on language supports, SDAIE methods, small group re-teaching opportunities and structured integrated and designated English Language Development. Although Shackelford is supported with three para professionals, the ability to serve student needs is not able to be met.

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

Shackelford Elementary School's School Site Council members (SSC), English Language Advisory Committee (ELAC), site leadership team members, teachers, classified staff, and community members participated in the evaluation process of Shackelford Elementary's 2022-23 SPSA. Collaboratively, we analyzed quantitative and qualitative data to determine the effectiveness of strategies for each goal, specifically which strategies to continue, discontinue or revise. This occurred throughout the school year as data became available to share with educational partners. The final review of Shackelford's 2022-2023 SPSA was conducted in January, February, and March of 2023 after benchmark and progress monitoring data were reported. For the 2023-24 school year, Shackelford is committed to closing the achievement gap using specific strategies for our English Learners, Students with Disabilities, Hispanics, and Socio-economically Disadvantaged students due to being identified as Additional Targeted Support and Improvement (ATSI) school for the aforementioned student groups.

Involvement Process for the 2023-24 SPSA and Update

Throughout the 2022-23 school year, school partners reviewed strategies used from the 2022-23 school year to determine the effectiveness as well as the ineffectiveness of the strategies. Together, we carefully reviewed student outcomes and goals achieved or not achieved. Discussions were held focusing on whether to retain an action/strategy, modify an action/strategy, or abandon the action/strategy. Additionally, educational partners initiated conversations related to new strategies to consider to increase student outcomes for the upcoming 2023-24 school year. For the 2023-24 school year, Shackelford is committed to closing the achievement gap using specific strategies for our English Learners, Students with Disabilities, Hispanics, and Socio-economically Disadvantaged students due to being identified as an ATSI school.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

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.

Based on ongoing and systematic data analysis throughout the 2022-23 school year, most strategies were used effectively. However, there were some strategies used ineffectively and/or without fidelity.

First, all teachers have been trained on how to use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading program with fidelity and as designed by the author. As a result, Shackelford showed a schoolwide 9% increase in reading proficiency from the middle of 2021-22 to the middle of 2022-23 (based on composite scores). Additionally, students who scored below and well below basic from the middle of 2021-22 to the middle of 2022-23 decreased by nine percent. However, only 32% of Shackelford teachers implemented progress monitoring with fidelity.

Additionally, after benchmark assessments, as well as Common Formative Assessments, teachers, administrative members, and the MTSS coach, met to discuss scholars' data and design "next steps." Using data to construct rosters, students were placed into appropriate remediation clusters. Teachers and paraprofessionals were offered professional development opportunities aimed at closing the student achievement gaps as noted in the assessment results. Shackelford trained and utilized yard duty supervisors, who had successfully passed the Modesto City Schools paraprofessional examination, to help students who needed additional interventions based on benchmark assessment results. The majority of grade levels participated in re-teaching opportunities.

Modesto City School English Language Arts district coaches offered many coaching opportunities aimed at helping teachers close the achievement gap during the 2022-23 school year. Depending on teacher requests and student data, Modesto City School's district coaches modeled and taught Critical Reading Routines, Closing the Achievement Gap for English Language Learners, and led Data Diving Routines for various grade levels. The effectiveness was visible as benchmark results improved as the year progressed.

There were many second through sixth-grade students with reading and writing learning gaps due to previous years' school closures. As a response, winter, spring, and summer extended school year opportunities were offered throughout the year. Additionally, in an effort to provide enrichment opportunities aimed at literacy development for students, all Shackelford students participated in many field trips during the 2022-23 school year. Depending on the grade level, there were visits to multiple colleges and local high schools in an effort to expose students to college and career options. All students participated in the College and Career Faire in May 2023.

Shackelford offered multiple parent education classes throughout the school year. The year began with teaching our English Language Learner families about the English Language Arts and Math standards. These offerings were well attended. As a result, English as a Second Language (ESL) was offered to Shackelford families from January 2023 through May 2023. There were 25 English Learners who graduated from ESL classes. Shackelford families had the opportunity to participate in the following activities: Family

Literacy Night, English Language Advisory Committee meetings, School Site Council, Parent-Teacher Conferences, Social Media Dangers, and First Teacher.

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

To meet the intended English Language Arts goal to increase the 2023 CAASPP score an additional 15 points toward standard, Shackelford will continue to tighten up the noted strategies and use them with full fidelity and accuracy. Shackelford continues to show an increase in English Language Arts CAASPP scores, even when school closures occurred. The teachers and support staff remain focused on data to drive all instruction and re-teaching opportunities. Shackelford will continue to celebrate individual reading and writing improvement data through special ceremonies and recognition times. Tangible incentives will be distributed to students who grow in their English Language Arts scores or display excellence. Weekly walkthrough data will continue to be analyzed with a continued focus on feedback related to the CSTP standards and a collective agreement to use the three instructional norms aimed at targeting Students with Disabilities, Hispanics, English Language Learners and Socio-Economically Disadvantaged students. Multi-Tiered Systems of Support (MTSS) interventions will continue to take place daily using the district-adopted curriculum. In school and after school Interventions will be strongly encouraged to students below grade level.

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.

The following strategies will continue to be used with an emphasis on fidelity to the programs: WONDERS curriculum (focused on Foundational Skills), DIBELS progress monitoring and use of data to drive teaching opportunities, monitoring ELD minutes, interventions, incentives for achievement, parent education, Performance Matters professional development, use of ongoing Modesto City School professional development opportunities, and teacher/coach/administration/student data conversations.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of Low Income students are in need of support / intervention in the area of: Phonics

To address this the school can:
focus on GIFT, foundational skills, TIER II and III interventions, data conversations, walkthroughs with timely feedback and using DIBELS as designed by the author and with fidelity.

ELA PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
provide DIBELS professional development to instructional and Special Education para-professionals. This will enable paras to understand the metrics for student reading progression.

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

Over half of Shackelford students struggle with decoding, accuracy and reading fluency in grades Kindergarten through third grade and reading comprehension in grades fourth through sixth grades. Students would benefit from faithful progress monitoring and teachers who use the data to all teaching. There needs to

be a renewed focus on vocabulary development, language comprehension, spelling, Greek and Latin root words, reading comprehension, grammar and writing. Ongoing professional development will continue related to foundational skills, tandem teaching, engagement and using data to improve student outcomes. Common Formative Assessments will continue to be used related to re-teaching reading skills based on deficits as indicated on the assessments.

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

Based on the English Language Arts 2022 CAASPP scores, all of Shackelford students and most subgroups showed improvement in distance to standard. Shackelford students remain below standard but have continued to greatly improve on the CAASPP and Modesto City School's English Language Arts benchmark assessments. There continues to be a continued focus on students at or above benchmark as there was minimal increase of students who met or exceeded standards on the CAASPP in 2022. From 2022 Middle of the Year school year to the 2023 Middle of the Year, there was a 7% increase in Shackelford students who tested at benchmark on the DIBELS composite score. There is a continued need to use the DIBELS intervention and Wonders curriculum as designed by the authors and with fidelity. Due to Shackelford being in the bottom 5% in the state of California, Shackelford is a Additional Targeted Support and Intervention site for the following four subgroup of students: Students with Disabilities, Hispanics, English Language Learners and Socio-Economically Disadvantaged.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -96	Goal -81
English Learners (EL)	Actual -116	Goal -101
Students with Disabilities (SWD)	Actual -168	Goal -153
Other Student Groups Socio-Economically Disadvantaged Students	Actual -97	Goal -82

	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, decoding, reading comprehension and writing. The actions and strategies below are related to English Learners also apply to the Hispanic and Students with Disabilities student groups due to being duplicate scholars.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					
Schoolwide (SW)	Provide teachers and para-professionals with ongoing professional development related to Wonders, intervention curriculum, DIBELS and LTRS.	Walkthrough data, DIBELS progress monitoring, Common Formative Assessments, Benchmark and unit assessments	Participation Rate	Title 1 Professional Development	1750
	Utilize district ELA coaches to provide teachers and para professionals with tools and coaching needed to increase student achievement through continued reading intervention.	Walkthrough, Benchmark, MTSS, and RISE data will be used to determine if teachers and/or paras would benefit from coaching based on area of need			
	Allowance of additional collaboration time so teachers can meet and discuss data and determine next steps in and effort to continue to close the achievement gap.	Walkthrough, DIBELS progress monitoring, Common Formative Assessments, Benchmark data	Subs for Collaboration	Title 1 Professional Development	3000
			Extra Collaboration (Curriculum Rate)	Title 1 Professional Development	1875

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Allowance for data conversations twice per year where MTSS coach, teacher and administration team member design strategic plan for individual student achievement	Collection of units of study inclusive of essential standards, learning progressions, success criteria, Common Formative Assessments	Subs for Academic Conversation	Title 1 Professional Development	1490
	Provide teachers and paraprofessionals with professional development related to student engagement and alignment with curriculum	Walkthrough data specific to engagement and instructional norms	Additional Classified Professional Development	Title 1 Professional Development	455
	Provide teachers and para professionals with PD related to instructional norms with expectation to witnessed use of instructional norms in walkthroughs.	Walkthrough data specific to engagement and instructional norms			
	Purchase up-to-date software licensing and equipment (technology)	Wlalkthrough data collected notating proficient and up-to-date software and technology being used inside classrooms	Software Licensing and equipment (technology)	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide students with opportunities for additional intervention for standards unmet	Pre and Post Assessments of specific skill	Reprographics	Title 1 Supplies and Services	500
	Purchase of books as student incentives	Student surveys collected with examples of desired books	Purchase of Books	Title 1 Supplies and Services	250
	Purchase of materials from LTRS as well as other instructional supplies and reprographics to help meet the needs of learners	ELPAC, Wonders, and DIBELS assessments will be used to progress monitor	Purchase of Supplies	Title 1 Supplies and Services	3567
	Provide teachers with books related to engagement, leadership and/or lesson design	Survey teachers collected with examples of desired professional development topics			
English Learners (EL)	Administration team and coaches will provide teachers with ongoing and timely feedback related to walkthrough data and meeting the needs of scholars using three instructional norms aimed at language supports	Walkthrough data specific to three instructional norms aimed at supporting English Language Learners			
		Data collection of teacher professional development opportunities completed			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide teachers with professional development related to Wonders English Language Development curriculum				
	Provide English Language Learners with additional interventions such as RISE (after school) and teacher designed remediations (during school day).	ELPAC, Wonders, and DIBELS assessments will be used to progress monitor			
	Provision of additional time for teachers to specifically collaborate related to English Language Learner strategies such as composition of sentence frames and intentional planning to help our English Learners.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Working with the Shackelford leadership team members and teachers, there will be additional hours granted to teachers for collaboration to lesson design by creating products (a graphic organizer will be provided by the administrator) with clear standards, success criteria (rubrics), learning targets, required vocabulary and a time frame as to when the unit will be taught. EL student success will be monitored using the following: mClass, district benchmarks, teacher-generated common formative assessments and writing samples.			
	Purchase of bilingual books to improve literacy in our English Language population	ELPAC, Wonders and DIBELS assessment will be used to monitor English Learner reading growth	Purchase of Bilingual Books	Title 1 Supplies and Services	250
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	<p>Substitutes will be used for trimester data conversations where discussion of academic progression and "next steps" will be created for our Students with Disabilities.</p> <hr/>	<p>Benchmark data will be collected and discussed at trimester data discussions related to Students with Disabilities academic progress.</p> <hr/>			
	<hr/> <p>The special education district curriculum coach will provide special education teachers and para-professionals with professional development and modeled instruction on fluency, foundational skills and whole group reading to special education teachers.</p> <hr/>	<hr/> <p>The principal will conduct walkthroughs in special education classrooms related to fluency, progressions and foundational skill development of special education students.</p> <hr/>			
	<hr/> <p>Speech and Language Pathologist (SLP) as well as school psychologist will provide staff with training related to students with special education services.</p> <hr/>	<hr/> <p>The principal will provide staff with data related to special education referrals and students qualified versus not qualified.</p> <hr/>			
	<hr/>	<hr/>	<hr/>		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Student with disabilities with low progress monitoring scores will be invited to participate in after school interventions with the following focus areas: foundational skills, fluency, comprehension or writing. RISE program, and intensified intervention program, will be offered to significantly below grade level special education students in grades 2-6.</p> <hr/>	<p>Using pre and post assessments, teachers will teach reading (3-6) and foundational skills (K-2) to close the achievement gaps of Special Education Learners. Administration and instructional coach have a plan to meet with teachers to ensure pre-assessment, progress monitoring and post assessments are used when designing intervention groups</p> <hr/>			
	<hr/>	<hr/>	<hr/>		
Other Student Groups Socio-Economically Disadvantaged	<p>Provide low performing Hispanics with the opportunity to participate in after school intervention with a focus on decoding, reading comprehension and/or writing. RISE program, an intensified intervention program, will be offered to significantly below Hispanics.</p> <hr/>	<p>Using pre and post assessments, teachers will teach reading (3-6) and foundational skills (K-2) to close the achievement gaps. Administration and instructional coach have a plan to meet with teachers to ensure a preassessment, progress monitoring and post assessments are used when designing intervention groups.</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
	Parent education opportunities will be offered to our Hispanics in an effort to help them understand grade level standards and end of year expectations.	Agendas, products and participation lists will be collected related parent education offerings.			
	Substitutes will be used for trimester data conversations where discussion of language progression and "next steps" with our Hispanic students will occur.	Benchmark data will be collected and discussed at trimester data discussions related to our Hispanic scholars growth or lack thereof.			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

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.

Based on ongoing data analysis throughout the 2022-23 school year, most strategies were used effectively. However, based on benchmark data, there were some strategies used ineffectively and/or without fidelity.

First, although teachers have been coached by SWUN and Modesto City School's District math coaches specific to the use of Beyond the Basic Facts, Standards Based Calendar, English Language Development strategies for English Language Learners and other important elements to SWUN, some teachers are not using SWUN curriculum as designed by the author (use of red and green pens, Problem of the Day, Beyond the Basic Facts, Standards Based Calendar, Gradual Release of Responsibility Model, Anchor Charts, Unit Assessments, English Language Learner strategies, etc). Working with leadership, this will be a continued goal for the 2023-24 school year as Shackelford has a systematic plan for walkthrough feedback as well as strategic coaching to volunteer teachers.

Secondly, Shackelford had the opportunity to use a 75% substitute teacher to help scholars with their math deficits. Although at the beginning stages, Shackelford developed a Multi-Tiered System of Support to close the achievement gap for students struggling in math. This additional teacher worked with all grade levels and, based on unit and benchmark assessments, there was evidence of academic growth and confidence building in various scholars.

Finally, teachers were given additional collaboration time in an attempt to backwards map in preparation for the CAASPP. Using data to construct rosters, math intervention opportunities were offered to below standard math students in an effort to improve math competencies. RISE Intervention teachers were given curriculum training prior to the commencement of intervention. Other teachers used benchmark assessments to guide the specific math remediations offered.

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

Shackelford teachers and support staff implemented math strategies to increase student outcomes with full or partial fidelity. The goal for the 2023-24 school year will be to continue to tighten up the use of SWUN program as designed by the author and use the program with full fidelity and accuracy. Despite school closure, Shackelford scholars showed improvement in their Math CAASPP scores and we want to continue using the effective strategies. Additionally, Shackelford celebrated individual math improvement data through special ceremonies and recognition times as tangible incentives were distributed to students. Weekly walkthrough data will continue to be analyzed with a continued focus on teaching standards as well as a collective agreement to use the three instructional norms established during the 2022-23 school year. There will be a continued effort to create a math Multi-Tiered System of Support in an effort to close the achievement gap in math.

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.

Due to Shackelford students placing in the bottom 5% in the state of California on the 2022 CAASPP, teachers, support staff, students and administrative members will be placing a targeted focus on the following sub-groups: English Learners, Student with Disabilities, Hispanics and Socio-Economically Disadvantaged. The following strategies will continue to be used with an emphasis on fidelity to the math program and the aforementioned sub-groups: weekly walkthrough data with timely feedback, math interventions, incentives for math achievement, parent education, use of ongoing Modesto City School professional development opportunities, SWUN and district coaching and teacher/coach/administration data conversations. Shackelford hopes to continue to move forward with a true Multi-Tiered System of Support specific to math as we work to continue to assist students who struggle with achieving math standards as indicated on unit and benchmark assessments.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Math Fluency 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:
commit to using the curriculum as designed by the author, inclusive of Beyond the Basic Facts, anchor charts, etc. and provide pre assessments, teaching to the data and then post assessments for the scholars to determine mastery or re-teaching opportunities.

MATH PD

Based on Observations we identified the following area of need in professional development PLC Release Time

To address this the school can:
provide additional collaboration time for teachers and para professionals to analyze data, design re-teach plan and then compose Common Formative Assessments to test for mastery of skill.

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

scholars need math fact fluency expectations, pre-tests, re-teaching and/or interventions and post assessments to determine mastery. Additionally, there needs to be a continued emphasis on the importance of SWUN benchmarks and using the math curriculum as designed by the author. There will be targeted foci as we move the following sub-groups as they are in the bottom 5% in California: Hispanics, Students with Disabilities, Socio-Economically Disadvantaged and English Language Learners.

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

Shackelford continues to make great strides on SWUN math benchmarks and CAASPP scores. There needs to be a continued effort to use the curriculum as designed by the author. Although some scholars have mastered computation, others have not. As a result, it is imperative to provide interventions to scholars who need additional practice and reteaching of standards. Additionally, after a failed skill is retaught, there needs to be opportunities for scholars to retest to measure mastery or lack thereof.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -120	Goal -103
English Learners (EL)	Actual -139	Goal -122
Students with Disabilities (SWD)	Actual -203	Goal -186
Other Student Groups Socio-Economically Disadvantaged Students	Actual -120	Goal -103

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math standards by ensuring the actions and strategies below meet the needs of English Learners, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities student groups due to being duplicate scholars.					
Schoolwide (SW)	<p>Professional development and side-by-side coaching will be provided by Swun and district math coaches. In addition, Swun coaches will provide professional development to teachers regarding the use of math practices during lesson development and delivery.</p> <p>Provide students with opportunities for additional in school intervention for unmet standards</p>	<p>Teachers will be given opportunities to participate in Swun and district coaching to improve student math achievement. Furthermore, there will be weekly scheduled instructional walkthroughs as well as reflective walks with an emphasis on math best practices. Swun assessment data will also be reviewed with teachers and coaches in an effort to improve math competency.</p> <p>Pre and Post assessments will be collected</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide teachers and para professionals with opportunities for math professional development workshops aimed at assisting with the implementation of Swun math curriculum.	Classroom walkthrough and assessment data will be used to ensure SWUN implementation and fidelity.	Participation Rate	Title 1 Professional Development	1750
			Additional Classified Professional Development	Title 1 Professional Development	545
	Teachers will be offered opportunities to participate in extra grade level lesson design sessions to discuss best math practices, dissect student data and create lessons with clear success criteria aimed at student achievement of grade level math standards. In addition, during the school day, provide teachers with substitutes for curriculum development training/coaching. Data conversations with teachers to dissect data and design "next steps" with site admin team	Working with Shackelford leadership team members, teachers will use their designated collaboration times to create math units of study with specific learning targets, success criteria, learning progressions and common formative assessments. Together, admin team and teachers, dissect data and design lessons for "next steps" inclusive of pre and post assessments to skill retaught.	Extra Collaboration (Curriculum Rate)	Title 1 Professional Development	1875
			Subs for Academic Conferencing	Title 1 Professional Development	1490
			Subs for Collaboration	Title 1 Professional Development	3000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide student incentives to students who achieve at or above benchmark or demonstrate improvement on SWUN assessments.	Math assessment data will be used in an effort to recognize improved and proficient math test scores			
	Provide field trips allowing students to experience standards based STEM opportunities. Purchase of math materials as well as other instructional supplies and reprographics to help meet the needs of all learners Provide teachers with supplemental books related to engagement, leadership and/or math lesson design. Provide students with opportunities for additional intervention for standards unmet	Upon return from a STEM related field trip, teachers will provide students with math and technology opportunities aimed at meeting the objective of the proposed, standards-based field trip. Swun assessments will be used to progress monitor student math growth Teacher surveys collected with examples of desired math professional development topics SWUN pre and post assessment data collected after re-engagement opportunities	Purchase of Books Purchase of Supplies Reprographics	Title 1 Supplies and Services Title 1 Supplies and Services Title 1 Supplies and Services	250 2500 576

	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)	Use Swun assessment data to determine additional targeted math intervention for English Language Learner students via school tutoring.	After and before school intervention teachers will use pre and post assessments to determine student growth during math intervention.			
	Purchase additional translator, clerical and child care to be used to engage English Learner families and encourage parent involvement related to math grade level standards and curriculum	Extra clerical assistance, child care and translators will be secured to ensure smooth/seamless parent meetings and activities.			
	English learner students' math benchmark assessments and constructed responses will be monitored by teachers, students and administrative members to ensure English Learners are making math growth.	The teachers will progress monitor English Language Learners using Swun assessments and make instructional decisions regarding "next steps." Walkthrough data will be used to help teachers as they move toward providing multiple opportunities for speaking, listening, reading and writing for English Language Learner scholars.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Teachers being evaluated will construct yearly SMART goals aimed at increasing math achievement for English Learners	Teachers will collect individual math SMART goal data throughout the year and at the end of the year to determine if goal was met or unmet.			
	Provide additional time for teachers to specifically collaborate related to English Language Learner strategies such as composition of sentence frames and intentional planning to help English Learners.	Working with Shackelford leadership team members, teachers will use their designated collaboration times to create math units of study with specific learning targets, success criteria, learning progressions and common formative assessments. Volunteer teachers to provide parents with their students' math data after unit assessments.			
Students with Disabilities (SWD)	Swun and district coaches to provide ongoing training to special education teachers related to instructional strategies for students with various disabilities.	Swun and district coaches to provide ongoing training to special education teachers related to instructional strategies for students with various disabilities.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Teachers will progress monitor students using Swun assessments to ensure math achievement or standard mastery.	Swun assessment data will be used to assist with Swun lesson development and reteaching.			
	Weekly walkthroughs in an effort to provide explicit feedback related to evidence collected during the walkthrough.	Data conversations with special education teachers related to math success criteria by reviewing Swun benchmarks and Common Formative Assessments. In addition, resource teacher and general education teachers will monitor special education students by progress monitoring progressions and IEP goals.			
	Teachers being evaluated will construct yearly SMART goals aimed at increasing math achievement for Students with Disabilities.	Teachers being evaluated will progress monitor students with disabilities regarding the end of year math SMART goal constructed at the beginning of the year.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Hispanics	Use Swun assessment data to determine additional targeted math interventions for Hispanics.	After and before school intervention teachers will use pre and post assessments to determine student growth during math intervention.			
	Purchase translators, clerical and child care to be used to engage Hispanic families and encourage parent involvement during school events	Extra clerical assistance, child care and translators will be secured to ensure smooth/seamless parent meetings and activities.			
	Hispanic students' math benchmark assessments and constructed responses will be monitored by teachers, students and administrative members to ensure math grade level proficiency.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>The teachers will progress monitor Hispanic students using Swun assessment tools and common formative assessments to test for math achievement and make instructional decisions regarding math reteaching opportunities and/or intervention.</p> <hr/>			
	<hr/> <p>Provide additional time for teachers to collaborate, dissect data and construct next steps for Hispanic scholars.</p> <hr/>	<hr/> <p>Working with Shackelford leadership team members, teachers will use additional collaboration times to create math units of study with specific learning targets, success criteria, learning progressions and common formative assessments. Teachers to provide parents with their students' math data after unit assessments.</p> <hr/>			

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

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.

During the 2022-23 school year, Shackelford implemented all strategies to increase attendance and decrease chronic absenteeism. As a result, Shackelford's attendance improved dramatically and chronic absenteeism decreased significantly.

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

The 2022-23 attendance goal was met and the budgeted expenditures did not differ due to strategies being 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.

Shackelford will continue to implement the same pre-COVID strategies and activities as they were proven to be very effective. Attendance data for all sub-groups will continue to be closely monitored by administrative team and the School Records Clerk. The office staff and administrators will continue to meet on a weekly basis to review attendance and create a plan for students who are chronically absent. In addition, the administrative team will continue to conduct parent meetings and home visits to promote attendance and provide support to families that are identified as having a history of chronic absenteeism with a focus on building positive relationships. Additionally, the site will implement a sixty second challenge to encourage the completing on attendance by the teachers and to make absence phone calls within the first few minutes of the school day. This will also help identify the chronically tardy scholars to ensure Shackelford can provide supports to prevent future attendance incidents. There will be ongoing incentives for improved and perfect attendance as well as incident reports issued for students with chronic tardies.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

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

To address this the school can:

identify the students with chronic absenteeism and monitor their attendance. This will be done through weekly meetings between administration and SRC. The families of the identified students will be asked to meet with the attendance team to discuss attendance and the correlation to the student achievement. Thereafter,

supports will be discussed to ensure improvement in attendance commences. In addition, the office staff will be given a message to communicate with chronically absent students when they are absent.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
provide parents and staff members with training related to school attendance and achievement

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

Shackelford's excellent attendance rate continues to be a school-wide effort. Working with teachers, support staff and administrative members, Shackelford will continue to monitor and support students with chronic absenteeism and tardies. The teachers will continue to inform office staff members when students are absent and office staff will provide immediate support by making attempts to communicate with the aforementioned families. Due to COVID restrictions lessening, Shackelford attendance should improve greatly as the years progress. The team will also continue to be pro-active with parent education opportunities as well as Student Attendance Review Team and Student Attendance Review Board meetings for families not complying with Modesto City School's Code of Conduct attendance regulations. Additionally, there will be a continued effort to provide incentives to students who attend school daily and/or show improvement in attendance.

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

Shackelford works as a team to increase attendance and decrease chronic tardies. Additionally, working with community donors, Shackelford continues to provide incentives to students who improve their attendance and decrease tardiness. We will continue to monitor our Students with Disabilities, Hispanics, English Language Learners and English Only population.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 improve school-wide 0.5% in attendance and decrease chronic absenteeism 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 94.45%	Goal 94.95%	Actual 14.34%	Goal 13.34%
English Learners (EL)	Actual 95.14%	Goal 95.64%	Actual 12.13%	Goal 11.13%
Students with Disabilities (SWD)	Actual 93.55%	Goal 95.05%	Actual 23.53%	Goal 22.53%
Other Student Groups ENGLISH ONLY	Actual 91.84%	Goal 92.34%	Actual 22.14%	Goal 21.14%

	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 decrease the percent of students with absenteeism and promote attendance.					

Schoolwide (SW)					
			Incentives, Materials	Title 1 Supplies and Services	5000

	<p>Provide students and families with incentives for weekly, monthly and yearly for attendance improvements.</p> <p>The principal and administrative assistant will secure extra clerical support, child care and translators for parent meetings related to attendance.</p> <p>Principal to hold first day school expectation assembly to review valid reasons for absences.</p> <p>Clinicians will conduct parent informational meetings regarding the correlation between student achievement and attendance.</p> <p>Principal to hold parent meetings with Head Start, Pre-School and Kindergarten parents regarding the history of poor attendance in preprimer and to educate parents regarding the importance of daily attendance.</p> <p>Administration members, attendance liaison, Community Aide to conduct home</p>	<p>Daily communication with Student Records Clerk and Google Document data collection regarding at-risk and chronically absent students who are trending positively throughout the year.</p> <p>Pre and post attendance data will be collected related to the effectiveness of the parent education.</p> <p>Principal and Student Records Clerk will track student absenteeism via Google document.</p> <p>Attendance data will be collected and parent surveys will be distributed to monitor effectiveness of the mental health component.</p> <p>ECE pre and post attendance data will be collected for attendees of the meeting.</p> <p>Administration members and Student Records Clerk will communicate daily via Google Document regarding student absenteeism to monitor</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>visits for students with excessive absenteeism and tardies.</p> <p>Parent and Student Handbooks was created and available on school website with attendance and tardy policies clearly outlined.</p> <p>Student Attendance Review Team meetings will be held twice a month for students with poor attendance.</p> <p>Upon returning to school Saturday Academy will be offered to students with poor attendance in an effort to retrieve lost day(s).</p> <p>Administration members to solicit private donors to contribute to attendance giveaways for improved and/or perfect attendance.</p>	<p>effectiveness of home visits.</p> <p>Daily, weekly. monthly and yearly attendance records will be tracked for atrisk sub groups.</p> <p>SART attendance records will be monitored with clear plans for "next steps" for students SARTED.</p> <p>Saturday School attendance will be reviewed with administrative members with the goal of retrieving absent days.</p> <p>Weekly, monthly and yearly attendance with a focus on sub groups will be collected and reviewed and a plan for next steps related to attendance achievement or lack thereof.</p>			

	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)	Extra hours will be purchased for translating during parent meetings on attendance.	Principal and Student Records Clerk to meet monthly to review English Learner attendance and form next steps.			
	Due to the attendance of our English Learner population, the principal will review this subgroup daily with the student records clerk and provide earlier interventions and education to these families through phone communication and parent meetings.	Principal to collect attendance data and communicate with attendance liaison regarding English Learner students with chronic absenteeism and tardies.			
	During monthly English Language Advisory Committee meetings, principal will provide monthly English Learner attendance data to parents.	During the monthly parent meetings, principal will review attendance and academic data to English Learner families.			

	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)	Provide students with disabilities incentives for improved or perfect attendance.	Using attendance data, provide incentives to SWD for improved attendance.			
	Principal to review district and school's attendance policies and guidelines to special education students' families specifically reviewing data related to school attendance and achievement.	Principal, Student Records Clerk and, when available, Program Manager, to collect parent surveys related to supports needed to improve attendance.			
	Administrative members will review this subgroup daily with the student records clerk and provide communication to teachers, parents and provide earlier interventions and education to these families.	Principal to collect all home visit data and communicate with attendance liaison and vice principal regarding students with disabilities with chronic absenteeism and/or tardies.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups ENGLISH ONLY	Incentives will be purchased for English Only students with perfect or improved attendance.	Using attendance data, incentives will be distributed to English Only students with perfect or improved attendance.			
	Attendance meetings will be scheduled with English Only families with chronic or near-chronic absenteeism.	Attendance data will be used to monitor English Only chronically absent or near-chronically absent English Only students.			
	Office staff has a list and proper discourse to be used for chronically absent students.	Attendance and achievement data will be reviewed with English Only students' families in an effort to improve attendance.			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

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.

Positive Behavior Intervention and Supports (PBIS) strategies were implemented and used by Shackelford classified and certificated staff members. Teachers and students reviewed and recited the Peace Builder pledge on a daily basis to communicate behavior expectations. Students were awarded PBIS Rewards points when they demonstrated positive behavior. The PBIS Rewards points were given by staff members at any time. New staff members were assigned an account and trained on the program by administration. The PBIS committee consisted of classified and certificated staff members as well as parents. The committee met five times during the school year where strategies and ideas to improve student and staff behaviors were discussed. During the 2022-23 school year, the following strategies were used with staff and students: recess engagement activities 2-3 times per week, student raffles with the use of "R.O.A.R." tickets targeting bus riders, paw coin incentive program for whole class rewards, Student of the Month Assemblies, monthly staff celebrations. Our yard duty staff members were also trained on "Restorative Practices" participating in two on-campus workshops. The suspension rate for the 2022-23 school year is currently 0.66%, lower than last year's suspension rate.

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

During the 2022-23 school year, all PBIS strategies planned were implemented and money was used for the intended purpose. As a result, there was a decrease in suspensions. The plan is to continue to use the effective 2022-23 strategies during the 2023-24 school year. Three school assemblies were held to promote positive behavior. Additionally, Shackelford administration hosted monthly "Student of the Month" and "Principal Award" assemblies to reward positive behavior. Furthermore, teachers selected students emulating the Modesto City School's character traits to participate in breakfast with the principal and/or popcorn with the principal. PBIS funds were used to purchase various "paw prizes" which were given during the "Paw Praise" celebrations held throughout the year. Paw celebrations were earned by students earning special coins from staff members for behaving positively outside of the classroom. In addition, funds were used to purchase various board games and art supplies students used for recess engagement weekly which decreased negative behaviors. Shackelford employed two mental health clinicians and two Student Assistance Specialists who serviced individual scholars and facilitated mediations and group presentations, as needed.

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.

Due to improved suspension data from 2022-23, there will not be many changes made to the Positive Behavioral Intervention and Support (PBIS) goal for 2023-24, excluding the Positive Playground stenciling and implementation. There will be continued PBIS meetings where stakeholder input will be solicited and encouraged. Professional Development will be offered to staff members regarding the importance of using Restorative Practices as well as the provision of quality service to the community and to each other. The

PBIS team members will be reviewing and discussing the current rubrics related to proper Peacebuilder behaviors. The aforementioned rubrics are posted and referred to by staff, students and parents, in all common areas. All staff members will be trained on how to use the behavioral rubrics and parents will be offered educational opportunities for training as well. In addition, full implementation of Second Step social skills curriculum will be made available and monitored to ensure to all students have full access. There is also a new Health, Wellness and Gratitude committee to focus on staff mental and physical health.

IDENTIFIED NEED (Data Analysis)

PBIS

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

To address this the school can:

offer our classified and certificated staff that work with Special Education students professional development in Restorative Practices and behavior management. In addition, we will hold staffing meetings and IEP meetings to address behaviors concerns.

PBIS PD

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

To address this the school can:

provide professional development to teachers on engagement through AVID (4th to 6h Grade), NearPod, FlipGrid and PBIS Rewards.

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

Shackelford will implement the following activities/items to promote PBIS: activities to promote staff and student well-being, opportunities for student engagement and activities to promote student and staff relationships.

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

Most strategies using positive and school-wide behavioral systems and procedures were implemented during 2022-2023 school year. Shackelford's suspension rates continue to decrease. Shackelford staff will need continued training and accountability on use of Restorative Practices and Peacebuilders. The expectation is for teachers to use social skills curriculum to help teach positive behaviors to students. In addition, classified staff in addition to yard duties will be asked to complete Restorative Practices professional development. The vice principal will be responsible for bringing discipline data to PBIS meetings for committee members to dissect and create plans for in an effort to be proactive with at-risk students.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual .7%	Goal .4%
English Learners (EL)	Actual .41%	Goal 0.38%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups English Only	Actual 1.43%	Goal 1.13%

	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 to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Students will receive incentives, rewards and/or recognition for improved behaviors on the playground and in the classroom (weekly, monthly, trimester and yearly).	PBIS team will meet five times per year to discuss student discipline data and make recommendations related to continued reduction of suspensions for at-risk subgroups. PBIS team will also discuss and move forward with the purchase of incentives for students who display desired behavior and/or have improved behaviors. Suspension, referral and incident reports will be used and discussed at PBIS meetings in an effort to trouble shoot prevention related to ill behaviors.	Purchase of incentives for improved behaviors	Title 1 Supplies and Services	8750
	School-wide assembly addressing non-bullying, peacebuilding, good citizenship and positive character building.		Purchase of speaker to motivate students toward self-regulation skills	Title 1 Supplies and Services	1250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>In various Professional Development opportunities as well as one-on-one, Mental Health Clinicians to discuss relationship building and reduction of referrals and incidents to various stakeholders at various meetings. They will also provide teachers with resources and techniques to help teachers as they help their at-risk, defiant students. In addition, stakeholders will continue to use the following Restorative Practices, Circle Talks, Restorative Questions, Restorative Apologies when addressing poor student behaviors</p>	<p>Suspension, referral and incident reports will be used to determine the students who need TIER I and TIER II behavioral supports as well as ongoing training in Restorative Practices.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Restorative Practice Consultant to conduct/train yard duties, teachers, administration and Mental Health Clinicians five hours per year using Restorative Practices. Yard duty meetings will be held to provide ongoing training to yard duties and to review at-risk students and playground areas to be watched carefully.</p> <p>Parents will be offered training on PBIS and improving student behavior strategies at home.</p>	<p>Suspension, referral and incident reports will be used and discussed at monthly yard duty meetings and one-on-one in an effort to trouble shoot prevention related to ill behaviors.</p> <p>Suspension, referral and incident reports will be used to discuss at parent meetings in an effort to trouble shoot prevention related to ill behaviors</p>			
	<p>Purchase instructional materials, supplies, technology and incentives to assist with student engagement, reducing classroom referrals and subsequent suspensions.</p>	<p>Suspension, referral and incident reports will be used when ordering/purchasing student incentives and materials for engaged and improved behaviors.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Administration members will be focusing on effective engagement strategies during walkthroughs and providing explicit feedback to teachers related to walkthrough results and ways to improve.	Walththrough data will be shared with teachers related to engagement strategies.			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Principal and vice principal will collaborate with Modesto City Schools English Language Learner department and school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with English Learners with behavioral issues. Incentives purchased for students with improved incentives.	Suspension, referral and incident reports will be used when meeting with English Learner students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors. Incentives purchased for students with improved behaviors.			
	Mental Health Clinicians and English Learner Department to conduct meeting regarding English Learner students and behaviors that are results of the students' lacking language.	Suspension, referral and incident reports will be used to assist Mental Health Clinicians and principal when conducting parent meetings related to English Language Learners adhering to the Modesto City School's Code of Conduct.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Community Aide (CA) to provide translated communication with English Learner families through meetings, home visits, school events, etc related to English Learner students' positive behaviors.	Suspension, referral and incident reports will be used to determine which parents need extra intervention and parent education related to English Learners following Modesto City School's Code of Conduct.			
	Purchase additional translator, clerical and child care to be used to engage families and encourage parent involvement at school events related to positive behaviors.	Suspension, referral and incident reports will be used when inviting parents to meetings and securing translators and extra clerical for parent meetings and activities related to improved student behavior.			
	Incentives will be purchased for English Learners with improved behavior.	Suspension, referral and incident reports will be used when selecting English Learners with improved behaviors.			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	Principal and vice principal will collaborate with Modesto City Schools Special Education Disabilities (SWD) department and school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with SWD with behavioral issues.	Suspension, referral and incident reports will be used when meeting with SWD students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.			
	Mental Health Clinicians and SWD Department to conduct meeting(s) regarding SWD students and behaviors that are results of the students' with disabilities.	Suspension, referral and incident reports will be used to assist Mental Health Clinicians and principal when conducting parent meetings related to SWD adhering to the Modesto City School's Code of Conduct.			
	Students With Disabilities Parent Meeting will be conducted with mental health clinicians and program manager to discuss strategies to help parents at home as they assist their students in proper behaviors.	Suspension, referral and incident reports will be used when selecting SWD parents who will be invited to attend meeting.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Incentives will be purchased for SWD with improved behavior.	Suspension, referral and incident reports will be used when selecting SWD with improved behaviors.			
	Special Education staff members will collaborate with each other and administration to identify and discuss students with behaviors concerns on a monthly basis. The team will discuss the supports that are needed and advice to next steps.	Suspension, referral and incident reports will be used when selecting SWD with improved behaviors.			
Other Student Groups English Only	Principal and vice principal will collaborate with Modesto City Schools school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with English Only students with behavioral issues.	Suspension, referral and incident reports will be used when meeting with English Only families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Mental Health Clinicians to conduct meeting(s) regarding English Only students and behaviors that emulate behaviors that result in suspensions.</p> <hr/>	<p>Suspension, referral and incident reports will be used to assist Mental Health Clinicians and principal when conducting parent meetings related to adhering to the Modesto City School's Code of Conduct.</p> <hr/>			
	<p>Parent Meeting will be conducted with mental health clinicians to discuss strategies to help parents at home as they assist their students in proper behaviors.</p> <hr/>	<p>Suspension, referral and incident reports will be used when selecting parents of English Only students who will be invited to attend meeting.</p> <hr/>			
	<p>Incentives will be purchased for students with improved behavior.</p> <hr/>	<p>Suspension, referral and incident reports will be used when selecting students with improved behaviors.</p> <hr/>			
		<p>Suspension, referral and incident reports will be used when selecting students with improved behaviors.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>PBIS staff members will collaborate with each other and administration to identify and discuss students with behaviors concerns on a monthly basis. The team will discuss the supports that are needed and advice to next steps.</p> <hr/>				

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

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.

During the 2022-23 school year, scholars were exposed to the following events, activities and/or field trips: Fresno Zoo, Columbia State Park, San Jose Tech Museum, Art Lessons, Calaveras Big Trees, Outdoor Education, Monterey Bay Aquarium, SMUD Science Museum, College and Career Day, University of Merced Visit, California State University, Stanislaus visit, Modesto Junior College visit, Gregori High School (preferred programs) visit, Reptile Ron Assembly, Hula Hoop Assembly.

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 monies allocated were spent appropriately and as intended. Due to two large grants during the 2022-23 school year, all students had many opportunities for culturally-rich field trips and activities. The academic equity, opportunity and awareness goal was met.

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.

The goal for 2023-24 is to continue to promote equity by giving Shackelford scholars opportunities that will expose them to diversity as well as a developed keen awareness to college and career options.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Science Data we identified that 90-100% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
provide additional opportunities for STEM lessons, science-aimed field trips and assemblies. Additionally, we will have our district science coaches to the site for professional development related to the science curriculum.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

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

To address this the school can:
provide specific professional development to support staff to increase ability to provide instructional/intervention support

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

Based on our 2022-23 math benchmarks, Shackelford has a high need for additional math interventions to help close the third through sixth grade math achievement gap. Working with leadership, there will be a plan designed for math remediation.

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

Based on the SWUN benchmarks, there are bright spots in our primary grades with most students meeting grade level standards. However, there is a great need for additional interventions in an effort to help increase math proficiency in third through sixth grades. During the 2023-24 school year, the plan is to provide ongoing interventions for students who struggle with math. Additionally, there will be provision of math professional development for teachers and an expectation for all teachers to use the curriculum as designed by the author.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Provide opportunities for scholars to be exposed to colleges, careers and culturally-rich events. Additionally, to help scholars struggling with math, there will be additional opportunities for students to receive math interventions.

	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)	Students will have exposure to culturally diverse posters and books.	Classroom walkthrough data will be used to ensure student areas are filled with culturally diverse posters and books			
	Assemblies with a focus on diversity, college, careers, character education	Informal conversations and writing samples will be used to monitor the effectiveness and impact of the assemblies	Consultant Contract	Title 1 Supplies and Services	1250
	Field trips allowing students to have a diverse experiences	Upon return from the related field trip, teachers will provide students with opportunities to share written information related to the excursion	Purchase of transportation for field trips	Title 1 Supplies and Services	1000
	Provide students and parents with up-to-date diverse literature to enhance students' knowledge of different cultures	Book check out records			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursue in their futures.</p> <p>Provide additional opportunities for struggling math scholars to improve in math by providing them with interventions</p>	<p>Career Fairs or guest speaker opportunities with an emphasis of exposing students to different career options</p> <p>Pre and post assessments to measure fact fluency and standards taught and met</p>			
English Learners (EL)					
Students with Disabilities (SWD)					

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

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

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.

During the 2022-23 school year, Shackelford was successful at building parent capacity by providing parents with multiple parent education opportunities as well as familial activities. Shackelford believes parents hold the most critical role to scholar success. The staff and administration members are committed to helping parents with becoming the best versions of themselves so they can help their children. During the 2022-23 school year, Shackelford hosted the following parent education classes and/or opportunities and activities: Understanding the Standards, English Language Arts and Math (for English language learner families), Social Media Dangers, Parent Square How-To (English and Spanish), English as a Second Language, School Site Council meetings, English Language Advisory Committee meetings, Parent Teacher Organization Meetings, Shackelford Family Dance, Shackelford Art Show, Family Literacy Night, Student Recognition Monthly Assemblies, Kindergarten and Sixth Grade Promotion Ceremonies, Open House and Talent Show.

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

Excluding Parent Cafes, Shackelford fully implemented all strategies and activities to meet the 2022-23 parent involvement goal. Shackelford school partners were committed to hosting Parent Teacher Organizational meetings and activities, English Language Advisory Committee meetings, School Site Council meetings, Literacy Night, Family Dances, Back-to-School Night, Teacher Conferences and Open House. Furthermore, monthly newsletters were distributed to all families as well as Parent Square learning opportunities. Shackelford was one of two elementary schools who used Parent Square to schedule fall parent-teacher conferences. School administrative team members and classified team members conducted and will continue to conduct home visits in an effort to assist families who need additional support. We will continue to do what is necessary to help scholars and families throughout the school year as we have a Parent Ambassador and a Family Support Specialist housed at the site to help families with resources, etc.

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.

The plan is to continue to provide adult education and activities to Shackelford families. For the 2023-24 school year, Shackelford plans to offer the following to the parents and guardians: GED Completion Courses (Spanish and English) or English as a Second Language classes, Protecting Students from Overuse of Tech classes, Back-to-School Night, Parent-Teacher Conferences, Open House, GED completion courses (English and Spanish), STEM Parent Evening, Parent Teacher Organizational meetings and activities, Parent Involvement and Engagement Committee, English Language Advisory Committee, School Site Council, Parent Cafes, Positive Behavior Intervention and Support meetings and School Safety Meetings. The staff remains committed to continuing to build trust with families as well as being creative with strategies to help continue to boost parent participation and attendance to meetings and school-wide functions and events.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student literacy

To address this the school can:
offer GED classes, PIQE or Literacy Days or Nights to support parents.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

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

To address this the school can:
provide staff with parents' "highest level of education" data so teachers have context regarding their students and how to help them.

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

although Shackelford has a strong Multi-Tiered System of Support for scholar reading and data suggests ongoing reading and writing improvement in Shackelford scholars, parents are requesting additional assistance and education with Common Core math and Socio-Emotional Development, inclusive of self-regulation skills. Additionally, after surveying parents, there is a continued need to help parents develop English as well as obtain their GEDs.

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

based on parent interviews and surveys, there is a continued need for parent education opportunities as well as activities. During the 2023-24 school year, Shackelford will continue to offer various parent education classes as well as activities and opportunities to our families.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Build parent capacity by providing parents and staff with Professional Development opportunities to increase student achievement and socio-emotional learning.

	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)	Monthly newsletters will be provided to families in an effort to communicate important information related to school	Parent surveys will be conducted at the throughout the year requesting parent input related to letter content			
	Parent Academic opportunities where families learn about English Language Arts, math and Life Skills grade level standards.	Teachers and administrative members will produce and distribute standards-based lessons for parents to use in the home environment to assist with student learning	Teacher presentation cost and Curriculum Development	Title 1 Parent Involvement	1183
			Classified Hours to assist with parent opportunities	Title 1 Parent Involvement	1000
	First Teacher, a one time parent meeting, will be offered for all families to assist families as they learn that they are their scholar's first teacher	Parent survey will be completed after First Teacher allowing parents to provide feedback related to the parent meeting.	Refreshments	Title 1 Parent Involvement	500
			Postage for mailers to families	Title 1 Parent Involvement	50
			Child Care	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Graduation Equivalency Diploma Completion Courses or English as a Second Language courses for parents who wish to attain their GEDs or learn English.	Parents will complete the GED course and take the GED test and/or take English as a Second Language courses and complete the pre and post assessments.			
	Parent Square communication related to school business and opportunities	Parent Square participation surveys collected automatically with all Parent Square deployments.			
English Learners (EL)	English as a Second Language Parent Education Series	Parent Surveys will be completed after the ESL classes end providing feedback related to the course content.			
	Parent Institute for Quality Education, PIQE, will be offered to English Learner parents interested in strategies to use in homes to assist their scholars as they develop the English language.	Parent survey will be completed after PIQE allowing parents to provide feedback related to the parent meeting.	Translation for parent meetings	Title 1 Parent Involvement	500

	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)	Parents with special education students will be invited to participate in parent events with the focus on attendance and strategies to help their special education students.	Parent survey will be completed after events to see if meeting goals were met and determine next steps.			
Other Student Groups Socio-Economically Disadvantaged	Host parent cafes related to matters of the school such as attendance and other parent education opportunities	Parent survey will be completed after Parent Cafe as well as attendance to collected to see effectiveness of Parent Cafe.			

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

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
<p>This .5 Vice Principal will assist with coordination of grade level intervention focusing on scheduling, program placement and teacher training in district-approved intervention programs, and progress monitoring in order to increase the percent of students mastering grade level foundational skills.</p> <p>The .5 Vice Principal will collaborate with teachers to analyze data and guide teachers in effective instructional practices.</p> <p>The .5 Vice Principal will observe and provide instructional feedback to teachers on a weekly basis. School wide trends, strengths and areas of need will be determined for on-site Professional Development.</p> <p>The .5 Vice Principal will monitor attendance and absenteeism lists on a daily basis and meet with parents as needed.</p> <p>The .5 Vice Principal will call all chronically absent students' parents to follow upon any absences.</p> <p>The .5 Vice Principal will lead the PBIS committee in implementation of the</p>	Admin. Curriculum/Instruction Support & Pupil Services (0.5)	Title 1 Positions	91,442	<p>English Language Arts Goal 1</p> <p>Math Goal 2</p> <p>Attendance Goal 3</p> <p>Positive Behavior Intervention and Support Goal 4</p>

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
school wide PBIS plan and analyzing of discipline data and training in Restorative Practices. In addition, provide all classified trainings in support of this goal.				

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	91,442	0.00
Title 1 Professional Development	17230	0.00
Title 1 Parent Involvement	3483	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	25643	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	\$137,798
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$137,798
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$137,798.00
Grand total budgeted including carryover from Section 11	\$137,798

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: \$0

Total of State and local programs that the school is including in the schoolwide program: \$0

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Shackelford 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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Aurora Nunez Term: 2021-22 & 2022-23 XParent Community Member	1. Name: Sue McHann Principal
2. Name: Patricia Escobar Term: 2022-23 & 2023-24 XParent Community Member	2. Name: Greg Catrina Term: 2022-23 & 2023-24 Teacher
3. Name: Alicia Gonzalez Term: 2022-23 & 2023-24 XParent Community Member	3. Name: Cecilia Velardo Term: 2022-23 & 2023-24 Teacher
4. Name: Elainn Flores Term: 2022-23 & 2023-24 XParent Community Member	4. Name: Sherry Adrian Term: 2022-23 & 2023-24 Teacher
5. Name: Cristina Rosas Term: 2022-23 & 2023-24 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Silvia Valencia de Garcia Term: 2022-23 & 2023-24 Other School Staff

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
Maria Soto	English Language Advisory Council (ELAC)
Sierra Nieuwenhuis, Kathy Presley, Nancy Lopez, Emily DaRosa	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: 04/25/2023 03:00 pm

Attested:

Silvia Garcia de Valencia	SSC Chairperson
Alicia Gonzalez	SSC Vice Chairperson
Sherry Adrian	SSC Secretary