

**Tatarian Elementary**

10621666006068

Principal's Name: Michele Markarian

Principal's Signature: 

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

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<b>District Goals</b>	
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 - Michele Markarian	X				
2. Chairperson – Adam Chalokian				X	
3. Vice-Chairperson – Jennifer Quintanilla				X	
4. Secretary – Diane Abbott		X			
5. DELAC – Kristie Andersen				X	
6. Arpine Hakobyan				X	
7. Rebecca Dale				X	
8. Michelle Aguirre		X			
9. Nicole Pellegrino		X			
10. Ian Gough			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 Nov. 29, 2023.



**Required Signatures**

School Name: Tatarian 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	Michele Markarian		April 2, 2024
SSC Chairperson	Adam Chalokian		4/2/2024

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

Tatarian - 0165

**ON-SITE ALLOCATION**

3010	Title I	\$29,640 *
7090	LCFF Supplemental & Concentration	\$106,426
7091	LCFF for English Learners	\$8,208

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

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**\$144,274**

\* 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	\$988
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Remaining Title I funds are at the discretion of the School Site Council	\$28,652
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Total Title I Allocation	\$29,640
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Tatarian 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	✓	9 pts	-5.7 pts	2023-2024	9.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	61 %	51.5 %	2023-2024	61.5 %
SBAC Math - Average distance from standard	✓	-9 pts	-11.6 pts	2023-2024	3 pts
SBAC Math - percentage of students met/exceeded standard	✓	55.21 %	48 %	2023-2024	58 %

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.

ELA ON LEVEL-

- All grade level PLC teams met quarterly to create—Common Formative Assessments (CFA), backwards map standards to plan and calendar standard-based lessons.
- Substitutes were provided for monthly Coordination Of Student Team (COST) / Student Success Team (SST) meetings
- Teaching Fellows supported K – 2 students during morning ELA block for Response To Intervention (RTI)
- School-wide RTI intended to be utilized 30 minutes 4 days/week.
- Cullinan Center provided Orton-Gillingham strategies for K-3 during Afterschool Extended Learning Program
- Quarter 3 and 4 Grades 1 and 2 focused on Fluency through Break Through Results
- Two Days of Early Literacy Professional Learning (PL) provided for kindergarten and 1<sup>st</sup> grade teachers.

MATH ON LEVEL-

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

---Need to increase instructional practices involving culturally relevant modalities and strategies to increase student engagement and motivation.

---Designated RTI time was not consistent throughout the grade levels

--- Before and/or after school interventions were only provided by staff that showed an interest in working beyond their day.

2023 SBAC ELA – Distant From Standard

- Hispanic (111 students) : -22 points
- African American/Black (24 students): -78 points
- Two or more Race (19 students): +62 points
- Students with Disabilities (31 students): -102 points
- Socioeconomically Disadvantaged (116 students): -29points

2023 SBAC ELA – MET/EXCEEDED STANDARD

- Hispanic (111 students) : 41%

- All grade level PLC teams met quarterly to create—Common Formative Assessments (CFA), backwards map standards to plan and calendar standard-based lessons.
- Grades 3-6 utilized FIAB/IABs and i-Ready Diagnostic data to identify students needing additional support.
- Teachers in grades 4-6 provided SWUN Math instruction along with FUSD Guarantee Viable Curriculum-GO MATH
- Students who received D's or F's on CFAs were provided opportunities to retake the assessment

- African American/Black (24 students): 16%
- Two or more Race (19 students): 84%
- Students with Disabilities (31 students): 10%
- Socioeconomically Disadvantaged (116 students): 38%

**2023 SBAC Math – Distant From Standard**

- Hispanic Students: -27 points
- African American/Black Students: -77 points
- Two or more Race Students: +31 points
- Students with Disabilities: -90 points
- Socioeconomically Disadvantaged: -34 points

**2023 SBAC MATH – MET/EXCEEDED STANDARD**

- Hispanic (111 students) : 41%
- African American/Black (24 students): 17%
- Two or more Race (19 students): 68%
- Students with Disabilities (31 students): 13%
- Socioeconomically Disadvantaged (116 students): 41%

**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).

- Data collection/reflection within Grade Level PLCs needs to be consistent surrounding academic improvement especially within our Hispanic, AA, SWD and SED students.
- Criteria for Success for CFAs was not consistent in some grade level PLCs.
- Support from Teaching Fellows for K-2 small group instruction was inconsistent due to attendance and change of personnel.
- Teacher led before and/or afterschool interventions were limited by staff who showed interest in working beyond their duty day.

**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.

- Admin. will be consistent with giving verbal and written feedback to teachers and PLCs during classroom & grade level observations—focusing on Levels of Engagement Continuum and TK-2 literacy and grades 3-6 math & literacy.
- FUSD will provide Instructional Coach to support with literacy instruction, student assessment, instructional delivery related to literacy for TK-2 grade.
- Provide PLC+ training.
- Use of Common Core Companion, FUSD Scope & Sequence and Continuous Cycle for Improvement with fidelity.
- Increase the use of FIAB/IAB assessments in grades 3-6 to help determine students' level of understanding of specific standards.
- Calendar Data Chats regarding student's progress with Admin/Teacher and Teacher/Student.

**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>Discussed at March 2024 meeting</li><li>requested an academic coach</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Folded into SSC</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Funding for teacher lead tutoring</li><li>Funding for Substitutes for--COST/SST meetings; release time for Data Chats; Grade Level quarterly planning time</li><li>Academic Coach for all grades</li><li>Engaging literature studies across grade levels</li><li>Focused / cross grade level RTI w/qualified adult (ie, Certificated Tutor)</li></ul></div>
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Action 1

Title: ELA Improvement

Action Details:

To demonstrate continuous progress and mastery of standards, Tatarian will continually improve ELA/Literacy teaching and student learning, by ensuring that all students receive effective differentiated instruction necessary while providing a Systematic Response to Intervention (RTI) support. We will create learning opportunities that support a wide range of abilities by providing high quality instruction through a three-tiered approach to literacy. **Tier One** will include a focus on good first teaching; **Tier Two** will provide opportunities for strategic groupings. **Tier Three** will include RTI pullout/push-in small group support.

Tatarian Elementary staff is committed to having high expectations and a growth mind-set by providing all students with high quality instruction and working towards a goal of every student reading at or above grade level. .

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. Grade Level Common Formative Assessments (CFA) of identified essential reading standards.

2. District Interim Benchmark Assessments (i-Ready Diagnostict) Student Progress Monitoring Using-- Baseline: Diagnostic 1 / Diagnostic 2 growth / Diagnostic 3 growth

3. SBAC

4. Interim Assessment Blocks (IAB) / Frequent Interim Assessment Blocks (FIAB)

5. Common Formative Assessment (CFA)

Student Responsive to Intervention (RTI) needs and groups will be based on grade level mastery results.

6. Monitor all Kindergarten -1st grade and 'below' grade level 2nd grade students using Benchmark Assessment System (BAS)

Owner(s):

1. Admin./Teacher/Grade level PLC

2. Admin./Teacher/Grade level PLC

3. Admin./Teacher/Grade level PLC

4. Admin./Teacher/Grade level PLC

5. Admin./Teacher/Grade level PLC

6. Kindergarten & 1st grade teacher / Admin

Timeline:

1. Bi-Weekly

2. August 2024 / December 2024 / March 2025

3. August 2024

4. Monthly

5. Monthly

6. Kinder- 3rd & 4th quarter and 1st & 2nd grade- Quarterly

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

***TIER 1- Use of complex text and lessons that employs questions and tasks, both orally and written, while integrating the standards and building students' comprehension of the text(s) and its meaning.***

- Teachers will utilize the FUSD Scope & Sequence and Common Core Companion to align instruction with the Common Core State Standards. All teachers will implement a comprehensive reading program with the fidelity to the district adopted core curriculum, Wonders.
- Teachers implement research based best practice instructional strategies in teaching reading foundations and reading comprehension. Strategies will include but not be limited to Write Tools Active writing strategies, close reading strategies, cloze reading strategies, Making Thinking Visible strategies, Notice and Notes reading strategies, guided reading strategies, Fluency Skills (K-2), Ortho Gillingham Foundational Reading Skills (Grades K-2).
- Each Professional Learning Community (PLC) team will create quarterly teaching cycle maps/calendars which identifies— grade level SMART goals, focus standards, common formative assessments (CFA), team CFA analysis days, reteach days, and adjust grade level interventions, Grade level planning and professional development release days will be provided for PLC teams.
- Grade level Common Formative Assessments and IAB/FIABs (3-6th grade) will be used to monitor students' mastery of grade level standards
- After each i-Ready Diagnostic we will celebrate students who met their growth and stretch goals.
- Students needing extended differentiated learning opportunities will participate in small group instruction, project based learning activities, literature circles, Scholastic F.I.R.S.T and i-Ready activities.
- Administration will hold Student Achievement Conferences with PLC grade level teams quarterly to monitor all students progress and teachers' SMART Goals
- The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
- Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions or software.

***TIER 2- Use of standards to aligned resources including technology to support students in mastering grade level essential standards.***

- i-Ready diagnostics along with BAS scores (Kindergarten - 2nd) will be used to identify students current levels.
- A 30 minute Response to Intervention instructional block will be developed to address all K-6 students individual needs..
- During the 30 minute Response To Intervention (RTI) block no new teaching time will be utilized to focus on individual student's learning needs, allowing all students to receive differentiated instruction based on their assessed learning level. Small group instruction using Fluency, guided reading, Ortho-Gillingham and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-6 grades--- RSP Teacher, Instructional Aides, Teaching Fellows and Parent Volunteers.
- FUSD funded Teaching Fellows will support our RTI block and support foundational skills for Kindergarten-2nd grade
- Students who need additional support to work towards being at or above grade level will be identified to participate in after or before school tutoring. Supplemental contracts will be provided to certificated or classified staff to lead tutoring groups.

***TIER 3- Will build foundational literacy skills.***

- Coordination of Service Teams (COST) /Student Success Team (SST) meetings will take place for students who continue to struggle academically. The team (SPED and GE teachers) will participate through sub-release days to develop a plan to support improvement. .
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
- SPED identified students will receive direct services from the RSP Team.
- Supplemental contracts will be provided to certificated or classified staff to lead before or after school tutoring groups for students needing additional support to meet grade level standards

**Materials & Supplies:** Classroom materials and supplies - including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs. Student planners/agendas will be purchased for all students in grades 3-6.

Purchases for the school library may include materials to support Common Core implementation of complex text, talk, & tasks.

Purchase of Core Literature Books that are diverse and represent our students for literature circles and book studies

RTI materials to support students needs

Online and print subscriptions such as Scholastic News, RAZ Kids, Reflex Math, Brain Pop, Nearpod...

Student and classroom technology

Awards / Incentives for meeting class, grade level and/or school wide reading math and reading goals

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

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

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 student population is performing at the lowest level in areas of

- ELA- 5 students
- MATH- 4 students

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 access to Nearpod/ Flocabulary, Certificated Substitutes to allow teachers to attend COST/SST meetings, purchase materials for intervention and/or enrichment instruction.

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 utilizing supplemental contract for ELPAC assessor, release days for data chats between Admin/Teacher and Teacher/Students, Certificate Subs to allow PLC to plan quarterly and look at data, Before and/or after school tutoring, Teaching Fellows during RTI for grades 3-6

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

- Teachers will monitor quarterly EL progress through ELLEVATIONS
- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- English Learners students will participate in daily lessons using but not limited to FUSD Guaranteed Viable Curriculum in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support focusing on vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class.
- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners.
- English Learners who need extended learning support will participate in tutoring before or after school
- Assessment results including ELPAC will be shared with parents during conferences, School Site Council and other parent meetings

Action 2

Title: Math Improvement

[Action Details:](#)

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 Hispanic student population is performing at the lowest level in areas of

- ELA- 65 students

The AA/Black student population is performing at the lowest level in areas of

- ELA- 20 students

The 2 or more Races student population is performing at the lowest level in areas of

- ELA- 3 students

The SWD student population is performing at the lowest level in areas of

- ELA- 28 students

The SED student population is performing at the lowest level in areas of

- ELA- 72 students

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, Hispanic, SWD, SED) by providing access to Nearpod / Flocabulary, Certificated Substitutes to allow teachers to attend COST/SST meetings, purchase materials for intervention and/or enrichment instruction.

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, Hispanic, SWD, SED) by providing Certificated Sub. release days for data chats between Admin/Teacher and Teacher/Students; supplemental materials such as online and print materials (Reflux, Nearpod, leveled books); Certificated Subs to allow PLCs to plan quarterly and look at data; Utilizing Teaching Fellows during RTI; before and after school tutoring

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

- Tier 1 - Instructional assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional supports and interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive instructional supports and intervention provided for but not limited to our identified Hispanic, African American, and Socioeconomically Disadvantaged students who are one year or more below grade level with the support of RSP Team.
- Student Success Team Meetings will be held for students not showing efficient progress after interventions have been in place for a period of time.

To demonstrate continuous progress towards mastering grade level standards, Tatarian teachers will continually improve mathematics teaching and students' learning, by ensuring all students receive effective instruction, necessary supports and Systematic Response to Intervention (RTI)

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>Grade Level Common Formative Assessments (CFA) and Common Summative Assessments (CSA)</div>	<div>Owner(s):</div> <div>Teachers</div> <div>Grade Level PLCs</div>	<div>Timeline:</div> <div>Monthly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>District Interim Assessments (i-Ready Diagnostic)</div>	<div>Owner(s):</div> <div>Teachers</div> <div>Grade Level PLCs</div> <div>Administration</div>	<div>Timeline:</div> <div>August 2024</div> <div>November 2024</div> <div>March 2025</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Student Achievement Data Chats</div>	<div>Owner(s):</div> <div>Administration</div> <div>Teachers</div> <div>Grade Level PLC</div>	<div>Timeline:</div> <div>Quarterly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>SBAC</div>	<div>Owner(s):</div> <div>Administration</div> <div>Teachers</div> <div>Grade Level PLC</div>	<div>Timeline:</div> <div>August 2024</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Frequent Interim Assessment Blocks (FIAB)</div> <div>Interim Assessment Blocks (IAB)</div>	<div>Owner(s):</div> <div>Administration</div> <div>Teachers</div> <div>Grade Level PLC</div>	<div>Timeline:</div> <div>Monthly</div>



Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
COST/SST Meetings and Notes	Administration	Monthly
	Teachers	
	SPED Team	

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

- Tier 1-
- Use of Engagement Continuum
  - Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and access to rigorous content.
  - All students will receive quality Math instruction aligned to Common Core State Standards, using the District's Guaranteed and Viable Curriculum (GVC), focus on challenging content, student ownership, and ongoing improvement
  - i-Ready Diagnostics, Common Formative Assessments (CFA), Frequent Interim Assessment Blocks (FIAB) and Interim Assessment Blocks (IAB) will be utilized to identify students progress in mastering grade level math standards.
  - PLCs will create and administer CFA/ CSAs aligned to Essential Learnings (minimum of 1 per chapter)
  - The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
  - All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting for DATA chats to develop academic and study skills goals and plan strategies to attain the goals.
  - A Math Master Club will be established to recognize students who have mastered their grade level basic math facts. It will also include a challenge club to motivate students who need acceleration in math.
  - After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.
  - Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions or software.
- TIER 2-
- All students in grades K-6 will receive differentiated Math instruction RTI to address learning gaps in essential grade level standards based on students' assessed needs as determined by i-Ready Diagnostics, CFAs, FIABs and/or IAB.
  - The school will develop and provide before or after school intervention to support students who are receiving a D or F in math.
  - Students will have opportunity to review and retake assessments.
- TIER 3-
- Identified students will be referred to the COST/Student Success Team (SPED and GE teachers will participate through sub release) in order to determine appropriate Tier 3 intervention supports.
  - School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
  - SPED identified students will receive direct services from the RSP Team.
  - Tutoring and Supplemental contracts will be provided to teachers and/or classified to support students with before or after school tutoring.

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.

- 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 student population is performing at the lowest level in areas of
- MATH- 4 students
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 access to Nearpod/ Flocabulary, Certificated Substitutes to allow teachers to attend COST/SST meetings, purchase materials for intervention and/or enrichment instruction.
- 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 Hispanic student population is performing at the lowest level in areas of
- MATH- 65 students
- The AA/Black student population is performing at the lowest level in areas of
- MATH- 20 students
- The 2 or more Races student population is performing at the lowest level in areas of

**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 utilizing supplemental contract for ELPAC assessor; release days for data chats between Admin/Teacher and Teacher/Students; supplemental materials such as online and print materials (Reflux, Nearpod...); Subs to allow PLC to plan quarterly and look at data; Utilize Teaching Fellows during RTI; before & after school tutoring*

**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

- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support their individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, ISLPs and Parent Square.
- Parent University classes will be offered as an ongoing parent/student education efforts.
- English Learners students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support using but not limited to FUSD Guaranteed Viable Curriculum.
- Assessment results including ELPAC will be shared with parents during conferences, School Site Council and other parent meetings
- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing student's academic needs.

- MATH- 6 students

*The SWD student population is performing at the lowest level in areas of*

- MATH- 27 students

*The SED student population is performing at the lowest level in areas of*

- MATH- 68 students

**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, Hispanic, SWD, SED) by providing access to Nearpod / Flocabulary, Certificated Substitutes allowing teachers to attend COST/SST meetings, purchase materials for intervention and/or enrichment instruction.*

**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, Hispanic, SWD, SED) by providing Sub. release days for data chats between Admin/Teacher and Teacher/Students; supplemental materials such as online and print materials (Reflux, Nearpod...); provide Certificated Subs to allow PLCs to plan quarterly and look at data; Utilizing Teaching Fellows during RTI; Before / after school tutoring;*

**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

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions will be provided for all students, including Hispanic, African American, and Socioeconomically Disadvantage groups, one year or more below grade level.
- Student Success Team Meetings will be held for students not showing efficient progress.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian 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	Teacher-Subs			Certificate Subs. for Cost/SST meetings--9 **No IEPs**	2,417.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Nearpod and Flocabulary subscription	8,135.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental M & S to support ELA / MATH instruction/intervention/enrichment - No Food or Incentives	281.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning Days (3days/year)- 11 teachers(3-6)	8,869.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Aug. PLC planning day Supplemental contract 6hours/21 teachers	7,260.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reflex Math Subscription	3,597.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material & Supplies / incentives / awards	3,361.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Classroom Flexible seating & technology	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2- Teaching Fellows support RTI 3days/week for 3 hours	15,940.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Data Chats (Qtr. 1 & 3)- 4 days total	1,075.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor - Supplemental Contract (25hrs)	1,441.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Before/After School Tutoring- Supplemental Contracts (20 hours)	1,152.00
G1A1	LCFF: EL	Instruction	Mat & Supp			M & S for Teachers (\$150/teacher)	3,150.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: M & S for tutoring & RTI	1,390.00

**\$60,068.00**

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	✓	80.44 %	82.2 %	2023-2024	92 %

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.

- Study Trips provided by Goal 2 Department such as sixth-grade camp, Kindergarten field trip to the zoo, 2<sup>nd</sup> grade Ballet, visit to Clovis Community College and others were experienced by students.
- A variety of activities for multiple grade levels were available to students: Cultural Awareness Assemblies, Athletics (football, volleyball, basketball, soccer) Peach Blossom, Read Across America, Red Ribbon Week, Student Leadership, Safety Patrol, Choir, Band, Strings, Jog-A-Thon (Jingle Bell Run), Yoga at Lunch.
- Students participated in 'reverse inclusion' in our Autism Classrooms and 4-6 peer mentoring in grades TK-2.
- PTA funded Cultural Awareness Assemblies such as Roosevelt High Mariachi Band, The Fresno Pacific Folklorico Dancers, Lunar New Year, African Drumming

2

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

Based on FUSD Climate and Culture Survey--89% SWD, 76% SED and 80% of Hispanic Students answered 'Yes' to the question 'My school prepares me for life through real-world experiences' compared to 80% overall school-wide.

- Clubs were not offered during lunch time due to lack of teacher participation and lunch schedules.
- Classroom choral music limited to Grades 2 and 3 (grades 4-6 student choice)

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).

- There were no real differences between the intended and actual implementation of the actions and budget expenditures except lack of teacher led 'sponsored' lunch/after-school clubs and coaches for track and softball due to willingness to work during their lunch time and/or after-school. The Extended Learning department provided funds for the after-school activities and the Goal 2 department provided funds for clubs and engagement activities.

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.



Students will continue to participate in district-funded field trips promoting career awareness such as visits to College Campus and FUSD Nutrition Center. Students in grades 4-6 will have opportunities to participate in music classes and encouraged to participate in after-school athletics. All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connection to school, their community, and future careers. Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities through the implementation of Block "T" award.

**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>Continue PTAsponsored Cultural Awareness Assemblies</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Folded into SSC</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Continue student incentives/rewards and cultural awareness activities</li><li>Start Block T</li><li>Cross-Age/Peer tutoring</li><li>Weekly attendance competitions</li></ul></div>
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Action 1

Title: Student Engagements

Action Details:

Tatarian ElementaryStaff is committed to providing and expanding a positive student centered school climate and culture along with real-world world experiences which will enable students to feel connected to school. To help Tatarian Students prepare for college and career, the following actions will be implemented byengaging students in promoting intellectual curiosity, critical thinking and problem solving 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	Owner(s):	Timeline:
1. Student Engagements (Goal 2) Data of activities participant record 2. School Culture & Climate Student, Family and Staff Surveys	1. Administration/Teachers 2. CCT/ Admin	1. Ongoing/Quarterly 2. Fall 2024 and Spring 2025

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

TIER 1-

- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connectedness to school, their community, and future careers.
- Students will have the opportunity for earning S.P.I.R.I.T. tickets to be entered into weekly drawing for demonstrating Criteria for Success for behavior and academics
- All students in grades 3rd - 6th will participate in district provided 'Exposures to Careers'
- All students will participate in weekly Positivity Project class meetings and district adopted Second Step curriculum

- Student jobs will engage and encourage student to be responsible, dependable and trustworthy which are needed traits in holding real world jobs while also allowing them to be connected and part of our school community.
- Multi-cultural clubs and assemblies will recognize and showcase various cultures on campus
- Funds will be used to purchase equipment for sports teams, items for clubs and enrichment activities
- Opportunity for students to participate in "Reverse Inclusion" in our Autism classrooms
- Students in 3-6th grades will have opportunity to peer mentor/support students k-2 grade.

***TIER 2-***

- SSW and RCA will provide Peer Mediation Conflict resolution for students TK-6 grade. This will include but not be limited to the following subgroups: socioeconomically disadvantaged, Foster Youth, SPED, Hispanic and African American.
- The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students.
- School will strategically select students in significantly disproportionate significant subgroups, SPED, Foster Youth from grades 3-6 to participate in our, after school sports, clubs, Student Jobs, Student Leadership Club, Safety Patrol, and other activities to get them more engaged in the school community.
- Students in significantly disproportionate significant subgroups will have access to Tatarian's RCA and Hawks Nest

***TIER 3***

- Students from disproportionality/significant groups will receive first priority for student jobs.
- Provide district funded 'late' bus to allow students to participate in After School Extended Day activities

**MATERIALS & SUPPLIES**

- sports equipment
- games for clubs —ie, board games, cards
- Supplies for science, art and enrichment activities- crayons, pens, paint, paper, glue, craft items..
- Rewards for SPIRIT winners— food, school supplies, toys
- Social Emotional based assemblies
- Cultural Awareness assemblies
- Food for activities
- Assembly for meeting Criteria of Success
- Shirts for student academic events

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

N/A.

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

N/A

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

N/A

**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 Learners students will be provided opportunities to engage in Goal 2 activities.
- Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.

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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**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.**

N/A

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

N/A.

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

N/A

**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

- High risk students will be identified through multiple data sources (attendance, behavior, participation) and proactive interactions will be developed by designated staff (COST) Our COST Team will implement and

support a process to evaluate and prioritize requests for student support. Progress monitoring will be provided to stakeholders on a monthly basis.

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	✓		17.8 %	2023-2024	3 %
Suspension Rate - Semester 1	✓	0.92 %	1 %	2023-2024	0 %
Suspension Rate - Semester 1 (African American)	✓		4.7 %	2023-2024	1 %

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

- Office Assistant, School Social Worker (SSW), Resource Counseling Assistant (RCA) and Administration worked together supporting students with chronic attendance issues.
- SSW, RCA and School Psychologist provided students / families with counseling and/or resources for emotional issues along with follow up check ins.
- Teachers held weekly Positivity/Project Class Meetings providing students with a sense of belonging.
- Availability of 'late bus' allowed students to participate in the After School Extended Day Activities.

SUSPENSION STUDENTS WITH 1 OR MORE

- Suspensions decreased from 11 students in 2022/2023 to 8 students in 2023/2024. Many teachers held weekly Class Meetings with fidelity to address social issues.
- Administration and SEL team conducted daily/weekly 'check-ins' with Tier 2 and 3 students.
- RCA provided Tier 1 and 2 students with small group SEL support 2 days a week.
- All students had the opportunity to engage in activities promoting peer relationships and socialization skills by attending "The Hawk Nest" with RCA during recesses.
- SSW and School Psychologist provided individual and small group SEL support for our Tier 3 students focusing on coping and anger management skills.
- Qualifying Tier 3 students referred to All 4 Youth services

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

Student social-emotional wellbeing continues to be a concern especially within our low performing sub groups—AA, SED and Hispanic students. Students continue to be in a state of stress, anxiety, and trauma. Many of these students' families are struggling to survive and lack the necessary tools to cope with anxiety and stress.

CHRONIC ABSENTEEISM

- HISPANIC- 37.6%%
- African American/Black- 32.7%%
- Socioeconomically Disadvantaged- 39.6%
- Students with Disabilities- 41.4%

SUSPENSION STUDENTS WITH 1 OR MORE

- HISPANIC- 1.7%
- African American/Black- 11.1%
- Socioeconomically Disadvantaged- 3.3%

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).



Limited site funding for RCA 3.5 hours/day and SSW 2 days/week made it difficult to service and meet the needs of all Tier 2 and 3 students. Tier 3 demands are outpacing our SSW and School Psychologists availability.

**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.

- Office Assistant and Administration will calendar monthly meetings to discuss students with Chronically Attendance issues to determine next steps and schedule meetings with families
- Monitor to ensure teachers are utilizing Second Step Curriculum, Olweus Bullying Prevention, and Positivity Project and conducting weekly class meetings with fidelity.
- Suspended AA students will be referred and encouraged to attend A-4

**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).

- Discussed at March 2024 meeting
- Increase Tier 3 services

**2** ELAC:

- Folded into SSC

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

- want Home School Liaison
- keep SPIRIT tickets
- target Chronic Absent 3-6 grade students to help TK-2 student with fluency
- Campus Safety Assistant

Action 1

**Title:** Improve Attendance Through Engagement

Action Details:

Tatarian Elementary Staff will provide positive school environment to encourage all students to attend school every day while providing supports for families of students with chronic attendance issues.

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. Student Attendance data on ATLAS
2. Report Card / Grade
3. Monthly Chronic Attendance Meeting

Owner(s):

1. Administration/Office Assistant/Teachers
2. Administration/Teachers
3. Administration and Office Assistant

Timeline:

1. Daily/ Weekly/Monthly
2. Quarterly
3. Monthly

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

TIER 1-

- Schoolwide use of 'Levels of Engagement Continuum'
- Incentives provided to students with positive attendance/tardy rates as determined by the School Climate Team
- Classrooms and/or grade levels meeting attendance goals will receive extra recess monthly
- One class from each grade level with the highest attendance rate and lowest tardy rate will be honored with the HAWK Attendance Award
- Goal Setting & incentives for students with Chronic Absenteeism to improve attendance will take place with teacher, Office Assistant and/or Admin.
- Encourage ALL students to participate in Goal 2 opportunities
- Encourage students to participate in Before and After School Extended Learning Program
- Recognize students' 100% attendance for the month during morning announcements.
- Students in significantly disproportionate subgroups will be offered and encourage having 'school jobs'

TIER 3-

- Teachers, RCA, School Social Worker, and Administration will conduct 'check-ins' with identified students, hold conferences and develop incentives contracts for students with chronic attendance
- School Social Worker & Administration will make home visits and/or conference with families to provide the necessary supports needed
- Incentives & recognition will be given to students and families with improved attendance & tardy rates.
- RCA will develop a 'contract' incentive to improve attendance for students. Targeted students will included but not limited to- our significantly disproportionate subgroups.

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 *N/A*

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 be provided opportunities to engage in GOAL 2 activities. Admin. will monitor GOAL 2 to ensure these students are engaged in GOAL 2 opportunities.
- English Learners will participate in weekly class meetings and Second Step lessons around the 4 social emotional competencies of Self Management, Self-Efficacy, Growth Mindset and Social Awareness
- Administration will communicate directly with parents 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 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 *Hispanic* student population is performing at the lowest level in areas of **Chronic Absenteeism**

- **85 out of 226** students

The **AA** student population is performing at the lowest level in areas of **Chronic Absenteeism**

- **16 out of 49** students

The *SED* student population is performing at the lowest level in areas of **Chronic Absenteeism**

- **95 out of 240** students

The *SWD* student population is performing at the lowest level in areas of **Chronic Absenteeism**

- **29 out of 70** students

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, Hispanic, SED, SWD**) groups by providing access to Resource Counseling Assistant, Release time for Teachers to attend COST/SST meetings,

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, Hispanic, SED, SWD) groups by providing access to School Social Worker, Subscription for Positivity Project, Attendance incentives, Data Chats between teacher/admin/students

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

- Teachers will participate in '2 X10' activities with students in need of connection to a caring adult at Tatarian
- Staff will encourage **disproportionate subgroups** to participate in extra-curricular activities & clubs
- Teachers will incorporate SEL learning into academic instruction
- COST/SST Meetings
- SEL Team will meet with Admin. bi-weekly to discuss students in **disproportionate subgroups**
- Receive services from RCA, School Social Worker, School Psychologist and/or All 4 Youth.

Action 2

Title: Social Emotional Supports

Action Details:

Tatarian Elementary staff is committed to building positive relationships with every student and providing every student with the social emotional support they need in order to succeed both socially and academically. Tatarian Elementary staff is committed to increasing student engagement in both our school and community. The following actions will be implemented to support with building all students' engagement.

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. Tatarian Student Survey- 'Sense of Belonging'
2. District - Student School Climate Survey
3. ATLAS Behavior Reports
4. COST/SST Meetings
5. Documentation of Class Meetings

Owner(s):

1. Admin/Teachers/CCT
2. Admin/Teachers/CCT
3. Admin/Teachers/CCT
4. Admin/Teachers/SEL Team/Psych
5. Admin/Teachers

Timeline:

1. August/September 2024
2. Fall 2024/Spring2025
3. Monthly/Quarterly
4. Bi-weekly/monthly
5. Quarterly

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

TIER 1-

- Teachers will provide social emotional supports for all students through weekly class meetings and utilizing and teaching Second Step & Olweus Bullying Prevention curriculum
- Teachers will utilize Zones of Regulation, Growth Mindset and Power of YET strategies and verbiage with students
- Safe and Civil CHAMPs / MAC will be used in the classroom with fidelity
- All students will be provided daily/weekly social/emotional lessons focused on the four social-emotional competencies through the Positivity Project 24 - Positive Psychology Character Strengths and Virtues Curriculum
- Create a Student Leadership Group to demonstrate positive role models
- A variety of lunch time intramurals and clubs to motivate and engage students in school will be provided.
- NTA's will attend monthly trainings focusing on supervision structures, positive student engagement, and building student relationships.

- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block T
- Administration will hold a 'New Student' welcome orientation to welcome new students to Tatarian which will take place in August and January
- Students participate in 'Reverse Inclusion' in Room 1&2

**TIER 2-**

- One (.4375) Resource Counseling Assistant will be hired to assist in building student's engagement in school.
- RCA will organize lunch alternative recess activities that support identified students social emotional competency needs
- Culture & Climate Team will identify priorities, common trends, disproportionalities and develop systems and structures to connect individual students with available supports and interventions
- Identified 5<sup>th</sup> & 6<sup>th</sup> grade students will be provided an adult mentor or group mentoring. The mentor program will focus on character, leadership development, self-management, and a positive growth mindset.

**TIER 3--**

- One (.40) School Social Worker (SSW) will be hired to support students, parents, and teachers in increasing all students engagement in school.
- SSW will work with administration, School Psychologist and RCA to address Tier 2 & 3 Social-Emotional supports needs. This will consist of putting appropriate support structures in place, providing counseling, and possible referrals to appropriate local agencies that can support students and family's needs
- All 4 Youth Counseling
- Supplemental contracts for before & after school tutoring

**MATERIAL & SUPPLIES-**

- Purchase Positivity Project subscription
- School themed materials for 'New Student' orientations
- Purchase of SEL books for book studies—suggestions- 'Poor Students, Rich Teaching by Eric Jensen, Zones of Regulation, Discipling with Dignity
- SEL based assemblies
- Purchase of sensory items and flexible seating

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.

N/A.

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 Learners will be provided with necessary supports to ensure they succeed both in the academic and social emotional realm.
- English Learners students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from School Social Worker and RCA.

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 **Hispanic** student population is performing at the lowest level in areas of **Suspensions**

- 4 students

The **AA** student population is performing at the lowest level in areas of **Suspensions**

- 6 students

The **SED** student population is performing at the lowest level in areas of **Suspensions**

- 8 students

The **SWD** student population is performing at the lowest level in areas of **Chronic Absenteeism**

- 2 students

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**) by Utilizing our Resource Counseling Assistant to meet with students focusing on social-emotional skills, leadership skills and build on students' engagement at school; teacher release

*time (subs) to attend COST/SST meetings; Informational Parent Meeting*

**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) by utilizing our School Social Worker to provide SEL support and counseling; Subscription to Positivity Project, Sensory materials & flexible seating*

**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

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school. This will include but not be limited to foster youth, socio-economically disadvantaged students, and others in need.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- Students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from School Social Worker and RCA.
- Teachers will have the opportunity to participate in book studies focusing on social emotional needs.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian 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	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist with Social-Emotional Needs	17,819.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Positivity Project Subscription	3,795.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: M & S for SEL	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4000	SSW split 0.60 FTE Heaton and 0.40 FTE Tatarian	58,620.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra hours (100)	2,484.00

**\$83,218.00**

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	✓	91.98 %	87.4 %	2023-2024	88.5 %

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.

- Intentionally interview candidates from a variety of culture backgrounds that reflect our student body when hiring certificated and classified staff.
- PL focus on Cultural Proficiency training and strategies to support student's SEL needs.
- Monthly PL for NTA

2

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

- Hispanic- (45%)
- African American/Black- (10%)
- 2 or more races- (9%)
- SED- (46%)
- SWD- (13%)
- EL- (4%)

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).

Due to a high staff retention rate, our Staff continues to lack in student representation, even though we have hired staff members that represent our student population.

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.

Explore additional ways to maintain positive and welcoming working environment--

- will be mindful of our diverse needs when interviewing and hiring staff.
- Build staff relationships through icebreakers, connection activities before PLs.
- Admin will provide clear and consistent communication through weekly & monthly calendar, Staff Newsletter twice a month.
- CCT will develop school wide goal focusing on Sense of Belonging and Teacher-Student relationships.



**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>discussed in March meeting</li><li>Community events</li><li>meetings with Administration</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>folded into SSC</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Staff Recognition - Shout Outs</li><li>Teacher Spotlight</li><li>NTA meetings</li><li>Tough Kid Training and CHAMPS</li><li>Team building retreat</li></ul></div>
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Action 1

Title: Staff Engagement

Action Details:

Tatarian Administration is committed to creating a welcoming, safe and inclusive climate which all stakeholders are valued, informed and treated with respect. Administration will strive to help all staff members grow intellectually, while accepting individual values and cultural diversity.

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:
1. District-Climate/Cultural Staff Survey	1. Administration / CCT	1. Fall 2024 & Spring 2025

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

- Staff survey/opportunities for feedback and needs
- Provide opportunity for staff 'shout-outs' and positive feedback
- Staff Team Building Activities
- Continue Professional Development and collaborations to deepen knowledge of Cultural Proficiency training and academic teaching strategies for all staff.
- Monthly Professional Training and meetings for Noon Time Assistants and Para-Professionals
- Weekly grade level Professional Learning Community meetings to collaborate, co-plan, develop teaching cycle calendars, develop CFAs, develop/adjust intervention
- Provide grade level release days for beginning of year, and each quarter to focus on instructional planning
- Provide teachers with learning opportunities to gain social emotional learning skills along with skills to provide a positive and growth mind-set environment
- Book Study/ PLs focusing on 'how to' and strategies to meet students' social-emotional needs and build responsibility, relationships, and respect in the classroom
- PLs around book PLC+ by Davew Nagel, John Almarode, Douglas Fisher, Nancy Frey & Karen Flories
- Revisit CHAMPS/MAC (Safe and Civil Schools)
- When we have open staff positions we will be mindful of our diversity needs, when interview qualified candidates.

- Include a diverse representation of Teaching and Classified Staff on Hiring Panels.
- Increase recruitment of diverse parent participation for the School Site Council and other parent organization

**Materials and Supplies:**

- Books for Professional Learning (possibly- PLC+; *Cultural Proficiency*, *Discipline with Dignity*, *Heart!*, *Engagement by Design* (Fisher & Frey), *Poor Students*, *Rich Teaching* (Eric Jensen))
- Poster board, paper, & supplies for anchor posters

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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- Professional Learnings focusing on - RFEP monitoring & interventions, integrating ELD standards, EL monitoring and intervention.
- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.

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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- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.
- CHAMPS / MAC training for classroom teachers
- Response to Intervention Strategies
- Training for Para Professionals
- Parent University Services

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	✓	96.97 %	94.1 %	2023-2024	95.2 %

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.

Tatarian continues to have a high percentage of families who feel like they are part of their child's school.

- Weekly School Messages through Parent Square
- Parent Newsletter sent out twice/month.
- Monthly PTA and School Site Council Meetings
- presence and available daily during arrival and dismissal

2

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

- Transition from School Messenger to Parent Square
- Families not informing school of their change in contact information often miss important messages coming from administration & 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).

- PTA sponsored Family Nights and activities were highly attended.
- Inconsistency with Admin providing monthly informational 'Coffee Hours'
- Increase communication and awareness around FUSD Family Climate and Culture Survey

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.

**Implementation for 2024-2025 school year—**

- Admin, 'calendar' quarterly Parent Meetings
- Increase recruitment of diverse parent/guardian participation for SSC, PTA & classroom volunteers.

- Continue to communicate using variety of methods—Parent Square, School/Parent Newsletter, Weekly Phone Message, Teacher/Classroom Newsletter, Marquee Messages

**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><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><ul style="list-style-type: none"><li>• Discussed at March 2024 Meeting</li><li>• engagement/meet with admin. hour</li></ul></div>	<div><div>2</div><div>ELAC:</div></div> <div><ul style="list-style-type: none"><li>• Folded into SSC</li></ul></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><ul style="list-style-type: none"><li>• Coffee Hour with Admin</li><li>• Parent/Volunteer Appreciation</li><li>• Parent 'Tip' Newsletter</li></ul></div>
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Action 1

Title: FAMILY ENGAGEMENT

Action Details:

Tatarian will increase inclusive opportunities for families to engage in their student's education while creating a welcoming place where they feel respected, valued, informed and heard. Tatarian staff is committed to establishing engagement opportunities and an environment where culturally proficient two-way communication is provided.

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><div>1. ATLAS Student Portfolio- Positive Entries</div><div>2. District- School Culture/Climate Parent Survey</div><div>3. Parent Attendance Verification- SSC and PTA</div><div>4. Tatarian Times Parent Newsletter Analytics</div></div>	<div>Owner(s):</div> <div><div>1. Admin/Teacher/Office Assistant</div><div>2. Admin/Teacher</div><div>3. Admin/School Site Council/PTA/Teacher</div><div>4. Admin</div></div>	<div>Timeline:</div> <div><div>1. Weekly</div><div>2. Fall 2024/ Spring 2025</div><div>3. Monthly</div><div>4. Bi-Weekly</div></div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

TIER 1-

Communication

- Admin. and Office Staff will ensure phone calls and questions are answered in a timely matter
- Parent handbook will be available online and given at the beginning of the year- information regarding policies, schedules, and events along with staff contact information
- Teachers will send home Student Progress Reports and Report Card including results from- KAIG, BAS and/or i-Ready Diagnostic (Quarterly)
- Teachers and Staff will make phone calls home and/or send postcard to report something positive to parents to encourage students and parents.
- District, school, and classroom communications will be available to all families in a variety of formats—through Parent Square phone call recordings, social media platforms, emails and text messages, printed materials, use of the marquee, banners and posters, Messages on Marquee and online the Parent Square platform.

- Tatarian Times Parent newsletter.

***Classroom Opportunities-***

- Parent Teacher Conferences to discuss students academic success and needs
- Phone Calls and emails responded within 24 hours
- Teachers and Staff will enter positive behaviors on ATLAS weekly
- Encourage provide opportunities for Parent Volunteers in Classroom

***School Based Opportunities-***

- Student Award and Celebration Assemblies
- Coffee hour informational trainings with administration and/or SEL Team. (Quarterly)
- Performing Arts Performances and attend athletic team events.
- Encourage participation in School Site Council and PTA to discuss and help make social activities and educational needs decisions for students
- PTA sponsored events
- Back to School and Open House Nights
- On site parent/guardian volunteers
- All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Back to School Night, Open House, etc.

***TIER 2 &3-***

- Face to face meetings with parents through SSTs of identified TK-6 graders who are struggling academically and/or social emotionally.
- Parents of students identified to work with our School Social Worker or Resource Counseling Assistant will be informed and asked to be involved in the process.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social emotional and/or attendance support will receive increased communication / collaboration for goal planning and progress monitoring towards improvement.

**MATERIALS/SUPPLIES:**

- Family night academic / SEL support materials and supplemental contracts
- Paper for note cards, invitations, postage
- Refreshments and food for school site council, Performing Arts Performances, Parent Volunteer Appreciation and Parent 'coffee' hour.
- Subscription to Smore for Tatarian Times Newsletter

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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- Student Awards will be given for EL redesignation.
- Parent University Classes
- Support from School Social Worker and RCA
- Attend student extra curricular activities
- Parents will receive Progress Reports after each ELPAC and i-Ready Diagnostic
- Parents will be invited to SST meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.

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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- Student Success Team Meetings
- Parent University Courses
- Parent/Teacher Conferences
- School Social Worker and RCA to support with needs outside of school
- "Coffee hour/ Informational Time" with Administration
- Collaborate with families to get their input on school wide events and activities.
- Office assistant will notify administration to support families of low performing students may need when contacting them about attendance
- Continue 'late bus' for students to participate in after school activities
- Administration will set up Parent/Teacher/Admin conference to support families and students in need.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian 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 Activities/Participation - No Food or Incentives	988.00

\$988.00

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0165 Tatarian Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificate Subs. for Cost/SST meetings--9 **No IEPs**	2,417.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Nearpod and Flocabulary subscription	8,135.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental M & S to support ELA / MATH instruction/intervention/enrichment - No Food or Incentives	281.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning Days (3days/year)- 11 teachers(3-6)	8,869.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Aug. PLC planning day Supplemental contract 6hours/21 teachers	7,260.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reflux Math Subscription	3,597.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material & Supplies / incentives / awards	3,361.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Classroom Flexible seating & technology	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2- Teaching Fellows support RTI 3days/week for 3 hours	15,940.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Data Chats (Qtr. 1 & 3)- 4 days total	1,075.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor - Supplemental Contract (25hrs)	1,441.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Before/After School Tutoring- Supplemental Contracts (20 hours)	1,152.00
G1A1	LCFF: EL	Instruction	Mat & Supp			M & S for Teachers (\$150/teacher)	3,150.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: M & S for tutoring & RTI	1,390.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist with Social-Emotional Needs	17,819.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Positivity Project Subscription	3,795.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: M & S for SEL	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	SSW split 0.60 FTE Heaton and 0.40 FTE Tatarian	58,620.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra hours (100)	2,484.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Activities/Participation - No Food or Incentives	988.00
							\$144,274.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$29,640.00
Sup & Conc	7090	\$106,426.00
LCFF: EL	7091	\$8,208.00
<b>Grand Total</b>		<b>\$144,274.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$60,068.00
G3 - Increase student engagement in their school and community	\$83,218.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$988.00
<b>Grand Total</b>	<b>\$144,274.00</b>