





**Consolidated Program Assurances**


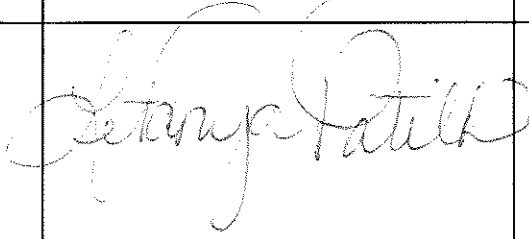
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Summer Gaston(delegated chair)	X				
2. Secretary-Letanya Patilla			X		
3. Valerie Fiala		X			
4. Maria Buendia		X			
5. Kenneth Morgan			X		
6. Shayla Hall				X	
7. Vittoria Molina				X	
8. Jose Aguirre				X	
9. Stephanie Marquez				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>4-8-24</u> .

**Required Signatures**

School Name: King 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 Chairperson	Summer Gaston		4/8/24
SSC Secretary	Letanya Patilla		4/8/24

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

King - 0260

**ON-SITE ALLOCATION**

3010	Title I	\$74,250 *
7090	LCFF Supplemental & Concentration	\$230,450
7091	LCFF for English Learners	\$69,984

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

**\$374,684**

* 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	\$2,200
Remaining Title I funds are at the discretion of the School Site Council	\$72,050
Total Title I Allocation	\$74,250

## King 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	✓	-84 pts	-81 pts	2023-2024	-66 pts
SBAC ELA - Average distance from standard (Asian)	✓		-75.6 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-94.3 pts	2023-2024	-79 pts
SBAC ELA - percentage of students met/exceeded standard	✓	18 %	18.5 %	2023-2024	23 %
SBAC Math - Average distance from standard	✓	-89 pts	-76.9 pts	2023-2024	-61 pts
SBAC Math - percentage of students met/exceeded standard	✓	15 %	17.1 %	2023-2024	23 %

**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.

Teacher participated in strategic PL in ELA and Math. Teachers adopted attending LETRS Training. Teachers continued in MLD cycles. All Teachers set aside block time for ELA and Math in their lessons. All teachers set goals with students based on iReady. Teachers set up MTSS groups based on iReady and CFA data. Student had targeted support in reading and math with certificated tutors and EL students receive supports with integrated and designated time as well as during after school program.

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

Lack of consistency around MTSS time. PLC work around CFA cycles not complete. All grade levels made growth however a large portion of all King students are 2 or more grade levels behind. Specific student groups (AA, SPED) underperformed

**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).

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Time was set aside for the PLC process. Time may not have been utilized appropriately around CFA/PLC cycles. Due to funding there was less sub release time and extra pay contracts for planning. There is still poor evidence of small group instruction and MTSS in place.

**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.

PLC minutes will be reviewed, CFA work will be archived, classroom walks will see evidence of small group instruction and MTSS,

**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).

- The council shared ideas for needs assessment for SPSA around literacy, math and parent engagement. AR program, parent workshops on reading, games, reading club, reading challenges, scholastic book fair, read-a-thon, fluency concepts, homework help.

**2** ELAC:

Continue with the work the school is doing and agrees to changes. Provide bilingual and friendly staff. Certificated Tutors for intervention, more parent coffee hours.

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

Designated time to PLC's and CFA cycles. Time with IF's and CT's to plan small group instruction. Seek a deployment model.

## Action 1

**Title:** EL Redesignation

### Action Details:

**Tier 1:** Tier 1: King Elementary School will continue with a focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Interventions will be based on EL Student needs and data trends. We will provide appropriate supports for new comers less than 2-3 years in language support of initial language development. Teachers and leaders will continue to plan with purposeful content and include modeling, PL and implementation cycles with EL Coaches. All Teachers will be introduced to the the new California English Learners Common Core Companion. King Elementary School will identify and target second language learners who have been continuously enrolled for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation. Teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills and an awareness of how English works. Lessons will be aligned with the California English Learners Common Core Companion. **Tier 2:** All ELL students will be identified and assigned a case manager (teacher, VP, TSA, CT) to monitor their progress. All ELL students will attend quarterly redesignation counseling where they will goal set. **Tier 3:** All ELL students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the EL frameworks/standards, Common Core Companion and how they can plan/incorporate these standards across the curriculum. Students will receive extra support in EL ASP through FUSD. All EL SPED students will have EL strategies included in their IEP goals and progress monitoring.

**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**

Students will be counseled on goal setting. Criteria for success goals will be set for students to advance at least one proficiency level and documented on ATLAS with communication with parents and families.

**Owner(s):**

Teachers, TSA, VP

**Timeline:**

Quarterly

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

VP, CT, TSA team will implement the ELPAC assessment. Prior to testing Teachers will have data chats with students. Students will be updated on their current EL status and set goals to progress at least one proficiency level.

**Owner(s):**

VP, CT, TSA, Teachers

**Timeline:**

Quarterly

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

Kings ILT team will progress monitor student achievement data on ELPAC, iready, SBAC and review with PLC's.

**Owner(s):**

ILT Team, CSI Guiding Coalition

**Timeline:**

Monthly

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

Newcomer students will receive designated daily intensive instruction in ELA through Wonders EL curriculum and a trained teacher. Newcomer EL's less than two years will receive appropriate language support for initial language development.

**Owner(s):**

Teacher

**Timeline:**

Daily

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

All staff will have the opportunity to engage in PL to plan for ELL students utilizing the core curriculum and EL frameworks and standards as well as the Common Core Companion. This will include integrated/designated strategies at all EL levels. Using Ellevation, ELD standards, & EL Wonders curriculum.

**Owner(s):**

District Coaches, VP, TSA

**Timeline:**

Quarterly

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

Site based interventions will align to needs of struggling RFEP students.

**Owner(s):**

TSA, Admin Team, ILT, PLC's

**Timeline:**

Quarterly

Admin Team and ILT team will review quarterly data from AMA (quarterly reports), iready, tkfsa.

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

- Each grade level will have documented designated time that they will get walkthrough feedback on.
- Students will have their teacher counsel them as well as progress monitor them.
- Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed for designated intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional tutoring, plus tutoring fellows.
- Students will have teachers that are provided additional professional learning on the California English Learners Common Core Companion with EL PL with district coaches.
- Students will have teachers that will receive training on integrated and designated strategies to meet ELL students needs. Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Ellevation, Wonders and Go Math curriculum to meet students needs. Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive

activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural 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.

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

*English Learner and Asian student population is performing at the lowest level in English Language Arts.*

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

*Planned student conversations, Planned parent meetings, Teacher professional Learning.*

**3. As a site: What are planned actions to support this student group?** 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 participate all EL/ELAMathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application EL students will participate in goal-setting and incentive activities EL students will have a goal related to ELD progress as part of their goal-setting.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum.
- Materials, Supplies, subs and assessors for ELPAC

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 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 Asian student population is performing at the lowest level in areas of English Language Arts. All student groups performed in the yellow in mathematics.*

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

*With Title I funds we plan to support Planned student conversations, Planned parent meetings, Teacher professional Learning.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**4. As a site: What are planned actions to support this student group?** 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 receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in all ELA & Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application Students receiving special education services,
- African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities
- All students will be provided with integrated ELD in all content areas through strategic, skilled lessons planning and delivery.
- All EL students will receive designated instruction.
- All students will meet one on one to review grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After School tutorials

## Action 2

**Title:** Meet/Exceed ELA

### Action Details:

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**Tier 1:** King Elementary will implement a comprehensive reading supports through K-2 foundational skills & Wonders and full implementation of Early Literacy Plan. All students will receive 120min of ELA instruction daily. Students will have the opportunity for flexible learning with tiered MTSS groups including a deployment model with support from trained instructional fellows. Lesson implementation will offer challenging content focused on high quality text, intervention in small groups with instructional fellows and acceleration during class and outside of class to support students who need more time and support. Instructional time will be spent reading, writing and listening to complex text. K-2 classrooms will include foundational skills as well as grade level Reading comprehension. 3rd-6th Content in all classes will include strategies to promote critical thinking through complex text, talk and task based on grade level standards, essential standards and learning targets. All lessons will have learning targets focused on IAB claims. Students will have access to reading comprehension skills and content knowledge through social studies and science text. **Tier 2:** All King k-4 teachers will participate LETRS training, all TK teachers will participate in Hagerty training to improve learning experiences, and engage all students in meaningful content through blended strategies and

use of technology in whole groups, collaborative task, small groups and independent practice. Students will receive additional support with the certificated tutor and Instructional Fellows during the instructional day and outside of the instructional day through tutoring. Additional resources will include the iready program being used a minimum of 45 minutes weekly, Waterford, Scholastic first program, and A4 program after school. **Tier 3:** Students will be pulled out for small groups based on student work and CFA data based on standards not being met. Grades 1-3 will receive support in K-2 foundational skills from CT and IFs in Orton Gillingham. Designated TSA and Site Coach will coordinate Tier 2 intervention, district assessment, provide PL to 4-6 grade teachers on the Close Reading Cycle, supervise the Instructional Fellows and CTs and facilitate the effective use of designated intervention blocks. A4 Springboard will be used and implemented to target our 1st-3rd AA students after school in the fall and spring cohort programs. Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SSTs, subs for goal setting, and ELA/Math planning/reflection. All teachers will use CFA's in the cycle of continuous improvement during PLC's. This will include phonics inventory & PAST LETRS. Funds will also be used for supplies to support instruction in the classroom and teacher training.

**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

Teachers will use SBAC, IAB claims & Targets, iready, and CFA's assessments to be strategic in their planning for reading and reading comprehension. Teachers will include the iready program, scholastic first, Waterford and strategic small groups as a resource and intervention. CFA's will include LETRS PAST and Phonics inventories.

Owner(s):

Teachers, PLC's & Admin

Timeline:

Daily

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

Academic literacy across the curriculum using claim, evidence and reasoning to focus on and promote challenging content and increase student reading level. PLC's will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work protocol to calibrate proficiency.

Owner(s):

Teachers, PLC's, ILT & Admin

Timeline:

Daily

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

Full implementation of ownership where students are responsible for doing the cognitive lift and thinking in the classroom through persistence with challenging tasks, text evidence, productive struggle, sharing of developing thinking, elaboration of initial thoughts, student discourse, and independence in reading and writing as measured by walkthrough data and collection of assessments as evidence.

Owner(s):

Teachers, PLC's, ILT & Admin

Timeline:

Daily/Weekly

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

Grade levels will collaborate to create, evaluate and analyze data to increase student performance through complex text, talk and tasks around challenging content and student ownership to promote reading comprehension at higher levels.

Owner(s):

Teachers, PLC's, ILT & Admin

Timeline:

Daily/Weekly

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

PLC teams will create common formative assessments, common questions, common exit tickets, common performance tasks based on the CCSS, Scope and Sequence, essential standards & questions, Claims & Targets, foundational skills, and Wonders.

Owner(s):

Teachers, PLC's, ILT & Admin

Timeline:

Weekly/Quarterly

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

All K-4 teachers will engage in LETRS Training and TK Teachers will engage in Hagerty training. Ongoing training in k-2 foundational skills & 3rd-6th claims & targets through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text through district adopted curriculum. Engage students in grade level standards through the use of CCSS and scope and sequence planning. Engage students in higher level thinking. Implementation of common formative assessments that are SBAC aligned with instructional practice guide.

**Owner(s):**

Teachers, PLC's , ILT & Admin

**Timeline:**

Monthly/Quarterly

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

Student goal setting will be based on iready and SBAC, Classroom progress monitoring assessments through CFAs, IAB's & iready. Teachers will meet with students individually and as a whole class to goal set. Students and Individual classes will receive an incentive for reaching their goals. Teachers will have data chats with administration and goal set.

**Owner(s):**

Teachers, PLC's, ILT

**Timeline:**

Quarterly

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

Kindergarten intervention will begin during 1st quarter. Grades 1st-6th will have an RTI block that will focus on giving students additional time and practice on essential learning in ELA or Math based on CFA and CSA results. During the RTI block, teachers and Instructional Fellows can work with small group according to needs.

**Owner(s):**

CT, Teachers, TSA

**Timeline:**

Weekly/Monthly/Quarterly

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

Contracts for reading clubs, reading week celebrations to encourage literacy across the grade levels all year long.

**Owner(s):**

teacher, club advisors, VP

**Timeline:**

Monthly

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

Admin team & ILT team will attend workshops, trainings, standards institute when available based on funding.

Admin team and ILT team will review quarterly data from AMA. Admin Team and ILT team will review quarterly data from AMA (quarterly reports), iready, tkfsa, fluency, IAB, FIAB.

**Owner(s):**

Admin Team, ILT Team, PLC's

**Timeline:**

Semester

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

- Grades 1st-3rd will each receive a teaching fellow to support with small group foundational skills learning.
- Grades 1st-4th most at risk students will receive certificated tutor support.
- Kinder teachers will be trained in Hagerty through early learning.
- All teachers grades 1st-4th will receive LETRS training and create case studies with small groups in their classroom.
- Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, MTSS tiered intervention, CT intervention, and after school tutoring by their teacher (extra pay contract) based on grades and test scores to close the achievement gap.
- Students will utilize digital resources in literacy and math through flexible grouping.
- Library will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level.
- All students will participate in grade tracking and goal setting and mentoring support through morning meetings. 6th grade Students will have academic planners for goal setting, well as organize assignments, calendar and provide parent communication.
- Students will receive recognition for meeting growth goals or scoring proficient on district iready.
- All students will be able to progress monitor and goal set through iready technology.

- All students will have access to materials & supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- All students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals
- Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, Monitors, printers/ ink cartridges, tech repairs, and other

Planning days for teachers, Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, monitors, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Social Worker & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits.

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.**

*Asian and EL students performed at the lowest level in 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 students with direct instruction in small group with instructional fellows and certificated tutor.*

**3. As a site: What are planned actions to support this student group?** 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 participate in foundational skills instruction, close reading and academic discourse with a focus on improving Reading, Writing, Listening and Speaking Skills.
- EL students will participate in goal-setting and incentive activities
- EL students will have a goal related to ELD progress as part of their goal-setting.
- EL students will be assessed annually using ELPAC to monitor progress in English Language Development
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning and
- incorporate these strategies with identified ELD students.
- Implementation of site EL Plan and ACEL Plan components. ELD Classes for newcomers.
- Technology use for EL's
- Fund additional intervention as needed.

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.**

*Asian and EL students performed at the lowest level.*

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

*With Title I funds we plan to support students with direct instruction in small group with instructional fellows and certificated tutor.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**4. As a site: What are planned actions to support this student group?** 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 notified and given the opportunity to meet with teachers to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After school tutorial.
- Student groups that are not meeting standards based on adaptive diagnostics on the iready program.
- Focus student groups: SWD, Hispanic, African American along with any other groups that starts to show disproportionality.
- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in foundational skills teaching, academic discourse and close reading to improve Reading, Writing, Listening and Speaking skills.
- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities General Education and Special Education teachers will meet quarterly to review student goals and progress.

### Action 3

**Title:** Meet/Exceed Math

[Action Details:](#)

**Tier 1:** King Elementary will utilize a k-6 academic coach with a math focus. Assist with strategic lesson planning, school wide commitments for POD, assessment cycles and student groupings. King Elementary School will implement a comprehensive mathematics program utilizing Math Lesson Design Model with a focus on planning implementation and feedback in 3rd- 6th grade. K-2 Go Math utilizing CCSS with an emphasis on students scoring significantly below grade level as measured by the SBAC, iready, CFA's (IAB's, FIAB's & next gen math). King Elementary will implement the GVC with fidelity and to the depth of the grade level standard. Admin team, site coach and district math coach will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics. All students will receive a minimum of 90 minutes of grade level Math instruction that includes whole class and small group instruction for differentiation. (Tier 1) Math instruction k-2 will use the 5E's or Lesson Design for planning and implementation & 3rd-6th MLD and the eight mathematical practices. Math instruction will include conceptual understanding, application/problem-solving and procedural/computation fluency. All students will receive an additional 15-30 min of daily instruction and practice on grade level Math fluency skills and strategies and utilizing BBF or Reflex Math. All students will use iReady for a minimum of 45 minutes per week in Math. **Tier 2:** King Elementary will engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice. Teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iready. Students will receive access from the iready program & Next Gen Math as an intervention and resource as well as small group instruction with the teacher and instructional fellows. Students that continue to perform below grade level based on grade data, common formative assessments will have opportunities for reteach and will continue to be strategically targeted for small group instruction in class through a blended learning model. Intervention will be based on specific grade level clusters/standards. **Tier 3:** Students will be pulled for small group intervention based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth using district iready and CFA data. Designated TSA & Site Coach will coordinate Tier 2 & 3 intervention, district assessment and provide PL. Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/strategic lesson planning.

**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](#)

Teachers will be given the opportunity to observe colleagues (paid sub day) in the district with strong results in "good first teaching". When possible a grade level PLC, along with a site coach, district coach, TSA or site administrator will observe together and have a collaborative conversation after the observation so that learning can be applied at the school site.

[Owner\(s\):](#)

Teachers, PLC's, Coaches, Admin

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Teachers 3rd- 6th will fully implement all the components of Math Lesson Design. Coaches and Teams will provide feedback to improve instruction. Admin teams will continue to use IPG measures as well as the State Standards to ensure student work is to the rigor of the standard.

[Owner\(s\):](#)

Teachers, Coaches, Admin

[Timeline:](#)

Weekly/Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Teachers will support a blended learning model of (intervention, remediation, acceleration) in differentiated instruction in mathematics through digital content, collaboration and targeted small groups

[Owner\(s\):](#)

Teachers

[Timeline:](#)

Daily

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

Common formative assessments will include IAB/FIAB as well as using Next Gen Math. Assessments will be monitored for student understanding and needs for support. Students receiving a failing grade on assessments will receive reteach opportunities and intervention in the form of a POD or with their teacher based on the grade level clusters/standards tested in small group. Students who pass this assessment will receive enrichment through Go Math online tools as well as the iready program as a resource and intervention.

**Owner(s):**

Teachers, PLC's, ILT's, Admin

**Timeline:**

Bi-Weekly

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

Weekly walkthrough data will chart implementation of student ownership with a focus on student discourse in mathematics. Students will be responsible for doing the thinking in the classroom through mathematical practices as well as models in MLD. This will include students relating problems, displaying perseverance, opportunities for productive struggle, share developing thinking, elaborate on initial thoughts, talk and ask questions about each other's thinking, justify their conclusions, communicate conclusions to others and respond to arguments, revise work, use mathematical language and appropriate tools.

**Owner(s):**

Teachers, PLC's Admin

**Timeline:**

Weekly

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

Contracts for family math nights, clubs to encourage math fluency all year long.

**Owner(s):**

Teacher

**Timeline:**

Monthly

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

Admin & ILT team will attend PL, conferences and Standards Institute as they are available and pending budget. King ILT teams will work on POP initiative to improve learning experiences, and engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice.

**Owner(s):**

Admin Team, ILT Team, PLC's

**Timeline:**

Semester

Admin Team & ILT team will review quarterly data from AMA Admin Team and ILT team will review quarterly data from AMA (quarterly reports), iready, reflex, Fluency, IAB, FIAB.

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

- All 3rd-6th grade students receive math instruction from a teacher utilizing MLD, state standards and the Go Math adoption.
- All grade 2nd-6th teachers will receive training through model lessons with the county on lesson study and math tasks.
- All TK-1 grade teachers will receive PL in math fluency.
- Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day by their teacher (extra pay contract).
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their teacher as well as POD opportunities.
- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of Reflex math, Go Math will include Math Personal Trainer and be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.
- Targeted intervention to students after CFU&CFA
- Intervention schedules will be implemented to allow time for math intervention.
- All students will be able to progress monitor and goal set through iready technology.
- A focus on IPG tenants 1, 2, B, C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction based on admin walks (paid sub)
- Students will have access to materials & supplies when their teachers attend Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- Students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other.
- All students will have access to teachers that have had PL and planning time with site and district coaches.

Planning Days for teachers, Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEMmaterials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Social Worker & campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mleage for home visits

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.**

*All Student groups performed in the yellow in mathematics.*

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

*With Title I funds we plan to support all student groups in small group intervention utilizing instructional fellows.*

**3. As a site: What are planned actions to support this student group?** 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 participate all Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application
- EL students will participate in goal-setting and incentive activities
- EL students will have a goal related to ELD progress as part of their goal-setting.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- EL students not meeting goals for redesignation will be identified and will be placed in flexible intervention groups until they reach the level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Teachers will incorporate reading, writing, speaking and listening into daily instruction.
- Fund additional intervention as needed.

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.**

*All Student groups performed in the yellow.*

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

*With Title I funds we plan to support small group instruction in all student groups.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**4. As a site: What are planned actions to support this student group?** 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

- All students, including Special Education students, will participate in Goal-setting with recognition and opportunities to participate in special activities for meeting goals.
- Substitutes will be provided so each teacher can meet with students 1:1 for goal-setting and goal-monitoring once per quarter.
- General Education and Special Education teachers will meet at least quarterly to review the goals and progress of shared students.
- All students will meet one on one with teachers where grades and goals will be reviewed. Parents will be notified and given the opportunity to met with teachers to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring, mentoring, homework help.
- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in all Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application.
- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities



# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Testing, EL Tutoring	6,132.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental Contracts for Classified paras.	4,596.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	4,126.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF 2 fellow (3hour) ELF 1 Fellow (4 Hour); split funded with 7090	32,500.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			food services	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST and Goal Setting **No IEPs**	17,918.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. ** NO FOOD OR INCENTIVES **	3,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats, Coaching Cycles, Instructional Walks	17,918.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring	12,260.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplemental Tutoring	9,015.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Scholastic, ESGI, Studies weekly, Starfall, Waterford	39,208.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	13,527.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Reflex Math & Next Gen Math	14,000.00
G1A3	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF 2 fellow (3hour) ELF 1 Fellow (4 Hour); split funded with 7091	15,437.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			SWUN Math / MLD Coaching : SWUN Math / MLD Coaching	9,000.00

**\$218,637.00**

**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 %	87 %	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.

All students had an opportunity to attend a Goal 2 trip and engage in ASP activities. 4th-6th grade students had opportunity to participate in sports, arts and music. TK-3 had opportunity to participate in music. All student activities were documented in ATLAS.

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

Not all students fully participated or attended. School was not able to commit to outside vendors for tk-6 grade students to participate school and ASP activities. Students were not pulled to check in on activity interest based on no ATLAS entries.

**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).

King has included more activities for primary students. However when opportunity was there for primary participation students did attend. The lowest participation rate was in TK/K. There is a need to include parents in after school activities and clubs for primary students to attend.

**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.

Parents would like to have more of a presence on campus with students centered activities.

**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).

- The council shared ideas for activities to be more inclusive to primary grades. K-3 does not have the same opportunities to be included in sports, arts and music.

**2** ELAC:

Offer more bilingual clubs for students. All sports and music flyers and events in multiple languages.

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

Seek a deployment model. In particular 4th-6th around music schedule.

**Action 1**

**Title:** Student Engagement

Action Details:

**Tier 1:** All teachers will be trained in CHAMPs best practices with Culture Climate Specialist, and Cultural Proficiency from DEI team. This will ensure all students feel welcomed at King Elementary School to increase students sense of belonging. King Elementary School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school. King will implement strategies recommended by the Culture Climate Team. Continue to plan PL around morning meetings, second step, mindfulness, and SEL with emphasis on building students citizenship and kindness within student population. Classroom intermural activities will begin to create a sense of classroom community and participation. Items will be purchased to support safe and civil guidelines and practices on campus. **Tier 2:** Students will be targeted and encouraged to enroll in ASP to engage in Academic and Enrichment activities. School wide campus culture will be implemented and be reinforced through classroom meetings. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, band, orchestra or choir. Teachers will identify students of the Month who demonstrate Pillars of Character. **Tier 3:** Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are new or high risk will be counseled one on one to identify goal 2 interest.

**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  
 VP, TSA & ASP Coordinator will collaborate with outside vendors to plan schoolwide engagements. This will help create a sense of belonging at King.

Owner(s):  
 CC Advisor, VP, TSA

Timeline:  
 Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target  
 Engagements and participation will be documented on ATLAS weekly. Students involved in clubs with ASP & at lunch will be monitored. VAPA club roster will be updated and monitored Club Sponsors and advisors will document attendance in engagements.

Owner(s):  
 VP, Club Advisors

Timeline:  
 Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target  
 All teachers will implement morning meetings, second step for students to develop a sense of character and implement kindness on campus. Teachers will receive training in CHAMPS, and cultural proficiency to ensure that daily they have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):  
 Teachers, RP Counselor, Tier 1 specialist, Admin

Timeline:  
 Daily

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

- All students 1st-6th grade will have a grade level mentor to support them. The mentor will be able to connect students to activities of their interest. Mentoring during lunchtime activities, community service projects, leadership activities on and off campus, and assisting with campus projects,
- Morning Meetings, Second Step, School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality,
- Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.
- Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)
- Students will be recognized for their participation in athletic programs/clubs
- Students will be allowed opportunities to participate in clubs that direct interest them. Clubs will be created based on student interest.
- Support for Girl Power & Boys to Men program, instruction, curriculum, materials (backpacks, shirts, food etc.), community service projects, study trips and other aspects of engagement that would encourage full participation.
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Student Union, Spanish Club, Folkloric, EL Club for newcomers, Hmong student union, etc.)
- Cultural Fairs regionally and onsite.
- Students not engaged in a goal 2 activities will be identified and counseled. Encouraged at club rush to join.
- Assemblies in the arts to foster school participation and interest. Mentoring for at most risk students.

Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract. Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Social worker & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits

**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.**

*Currently King does not have any students performing in the red around goal 2.*

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

*With Title I funds we plan to support student attendance and participation in an engagement at school. Teachers will receive training in 2nd step, classroom meeting and engagement strategies.*

**3. As a site: What are planned actions to support this student group?** 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

- EL students will have the opportunity to engage in opportunities in their home language. Spanish club, Hmong club ect.

**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.**

*Currently King does not have any student groups in the red for goal 2.*

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

*With Title I funds we plan to support student groups in engagement activities.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**4. As a site: What are planned actions to support this student group?** 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 receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities

## Action 2

**Title:** Real World Learning Experiences

**Action Details:**

**Tier 1:** All students will have an opportunity to be counseled on their grades and assessment data. 4th-6th graders will have an opportunity to review for middle school readiness criteria and beyond. All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. All students will weekly have access to 2nd step curriculum to build SEL skills. **Tier 2:** Programs & clubs will use STEAM activities, Coding, Literacy Circles, Spelling Bee and other engaging and challenging learning programs. Students participating in Acceleration activities will be given the opportunity to showcase their work via Open House or other community-attended events. Academic Discourse, Collaboration, Hands-on Activities and Presentation Skills will be emphasized. Students will have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts. **Tier 3:** Students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to officials in their own community. 6th grade students will receive agendas prior to their middle school moving up to learn how to self check grades, attendance, data, homework and calendar. 6th grade students will have the opportunity to be counseled by a middle school counselor prior to entering 7th grade. Students will work directly with RP/Tier 2 counselors, Hand in Hand mentors.

**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**

Lesson plans pre/post real world field trips will identify the growth and learning of student experiences. This will allow teachers to follow up on student gaps and needs for more content. Teachers will also counsel students on grades/data for middle school readiness and beyond.

**Owner(s):**

Teachers

**Timeline:**

Yearly

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

All students will be surveyed on topics and people they would like to know in their community. Students will engage in discourse with community members that represent the school ethnically and culturally.

**Owner(s):**

TSA

**Timeline:**

Monthly

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

The Culture Climate team will analyze school data including surveys, discipline and suspension data and observation data to determine climate and safety needs and next steps. The focus of their work will be on the following Safe and Civil Schools Best Practices (Tier 1): Guidelines for Success Tiered Levels of Responses to Misbehavior, Classroom CHAMPS Expectations, Schoolwide Rules, Common Area. Climate and Culture team will identify and/or develop lessons.

**Owner(s):**

CC Team

**Timeline:**

Monthly

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

King teachers and staff will implement the following Restorative Practices Schoolwide: (Tier 1) Daily Morning Meetings Transition activities, Second Step Lessons or Classroom Meeting. Mentors & Noontime Assistants (NTAs) utilize Restorative Questions: . Peer Mediators will be trained to provide assistance with student to student conflict resolution. The Restorative Practices Counselor will facilitate re-entry meetings for students who have been suspended. The re-entry meeting will include the student, parent, teacher and administrator or TSA

**Owner(s):**

Teachers, RP/Tier 2 Counselors, Admin

**Timeline:**

Daily

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

- All students will have an opportunity to be counseled on their grades and assessment data.
- 4th-6th graders will have an opportunity to review for middle school readiness criteria and beyond.

- All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. All students will weekly have access to 2nd step curriculum to build SEL skills.
- Students will have opportunities to programs & clubs will use STEAM activities, Coding, Literacy Circles, Spelling Bee and other engaging and challenging learning programs.
- Students participating in Acceleration activities will be given the opportunity to showcase their work via Open House or other community-attended events. Academic Discourse, Collaboration, Hands-on Activities and Presentation Skills will be emphasized.
- Students will have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts working directly with RP/Tier 2 counselors, Hand in Hand mentors.
- Students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to officials in their own community.
- 6th grade students will receive agendas prior to their middle school moving up to learn how to self check grades, attendance, data, homework and calendar. 6th grade students will have the opportunity to be counseled by a middle school counselor prior to entering 7th grade.

Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEMmaterials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Social Worker & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits.

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.**

*No student groups are in the red in goal 2. EL students performed in the red in 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 with grade and assessment data counseling, agendas, and small group SEL work.*

**3. As a site: What are planned actions to support this student group?** 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 a target group for the Acceleration.
- English Learners will have opportunities to engage in discourse with community members that represent them culturally and linguistically.

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.**

*Currently no student groups are in the red in goal 2. Asian student group in 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 with grade and assessment data counseling, agendas, and small group SEL work.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**4. As a site: What are planned actions to support this student group?** 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 receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will be given priority for participating in acceleration and restorative opportunities.

**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	✓		30.1 %	2023-2024	20 %
Suspension Rate - Semester 1	✓	1.11 %	1.6 %	2023-2024	1.27 %

**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.

King Elementary saw a increase in absenteeism. Attendance submitted before first break daily so phone calls can go out in a timely manner.

Teachers received PL on Restorative Practices and Tiers of misbehaviors. Documentation of behaviors appropriately in ATLAS as well as interventions. Staff reviewed previous readings on “Restorative Practices in Schools and Circle Processes”. Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives, strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, class meetings, levels of misbehavior response. Students have opportunities for restorative meetings, respect agreements and community service to repair the harm done. Identifying our top tier misbehaviors. Making a matrix of options that are alternatives to suspension and include interventions. Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. Admin team will monitor suspension rates on ATLAS. TST Team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations engagement, mentors, parent conferences and restorative measures, and targeted small groups.

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

Parents lack of knowledge of how absences count. Families are still keeping students home at a large rate due to minor sicknesses for longer than needed. The district cancelled Saturday Academy and parents relied on this to make up missed attendance.

This will include the CCI on classroom management plans and skill building. There is disproportionality among staff that are fully implementing 2nd step, CHAMPS, holding classroom meetings, and using follow through with the referral process and those who are not implementing. The teachers not implementing have a higher referral rate of student misbehaviors and suspensions.

**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).

Home visits were not conducted on a regular basis, There was no Saturday Academy to recoup lost attendance, Teachers did not make attendance phone calls. Culture climate team did not meet to review discipline data. We did have a change in who ran our "Dream Center as an alternative to suspension. We also had a change in our RP counselor and did not have the same school wide support with peace makers and Fostering Resilient Learners.

**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.

Support for teachers based on the measure of student referrals, suspensions, tracking of behaviors and interventions. Utilize our CC specialist with tier I and II structures in the classroom and schoolwide. This will include one on one support from the RP counselor, School psych, Culture Climate Specialist and Tier 2 support. Need for continued training in CHAMPS. School site needs to provide more support for our severe chronic students. Many of these families need wrap around supports and referrals to the family wellness center.

**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).

- The council shared that they are pleased with the progress made in discipline and would like more incentives around attendance. They would also like to have more parent meetings with Parent University.

**2** ELAC:

Continue with the work the school is doing and agrees to changes Provide bilingual and friendly staff. Would like to see bilingual parent meetings continue.

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

Teachers are happy with the structures put in place and are worried that deployment may derail the work that has been done around classroom management. They would like to see more support around attendance and students arriving late.

## Action 1

**Title:** Increase Attendance for all student groups

### Action Details:

**Tier 1:** Currently King Elementary moved from ATSI to no targeted action for attendance for all students groups. HSL will monitor attendance data by-Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action. All students will be counseled as part of back to school on the tiered levels of attendance. Where they are on the tier and goal set. King Elementary will create an awareness of what satisfactory attendance will look like. **Tier 2:** Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by teachers, TSA, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by HSL, TSA, Mentors, and contracted attendance support. HSL will daily monitor students being targeted for attendance. If students are absent HSL will call or visit the home daily to offer family school supports. **Tier 3:** HSL will target and progress monitor high risk students in particular AA students. T2 parent meetings, SART process and SARB referrals with attendance clerk, HSL, TSA and/or Admin. EOY chronic will be reduced and our severe chronic will be eliminated. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place. Students will be given opportunities to remedy attendance through Saturday Academy as an intervention. Mentors, will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Mentors will lead (Girl Power, Young Men of Character). The HSL, OA, and Mentors will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. Funds will be designated towards and attendance officer to assist with increasing student attendance and engagement, outreach, collect data to inform strategies to decrease chronic absenteeism. An additional 2 hours will be site funded for Office Assistant to support with Attendance outreach.



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**

Daily Review ATLAS for ADA Review, all attendance submitted before first recess.

**Owner(s):**

Admin, OA, HSL, TSA, Teachers

**Timeline:**

Daily

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

Power BI Chronic Absenteeism data analyzed to identify significant subgroups by AA, EL, Hispanic, Homeless, Disabilities, & White. Students will be progress monitored.

These steps will be repeated for our students that in the manageable list and we will progress monitor the satisfactory students to ensure they do not drop below satisfactory.

Power BI data as well as AMA & district quarterly reports will be used to analyze and identify students and growth.

**Owner(s):**

Admin, OA, HSL, TSA, Teachers

**Timeline:**

Weekly/Monthly

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

Document phone logs, parent and student contact related to attendance on ATLAS Daily teachers will commit to calling home for at least one absent student for the teacher home connection & building accountability with manageable students.

**Owner(s):**

Admin, OA, HSL, TSA, Teacher

**Timeline:**

Daily

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

1,2,3 Policy will be implemented consistently. Absences will have documented phone call and home visit for possible intervention after 3 absences. 1 phone call, 2 home visit, 3 offer supports.

**Owner(s):**

Admin, OA, HSL, TSA, Teacher

**Timeline:**

Daily/Weekly

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

Students will be strategically targeted based on attendance to attend Saturday Academy to remedy absences. Letters and phone calls will be sent home to notify students and parents on dates, times and curriculum and enrichment offered on Saturday.

**Owner(s):**

Admin, HSL, TSA

**Timeline:**

Weekly

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

Mentors & Tier 2 counselor will strategically target high risk student absences, tardies Misbehaviors and Suspensions Grades Parent, student and staff surveys Root Cause Analysis.

**Owner(s):**

Mentors, Tier 2, Admin, ILT

**Timeline:**

Monthly

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

Tier 2 specialist will create small cohorts of students to progress monitor, meet with and counsel on attendance and provide ongoing support. Review progress during TST meetings.

**Owner(s):**

Tier 2 specialist

**Timeline:**

Weekly

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

Attendance officer will support attendance and engagement by supporting students and parents with outreach for attendance and collect data to inform strategies to decrease chronic absenteeism.

**Owner(s):**

Attendance Officer

**Timeline:**

Daily

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

- HSL will monitor attendance of all students data by-Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action.
- All students will be counseled as part of back to school on the tiered levels of attendance.
- Satisfactory students and students with improved attendance will receive incentives.
- Manageable will be counseled by teachers, TSA, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements.
- Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by HSL, TSA, Mentors, and contracted attendance support.
- Goal-setting and individual or small group support for at risk students for attendance, positive behavior, staying in class.
- Saturday Academy will be used as in intervention to support all students in the chronic and manageable category.
- Contract provided to support attendance
- Materials and supplies for student incentives, goal-setting, group work
- Materials and supplies for parent education classes
- Mileage for home visit
- Students will be given the opportunity to attend Saturday Academy.
- Monitor and track attendance progress weekly with Teacher/TSA
- Students will participate in rallies and expectation talks on attendance.
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Students will be honored quarterly for perfect attendance and 95%attendance improvement.
- Students will receive incentives for improved attendance weekly by the Principal.

**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 in the yellow in attendance.*

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

*With Title I funds we plan to support EL students and families understand the importance of attendance through parent meetings and small group attendance meetings with HSL & CWAS.*

**3. As a site: What are planned actions to support this student group?** 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 needing additional support to access learning due to attendance and behavior will be supported by the TSA

**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 African American student population is performing at the lowest level in attendance.*

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

*With Title I funds we plan to support our AA students with targeted family & students supports around attendance counseling and incentives.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**4. As a site: What are planned actions to support this student group?** 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 receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students needing additional support to access learning due to attendance and behavior will be supported by the TSA

## Action 2

**Title:** Decrease Suspensions

### Action Details:

**Tier 1:** All teachers will participate in continued Cultural Proficiency Training as well as CHAMPS training to ensure all students feel part of the school and welcomed at King Elementary School. Referrals, behaviors will be monitored through power bi by tiers as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices and discipline guidelines. Schoolwide Tier I expectations, Classroom Tier I expectations and monitoring by CC Team. Classrooms with patterns of referrals will receive support from site TSA mentors & CC specialist. Classroom management plans will be reviewed. Schoolwide we will increase Goal 2 activities and student engagement. TSA, RP counselor, Tier 2 specialist will prep incoming students for restoratives and meeting with other students, teachers, and admin. Students will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. Principal and VP will monitor suspension rates on ATLAS and power bi. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices. **Tier 2:** Strategic interventions will be put in place for at risk students. Team TST meetings will be held bi-weekly and interventions including, BIP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. All referrals will be handled in a timely manner with documentation and phone calls so students, parents, and teachers feel supported outside of the classroom at all times. **Tier 3:** SST's will be held for students at High risk and referrals will be made for outside agencies (All 4 Youth, Social Worker, Family Wellness Center will address students & families specific needs) as recommended by the team. Hand in Hand Mentors will be funded as an intervention/ support for identified Tier 2 &3 students. Mentors will work with identified Tier 2 and 3 students needs. Hand in Hand Mentor Lead will focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. A Targeted Support Team will meet twice per month to identify and progress monitor at risk (Tier 2 and3) students based on attendance, referrals/suspensions and other factors that are determined to be negatively impacting student success. Campus Safety Assistant will have a caseload of students to monitor on campus for escorts in hallways and during unstructured time.

**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

Students will prepped for restoratives and meetings with other students, teachers, and admin. Students will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting

**Owner(s):**

TSA, Mentors, RP Counselor, Tier 2 CWAS, Admin

**Timeline:**

Daily

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

Teachers will receive training in cultural proficiency and CHAMPS to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

**Owner(s):**

Admin, RP Counselor

**Timeline:**

Monthly

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

Teacher referrals will be monitored through ATLAS.VP/TSA will collaborate with TST team when tracking student referrals to transition based on ed.Code. Mentors will also work with level 1 &2 students to ensure they are able to staying class. This will ensure de-escalation and further disciplinary action.

**Owner(s):**

VP, TSA

**Timeline:**

Daily

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

DREAMCenter students' academic progress and assignment completion will be monitored. TSA, Mentors, RP counselor & Tier 2 specialist will provide strategies to include time management, study skills, social emotional coping strategies, reflections and restoration for reentry.

**Owner(s):**

TSA, Mentors, RP Counselor, Tier 2 CWAS

**Timeline:**

Daily

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

Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice. Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through Atlas.

**Owner(s):**

VP, TSA

**Timeline:**

Monthly

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

RP Counselor, Social worker and Tier 2 will identify students for small group SEL intervention groups based on needs.

**Owner(s):**

RP Counselor, tier 2 cwas

**Timeline:**

Weekly

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

Implementation schoolwide: reflections, restorative conferences, respect agreements, circles, conflict mediation, re-entry meetings. All teachers with high patterns of referrals will work with CC specialist, TSA, mentors and have classroom management plans reviewed.

**Owner(s):**

Admin, RP counselor, Tier 2, TSA, ILT, PLC's

**Timeline:**

Daily/Weekly/monthly

Power BI data as well as AMA & district quarterly reports will be used to analyze and identify students and growth based on misbehaviors and suspensions.

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

- All Students will participate in classroom meetings & Step 2 .
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations
- King will continue to support and allocate money to an FTE TSA, Funding for an African American Student Advisor, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program. Continue with implementation of mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a mentor to meet with on a regular basis and shadow who will be reimbursed for incentives.
- TSA will be assigned a caseload of high risk student to help monitor and foster connections.
- High risk students will be assigned mentors.
- Students will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each quarter.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will be given the opportunity to participate in goal 2 engagements and clubs.
- Students will be eligible to attend school wide activities for EHS green zone behaviors.
- Breakfast & lunch celebrations for improved behavior.

Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor & Social Worker. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mleage for home visits

**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 in the blue for suspension.*

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

**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 Power BI 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.**

*With Title I funds we plan to support continued student connectiveness at the school site.*

**3. As a site: What are planned actions to support this student group?** 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 needing additional support to access learning due to attendance and behavior will be supported by the TSA

*The African American student population is performing at the orange level in area of suspensions. Students with disabilities and economically disadvantage students performed in the yellow.*

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

*With Title I funds we plan to support student connectiveness at school to reduce suspensions.*

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

*materials & supplies, Digital literacy and math programs, tutoring and small group instruction ect.*

**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 receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students needing additional support to access learning due to attendance and behavior will be supported by the TSA

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring, 4 mentors-5 hours/day and 1 mentor-8 hours/day. split with 7090 and safety grant	49,206.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring; 4 mentors-5 hours/day and 1 mentor-8 hours/day. split with 3010 and safety grant.	16,264.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Sup			Attendance Officer; Retiree contract for Carla Hartunian, to assist with chronic attendance-increase attendance.	39,232.00
G3A1	LCFF: EL	School Administration	CI&Tech-Reg	Assistant, School Office	0.1250	1.0 FTE Split funded .8750 district funded .1250 site funded to assist with attendance Spanish communication with parents.	10,315.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.2000	0.8 FTE Stronger Connections (SCG) & 0.2 FTE Site - OP	29,589.00

**\$144,606.00**

**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	✓	95 %	94.4 %	2023-2024	95.5 %

**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.

We are fully implementing new initiatives with positive results. Students have an increased sense of belonging. As a site we have brought guest in to work with students as volunteers on campus that reflect our community.

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

A classified staff meeting will occur Quarterly and NTAMentors will have biweekly meetings. This will help with buy in whole staff with mission and vision. Staff Survey—Overall Positive in Belonging Domain The culture and climate team has monthly created connection and engagement activities. Weekly updates are sent to the entire staff by principal to keep staff connected.

**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 with the work that is occurring around Culture Climate this work has resulted in an increase in staff connectivity . We need to continue with bi weekly and quarterly meetings with classified staff.

**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.

It is important to do more than one annual survey. Have the CC team survey staff so they have full buy in with the connectivity ideas. Continue to send forms surveys to staff so they are part of the decision making process. Include students and parents in decision making processes. Create more opportunities for parents to have a presence on campus.

**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.

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

SSC shared that they would like more volunteer opportunities for parents. Parents would like to explore training as well so they can support when they volunteer.

**2** ELAC:

Bilingual trainings for parents to support at school and at home.

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

Teachers would like continued opportunities to look at survey attendance and behavior data quarterly and base PL on the data.

**Action 1**

**Title:** Recruit and Retain Staff Representative of the Community

Action Details:

**Tier 1:** We will partner with vendors and guest speakers to bring diversity to our campus. HSL & TSA will partner with parent university and AA Acceleration Parent Program. Build connections through Fresno State and Fresno Pacific University teacher credentialing programs. Mentor and recruit through the teacher pathways at FUSD High Schools with continued partnerships with Edison High School and Computech Middle School. Build Connections in FUSD Teacher Development to mentor new recruits or identified classified candidates. Identify parent groups to volunteer/NTA to have a representative presence on campus. **Tier 2:** Hand in Hand Mentors will do outreach to the community and will focus on building positive relationships with students, family and community. Promoting positive attendance/behaviors and building positive relationships between home and school. Hand in Hand Mentors will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Hand in Hand Mentors with the support of the RP counselor will also help facilitate conferences between teacher, student and parents to lead to productive learning outcomes for students. **Tier 3:** Hand in Hand Mentors will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community. Hand in Hand Mentors with the HSL & TSA will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. King Elementary will Ethnic studies class will be offered after school.

**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

Mentors, Tier 2 & HSL will track attendance, behaviors and home connections of all students with a focus on our AA, Hispanic and Hmong population. Creating connection opportunities for parents and the school.

Owner(s):

Mentors, Tier 2, HSL

Timeline:

Weekly

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

Conferences for staff and admin team to attend in diversity and equity when available based on budget.

Owner(s):

Admin team, ILT

Timeline:

Semester

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

There will be a continued focus on Cultural Proficiency Frameworks and guidelines. Daily lessons and practices will be evaluated with an equity lens.

Owner(s):

Admin, Teachers

Timeline:

Daily

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

- Recruit vendors and guest speakers for assemblies and classroom incentives.



- King will Pilot ASP Ethnic Studies for students that would like to attend.
- Partner with A4 program for Reading and Math programs after school
- Continue partnerships with Edison High School/Computech teaching pathways. Students volunteer their time at King.
- Continue partnerships with teacher development to host student teachers at King.
- Support parent to volunteer and apply for open positions.
- Retain Hand in Hand mentors to work directly with most at risk students.
- HSL & TSA will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community

Curriculum, outside vendors, Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Social Worker, & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits

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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- Restorative Practices
- restorative agreements and skills teaching that their students are participating in
- Restorative Practices Counselor will provide Parent Education
- English Learners needing additional support to access learning will be supported by the TSA
- Teachers will receive training on integrated and designated strategies to meet ELL students needs.
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Wonders and Go Math curriculum to meet students needs.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.
- Teachers will receive PL in "Talk Moves" that engage students in listening and speaking skills across all content areas.

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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- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students needing additional support to access learning due to attendance and behavior will be supported by the TSA
- Teachers will have the opportunity to collaborate with their team as well as teams from other schools to conduct peer lesson observations to support in specific identified areas based on student assessment results.
- Staff will have opportunities for peer observations on/off campus with subs provided quarterly to empower their knowledge as use of engaging students in grade level complex texts through RWSL tasks that are aligned to state standards
- District Coaches will provide opportunities for training of best practices each cycle to include: clarity, close reading, student discourse and ownership.
- Instructional leadership team will develop and implement PL opportunities which will include: complex text, task, talk, accountable talk, writing strategies, academic vocabulary for content area support, classroom foundations, four essential questions, how to increase literacy and performance in content areas, data analysis and action planning of standards, scope and sequence and district adopted curriculum.
- Common planning time will be designed around departmental needs through the CCI, reviewing data, setting target goals, and action plans, identifying best teaching practices, strengths, challenges, and teachers will develop a strategic approach to teaching.
- Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroup.
- PL with an emphasis on literacy skills across the curriculum through Lab School training
- 5th & 6th grade teachers will begin PL in MLD with regional schools. Time will be allocated for observations of model lessons, debriefing and planning.
- Regional PL include a review of the State Standards in Mathematics and the eight mathematical practices, unpacking standards, identifying learning targets, lesson planning using best practices to involve students in the learning and taking ownership of thinking and discussion.
- PL to integrate all digital components of Go Math, Math personal Trainer to support the needs of students. Additional support from district math coaches as well a cycle of observation and review.

- Teachers will discuss instructional practices related to student performance of each CFA and plan actions to improve instruction.

## Action 2

**Title:** Community/Student Liaison

### Action Details:

Based on funding King will hire a community schools liaison to work with Mentors and HSL to focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. Mentors will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Mentors, with the help of the RP counselor, HSL and OA will also help facilitate conferences between teacher, student and parents to lead to productive learning and behavioral outcomes for students. In addition, Mentors will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community. Designated TSA will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. Designated TSA, Mentors, HSL will work with parent university, A4 office, and EL office with outreach to parents.

**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

- Absences, tardies
- Misbehaviors and Suspensions
- Grades
- Parent, student and staff surveys
- Root Cause Analysis
- Calendar meetings and trainings w/ Parent university, EL Services & A4

#### Owner(s):

- TSA
- Principal
- Mentors
- HSL

#### Timeline:

- TSA, HSL, Mentors and Admin Team Meetings at least twice per month
- Data analysis monthly
- Participation in TST Meetings twice per month
- Parent meetings Monthly

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

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:
- Goal-setting and individual or small group support for at risk students for attendance, positive behavior, staying in class
- Materials and supplies for student incentives, goal-setting, group work
- Materials and supplies for parent education classes
- Mileage for home visits

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.

English Learners needing additional support to access learning due to attendance and behavior will be supported by the TSA

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.

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students needing additional support to access learning due to attendance and behavior will be supported by the TSA

**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	✓	85 %	91.3 %	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.

King Elementary has a goal for 95% attendance at schoolwide events (conferences, back to school night, dances, academic & athletic assemblies, open house ect.) King Elementary seeks 5% regular attendance and participation in parent meetings, coffee hours, ELAC, A4 meetings, parent university PL ect.)

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

Parents expressed the lack of communication between the staff, school and home. King wants to continue with multiple sources of communication with families along with a welcoming environment for all families and students.

**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 have a strong back to school nights and percentage of parents for performances and conferences. Parents seem eager to attend events for their students, however we need to grow in the area of parent education meetings. There has also a lack of having correct phone numbers and emails to connect with families.

**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.

HSL, OA, & TSA will seek out correct parent information on a revolving basis as phone number tend to change often. Therefore outreach will be more successful.

**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).

SSC parents would like coffee hours on a regular basis on the calendar. Parents would like to take initiative with the meetings alongside parent university with the HSL.

**2** ELAC:

Continue ELAC meetings and have more of them. The meeting help the parents feel part of the King community.

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

Teachers would like some parent meeting to be hosted when they are off duty so they can attend along side our families.

**Action 1**

**Title:** Family Engagement

**Action Details:**

**Tier 1:** All Parents will have the opportunity to connect with the school, staff and teachers through: Back to School Night, SSC, ELAC, Parent Coffee Hours, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations. All Parents will have access to Parent Portal ATLAS, Edu text, Parent Square & Parent University trainings. . All Parents will have access to the school website, parent square, remind app/class dojo. All parents will have access to childcare and interpreters for parent meetings. All parents will have access and be notified of parent surveys to help inform school wide needs. Parents will be recognized for their involvement through a parent awards program. **Tier 2:** Parents will be notified of student’s SBAC, ELPAC and iready test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train them in linked learning through Khan Academy, tutor.com as well as other digital resources to support students at home. King will offer school of choice informational meetings and assistance families in completing documents before due dates. **Tier 3:** Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/OA will contact parents for SART meetings. VP& Teachers will contact manageable students’ parents and encourage good attendance. OA & HSL will contact parents in regards to tardies. Parent surveys will be advertised on our letterboard, social media and parent square. TSA/ HSL communicate through phone calls and home visits TST Team meeting. Parent contact through tiered referral system. Parents will be educated on restorative practices. Parents will have opportunities for Admin, Teacher and student meetings with high risk students. Parent meetings prior to reentry back to school .

**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

Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills. There will be at least 4 meetings a year. District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support.

**Owner(s):**

VP, HSL

**Timeline:**

Quarterly

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

SSC will review student data, Schoolwide Data, Parent Agreements/compact, SPSA ect. SSC will meet at least 4 times a year.

**Owner(s):**

Principal, TSA

**Timeline:**

Quarterly

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

Parent University will be given a platform for King parents to have access to workshops. King VP/HSL will collaborate to ensure parent preferred topics are offered.

**Owner(s):**

HSL, VP, TSA

**Timeline:**

Monthly

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

RP Counselor, Tier 2 specialist, TSA will communicate with students and parents options for RP, tiered systems of support, tier 1 schoolwide practices, surveys, survey data.

**Owner(s):**

RP Counselor, Tier 2 Specialist, TSA

**Timeline:**

Monthly

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

HSL & VP will communicate expectations for attendance, hold attendance meetings, make phone calls, home visits and offer tiered support.

**Owner(s):**

HSL, VP

**Timeline:**

Monthly

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

- Students will have the opportunity to connect with the school, staff and teachers through: Back to School Night, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations.
- Students will have access to ATLAS and their grades.
- Students will be notified of student's SBAC, ELPAC and iready test scores with an explanation to what is expected at grade level and what parents can do at home for intervention.
- Students will know which goal 2 activities opportunities to engage in as well as Khan Academy, tutor.com as well as other digital resources to support students at home.
- King will offer school of choice informational meetings and assistance families and students in completing documents before due dates.
- Student meetings on attendance will be conducted. Parents and students will be given opportunities for support for at risk students.
- Student surveys will be conducted in class.
- Students will be educated on restorative practices, class meetings, CHAMPS.

Supports: All students and families will have access to material and supplies to support student success in the listed areas. This includes, curriculum, technology, materials, and food for events. Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal, Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in SST's & Behavior Support Meetings. Contract for RP Counselor, & Social Worker. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits.

**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.**

- EL students will participate in goal-setting and incentive activities
- EL students will have a goal related to ELD progress as part of their goal-setting.
- EL students will be assessed annually using ELPAC to monitor progress in English Language Development
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills. There will be at least 4 meetings a year. District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support.
- HSL to support parents and outreach.

**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.**

- Students receiving special education services, African-American students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities General Education and Special Education teachers will meet quarterly to review student goals and progress.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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	Oth Cls-Supp			Babysitting for Parent Meetings	2,626.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent involvement and babysitting activities. ** NO FOOD OR INCENTIVES **	1,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental contract for translating/interpreting.	1,315.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			food for meetings/activities	5,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			: HSL Mileage	1,000.00

**\$11,441.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0260 King Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Testing, EL Tutoring	6,132.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental Contracts for Classified paras.	4,596.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	4,126.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF 2 fellow (3hour) ELF 1 Fellow (4 Hour); split funded with 7090	32,500.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			food services	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST and Goal Setting **No IEPs**	17,918.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. ** NO FOOD OR INCENTIVES **	3,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats, Coaching Cycles, Instructional Walks	17,918.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring	12,260.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplemental Tutoring	9,015.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Scholastic, ESGI, Studies weekly, Starfall, Waterford	39,208.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	13,527.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Reflex Math & Next Gen Math	14,000.00
G1A3	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF 2 fellow (3hour) ELF 1 Fellow (4 Hour); split funded with 7091	15,437.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			SWUN Math / MLD Coaching : SWUN Math / MLD Coaching	9,000.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring, 4 mentors-5 hours/day and 1 mentor-8 hours/day. split with 7090 and safety grant	49,206.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring; 4 mentors-5 hours/day and 1 mentor-8 hours/day. split with 3010 and safety grant.	16,264.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Sup			Attendance Officer; Retiree contract for Carla Hartunian, to assist with chronic attendance-increase attendance.	39,232.00
G3A1	LCFF: EL	School Administration	Cl&Tech-Reg	Assistant, School Office	0.1250	1.0 FTE Split funded .8750 district funded .1250 site funded to assist with attendance Spanish communication with parents.	10,315.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.2000	0.8 FTE Stronger Connections (SCG) & 0.2 FTE Site - OP	29,589.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	2,626.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent involvement and babysitting activities. ** NO FOOD OR INCENTIVES	1,500.00

G5A1		Parent Participation	Mat & Supp	**	1,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Supplemental contract for translating/interpreting.	1,315.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	food for meetings/activities	5,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage	: HSL Mileage	1,000.00
					<b>\$374,684.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,250.00
Sup & Conc	7090	\$230,450.00
LCFF: EL	7091	\$69,984.00
<b>Grand Total</b>		<b>\$374,684.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$218,637.00
G3 - Increase student engagement in their school and community	\$144,606.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,441.00
<b>Grand Total</b>	<b>\$374,684.00</b>