

Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelli Wilkins	X				
2. Chairperson – Melissa Ilad				X	
3. Evette Mesta				X	
4. Sandra Rodriguez				X	
5. Kimberly Jenkins		X			
6. Arianna Ordonez		X			
7. Patricia Skopal		X			
8. Veronica Hulsey			X		
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelli Wilkins		3/29/23
SSC Chairperson	Melissa Ilad		3/29/23

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 2023/24

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$81,810 *
7090	LCFF Supplemental & Concentration	\$267,322
7091	LCFF for English Learners	\$32,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$26,158</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$407,690

* 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	\$2,424
Remaining Title I funds are at the discretion of the School Site Council	<u>\$79,386</u>
Total Title I Allocation	<u>\$81,810</u>

Slater Elementary 2023-2024 - 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	✓		-54 pts	2021-2022	-44 pts
SBAC ELA - percentage of students met/exceeded standard	✓		28.17 %	2021-2022	35 %
SBAC Math - Average distance from standard	✓		-74 pts	2021-2022	-64 pts
SBAC Math - percentage of students met/exceeded standard	✓		20.29 %	2021-2022	25 %

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 met our iReady D2 proficiency goal of 26.6%. Our actual percent proficient on iReady ELAD2 was 29% school-wide. Our expected goal for D3 is 35% school-wide. Third-6th grade students scored 14% on/above grade level for iReady D1 and nearly 25% in D2. Our goal is for this percentage to be 39% on iReady D3. The domains in grades 3-6 that have the lowest percent of student proficient are comprehension. In grades K-2 the highest number of students not meeting proficiency are Phonics and HFWs. After an analysis of the current SPSA actions, the following has been determined.

- Full designated calendar was in place this year. Teachers participated in 80 hours of PL and PLC time throughout the year targeting refinement of instructional plans (in addition to additional 45 hours provided through CBA).
- Teachers continue to implement assessment cycles that include planning for high quality instruction aligned to SBAC stems, using IABs and FIABs, iReady data and common formative assessments to determine interventions and extensions for specific student needs.
- Addition of district funded Academic Coach benefited PLC planning/monitoring, teacher support, especially for our 1st year teaching staff.

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

Our school site continues to see a high number of daily recurring absences across all grade levels. We have had significant impact on increasing good attendance by over 7% from Quarter 1 to quarter 3, which also shows a 7% decrease in our manageable attendance group. This was our targeted group that was monitored by our school social worker. We can also note a decrease in chronic attendance by 3%. Historically, when we monitor our struggling students, it is these students that have chronic/severe chronic absenteeism that we have had the least impact on academically as they fall further and further behind from missed opportunities to learn. Also, our most chronic absenteeism is highest in grades K-2, which is where foundational learning skills are developed.

Transiency continues to be an ongoing issue to note. So when we are comparing data from prior years to the current year, there are frequently discrepancies of concern. This can often be related to transiency. From September until March, we have had a turnover of 20% of our student body. Multiple factors have impacted these new students, lack of stable housing, change in family dynamics, economic factors, limited exposure to consistent schooling. These challenges also impact attendance and availability to learning. We have had a Project Access Social Worker focus on a small group of qualifying students this winter and have found her impact to be positive.

- In addition to planned Professional Learning, teachers were offered optional PL and/or planning support on requested topics such as, planning for small group instruction, foundational skills, iReady tools, and social-emotional learning topics.
- Sub release time to provide supports, co-planning, and peer observations was available.
- New and second year teachers were supported by Academic Coach, however Academic Coach is still required to sub multiple times a month, in addition to off campus meetings/trainings.
- School wide intervention was provided throughout the year by classroom teachers, certificated tutor, and teaching fellows. The addition of 4 additional teaching fellows was found to be challenging due to their lack of experience and knowledge in teaching foundation skills, as well as some inconsistencies in attendance, which caused inequities in service across grade levels. AC provided professional learning for TF, but gaps still exist.
- School Social Worker was provided to support attendance and increased her focus on manageable and chronic attendance categories. She also supervises 2 social work interns who also focus on barriers to attendance.
- Goal setting conversations with students were increased. GS conversations between teacher and administrators occurred twice, one in 1st quarter and once in 3rd quarter. This is an area that could be strengthened as subs are more readily available.
- ELA was a focus area for 1st semester and professional learning time was used to ensure that CFAs were aligned to grade level standards, and IAB/FIABs.
- 3rd-6th grade teachers developed IAB/FIAB calendars in order to ensure that this monitoring tool was being utilized and interventions provided to support students not meeting standards.
- A4 Tutoring/Mentoring was implemented with our site funded RCA in order to support academic growth, attendance and overall SEL wellbeing.

We did meet our iReady Math D2 proficiency goal of 14%. Our actual rate was 15%. Our goal for iReady Math D3 is 30%.

- Our 2nd semester instructional focus was on math. Our PL time was used to ensure that CFAs were aligned to grade level standards and IAB/FIABs. Additional focus given to planning for individual student needs through small group instruction.
- During 2nd semester our teachers developed an ongoing action plan identifying PODs that addressed the most common gaps from Math iReady D2 and aligned with the critical areas of their grade level. Using data collected from PODs, teachers conducted Tier 1 and Tier 2 math small groups.
- This is the 2nd year our 5th/6th grade teams have been implementing and being supported in the implementation of Math Lesson Design. Teachers are provided monthly PL and coaching demonstrations with Swun Math Coach, District Math Coach, and on-site Academic Coach.
- This year we also participated in the Math Acceleration Initiative through the Educational Advancement Group. This program targeted math advancement with African American males but was a service provided to all students. Four additional teaching fellows to utilize in the areas of small group instruction in grades 3-5 were provided. Schedules, attendance and Teaching Fellow capacity impacted implementation of this resource.
- Sub release time to provide supports, co-planning, and peer observations was available.
- New and second year teachers were supported by Academic Coach, however Academic Coach is still required to sub multiple times a month, in addition to have multiple meetings throughout the year that were held on PL/PLC days.
- School Social Worker was provided to support attendance and increased her focus on manageable and chronic attendance categories.
- Goal setting conversations with students were increased. GS conversations between teacher and

administrators occurred twice, one in 1st quarter and once in 3rd quarter. This is an area that could be strengthened as subs are more readily available.

- Reflex Math was provided district wide and was consistently utilized throughout the day.

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).

The 22/23 school year has been the first full school year without significant impacts due to the pandemic. We continue to have staff/student attendance incidents sporadically throughout the year (beginning of year and following winter break). This year has been a rebuilding year to reestablish some of the past best practices that were previously in place prior to the pandemic. I.e. strengthening PLCs, building capacity of 1st and 2nd year teachers. school-wide intervention, aligned assessment cycles, completing FIAB and IAB assessment cycles in grades 3-6. These areas will be continued focus areas, we expect to see continued positive impact on student achievement.

Clarity of Tier 1, Tier 2 and Tier 3 responsibilities and how to support each level.

At the beginning of 22/23 school year we found out that our contract with County Office of Education was cancelled and we were no longer able to utilize these resources to support our planned science field trips for all grade levels, as well as the additional science units/staff who were to be part of our Elective Wheel sessions.

Funds were allocated for 7 Teaching Fellows to support our ELA school-wide intervention. Due to inconsistent attendance and quality of these Teaching Fellows, as well as a decrease in ESSR funds, we will be decreasing our budget to 3 Teaching Fellows. Three TF was our staffing during the 21/22 school year.

Funds were also allocated to purchase technology in order to support classroom use of technology when students do not have access to their own tablet, for whatever reason. However, student laptops were not available for purchase for the majority of the year. Ten additional laptops were purchased, but the remainder of the money will be reallocated.

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 2023/24 SPSA.

Current SPSA actions will reflect the following:

- Decrease number of Teaching Fellows.
- Provide professional learning that supports:
 - Tier 1 and Tier 2 student needs
 - Student Engagement (i.e. PBL, student voice, increase Elective Wheel opportunities)
 - Continue to provide PL opportunities to create positive, engaging school environment
- Due to lack of qualified candidates, we were unable to hire district funded HSL, we hope to fill this position for 23/24 school year

Step 4: Educational Partner Involvement. Share the data 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:	2 ELAC:	3 Staff:
• Continue to provide intervention opportunities	• Help with homework	• Decrease number of Teaching Fellows (TF)

- Continue to provide specific and targeted ELD instruction, and goal setting opportunities
- How to prepare for a parent conference
 - additional academic learning opportunities
- Align TFs with primary grades in order to support foundational reading skills
 - Use support staff (CT, Sped Staff, TSA) to support intermediate interventions focused on scaffolding grade level essential standards.
 - Provide PL on planning student centered, relevant, real-world tasks aligned with grade level standards
 - More deliberate use of student data tracking as a resource
 - Align ELA intervention data so comparable data is monitored and comparable across groups

Action 1

Title: ELA

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

District ELA I Ready Diagnostic Assessments

PLC Common Assessment Cycles, IABs and FIABs

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

Classroom observations/feedback

ELA SBAC results

ELPAC results/EL Redesignation Rate

Data Chats/Goal Setting Conferences

Principal/Vice-Principal Goal Setting

School-wide reading intervention schedules, rosters and data

Student Service Meetings and Individual Student Intervention Plans/Data

Owner(s):

Teachers, ILT

PLCs

PLCs

Principal & Vice Principal

School-wide

TSA/CT/VP

Admin Team/Teachers/Students

Principal & Vice Principal

TSA, VP

VP, TSA, SSW, RCA, School Psychologist

Timeline:

Based on district assessment calendar

CFAs ongoing throughout Unit/Chapter

Quarterly

literal notes, observation logs, admin calendar

SBAC, June 2023

Quarterly

Quarterly

Quarterly

Every 6 weeks

Monthly

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

- CORE Instruction:
 - All students will be provided an extended school day with an additional 30 minutes of instruction.
 - All teachers will implement relevant and culturally responsive teaching practices throughout school day to increase student engagement, ownership and connection to content and school.
 - Materials and supplies such as: supplemental materials, class sets of supplemental reading material that exhibit exceptional craft, showcase culturally diverse characters and themes and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
 - Principal and VP will support capacity building of site leadership team in order to align mission and vision with district goals, school goals and instructional practices.
 - Admin and ILT will set and monitor school-wide, grade level, and classroom goals during PLCs/PLs and goal setting conversations with staff.
 - All classroom teachers will monitor student progress on Essential Standards in ELA through the use of aligned assessment cycles which will document assessment data by subgroup, by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - Provide ongoing professional learning and support in order to continue to implement an instructional model that integrates differentiation, access to small group instruction with teacher, literacy-based science/social-studies, project-based learning, STEAM, and the use of technology. This includes 4 grade level cohorts participating in FUSD PLI Initiative over the next two years (23/24 and 24/25)/
 - Professional Learning will be used as needed to support capacity building in the area of complex text, tasks, talk, technology, Project Based Learning, and/or Social Emotional Learning and the implementation of professional learning communities.
 - Substitutes will be provided when needed, and are available to support professional learning, opportunities for intensive planning sessions, peer observations, teacher input at SSTs, IEPs or provide other parent engagement opportunities.
 - Teachers in grades 3-6 will map out schedule and strategically administer ELA IABs/FIABs throughout the school year, and adjust instruction based on identified needs.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor academic progress, attendance and behavior supports are in place as needed.
 - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
 - Goal Setting chats will be held quarterly between teachers and students to discuss their I Ready goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Tiered System of Intervention:
 - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
 - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed, which may include: graphics, wide variety of texts, tools and supplies, such as whiteboards, chart paper, poster paper, organizational furniture, etc..
 - As identified through assessment data, students will receive Tier 2 and 3 intervention through a school-wide deployment model with the certificated tutor, TSA, SPED Team, Teaching Fellows and classroom teachers. Clear targets and criteria will be developed during each round of intervention in order to monitor student need and progress. Our neediest students will be strategically placed with most qualified teachers.
 - Resource Counseling Assistant (RCA) will provide individual and small group social emotional supports to identified students in order to support academic, student motivation and behavioral goals.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Instructional Assistants and Teaching Fellows, as available.
 - Student Service referrals to site-based COST (Coordination of Services Team) will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
 - Case managers will align supports for SWD to include clear, targeted instructional progressions in core academic subjects, as well as teaching executive function skills that would support academic and behavioral success.
 - Case managers will monitor opportunities for inclusion during academic blocks for all students with disabilities.
 - TSA, School Psychologist, School Social Worker, and RCA will monitor ongoing action plans for COST students and will report quarterly to Principal/VP.
 - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware, software, and/or site licenses)
 - District funded Scholastic F.I.R.S.T, iReady and Think Central will also be used to enhance instruction.
 - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available,
 - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
 - Support participation of 2 PLCs in PLI (Personalized Learning Initiative) provided by FUSD/CIPL.
 - Purchase technology devices and tools for students and teachers to enhance learning.
 - Increase the digital literacy of students with activities in the classroom that align with the State Standards for Technology.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

Focus for the 2022/23 School Year will be improving academic performance of underperforming subgroups: Students with Disabilities, African American, and white Students. Current iReady Reading data also suggests a need to focus on strengthening Phonics skills for students currently in grades 2 and 3. As well as focusing on comprehension in grades 4-6.

- Certificated Tutor, Teaching Fellows, Classroom Teachers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT to ensure adequate progress is being made to meet set goals.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies, including supplemental high-quality texts will be purchased that support access to essential learnings curriculum.
- All staff will be provided professional learning related to the effective mainstreaming of SDC students and how to scaffold/differentiate instruction in order to support all learners.
- Site Funded School Social Worker is funded to monitor attendance, academic progress, and social-emotional well-being.
- Resource Counseling Assistant will provide academic counseling and social emotional supports to identified African American students performing 2+ years below grade level and/or high incidents of suspension or chronic attendance.
- SWD students will be provided with differentiated instruction, based on assessment data from SBAC, iReady and IEP goals
- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction.
- Daily schedules will be designed to ensure that all students who receive RSP services in the area of Reading/Writing are present in their classrooms to receive Tier 1 literacy instruction and their targeted Tier 2 intervention (small group).
- Case Managers of 3rd-6th grade SWD will practice IAB/FIABs within service time in order to provide students practice with their specific accommodations. Case Managers will ensure that students are provided consistent access to their classroom/testing accommodations throughout the year.
- Quarterly goal setting conversations will be completed with all Special Education case managers to ensure consistent student progress for students with IEPs.
- Provide professional learning with a focus on literacy through PLI Initiative for 2 PLCs in order to strengthen teacher capacity to provide differentiated learning opportunities for all students.

Action 2

Title: Mathematics

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady Math Assessments, Grades K-6	Teacher, ILT	3X per year (1st qtr., 2nd qtr. 3rd qtr.)
PLC Common Assessment Cycles, IABs/FIABs	PLCs	CFAs ongoing throughout Unit/Chapter
Classroom observations/feedback	Principal & Vice Principal	Weekly Instructional Admin meetings
Math SBAC results	School-wide	SBAC, June 2022
Data Chats/Goal Setting Conferences	Admin Team/Teachers/Students	Quarterly
Principal/Mce-Principal Goal Setting	VP, Principal	Ongoing
Student Service Meetings and Individual Student Intervention Plans developed through COST process/Data	VP, TSA, RCA, School Psychologist	Monthly

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

- CORE Instruction:
 - All students will be provided an extended school day with an additional 30 minutes of instruction.
 - All teachers will implement relevant and culturally responsive teaching practices throughout instruction to increase student engagement, ownership and connection to content and school.
 - Materials and supplies such as but not limited to: supplemental materials, manipulatives, calculators, and technology
 - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, peer observations, teacher input at SSTs, or provide other parent engagement opportunities.
 - All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - Teachers in grades 3-6 will map out schedule and strategically administer ELA IABs/FIABs throughout the school year, and adjust instruction based on identified needs.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor academic progress, attendance and behavior supports are in place as needed.
 - Goal Setting chats will be held quarterly between teachers and students to discuss their, as applicable.
 - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
 - Slater 5th/6th grade teachers will participate in district math lesson design (MLD) initiative.
 - Substitutes will be provided to support classroom demonstration, coaching and professional learning for MLD.
 - Slater ILT has determined a continued focus on Math Fluency during the 2023-2024 school year and will develop actions and benchmarks to support overall improvements with student Math Fluency. District funded Reflex Math will be used to support this focus.
 - Teaching Fellows for grades 3-5 will be provided by the district's Educational Advancement Group. TFs will support small group intervention in math.
- Tiered System of Intervention:
 - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant or minimal progress.
 - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
 - As identified through assessment data, students will receive Tier 3 intervention as determined by each PLC. Time for interventions will be outlined in daily schedule, instructional maps and student progress documented on PLC SMART goal documents.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Teaching Fellow and/or Instructional Assistants.
 - Student Service referrals to site-based COST (Coordination of Services Team) will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
 - TSA, School Psychologist, School Social Worker, and RCA will monitor ongoing action plans for COST students and will report quarterly to Principal/VP.
 - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware, software, and site licenses)
 - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.

- Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Support participation of 2 PLCs in PLI (Personalized Learning Initiative) provided by FUSD/CIPL.
- Purchase technology devices and tools for students and teachers to enhance learning.
- Increase the digital literacy of students with activities in the classroom that align with the State Standards for Technology.

Specify enhanced services for EL students:

- Certificated Tutor and TSA will provide small group instruction to support access to essential learnings through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational math skills.
- Materials and supplies will be purchased that support access to CORE curriculum.

Specify enhanced services for low-performing student groups:

Focus for the 2022/2023 School Year will be on filling gaps in foundational math skills, in part due to school closure and loss of instructional time related to the pandemic. Teachers will continue to implement Reflex Math, Number Talks, and daily spiral review PODs to support foundational skills in math.

- Teachers in 5th/6th grades will participate in Math Lesson Design initiative and coaching.
- 5th and 6th grade teachers will receive monthly coaching, demonstration lessons and professional learning. Sub release time will be provided.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational skills.
- Materials and supplies will be purchased that support access to CORE curriculum.
- Students with disabilities will be provided with differentiated instruction, based on assessment data from SBAC, iReady and IEP goals
- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction.
- Daily schedules will be designed to ensure that all students who receive RSP services in the area of Math are present in their classrooms to receive Tier 1 math instruction and their targeted Tier 2 intervention (small group).
- Case Managers of 3rd-6th grade SWD will practice IAB/FIABs within service time in order to provide students practice with their specific accommodations. Case Managers will ensure that students are provided consistent access to their classroom/testing accommodations (i.e. questions read, multiplication charts, etc.) throughout the year.
- Quarterly goal setting conversations will be completed with all Special Education case managers to ensure consistent student progress for students with IEPs.
- Provide professional learning through PLI Initiative for 2 PLCs in order to strengthen teacher capacity to provide differentiated learning opportunities for all students.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News Subscription	4,756.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No food or incentives**	541.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : RTI Intervention	8,658.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting, babysitting for parent meetings	197.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		23,462.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A1/A2; Teacher Subtitutes Salaries: PL planning opportunities to support AC development and work; peer observations, SST/IEP, CCT planning, ILT planning, MLD, PLI	37,214.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books for Teachers	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Any and all materials and Supplies, including SOAR, Incentives, t-shirts, elective wheel, parent meetings, newsletters, family engagement nights, Resposne to Intervention; luncheons; Awards. (G1A1/A2; G2A1; G3A1; G4A1; G5A1)	30,115.00
G1A1	Sup & Conc	Instruction	Travel			Conferences (professional Learning) and Travel (G1A1/A2)	2,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine (G1A1/A2; G2A1; G3A1; G4A1; G5A1)	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of School Technology (G1A1/A2)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic, Signs, Banners, Copies, Resources (G1A1/A2)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC Assessment; 6th grade promotion snacks (G1A1/A2; G5A1)	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		31,281.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessing	1,119.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : RTI Intervention	26,158.00

\$179,001.00

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	✓	85.68 %	85.71 %	2022-2023	90 %

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

1

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

This area was a main focus during the school year 22/23. The return of field trips, 6th grade camp, assemblies, and site-based elective wheel made a huge impact on improving our ability to provide access to student-centered/real-world experiences. In the Fall of 2022, our percent favorable in student-centered/real world experiences domain was up 1% from 84% in Spring 2022. We expect after consistently completing the above-mentioned actions our percentage will continue to increase. Professional learning will continue to provided that supports our school mission of providing engaging, relevant, real-world learning experiences for all students.

A challenge in providing real world learning experiences is teacher volunteers. This year we had one teacher provide a Gardening Club throughout the school year. This club has benefited our entire school with the addition of the Slater Garden in our school's common area. In addition, we had 3 TK/kindergarten teachers participate in the LEGO STEM professional learning.

2

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

At the beginning of the 22/23 school year our contract with Fresno County Office of Education Science Program was cancelled. This impacted our planned actions to provide 2 off campus hands-on science experiences for each grade level, as well as specific on-site science lessons as part of our Elective Wheel. We were unable to find the same service by another provider. We did purchase science kits for Elective Wheel, as well as piloting a free online service, Mystery Science as substitutes for the Fresno County experiences. Upon completion of these actions, we will determine whether to continue to fund Mystery Science, and/or purchase additional science kits for our elective wheel.

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

Students have experienced all of the traditional College & Career Readiness field trips provided by the district. In addition, we have provided an increased focus on hands on project-based learning in the classroom, as well as through our Elective Wheel experiences. Students were able to complete courses in Magnets, Roller Coaster Building, learn about different artists, experiment with different art mediums, etc. See attached Elective Wheel Course Guide.

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 2023/24 SPSA.

In the Fall of 2021, Slater adopted our current school mission statement, which includes a commitment to engaging students in meaningful lessons that include communication, problem solving, and taking risks. Our call to action is to find multiple opportunities for students to become in engaged in learning grade level skills and concepts through inspiring engaging content. We plan to identify specific professional learning opportunities, and professional books that will support our continued growth in this area. In October 2022 we were able to hire a Resource Counseling Assistant. Our plan is to further define his role in order to support Tier 1 and 2 students through meaningful work, coaching and mentoring. Our goal is to have the RCA support teachers in planning for the prevention of challenging behaviors, be a liaison between teacher and family.

Step 4: Educational Partner Involvement. Share the data 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: We have tried to highlight some of the PBL/real-world experiences during our quarterly SSC meetings, so that families are more aware of the opportunities that students have been involved in.	2 ELAC: How to get involved in extra curricular activities	3 Staff: - provide PL on PBL (Project Based Learning) - develop student leadership opportunities - Increase Elective Wheel activities - use RCA to organize intramural sports during lunch and/or after school - increase access to clubs
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Action 1

Title: Exposure to Careers

Action Details:

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

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

All students will be provided access to:

- District provided CTE learning experiences
- Site planned Elective Wheel STEAM sessions throughout the year, including materials and supplies in order to offer a wide array of options to students
- Principal will work with 4th-6th grade students to produce school-wide weekly announcements
- Participate in meaningful work activities
- Clubs and activities, which will be supported with supplemental contracts for certificated and classified staff: student leadership, gardening club

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Site funded RCA will monitor and encourage equitable access to ALL students in learning activities provided at the site, district and community.
- EL funded Certificated Tutor will ensure monitoring of EL students and engagements.

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	✓	55.57 %	48.81 %	2022-2023	42 %
Suspension Rate - Semester 1	✓	1.92 %	2.28 %	2022-2023	1.75 %

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

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

Chronic Absenteeism:

Despite meeting our 22/23 of decreasing absenteeism to 55%, this is an area we continue to struggle with. Students that demonstrate good attendance grew from 21% to 49%. The manageable student group dropped from 21% to 18%. Our targeted attendance focus this year (22/23) was on students in the manageable category. The pandemic continues to impact this group of students, with ongoing absences due to illness, students can quickly move from good attendance to being in the manageable or chronic category. Students with disabilities (30%), African American (30%), Asian (20%), and White (83%) are subgroups of students who have a high percentage of chronic and severe chronic attendance. (Of note, the 83% of white students with chronic or severe attendance is 6 students). With increased monitoring from attendance clerk and SSW, we have had steady improvement with these subgroups of students. The district also restarted Saturday Academy and we have had 30-60 students participating in this opportunity each weekend it is offered.

Of significant note is our transiency rate. This has decreased from 21/22, however it is still above 20%.

Suspension Rate:

Our suspension rate has increased this year. We have had several new students placed in our Sped m/m classrooms that resulted in multiple suspensions for these students. These students have needed more supports at school in order to keep everyone safe. It has taken time to determine what was needed to keep students and staff safe.

Student social-emotional wellbeing continues to be of concern. Many students are still facing impacts of the pandemic and other family trauma. Students are still in a state of stress, anxiety, and trauma. These students are just trying to survive. Our site has some outside supports for students, and we attempt to be proactive in supporting students both academically and social emotionally so that negative behaviors that lead to suspension are not occurring.

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

- Students with disabilities will receive targeted and increased monitoring of misbehaviors that may lead to suspensions, in order to ensure that SWD receive SEL supports that will help them be successful in their grade and subsequent grades.
- Sped staff will identify common executive functions to teach across grade levels/class to class in order to develop strategies and tools that will help students be successful at school (planning, time management, perseverance, organization, mental regulation, self control).
- SWD will receive direct instruction on SEL skills and appropriate supports in applying those skills so that students are better equipped with strategies to positively respond to feelings of frustration, anger, etc. preventing their emotions from escalating.
- All staff will be provided PL to support strong Tier 1 structures and supports that all students benefit from.
- All classrooms will have access to calm down space and be taught strategies to support their emotion regulation.

We have found that during periods of organized sports, our students have fewer misbehaviors/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).

District provided Home School Liaison and CWAs was not hired at Slater, due to a lack of candidates.
RCA was not hired and began work until October 2022. It has taken some time to develop and build relationships with students, families and staff.
Challenging to maintain consistent Tier 2 Target Support Team meetings without the benefit of consistent TSA.

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 2023/24 SPSA.

Administrators will continue to work with human resources in order to fill the open positions.
Consistent maintain monitoring and action plans for students identified through Student Services Meetings by teachers and/or observed behaviors.

Step 4: Educational Partner Involvement. Share the data 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:

Parents want extra curricular activities for students.

2 ELAC:

- Parenting skills
- motivation - how to be successful academically
- Additional learning opportunities

3 Staff:

- Consider and provide more incentives for attendance for good/improved attendance
- Create engaging tasks/lessons aligned to standards in order to be excited about school
- Continue with Elective Wheel
- Increase assemblies and activities as incentives and rewards for kids

Action 1

Title: School Connectedness

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

ATLAS suspension reports/Power Bi data reports

Goal 2 Monitoring (data entry)

School Culture & Climate Surveys

CCT Site Surveys

Elective Wheel Participation

Student Success Team Meetings

Student Focus Group Data

Owner(s):

Admin, SSW, ILT, CCT

School Social Worker

Culture & Climate Team/Students

CCT

Teachers

VP, Teachers, School Psychologist

School Social Worker, RCA

Timeline:

Monthly

Quarterly

Fall/Spring

As needed

at minimum, Twice per year

as needed

2nd/3rd quarters and as needed

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

Tier 1:

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

Tier 2:

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

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

Tier 3:

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

85% of EL students feel connected to school which is slightly higher than 82% school-wide. 72% of African American students feel connected to school. 72% of fifth graders feel connected to school as compared to an average of 85% in grades 3, 4, and 6.

- HSL will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- SSW, CWAS, and RCA will work to build connections with African American students and their families in order to increase school connectedness, improve academics and behavior for AA students.
- 22/23 Sixth graders will be targeted to increase engagement and sense of belonging.
- All students will be given the opportunity to self-select and participate in Elective Wheel activities.
- All students will be given the opportunity to attend grade level field trips.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home, monthly to advise parents of upcoming events.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		65,431.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Positivity Project	3,795.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		157,236.00

\$226,462.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93.14 %	90.7 %	2022-2023	93 %

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

1

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

We were able to successfully restructure our Culture & Climate Team this year, with several new members. The members have been more active in providing supports to staff, including a focus on quarterly focus on diversity.

2

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

Our staff survey response the question, I feel valued at this school decreased by 2% from the beginning of the year to end of the year. Staff surveys are given at a stressful time of year, often reflecting a decrease in responses from the beginning to the end of the to March. This year is also a negotiation year, which may have additional impact. Site administrators, CCT, and support staff will continue to find ways to celebrate staff accomplishments and build community around our common mission and vision.

We continue to have new staff join our teaching staff through the Teacher Residents Pipeline. This year our site has 3 first year teachers. We have 3 staff members retiring at the end of the school year, which will cause additional vacancies.

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

Data chats were only held twice this year. However, one of the planned chats was replaced with an additional planning day for teachers.

Teachers were impacted by the lack of a consistent TSA. As a result, additional duties were put on teachers to organize intervention data and support teaching fellows.

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 2023/24 SPSA.

Teachers will be provided more opportunities to share feedback and give input to staff initiatives.

Decreased number of Teaching Fellows will be hired for 23/24 school year. A restructuring of our school-wide intervention program will be implemented in the new school year.

Step 4: Educational Partner Involvement. Share the data 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:	2 ELAC: Homework help from their own teacher	3 Staff: - continue opportunities for whole staff gatherings - increase opportunities for celebrations - increase opportunities for progress monitoring and teacher voice through CCI of a wider range of to
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Action 1

Title: Staff Connectedness and Retention

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Mdyear Slater Survey Results	1. Principal	1. End of 1st semester
2. Fall & Spring Staff Survey Results	2. Admin, CCT, Staff	2. Fall & Spring
3. Meeting agendas	3. Admin	3. Ongoing

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Weekly Slater SOAR to all staff which included communications, professional learning and celebrations
- Teacher PL meetings based on designated calendar
- Quarterly Classified staff meetings
- Staff Engagement opportunities (optional PL, committees, celebrations, etc.)
- Data Chats 3 times a year.
- High functioning ILT, CCT which act as guiding coalition for school improvement.
- Opportunities to attend conferences and other professional learnings (i.e., PLC Summit)

Specify enhanced services for Staff in support of EL students:	Specify enhanced services for Staff to support low-performing student groups:
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Certificated Tutor will provide additional goal setting conversations, and EL Camp prior to ELPAC assessment, which eliminates need for teachers to support ELPAC.

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	84.43 %	90.42 %	2022-2023	93 %

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.

Since the family survey has gone online, it has been challenging to solicit a large percentage of parent responses. In addition, the survey wording and repetitiveness makes it difficult for some parents to complete. Providing incentives has helped, however it is based on trust that surveys are actually completed. This year between our fall and spring surveys we had our highest response rates with 338 and 365. Our biggest decrease this year was in the area of student engagement. Our highest group of responses came from PK and TK. We hope that as they become more familiar with our site and staff, they will feel more connected to the school community. We did hold more parent coffee hours, and functions for parents to enjoy our school than we have in the past. The availability of clubs and activities at school continues to be an area of concern. We have tried to counteract this by having intramurals and other activities during the school day that parents may be unaware of.

2

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

- unable to hire HSL for 22/23 school year
- lack of resources/staff to provide after school clubs
- challenging to have parents sign up for Parent Square vs. automatic with School Messenger
- high transiency and numbers of new parents joining Slater after the start of the school year, which means they miss out building connections with Back to School Chats, Back to School Night, Parent Conferences, etc.

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

We did complete all of the activities outlined in our 22/23 SPSA for family engagement, except for Family Science Night which we were unable to provide due to the cancelation of our contract with Fresno Co. Office of Ed. We will continue to work as a staff to build our repertoire in bringing families together in order to get them to feel like they are part of our community. We were unable to hire a HSL for 22/23 school year due to a lack of candidates. Our school-funded bilingual RCA does help support with parent communication in Spanish.

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 2023/24 SPSA.

- consider more frequent student performances
- continue to build the number of parents who regularly interact with Parent Square, Peachjar, etc.

Step 4: Educational Partner Involvement. Share the data 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: • parent appreciate their classroom teacher • parents would like to know how to support teacher	2 ELAC: • inform parents of meeting and events with more advance notice	3 Staff: • deliberately build positive connections with parents • increase ways for parents to be involved in school activities
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Action 1

Title: Family Engagement

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target 1. Sign in sheets 2. Annual Parent Survey	Owner(s): 1. Admin 2. Admin, Teachers	Timeline: 1. Ongoing 2. March 2022
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Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

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

- Family Literacy Night
- Family Math Night
- Family Technology Night
- **Student Engagement:**
- Weekly family school messenger will communicate important events
- School Marquee
- Notes and reminders
- Translating services Social Media: Site Facebook account
- Goodies with Grownups

Materials and Supplies:

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

Specify enhanced services for Families of EL students:

- The HSL and CWAS will make email and phone contact to families of EL students (as employees are available to be hired)

Specify enhanced services for Families of low-performing student groups:

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No incentives or food**	2,227.00

\$2,227.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0420 Slater Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News Subscription	4,756.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No food or incentives**	541.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : RTI Intervention	8,658.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting, babysitting for parent meetings	197.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		23,462.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A1/A2; Teacher Subtitutes Salaries: PL planning opportunities to support AC development and work; peer observations, SST/IEP, CCT planning, ILT planning, MLD, PLI	37,214.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books for Teachers	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Any and all materials and Supplies, including SOAR, Incentives, t-shirts, elective wheel, parent meetings, newsletters, family engagement nights, Resposne to Intervention; luncheons; Awards. (G1A1/A2; G2A1; G3A1; G4A1; G5A1)	30,115.00
G1A1	Sup & Conc	Instruction	Travel			Conferences (professional Learning) and Travel (G1A1/A2)	2,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine (G1A1/A2; G2A1; G3A1; G4A1; G5A1)	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of School Technology (G1A1/A2)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic, Signs, Banners, Copies, Resources (G1A1/A2)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC Assessment; 6th grade promotion snacks (G1A1/A2; G5A1)	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		31,281.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessing	1,119.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : RTI Intervention	26,158.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		65,431.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Positivity Project	3,795.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		157,236.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No incentives or food**	2,227.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$81,810.00
Sup & Conc	7090	\$267,322.00
LCFF: EL	7091	\$32,400.00
One-time School	7099	\$26,158.00
Grand Total		\$407,690.00

\$407,690.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$179,001.00
G3 - Increase student engagement in their school and community	\$226,462.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,227.00
Grand Total	\$407,690.00