

**Slater Elementary**

10621666006068

Principal's Name: Kelli Wilkins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

## School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelli Wilkins	X				
2. Chairperson – Melissa Ilad				X	
3. Evette Mesta				X	
4. Jose Lopez				X	
5. Selena Santana				X	
6. Teresa Renovato				X	
7. Stacey Swartout		X			
8. Ruth Centeno			X		
9. Veronica Hulsey			X		
10. Alexandria Montes		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.



## Required Signatures

School Name: Slater Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelli Wilkins		3/21/24
SSC Chairperson	Melissa Ilad		3/21/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Slater - 0420

**ON-SITE ALLOCATION**

3010	Title I	\$90,855 *
7090	LCFF Supplemental & Concentration	\$282,825
7091	LCFF for English Learners	\$34,560

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$408,240**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,692
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Remaining Title I funds are at the discretion of the School Site Council	\$88,163
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Total Title I Allocation	\$90,855
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Slater Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review  
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-44 pts	-64 pts	2023-2024	-29 pts
SBAC ELA - Average distance from standard (African American)	✓		-89.1 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-70.4 pts	2023-2024	-55 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-135.8 pts	2023-2024	-120 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35 %	25.7 %	2023-2024	40 %
SBAC Math - Average distance from standard	✓	-64 pts	-76.3 pts	2023-2024	49 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-150.8 pts	2023-2024	130 pts
SBAC Math - percentage of students met/exceeded standard	✓	25 %	19.1 %	2023-2024	30 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Our iReady Reading D2 data shows 30% of all students are meeting or exceeding proficiency. Our 3rd-6th grade students are at 27.5% proficiency. This group grew nearly 9% from D1 to D2. Our expected goal for ELA D3 (3rd-6th) is 35%. Currently 44% our 3rd-6th students have met their stretch growth goal and 60% have met their typical growth goal.

On iReady Math D2 data shows 17% of all students are meeting or exceeding proficiency. Our 3rd-6th grade students are also 17.68% proficient. This group grew 10.4% from D1 to D2. Our expected goal for Math D3 is 25%. Currently, 39% of 3rd-6th grade students have met their stretch growth goal and 58% have met their typical growth.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Our school site continues to decrease the number of students with chronic absenteeism. In 2021-22 our chronic percentage was 57%. In 2023 our percentage decreased to 45%. Currently our school social worker has been targeting our white subgroup, as we have not decreased this subgroup as much as others. Student and parent goal setting and incentives, along with frequent parent communication have been the primary strategies used. Also of note, our most chronic absenteeism is highest in grades TK-2, (46% severe chronic and chronic) which is where foundational learning skills are developed.

Transiency and soaring enrollment continue to be an ongoing factor impacting student outcomes. Since September 2023 we have enrolled 160 new students. Of those students we have 29 students that are newcomers to the country, with 8 different languages. Lack of stable housing, changes in family

In grades TK-2 the focus has been on phonics, high frequency words, and building fluency with foundational skills. \_\_\_\_\_

After an analysis of the current SPSA actions, the following has been determined.

- All students benefit from an additional 30 minutes of instruction that is utilized K-6 for targeted reading intervention.
  - 6 week MTSS intervals
  - SPED staff is included in intervention and SDC are mainstreamed
- Multiple sources of data are used to determine interventions and extensions for specific student needs.
  - iReady
  - CFA, IABs/FIABs, FSA
  - Intervention data: Fluency
- Teachers continue to implement assessment cycles that include planning for high quality instruction aligned to SBAC stems, using IABs and FIABs.
- Continued district funding of site based Academic Coach has benefited PLC planning/monitoring, teacher support, especially for our 1st/2nd year teaching staff.
- Teachers benefit from planned and optional professional learning opportunities on requested topics such as: planning for small group instruction, foundational skills, iReady tools, and social-emotional learning topics.
- Sub release time to provide supports, co-planning, and peer observations was available. New and second year teachers were supported by Academic Coach.
- Teaching fellow support was decreased from 7 to 3 due to budget. The use of TFs in grades 3-6 continues to be challenging due to their lack of experience and knowledge in teaching foundation skills, as well as some inconsistencies in TF attendance, which caused inequities in service across grade levels. AC provided professional learning for TF, but gaps still exist.
- School Social Worker was provided to support attendance and focused on chronic attendance categories. Goal setting conversations with students were increased.
- Goal setting conversations between teacher and administrators occurred twice, one in 1st quarter and once in 3rd quarter. This is an area that could be strengthened as it is an opportunity to discuss student by student, as well as determine any classroom supports or professional learning needed.
- ELA was a focus area for 1st semester and professional learning time was used to ensure that CFAs were aligned to grade level standards, and IAB/FIABs. 3rd-6th grade teachers developed IAB/FIAB calendars in order to ensure that this monitoring tool was being utilized and interventions provided to support students not meeting standards.
- A4 Tutoring/Mentoring was provided to support academic growth, attendance and overall SEL wellbeing.
- We did not meet our iReady D2 Math or ELA proficiency goals.
- Our 2nd semester instructional focus was on math. Our PL time and planning days were used to ensure that student tasks were aligned to CFAs other assessments: iReady, and IAB/FIABs.
- Additional focus given to planning for individual student needs through small group instruction. This action has been strengthened from 2021-2022 and consistent small group instruction and progress monitoring is being implemented in all classrooms.
- All grade levels have utilized PODs as means to target specific areas of math that students are underperforming in. Using data collected from PODs, teachers conducted Tier 1 and Tier 2 math small groups.
- This is the 3rd year our 5th/6th grade teams, 1st year of 4th grade that has been implementing and being supported in the implementation of Math Lesson Design. Teachers are provided monthly PL

dynamics, economic factors, limited exposure to consistent schooling is an area of concern. New students often have gaps in their education, or lack of formal schooling. These challenges impact attendance and availability to learning. Further impacting this was that our HSL has been out on leave since October and will not be returning. This year we were unable to hire a qualified candidate for our bilingual Resource Counseling Position. As our enrollment continues to rise our families and staff recognize that additional SEL supports are needed in order for students to be academically successful.

#### Students with Disabilities

Our Students with Disabilities (SWD) are not closing DFS in alignment with other subgroups in the area of ELA/Math. On iReady D2 ELA SWD scored 9.3% met/exceeded. 56% of SWD have met their typical growth and 37% have met their stretch growth. Our SWD are part of our school-wide reading intervention. There is a need to continue to strengthen foundation skills as well as consistently using the SBAC resources and tools to support test preparedness.

In math 3.1% of students are meeting standards on iReady D2 Math. Which is significantly lower than all students at 19%. In looking at 3rd-6th grades only and students who are receiving designated speech services, and RSP support nearly 9% are meeting standards and

Chronic attendance for SWD is 34%, which is slightly lower than school-wide and has also been an area of focus for us but is still higher than we want it to be. We will continue to focus on this group to decrease this percentage.

#### White

This subgroup has been a targeted group for decreasing chronic absenteeism, which has a significant impact on learning. At the end of 1st semester it was 44%, currently it is 35%. When analyzing student by student data, multiple students in this subgroup are also counted within SWD.

#### African American

AA Students in 3rd-6th scored 18.5% meeting/exceeding on iReady D2, as compared to 26% for all 3rd-6th grade students. 37% of AA students have met their stretch goal. A focus on foundational skills instruction in grades TK-2 will provide a solid foundation for all students. With consistent progress monitoring, and appropriate supports, the goal is to improve reading results for students in K-2.

#### English Learners



and coaching demonstrations with Swun Math Coach, District Math Coach, and on-site Academic Coach.

- This is the 2nd year we have also participated in the Math Acceleration Initiative through the Educational Advancement Group. This program targeted math advancement with African American males but was a service provided to all students. Four additional teaching fellows to utilize in the areas of small group instruction in grades 3-5 were provided. Teachers have strategically used this resource to support small group instruction for math. Schedules and absences continue to be a barrier to consistency.
- Sub release time to provide supports, co-planning, and peer observations was available.
- New and second year teachers were supported by Academic Coach.
- Goal Setting conversations between student and teacher occurred at least quarterly.
- ReflexMath was provided districtwide and was consistently utilized throughout the day. This is not being refunded by the district.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Actions from the 2023/24 SPSA were implemented.

- There continues to be a need to strengthen the depth, breadth and consistency of actions. For example, developing instructional plans that strategically place IABs and Fiabs throughout the school year in order to monitor and make instructional adjustments. This is a strategy that is not fully maximized.
- Building the capacity of Lead Teachers and PLCs needs to be strengthened in order to address the question, "What do we do when students didn't learn?" Teams have developed instructional plans, assessments that measure instructional plans, and they collect assessment data. Making instructional plans that fully addresses ongoing classroom data and follow up of supports.
- There is a need to develop actions among PLCs that address subgroup disproportionality.
- Site funds contracted 3 Teaching Fellows. Throughout the school year, there has been staff turnover and ongoing attendance issues making this and inconsistent support for students. Our site will continue to work at providing Tier 2 and 3 interventions.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Current SPSA actions will reflect the following:

- Decrease number of Teaching Fellows. Two Teaching Fellows will be provided through Regional Literacy Grant to support grades K/1
- Due to changes in district funding Teaching Fellows provided through District and Educational Advancement Group will no longer be funded.
- Decrease in PLC/PL hours from the elimination of designated schools. There will be a need to provide professional learning that supports: Tier 1 and Tier 2 student needs Student Engagement (i.e. PBL, student voice, increase Elective Wheel opportunities), student ownership
- Continue to provide PL opportunities to create positive, engaging school environment
- RCA position will continue to be site funded

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Certificated tutor for intervention</li><li>• Substitutes for PLC planning and opportunities for additional professional learning is a priority and will support teaching and learning</li><li>• Continuing to try and find high quality candidate for RCA position is a priority</li><li>• Extended learning opportunities have increased and SSC would like this to continue to be a focus<ul style="list-style-type: none"><li>◦ Clubs</li><li>◦ Elective Wheel</li></ul></li></ul></div>	<div>2</div> <div>ELAC:</div> <div><ul style="list-style-type: none"><li>• Certificated tutor is high priority and parents would like to focus on addressing the needs of English Learners.</li><li>• Books and Materials &amp; Supplies</li><li>• Extended Learning Opportunities: includes science and math</li><li>• Increase homework</li></ul></div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Certificated Tutor</li><li>• RCA</li><li>• Substitute Planning Time</li></ul></div>
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Action 1

Title: ELA

Action Details:

In order to increase the number of 3 -6 grade students meeting or exceeding proficiency on SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD Instructional Practice Guide for Literacy. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

District ELA I Ready Diagnostic Assessments

PLC Common Assessment Cycles, IABs and FIABs

Wonders Phonics Inventory/BAS and other reading diagnostics, as needed

Classroom observations/feedback

ELA SBAC results

ELPAC results/EL Redesignation Rate

Data Chats/Goal Setting Conferences

Principal/Vice-Principal Goal Setting

School-wide reading intervention schedules, rosters and data

Student Service Meetings and Individual Student Intervention Plans/Data

Owner(s):

Teachers, ILT

PLCs, Academic Coach

PLCs, TSA

Principal & Vice Principal

School-wide

TSA/CT/VP

Admin Team/Teachers/Students

Principal & Vice Principal

TSA, VP

VP, TSA, SSW, RCA, School Psychologist

Timeline:

Based on district assessment calendar

CFAs ongoing throughout Unit/Chapter

Quarterly

literal notes, observation logs, admin calendar

SBAC, June 2024

Quarterly

Quarterly

Quarterly

Every 6 weeks

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CORE Instruction:
  - All students will be provided an extended school day with an additional 30 minutes of instruction.
  - All teachers will implement relevant and culturally responsive teaching practices throughout school day to increase student engagement, ownership and connection to content and school.
  - Materials and supplies such as: supplemental materials, class sets of supplemental reading material that exhibit exceptional craft, showcase culturally diverse characters and themes and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
  - Principal and VP will support capacity building of site leadership team in order to align mission and vision with district goals, school goals and instructional practices.
  - Admin and ILT will set and monitor school-wide, grade level, and classroom goals during PLCs/PLs and goal setting conversations with staff.
  - All classroom teachers will monitor student progress on Essential Standards in ELA through the use of aligned assessment cycles which will document assessment data by subgroup, by student, by need and identify next steps for intervention. Progress Monitoring focus will be intentionally focused on ATSI subgroup of Students with Disabilities. These documents will be shared with admin/support team.
  - Provide ongoing professional learning and support in order to continue to implement an instructional model that integrates differentiation, access to small group instruction with teacher, literacy-based science/social-studies, project-based learning, STEAM, and the use of technology. This includes 4 grade level cohorts participating in FUSD PLI Initiative over the next two years (23/24 and 24/25)
  - Professional Learning will be used as needed to support capacity building in the area of complex text, tasks, talk, technology, Project Based Learning, and/or Social Emotional Learning and the implementation of professional learning communities.
  - Substitutes will be provided to bridge the decrease in PLC and PL time formerly provided through designated schools time. Sub release time will be used to support professional learning, opportunities for intensive planning sessions, peer observations, teacher input at SSTs, IEPs or provide other parent engagement opportunities.
  - Teachers in grades 3-6 will map out schedule and strategically administer ELA IABs/FIABs throughout the school year, and adjust instruction based on identified needs.
  - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor academic progress, attendance and behavior supports are in place as needed.
  - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
  - Goal Setting chats will be held quarterly between teachers and students to discuss their I Ready goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Tiered System of Intervention:
  - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
  - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed, which may include: graphics, wide variety of texts, tools and supplies, such as whiteboards, chart paper, poster paper, organizational furniture, etc..
  - As identified through assessment data, students will receive Tier 2 and 3 intervention through a school-wide deployment model with the certificated tutor, TSA, SPED Team, Teaching Fellows and classroom teachers. Clear targets and criteria will be developed during each round of intervention in order to monitor student need and progress. Our neediest students will be strategically placed with most qualified teachers.
  - Resource Counseling Assistant (RCA) will provide individual and small group social emotional supports to identified students in order to support academic, student motivation and behavioral goals.

- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Instructional Assistants and Teaching Fellows, as available.
- Student Service referrals to site-based COST (Coordination of Services Team) will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
- Case managers will align supports for SWD to include clear, targeted instructional progressions in core academic subjects, as well as teaching executive function skills that would support academic and behavioral success.
- Case managers will monitor opportunities for inclusion during academic blocks for all students with disabilities.
- TSA, School Psychologist, School Social Worker, and RCA will monitor ongoing action plans for COST students and will report quarterly to Principal/VP.
- VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Regional Literacy Plan:
  - Two Teaching Fellows will be funded to use in grades TK-2
  - 4 planning days (1 per quarter) for grades TK-2 will be used to refine and align foundation skills instruction
  - Scholastic First will be provided to support foundation skills fluency
  - Heggerty curriculum will be used to support phonemic awareness instruction
  - All Kinder and 1st grade teachers will be trained in Orton-Gillingham
  - Materials and supplies will be provided as needed to support reading instruction
- Technology:
  - Copy machine lease
  - Graphics
  - Technology to support instruction in the classroom (hardware, software, and/or site licenses)
  - Literacy Plan funded Scholastic F.I.R.S.T, iReady and Think Central will also be used to enhance instruction.
  - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.
  - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
  - Support participation of 2 PLCs in PLI (Personalized Learning Initiative) provided by FUSD/CIPL.
  - Purchase technology devices and tools for students and teachers to enhance learning.
  - Increase the digital literacy of students with activities in the classroom that align with the State Standards for Technology.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

- English Learner ELA

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by*

- providing a Resource Counseling Assistant
- Parent Involvement (interpreting and babysitting)
- Materials and Supplies

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by:*

- Extra supports in the area of reading from Certificated Tutor
  - Implement ELPAC camp for EL students
- Designated planning time focused on the needs of EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The student populations performing at the lowest level in areas of ELA*

- African American ELA
- Students with Disabilities ELA
- All Students ELA

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support AA students by:*

- providing a Resource Counseling Assistant to support student wellness
- Parent Involvement (interpreting and babysitting)
- Materials and Supplies

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support :*

*AA:*



**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Certificated Tutor, TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- EL students will receive Designated ELD instruction during instructional day and may receive additional intervention time during the school day, as needed and available.
- EL students will receive Integrated ELD instruction during classroom instruction. Professional Learning will be provided with support of District EL Coach: Deconstruction of EL Standards Specific EL Strategies Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Teachers will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- Through intervention model, EL levels 1-3 will receive designated ELD focused on supporting ELs with the vocabulary, comprehension, and oral language necessary to enable students to engage in the complex text utilized in classrooms.
- Provide integrated ELD throughout the day in every lesson/content area.
- goals. Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.
- Supplemental contracts will be provided to administer ELPAC to all K-6 EL Students.
- EL students will be provided opportunities to receive additional learning opportunities within and/or beyond the school day (i.e. After School Program, Tutoring.com).

- Certificated Tutor, Classroom Teachers, Sped Case Managers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- *Planning time for teachers to prepare targeted instruction*
- *Professional learning for teachers related to data based student needs*
  - *utilizing district CIPL coaches and managers to support foundational reading strategies*
  - *PLI strategies to support blended learning*
- *Access to materials & supplies to support academic success*
- *Incentives*

SWD:

- Certificated Tutor, Classroom Teachers, Sped Case Managers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- *Planning time for teachers to prepare targeted instruction*
- *Targeted planning time with Sped Case Managers to support needs of students*
- *Incentives*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus for the 2024/25 School Year will be improving academic performance of underperforming subgroups: Students with Disabilities, and white subgroup. Current iReady Reading data also suggests a need to focus on strengthening Phonics skills for students currently in grades 2 and 3. As well as focusing on comprehension in grades 4-6.

- Regional Literacy Grant with fund Teaching Fellows to support foundational literacy skills in grades TK-1
- Ongoing progress monitoring by teacher, TSA, Academic Coach and CT to ensure adequate progress is being made to meet set goals.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies, including supplemental high-quality texts will be purchased that support access to essential learnings curriculum.
- AA students will receive supports through A4 mentoring.
- All staff will be provided professional learning related to the effective mainstreaming of SDC students and how to scaffold/differentiate instruction in order to support all learners.
- Site Funded School Social Worker is funded to monitor attendance, academic progress, and social-emotional well-being.
- Resource Counseling Assistant will provide academic counseling and social emotional supports to identified students performing 2+ years below grade level and/or high incidents of suspension or chronic attendance.
- SWD students will be provided with differentiated instruction, based on assessment data from SBAC, iReady and IEP goals
- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction.
- Daily schedules will be designed to ensure that all students who receive RSP services in the area of Reading/Writing are present in their classrooms to receive Tier 1 literacy instruction and their targeted Tier 2 intervention (small group).
- Case Managers of 3rd-6th grade SWD will practice IAB/FIABs within service time in order to provide students practice with their specific accommodations. Case Managers will ensure that students are

- provided consistent access to their classroom/testing accommodations throughout the year.
- Quarterly goal setting conversations with be completed with all Special Education case managers to ensure consistent student progress for students with IEPs.
- Provide professional learning with a focus on literacy through PLI Initiative for 2 PLCs in order to strengthen teacher capacity, student ownership and to provide differentiated learning opportunities for all students.

Action 2

Title: Mathematics

Action Details:

In order to increase the number of 3 -6 grade students meeting or exceeding proficiency on SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD Instructional Practice Guide for Math. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady Math Assessments, Grades K-6	Teacher, ILT	3X per year (1st qtr., 2nd qtr. 3rd qtr.)
PLC Common Assessment Cycles, IABs/FIABs	PLCs	CFAs ongoing throughout Unit/Chapter
Classroom observations/feedback	Principal & Vice Principal	Weekly Instructional Admin meetings
Math SBAC results	School-wide	SBAC, June 2025
Data Chats/Goal Setting Conferences	Admin Team/Teachers/Students	Quarterly
Principal/Vice-Principal Goal Setting including subgroup monitoring	VP, Principal	Ongoing
Student Service Meetings and Individual Student Intervention Plans developed through COST process/Data	VP, TSA, RCA, School Psychologist	Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CORE Instruction:
  - All students will be provided an extended school day with an additional 30 minutes of instruction.
  - All teachers will implement relevant and culturally responsive teaching practices throughout instruction to increase student engagement, ownership and connection to content and school.
  - Materials and supplies such as but not limited to: supplemental materials, manipulatives, calculators, and technology
  - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, peer observations, teacher input at SSTs, or provide other parent engagement opportunities.
  - All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
  - Teachers in grades 3-6 will map out schedule and strategically administer ELA IABs/FIABs throughout the school year, and adjust instruction based on identified needs.
  - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor academic progress, attendance and behavior supports are in place as needed.
  - Goal Setting chats will be held quarterly between teachers and students to discuss their, as applicable.
  - Slater ILT has determined a continued focus on Math Fluency during the 2024-25 school year and will develop actions and benchmarks to support overall improvements with student Math Fluency. Reflex Math will be site funded to support this focus.

- Students With Disabilities:
  - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
  - Sped Case Managers will meet at least monthly to monitor SWD student progress based on iReady, iReady lessons, CFAs, and IEPs.
  - Seek district support to provide professional development and resources regarding inclusive practices for SWD.
- Tiered System of Intervention:
  - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant or minimal progress.
  - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
  - As identified through assessment data, students will receive Tier 3 intervention as determined by each PLC. Time for interventions will be outlined in daily schedule, instructional maps and student progress documented on PLC SMART goal documents.
  - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Teaching Fellow and/or Instructional Assistants.
  - TSA and Academic Coach will provide direct student support to targeted groups of students, monitor tiered interventions, and provide coaching.
  - Student Service referrals to site-based COST (Coordination of Services Team) will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
  - TSA, School Psychologist, School Social Worker, and RCA will monitor ongoing action plans for COST students and will report quarterly to Principal/VP.
  - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Technology:
  - Copy machine lease
  - Graphics
  - Technology to support instruction in the classroom (hardware, software, and site licenses)
  - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.
  - Support participation of 2 PLCs in PLI (Personalized Learning Initiative) provided by FUSD/CIPL.
  - Purchase technology devices and tools for students and teachers to enhance learning.
  - Increase the digital literacy of students with activities in the classroom that align with the State Standards for Technology.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by:*

- providing a Resource Counseling Assistant
- Parent Involvement (interpreting and babysitting)
- Materials and Supplies

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

- Designated planning time focused on the needs of EL students

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The student population Students with Disabilities performing at the lowest level in areas of ELA and Math*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

- providing a Resource Counseling Assistant to support student wellness
- Parent Involvement (interpreting and babysitting)
- Materials and Supplies

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

- Classroom Teachers, Sped Case Managers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Planning time for teachers to prepare targeted instruction
- Professional learning for teachers related to data based student needs
  - utilizing district CIPL coaches and managers to support foundational math wstrategies
  - PLI strategies to support blended learning

- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational math skills.
- Reflex Math practice will be provided to support math fluency
- Materials and supplies will be purchased that support access to CORE curriculum.

- Access to materials & supplies to support academic success
- Incentives

**SWD:**

- Certificated Tutor, Classroom Teachers, Sped Case Managers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Planning time for teachers to prepare targeted instruction
- Targeted planning time with Sped Case Managers to support needs of students
- Incentives

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus for the 2023/24 School Year will be on filling gaps in foundational math skills through a focus on math fluency problem solving and reasoning. Teachers will continue to implement Reflex Math, Number Talks, and daily spiral review PODs to support foundational skills.

- Access to technology, including Reflex Math, will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational skills.
- Materials and supplies will be purchased that support access to CORE curriculum.
- Students with disabilities will be provided with differentiated instruction, based on assessment data from SBAC, iReady and IEP goals
- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction.
- Daily schedules will be designed to ensure that all students who receive RSP services in the area of Math are present in their classrooms to receive Tier 1 math instruction and their targeted Tier 2 intervention (small group).
- Case Managers of 3rd-6th grade SWD will practice IAB/FIABs within service time in order to provide students practice with their specific accommodations. Case Managers will ensure that students are provided consistent access to their classroom/testing accommodations (i.e. questions read, multiplication charts, etc.) throughout the year.
- Quarterly goal setting conversations will be completed with all Special Education case managers to ensure consistent student progress for students with IEPs.
- Provide professional learning through PLI Initiative for 2 PLCs in order to strengthen teacher capacity to provide differentiated learning opportunities for all students.



# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food or Incentives	11,008.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements: PLI	3,100.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Involvement: Interpreting and babysitting for parent meeting. Not to be used for IEP or ELAC.	192.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1600		19,870.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute Salaries. PL planning opportunities to support PLC development and wor; peer observations, SST/IEP, CCT Planning, MLD, PLI	32,251.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Planning	12,260.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies including SOAR, Incentives, T-shirts, elective wheel, parent meetings, newsletters, family engagement nights, Response to Intervention, Food Incentives and celebrations.	31,502.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for School Technology	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic, Signs, Banners, Resources, Copies	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin Subs to support teachers.	1,197.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2775		34,463.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	97.00

\$154,940.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	84.6 %	2023-2024	94 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

This area continues to be a focus at Slater. Our mission statement includes a direct reference to providing opportunities for students that engages students and allows them to be problem solvers and risk-takers. District funded field trips and experiences continue to be a primary source of Goal 2. Our site funded actions include providing additional field trip opportunities, including taking students to performances, participating in County Spelling Bee, Peach Blossom, Young Author's Fair, and Special Olympics. This year all students had the opportunity to practice and perform in our Winter Program (TK-3rd grades) our Open House Performances (4th-6th). Both of these events were very positive with students and families.

In the Fall of 2023 our percent favorable in student centered/real world experiences was 85%, up 1% from Spring 2023. Our Spring 2024 data shows that 83% favorable in this area. We believe that is a result of the fact that we were unable to implement our site-wide Elective Wheel in the Winter. However we plan to run a 6-week STEAM Elective Wheel in 4th quarter. Professional Learning will continue to be provided that supports our school mission, and builds on-going opportunities for engaging, real world learning experiences, in addition to the special events already provided.

Our ability to offer clubs has continued to be a struggle due to the lack of volunteers. However, with the addition of our Extended Learning Coordinator and improved ASP activities, we believe this will also improve. This year we continued our Gardening Club, as well as added Student Leadership and a Coders Club. All of these clubs are geared towards our 4th-6th graders.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

The lack of Elective Wheel during 1st semester impacted all students. This also impacted SWD as they missed out on this mainstreamed activity. Many of our classrooms have mainstreamed science instruction and this will continue to a common practice. Funds are also used to provide intramural sports and activities throughout the school day by providing extra pay contracts to classified staff.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Students have experiences all of the traditional College & Career Readiness field trips provided by the district. In addition, we have provided an increased focus on hands on project-based learning in the classroom, as well as through our elective wheel experiences and clubs. In addition, our Climate & Culture Team began providing monthly cultural diversity lessons for all teachers to implement (Black History, Womens History, Mexican Heritage, Arab

American Heritage, Autism Awareness). This has been very positively received by all staff and we hope will have a positive impact on our students and community.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Consistency in the use of new Science curriculum
- Two opportunities to participate in Elective Wheel
- Continue to build upon Cultural Awareness activities and classroom discussions
- Continue Positivity Project

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

- More clubs
- Student performances
- Elective Wheel

**2** ELAC:

- Elective Wheel
- SOAR (positive behavior activities)
- Positivity Project

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Some staff felt we should eliminate Elective Wheel
- All staff want more clubs to be offered
- more field trips, assemblies
- more opportunities connected to ASP

Action 1

**Title:** Exposure to Careers

Action Details:

We will expose students to a variety of career opportunities through classroom selected texts and projects, as well as virtual and/or in-person field trips, and other engagement activities.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- 1. Goal 2 attendance/monitoring
- 2. Student Climate & Culture Surveys
- 3. Site-led Student Focus Groups
- 4. STEAMbased Elective Wheel rosters

Owner(s):

- 1. School Social Worker, RCA, Teachers, Students
- 2. Vice Principal, Teachers
- 3. Vice Principal, School Social Worker, Resource Counseling Assistant
- 4. Vice Principal, School Social Worker, Resource Counseling Assistant

Timeline:

- 1. ongoing
- 2. Fall & Spring
- 3. 2nd quarter and 3rd quarter, as needed
- 4. At least 2 six-week sessions per year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

All students will be provided access to:

- District provided CTE learning experiences
- Site planned Elective Wheel STEAMsessions throughout the year, including materials and supplies in order to offer a wide array of options to students
- Participate in meaningful work activities
- Clubs and activities, which will be supported with supplemental contracts for certificated and classified staff: student leadership, gardening club, coding club

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- English Learner students will participate in EL Camp, and EL Instruction in their classrooms in support of the CTE learning experiences.
- Ongoing progress monitoring will take place to ensure that EL students are provided supports and engagements.
- EL funded Certificated Tutor will ensure monitoring of EL students and engagements.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students with Disabilities
  - Extended Learning Coordinator, School Social Worker and Site funded RCA will monitor and encourage equitable access to ALL students in learning activities provided at the site, district and community.
  - Continue to encourage participation in Special Olympics
  - Provide professional learning to all staff related to the effective mainstreaming of all SWD



Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		39.1 %	2023-2024	21 %
Suspension Rate - Semester 1	✓	1.75 %	3.2 %	2023-2024	2.2 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		6.6 %	2023-2024	5.6 %
Suspension Rate - Semester 1 (White)	✓		3.9 %	2023-2024	2.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism:

Despite meeting our 22/23 of decreasing absenteeism to 55%. Having 55% of students with chronic absenteeism is greatly impacting the academic success of our students. Students that demonstrate good attendance grew from 21% to 25% to 39%. The manageable student group grew from 24% to 29%. Consistently we have targeted students in the manageable category to move them into good category. This year we have also included our white and SWD subgroups. Students with disabilities (35%), and White (44%) are subgroups of students who have a high percentage of chronic and severe chronic attendance. With increased monitoring from attendance clerk and SSW, we have had steady improvement with these subgroups of students.

Of significant note is our transiency and enrollment rates. At the beginning of the 22/23 school year our enrollment was 602 students and at the end was 756. At the beginning of the 23/24 school year we had 651 students enrolled and currently have 812.

Suspension Rate:

Our suspension rate has increased slightly this year. Currently our suspension rate is 3.2% from 2.28% last year for all students.

With the significant increase in enrollment over the past couple of years, student behavior continues to be an area of focus. Many students are still facing societal impacts and other family trauma. Students are facing homeless, changes to their family, in addition to other stress, anxiety, and trauma. Our site has some outside supports for students, through All 4 Youth, however we have a large group of families that decline those services. and we attempt to be proactive in supporting students both academically and social

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

SWD are also our targeted subgroup in the area of suspensions, along with white subgroup. Currently for 23/24 school year, SWD suspension rate is 6.6%, compared to all students which is 3.2%. At the end of 2023 SWD suspensions were at 9.4% as compared to all students at 5.4%. Suspensions (i.e. ed code violations) are all related to physical injury.

White

Our white subgroup is identified for suspensions. Currently the rate is 6.6%, and equates to 1 student as of 1st semester. With our current interventions we feel we will be able to decrease this targeted area.

emotionally so that negative behaviors that lead to suspension are not occurring.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- We were unable to hire qualified site funded RCA to support student SEL. We continue to believe that this position can positively impact teaching and learning.
- Slater was provided a HSL beginning in September 2023. Our HSL went out on maternity leave in late 2023 and will not return until the start of 24/25 school year.
- We were able to acquire 1 day a week of support from All 4 Youth counselor.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Current SPSA actions will reflect the following:

- Decrease number of Teaching Fellows.
- Provide professional learning that supports: Tier 1 and Tier 2 student needs: Student Engagement (i.e. PBL, student voice, increase Elective Wheel opportunities)
- Use RCA and Extended Learning Coordinator to develop meaningful work and alternative recess opportunities that include some SEL skill building related to managing emotions during conflict
- Continue to provide PL opportunities to create positive, engaging school environment
- Have full year of district funded HSL
- Continue All 4 Youth Counseling support

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

- Fund RCA

**2** ELAC:

- Fund RCA

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

- fund RCA
- Continue Positivity Project

**Action 1**

**Title:** School Connectedness

[Action Details:](#)

School will increase school connectedness for students and parents by providing activities and athletics during school and through extra-curricular activities.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

ATLAS suspension reports/Power Bi data reports

Goal 2 Monitoring (data entry)

School Culture & Climate Surveys

CCT Site Surveys

Elective Wheel Participation

Student Success Team Meetings

Student Focus Group Data

Owner(s):

Admin, SSW, ILT, CCT

School Social Worker

Culture & Climate Team/Students

CCT

Teachers

VP, Teachers, School Psychologist

School Social Worker, RCA

Timeline:

Monthly

Quarterly

Fall/Spring

As needed

at minimum, Twice per year

as needed

2nd/3rd quarters and as needed

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

- Provide School Social Work to coordinate and support services for students in need of school connectedness.
- Provide Resource Counseling Assistant to work directly with SSW and CWAS to support students with SEL needs, including social skill building, emotion regulation, and structured activities during recess.
- Provide wider array of options during recess: including clubs, art, intramurals, including non-traditional play equipment (i.e. Legos, LED boards/blocks, craft projects, sensory tools). Support Staff (School Social Worker, CWAS, RCA, School Psychologist, TSA) will provide supports for structured activities during unstructured blocks of time for students and/or provide de-escalation reinforcement for short "time-aways" from class. Materials will be purchased to support these activities.
- Provide supplemental contacts as needed to support extra-curricular activities and/or organization of activities.
- All classrooms will implement weekly Classroom Meetings, Second Step lessons and daily Positivity Project lessons.
- All classrooms will implement Slater First 10 Days lessons that focus on teaching guidelines for success, school-wide routines and structures.
- Utilize Culture & Climate Team developed Cultural Relevance lessons
- Partnership with Positivity Project in order to support adults and students in building character strengths that build and support positive relationships.
- The 24 Character Strengths taught through the daily Positivity Project lessons will be emphasized in order to develop a positive school culture.
- OLWEUS Anti-Bully Campaign Implementation of school-wide expectations: School Rules, Guidelines for Success, STOIC, CHAMPS Safe & Civil Team will continue to implement CCI process in order to support school-wide efforts for a positive climate.
- CCT will lead development of Common Levels of Misbehaviors and responses with all staff, including a focus on positive interactions with students and families.
- Professional Learning opportunities will provide strategies to increase Project Based Learning in the classroom, as well as Social Emotional Learning.
- Materials and supplies such as, but not limited to include: SEL classroom libraries, calm-down corner tools, flexible seating options, to support student engagement
- All students have the opportunity to receive awards and incentives to encourage participation and attendance in various school activities (i.e. Awards Assemblies, Eagle of the Month, SOAR, "Caught Being Good Recognition", "Green Tickets", etc.).
- Elective Wheel will continue at least twice per year in order to engage students in science, technology, engineering, art, music, clubs, and service activities that encourage students to connect with students and adults outside their classrooms. Materials and supplies will be purchased for elective wheel to provide a high quality learning extension for all students.
- All students will participate in school-wide activities such as, Drug Prevention Week, Read Across America, Kindness Week which include opportunities to meet various community members from a variety of career fields.

Tier 2:

- Attendance meetings with School Social Worker, CWAs, and/or RCA
- Student Leadership Team will be formed to promote leadership on campus, connectedness and provide opportunities for students to engage in a variety of activities.

- A student focus group will be assembled at least twice a year to provide feedback to CCT and other stakeholders.
- Students will have opportunities to participate in Meaningful Work through student jobs and participate in a mentoring relationship with their supervisor. Meaningful Work will be coordinated by site funded RCA and School Social Worker.
- Students may apply for a job assignment through Meaningful Work each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community.
- Substitute release time may be provided for staff to attend IEPs, SSTs, and COST meetings for at-risk students.
- Level 2 behavior plans will be developed as needed for identified students.

Tier 3:

- Students/parents who do not respond positively to tier 1 and 2 interventions to improve attendance will be referred to the district SARB process.
- Students who do not respond positively to tier 1 and 2 behavior interventions will be referred to district ICET process.
- Utilize All 4 Youth referrals to support intensive intervention needs

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in areas of ELA.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support English Learners by...*

- Resource Counseling Assistant

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support English Learners by: providing ..*

- School Social Worker

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- HSL will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to attend grade level field trips.
- All students will be given the opportunity to self-select and participate in Elective Wheel activities.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home in language that is accessible to them, to advise parents of upcoming events.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*The White student population and SWD population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

- Resource Counseling Assistant

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support White and SWD student population by...*

- School Social Worker

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- HSL will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- SSW, CWAS, and RCA will work to build connections with targeted students and their families in order to increase school connectedness, improve academics and behavior.
- All students will be given the opportunity to self-select and participate in Elective Wheel activities.
- All students will be given the opportunity to attend grade level field trips.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home, monthly to advise parents of upcoming events.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,055.00
G3A1	Sup & Conc	Instruction	Bks & Ref			Positivity Project	3,795.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		172,950.00

**\$250,800.00**

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93 %	89.8 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

We were able to successfully restructure our Culture & Climate Team this year, with several new members. The members have been more active in providing supports to staff, including a focus on diversity. This team has been a guiding coalition for positive changes on our campus.

This was also the first year we have had the benefit of a consistent TSA and Academic Coach. This resource has been a tremendous support to our new teachers, as well as to PLCs. Our designated TSA also takes the lead on supporting our school-wide intervention, as well as working with our TK-2 teachers and supporting with literacy grant implementation.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Our staff survey response to the question, I feel valued at this school by 1% from 88% to 89% from the beginning of the year to end of the year. This is an increase of 6% from 22/23. Staff surveys are given at a stressful time of year, often reflecting a decrease in responses from the beginning to the end of the year. Our site has tried to find ways to include all staff in decision making, as well as in celebrating accomplishments. We continue to have new staff join our teaching staff through the Teacher Residents Pipeline. This year our site had only 3 first year teachers, and 5 second year teachers. We have a staff with the fewest years of experience in our region.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Continue to refine and build up work of culture & climate
- Focus on building foundational skills across all grade levels, especially in TK-2

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Continue to build guiding coalition with ILT



- Continue to use CCT to support school climate

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Provide substitutes for planning as a result of loss of designated time</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>• Provide substitutes for planning as a result of loss of designated time</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Planning Days</li><li>• add supplemental contracts for additional planning</li></ul></div>
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Action 1

Title: Staff Connectedness and Retention

Action Details:

Based on the 2022-23 staff survey data, 95% of staff will respond that they feel connected and supported, thus leading to a high staff retention rate.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>1. Mdyear Slater Survey Results</div> <div>2. Fall &amp; Spring Staff Survey Results</div> <div>3. Meeting agendas</div>	<div>Owner(s):</div> <div>1. Principal</div> <div>2. Admin, CCT, Staff</div> <div>3. Admin</div>	<div>Timeline:</div> <div>1. End of 1st semester</div> <div>2. Fall &amp; Spring</div> <div>3. Ongoing</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Weekly Slater SOAR to all staff which includes communications, professional learning and celebrations
- Teacher PL based on data and staff needs
- Quarterly Classified staff meetings, including After School Coordinator
- Staff Engagement opportunities (optional PL, committees, celebrations, etc.)
- Data Chats 3 times a year.
- High functioning ILT, CCT which act as guiding coalition for school improvement.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Certificated Tutor will provide additional goal setting conversations, and EL Camp prior to ELPAC assessment, which eliminates need for teachers to support ELPAC.

Professional learning will be planned, based on data and teacher needs to support low-performing students, including:

- foundational skills
- intervention best practices
- assessment
- project based learning

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	93 %	89.7 %	2023-2024	90.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

For our community it has been challenging to solicit a large percentage of parent responses. The online component is a challenge, as well as the time factor for completing for multiple students. Providing incentives has helped, however it is based on trust that surveys are actually completed. This year between our fall response rates (382 responses) was higher than our spring response rates (294 responses). Our biggest decrease this year was in the area of student wellness. We did hold Parent Engagement Hours at the beginning of the year, however our HSL went on maternity leave, and we haven't held them since 1st quarter. The availability of clubs, after school tutoring and sports opportunities for a wider age range are some of the parent requests. We have tried to counteract this by highlighting school day activities in our parent communication that parents may be unaware of. We have found that the addition of Parent Square and increased use by teachers have built

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- inconsistent support of HSL
- lack of resources/staff to provide after school clubs
- Increased enrollment and transiency

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We did complete all of the activities outlined in our 23/24 SPSA, for family engagement, except for the ongoing Parent Engagement Hours.

Also, we were unable to find candidates to fill our school-funded bilingual RCA.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Change position from bilingual RCA to RCA
- Our hope is to have HSL return to restart Parent Engagement Hours

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• parents appreciate their classroom teacher</li><li>• parents would like to know how to support teacher</li><li>• parents appreciate Parent Square</li><li>• continue Math &amp; Literacy Night</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>• More EL information for parents to support their students</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• deliberately build positive connections with parents</li><li>• increase ways for parents to be involved in school activities</li><li>• we find that our school-wide parent events are our most attended events</li></ul></div>
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Action 1

Title: Family Engagement

Action Details:

In order to reach our survey completion goal and Parent Positivity Rating on the Family Survey, we will implement school-wide, classroom and individual family actions. The approach will be based on increasing and improving communication with families, and participation in school-based activities and committees.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Sign in sheets	1. Admin	1. Ongoing
2. Annual Parent Survey	2. Admin, Teachers	2. March 2022

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
- Back to School Parent Chats
- Parent Conferences
- Back to School Night
- Open House
- Semester Awards Assemblies
- Review of data at SSC/ELAC meetings
- Parent University Courses, as available

- **Student Centered and Real-World Learning:**
- Family Literacy Night
- Family Math Night
- Open House projects
- **Student Engagement:**
- Weekly family school messenger to communicate important events
- School Marquee
- Notes and reminders
- Translating services Social Media: Site Facebook account
- Goodies with Grownups

Materials and Supplies:

- paper (games and activities, rewards, incentives and advertising)
- Graphics and printing
- Ricoh Lease agreement
- Poster machine paper & supplies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- The HSL and School Social Worker will make email and phone contact to families of EL students to encourage involvement in parent engagement activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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1. The office staff will provide customer service to all parents and families when they arrive or call with questions or concerns.
2. Teachers will make connections with parents in order to build community and participation in educational process.
3. Bilingual staff will make email and phone contacts with families as needed.
4. Parent University will provide professional learning opportunities for parents and families.
5. Sped staff will work with families of SWD to attend IEP meetings to discuss student's goals, progress in academics, behavior and attendance. Families will be supported with strategies and resources for improved attendance, behavior, and academics from school social worker, resource counseling assistant, school psychologist and school attendance clerk.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food or Incentives	2,500.00

\$2,500.00



# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0420 Slater Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food or Incentives	11,008.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements: PLI	3,100.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Involvement: Interpreting and babysitting for parent meeting. Not to be used for IEP or ELAC.	192.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1600		19,870.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute Salaries. PL planning opportunities to support PLC development and wor; peer observations, SST/IEP, CCT Planning, MLD, PLI	32,251.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Planning	12,260.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies including SOAR, Incentives, T-shirts, elective wheel, parent meetings, newsletters, family engagement nights, Response to Intervention, Food Incentives and celebrations.	31,502.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for School Technology	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic, Signs, Banners, Resources, Copies	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs to support teachers.	1,197.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2775		34,463.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	97.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,055.00
G3A1	Sup & Conc	Instruction	Bks & Ref			Positivity Project	3,795.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	1.0000		172,950.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food or Incentives	2,500.00
							\$408,240.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$90,855.00
Sup & Conc	7090	\$282,825.00
LCFF: EL	7091	\$34,560.00
<b>Grand Total</b>		<b>\$408,240.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$154,940.00
G3 - Increase student engagement in their school and community	\$250,800.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,500.00
<b>Grand Total</b>	<b>\$408,240.00</b>