

Tatarian Elementary

10621666101109

Principal's Name: Michele Markarian

Principal's Signature: *Michele Markarian*

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 - Michele Markarian	X				
2. Chairperson – Adam Cholakian				X	
3. Vice-Chairperson – Jennifer Quintanilla				X	
4. Secretary – Kristi Wilson				X	
5. DLAC Representative – Rebecca Dale					
6. Member – Diane Abbott		X			
7. Member – Joe Lang		X			
8. Member – Nicole Pellegrino		X			
9. Member – MaryAnn Stewart			X		
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 11/30/22.

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	Michele Markarian		3-29-2023
SSC Chairperson	Adam Cholakian		3/29/2023

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

Tatarian - 0165

ON-SITE ALLOCATION

3010	Title I	\$25,080 *
7090	LCFF Supplemental & Concentration	\$94,694
7091	LCFF for English Learners	\$9,072
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$9,266</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$138,112

* 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	\$836
---	-------

Remaining Title I funds are at the discretion of the School Site Council	<u>\$24,244</u>
--	-----------------

Total Title I Allocation	<u>\$25,080</u>
--------------------------	-----------------

Tatarian 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
i-Ready ELA D2 proficiency - percentage of students on/above		50.54 %	54.91 %	2022-2023	64.01 %
i-Ready Math D2 proficiency - percentage of students on/above		34.68 %	35.14 %	2022-2023	45.24 %
SBAC ELA - Average distance from standard	✓		-1 pts	2021-2022	9 pts
SBAC ELA - percentage of students met/exceeded standard	✓		51.06 %	2021-2022	61 %
SBAC Math - Average distance from standard	✓		-19 pts	2021-2022	-9 pts
SBAC Math - percentage of students met/exceeded standard	✓		45.11 %	2021-2022	55.21 %

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

1

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

ELA On level

- All Tatarian grade level PLC teams mapped out and planned quarterly teaching cycle maps that identified focus standards for each quarter.
- School-wide Response to Intervention (RTI) was intended to be utilized 30 minutes - 3 days per week
- Teaching Fellows supported our K-2 students' RTI during morning ELA Block.
- Kindergarten – 2nd grade teachers were trained in Orton Gillingham strategies for support teaching of reading foundational skills in the 3rd
- Students enrolled in Afterschool Extended Learning Program received homework support along with foundational reading skills training through the Cullinan Center.

MATH- On Level

2

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

I-Ready ELA D2 on level-

- 58% of **Hispanic** students scoring 1-2 years below in 2022 **decreased** to 47% in 2023. This is our largest sub group.
- 77.5% of **African American/Black** students scoring 1-2 years below in 2022 **decreased** to 72% in 2023.
- 43 of **Socioeconomically Disadvantaged** students scoring 1-2 years below in 2022 **decreased** to 53% in 2023.
- 43% of **Two or more races** students scoring 1-2 years below in 2022 **decreased** to 30% in 2023.
- 87% of **Students with Disability** scoring 1-2 years below in 2022 **decreased** to 78% in 2023.

I-Ready Math D2 on level-

- 78% of **Hispanic** students scoring 1-2 years below in 2022 **decreased** to 75% in 2023. This is our

- Grade level PLC teams mapped out and planned quarterly teaching cycles that identified focus standards for each quarter. Teachers utilized Common Formative Assessments (CFAs), 3-6 grades utilized FIAB/IABs and i-Ready diagnostics data to identify students needing additional support.
- Teachers in grades 4 and 5 worked with District coaches to provide SWUN Math Instruction along with the District's Guarantee Viable Curriculum (GVC)- GO MATH.
- Teachers provided the opportunity for students who received Ds or Fs on CFAs to retake the assessment.
- Teachers provided reteaching through RTI block.
- A "Late bus" enable students to be enrolled in Afterschool Extended Learning Program to receive homework support.

largest sub group.

- **89%** of **African American/Black** students scoring 1-2 years below in 2022 **decreased to 84%** in 2023.
- **79%** of **Socioeconomically Disadvantaged** students scoring 1-2 years below in 2022 **decreased to 75%** in 2023.
- **51%** of **Two or more races** students scoring 1-2 years below in 2022 **decreased to 42%** in 2023.
- **85%** of **Students with Disability** scoring 1-2 years below in 2022 **decreased to 84%** in 2023.

2022 SBAC- ELA

- **Hispanic** students: **-17 points distance** from Standard
- **African American/Black** students: **-59 points distance** from Standard
- **Socioeconomically Disadvantaged** students: **-22 points distance** from Standard
- **Two or More Race** students: **-39 points distance** from Standard
- **Students with Disabilities**: **-123 points distance** from Standard

2022 SBAC- MATH

- **Hispanic** students: **-32 points distance** from Standard
- **African American/Black** students: **-101 points distance** from Standard
- **Socioeconomically Disadvantaged** students: **-36 points distance** from Standard
- **Two or More Race** students: **-29 points distance** from Standard
- **Students with Disabilities**: **-112 points distance** from Standard

—Due to the lack of availability/hiring Teaching Fellows (TF) only 2 out of 3 TFs were available, and their attendance was inconsistent in the 2nd quarter. This made scheduling inconsistent through the 2nd and 3rd quarter and a struggle to meet the needs of our 'targeted' low performing students.

—Designated RTI time was not consistent through out grade levels.

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).

- Inconsistency with attendance of Teaching Fellows along with not being able to hire a third TF contributed to inconsistency with K-2 intervention program support via push in and/or pull out.
- Data collection/reflection within PLCs needs to be consistent surrounding Math improvement especially within our SED, SWD, AA and Hispanic groups.

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.

- Continue Grade Level PLC meetings and use the Continuous Cycle of Improvement with fidelity.
- Quarterly Grade Level PLC planning days

- Schedule DATA chats with Admin. along with data chats between teacher and students.
- Set RTI time for all grade levels

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: Discussed at February & March 2023 meetings	2 ELAC: • Folded into the SSC	3 Staff: • Plan and set school, grade level, classroom and student goals based off initial district assessments along with data from 2022-23 SBAC data • Provide RTI for all students • Provide funding for tutoring • Provide funding for COST/SST release subs • Provide funding for PLC data chats with Admin. release subs.
--	---	---

Action 1

Title: ELA Improvement

Action Details:

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

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

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

Explain the Progress Monitoring and data used for this Action

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

1. Grade Level Common Formative Assessments (CFA) of identified essential reading standards.
2. District Interim Benchmark Assessments (i-Ready Diagnostict) Student Progress Monitoring Using-- Baseline: Diagnostic 1 / Diagnostic 2 growth / Diagnostic 3 growth
3. SBAC
4. Interim Assessment Blocks (IAB) / Frequent Interim Assessment Blocks (FIAB)
5. Common Formative Assessment (CFA)
 - Student Responsive to Intervention (RTI) needs and groups will be based on grade level mastery results.
6. Student in Kindergarten and 1st grade will be monitored using Benchmark Assessment System (BAS)

Owner(s):

1. Admin./Teacher/Grade level PLC
2. Admin./Teacher/Grade level PLC
3. Admin./Teacher/Grade level PLC
4. Admin./Teacher/Grade level PLC
5. Admin./Teacher/Grade level PLC
6. Kindergarten & 1st grade teacher / Admin

Timeline:

1. Bi-Weekly
2. August 2023 / December 2023 / March 2024
3. August 2023
4. Monthly
5. Monthly
6. Kinder 3rd and 4th quarter / 1st grade Quarterly

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

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

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

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

- i-Ready diagnostics along with BAS scores (kindergarten & 1st grades) will be used to identify students current levels.
- A 30 minute Response to Intervention instructional block will take place 4 days a week to address all K-6 students individual needs..
- During the 30 minute Response To Intervention (RTI) block all students will receive differentiated instruction based on their assessed learning level. Small group instruction using guided reading and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-6 grade levels intervention bloc-- RSP Teacher, Instructional Aides, Teaching Fellows and Parent Volunteers.
- Teaching Fellows will be contracted to support our RTI block to support foundational skills for our primary grades.
- Students who need additional support to work towards being at or above grade level will be identified to participate in after or before school tutoring. Supplemental contracts will be provided to certificated or classified staff to lead tutoring groups.

TIER 3- Will build foundational literacy skills.

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

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

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

Purchase of Core Literature Books for literature circles and book studies

RTI materials to support students needs

Online and print subscriptions such as Scholastic News, RAZ Kids

Student and classroom technology

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Math Improvement

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Grade Level Common Formative Assessments (CFA) and Common Summative Assessments (CSA)

Owner(s):

Teachers

Grade Level PLCs

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
District Interim Assessments (i-Ready Diagnostic)	Teachers	August 2023
	Grade Level PLCs	November 2023
	Administration	March 2024
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student Achievement Data Chats	Administration	Quarterly
	Teachers	
	Grade Level PLC	
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC	Administration	August 2023
	Teachers	
	Grade Level PLC	
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Frequent Interim Assessment Blocks (FIAB)	Administration	Monthly
Interim Assessment Blocks (IAB)	Teachers	
i-Ready Standards Mastery Diagnostic	Grade Level PLC	

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

- Tier 1-**
- Re-introduce and deepen knowledge of IPG tenants
 - Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and access to rigorous content.
 - All students will receive quality Math instruction aligned to Common Core State Standards, using the District's Guaranteed and Viable Curriculum (GVC), focus on challenging content, student ownership, and ongoing improvement
 - i-Ready Diagnostics, Common Formative Assessments (CFA), Frequent Interim Assessment Blocks (FIAB) and Interim Assessment Blocks (IAB) will be utilized to identify students progress in mastering grade level math standards.
 - PLCs will create and administer CFA/ CSAs aligned to Essential Learnings (minimum of 1 per chapter)
 - The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
 - All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting to develop academic and study skills goals and plan strategies to attain the goals.
 - A Math Master Club will be established to recognize students who have mastered their grade level basic math facts. It will also include a challenge club to motivate students who need acceleration in math.
 - Teachers will participate in SWJN math professional development and implementation. Sub release days will be provided to allow each teacher to participate in cycle of improvement process.
 - After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.
 - Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions or software.
- TIER 2-**
- All students in grades K-6 will receive differentiated Math instruction RTI to address learning gaps in essential grade level standards based on students' assessed needs as determined by i-Ready Diagnostics, CFAs, FIABs

and/or IAB.

- The school will develop and provide before or after school intervention to support students who are receiving a D or F in math.
- Students will have opportunity to review and retake assessments they fail.

TIER 3-

- Identified students will be referred to the COST/Student Success Team (SPED and GE teachers will participate through sub release) in order to determine appropriate Tier 3 intervention supports.
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
- SPED identified students will receive direct services from the RSP Team.
- Tutoring and Supplemental contracts will be provided to teachers and/or classified to support students with before or after school tutoring.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificate Subs for COST/SST meetings-(9) **No IEPs**	2,161.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental M & S to support ELA/ Math instructions & intervention/enrichment **No incentives or food**	834.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Classroom Tech. Also supports G1A2	1,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 Teaching Fellows- support RTI 3 days /week for 3 hours	16,454.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			BAS assessment 1st grade--3Teachers (Qtr 2, 3 & 4)	2,161.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Awards, incentives, Hawk Nest supplies	1,665.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material/Supplies for teachers (\$150/Teacher)- also supports GIA2	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental M & S to support ELA/ Math instructions & intervention/enrichment	2,216.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			DATA Chats (Qtr.1 & 3 - 4days total)- also G1A2	960.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Certificate for EL tutors (25 hours)	1,330.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental Contract for ELPAC assessor(25 hours)	1,417.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Brain Pop Online Subscription- also supports G1A2	3,524.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Classroom Tech. Also supports G1A2	1,841.00
G1A1	One-time School	Instruction	Teacher-Subs			BAS assessment kinder. teachers (Qtr.3&4)	1,440.00
G1A1	One-time School	Instruction	Teacher-Supp			August PLC Planning--also G1A2	7,454.00
G1A1	One-time School	Instruction	Mat & Supp			: Material & supplies for RTI **No incentives or food**	372.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning days (3 days/year)- Includes G1A1	14,405.00

\$62,234.00

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	✓	85.56 %	79.34 %	2022-2023	80.44 %

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.

There was limited implementation actions for this goal due to lack of staff availability to provide on campus real learning experiences such as student jobs. Tatarian students' exposure to district provided 'Exposures to Career' was not fully implemented until the middle of the year with some staff and students expressing providing a variety of types of careers.

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

75% of our AA; 78% of our SED and SWD; and 75% of our Hispanic students expressed favorable student centered and real-world learning experiences compared to 79% overall.

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 major difference between the intended and actual implementation of activities such as after school sport teams, student jobs and club was Admin. was focused on Tatarian's Name Change thus taking time away from being able to be proactive in the organization of activities and recruiting staff to implement programs along.

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.

To support an increase of student centered and real world learning experiences Admin. will focus on needs and interest of students in regards to the types of clubs they would be interested in participating in. Admin. will look at student engagement data through ATLAS, focusing on our disproportionately represented students. Staff will choose activities they would like to lead at the beginning of 2023-24 school year. Encourage low performing student groups to participate in After School-Extended Learning activities along with the use of the "late" bus.

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: Discussed February & March 2023 meetings	2 ELAC: Folded into the SSC	3 Staff: - Teachers and staff provided feedback to continue funding along with ideas for clubs, student incentives/rewards, student rallies/assemblies and celebrations to promote a sense of belonging. - Feedback around funding for science and enrichment activities
---	---	--

Action 1

Title: Student Engagements

Action Details:

Tatarian ElementaryStaff is committed to providing and expanding a positive student centered school climate and culture along with real-world world experiences which will enable students to feel connected to school. To help Tatarian Students prepare for college and career, the following actions will be implemented by engaging students in promoting intellectual curiosity, critical thinking and problem solving activities.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target - Student Engagements (Goal 2) Data of activities participant record - School Culture & Climate Student Survey - School Culture & Climate Staff Survey - School Culture & Climate Family Survey	Owner(s): - Administration/Teachers - CCT/ Admin - CCT/Admin - CCT/Admin.	Timeline: - Ongoing/Quarterly - Fall 2023 and Spring 2024 - Fall 2023 and Spring 2024 - Fall 2023 and Spring 2024
---	---	---

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

TIER 1-

- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connectedness to school, their community, and future careers.
- Students will have the opportunity for earning S.P.I.R.I.T. tickets to be entered into weekly drawing for demonstrating Criteria for Success for behavior and academics
- All students in grades 3rd - 6th will participate in district provided 'Exposures to Careers'
- All students will participate in weeklyPositivityProject class meetings and district adopted Second Step curriculum
- Student jobs will be created to engage students in activities that make them feel connected and part of our school.
- Multi-cultural clubs and assemblies will recognize and showcase various cultures on campus

- Funds will be used to purchase equipment for sports teams, items for clubs and enrichment activities
- Opportunity for students to participate in "Reverse Inclusion" in our Autism classrooms.

TIER 2-

- The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students.
- School will provide Peer Mediation Conflict resolution for students TK-6 grade. This will include but not be limited to the following subgroups: socioeconomically disadvantaged, Foster Youth, SPED, Hispanic and African American.
- School will strategically select students in significantly disproportionate significant subgroups, SPED, Foster Youth from grades 3-6 to participate in our, after school sports, lunchtime clubs, Careers for Cowboys program, student council, safety team, and other activities to get them more engaged in the school community.
- Students in significantly disproportionate significant subgroups will have access to Tatarian's Resource Counseling Assistant.

TIER 3

- Students from disproportionality/significant groups will receive first priority for student jobs.
- select students in significantly disproportionate significant subgroups, SPED, Foster Youth from grades 3-6 to participate in our, after school sports, lunchtime clubs, Careers for Cowboys program, student council, safety team, and other activities to get them more engaged in the school community.

MATERIALS & SUPPLIES

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- High risk students will be identified through multiple data sources (attendance, behavior, participation) and proactive interactions will be developed by designated staff (COST) Our COST will implement and support a process to evaluate and prioritize requests for student support. Progress monitoring will be provided to stakeholders on a monthly basis.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	26.55 %	29.67 %	2022-2023	29.07 %
Suspension Rate - Semester 1	✓	1.33 %	1.25 %	2022-2023	0.92 %

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.

CHRONIC ABSENTEEISM-

To support positive attendance our Office Assistant, School Social Worker, Resource Counseling Assistant, and Administration worked together to support students with chronic attendance issues. Tatarian provided families with counseling and/or resources for emotional issues along with follow up/check-in calls.

SUSPENSION STUDENTS WITH 1 OR MORE-

Suspensions increased from 8 in 2021/22 to 11 in 2022/23. Our Tier 1 and 2 students received SEL support in both the classroom and Individual/small group support. Students also had the opportunity at recess to engage in activities promoting peer relationships and socialization skills by attending 'The Hawk Nest' with our Resource Counseling Assistant. The use site funds to hire a School Social Worker, 2 days/week made it difficult to support the increase needs of all our Tier3 students.

2

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

CHRONIC ABSENTEEISM-

Overall: Chronic-32.8%

HISPANIC: Chronic- 42.4%

AA: Chronic- 45.4%

SED: Chronic-42%

SWD:Chronic- 47.9%

SUSPENSION STUDENTS WITH 1 OR MORE-

HISPANIC: 27% (3students)

AA- 54% (6 students)

White- 18% (2 students)

SWD:Severly Chronic-

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 increased in behaviors and intensity of the behaviors were caused by their lack of ability to self regulate and manage their emotions. Lack of adequate funding site funded RCA 3.5 hours/day and site funded School Social Worker 2 days/week made it difficult to service and meet the needs of all students in Tier 2 and 3.

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.

Due to the increase of social-emotional needs of our students we will need to continue our District funded 'late bus' to be able to provide extra- curricular activities and encourage all students to attend Extended Learning Activities (before and after school, & Super Saturday Academy). Social emotional learning supports through district Second Step Lessons, Olweus Anti-Bullying, and Positivity Project need to be taught by all staff members with fidelity. We will continue to utilize All 4 Youth counseling, School Psychologist (3 day/week) and fund our .43 RCA and .40 School Social Worker positions (with help from District) to support students, families and staff as needed

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: Discussed at February & March 2023 meetings Expressed concern with why Absenteeism increased	2 ELAC: Folded into SSC	3 Staff: questioned why district doesn't fund a full-time school social worker to support the growing need of SEL support
---	---	---

Action 1

Title: Social Emotional Supports

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Tatarian Student Survey 2. District - Student School Climate Survey 3. ATLAS Behavior Reports 4. COST/SST Meetings 5. Documentation of Class Meetings	1. Admin/Teachers/CCT 2. Admin/Teachers/CCT 3. Admin/Teachers/CCT 4. Admin/Teachers/SEL Team/Psych 5. Admin/Teachers	1. August/September 2024 2. Fall 2023/Spring2024 3. Monthly/Quarterly 4. Bi-weekly/monthly 5. Quarterly

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

TIER 1-

- Teachers will provide social emotional supports for all students through class weekly class meetings and teaching Second Step & Olweus Bullying Prevention curriculum
- Continue to provide all staff with Cultural Proficiency Professional Learning Opportunities
- Re-introduce Growth Mindset and Power of YET.
- Safe and Civil CHAMP / MAC will be used in the classroom with fidelity
- All students will be provided daily/weekly social/emotional lessons focused on the four social-emotional competencies through the Positivity Project 24 - Positive Psychology Character Strengths and Virtues Curriculum.
- Student Peer Mediators will be trained by RCA in conflict resolution to be utilized at lunch recess to support student experiencing minor conflicts
- Create a Student Leadership Group to demonstrate positive role models
- A variety of lunch time intramurals and clubs to motivate and engage students in school will be provided.
- NTA's will attend monthly trainings focusing on supervision structures and positive student engagement.
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block T
- Administration will hold a 'New Student' welcome orientation to welcome new students to Tatarian which will take place in August and January
- Students participate in 'Reverse Inclusion' in Room 1&2

TIER 2-

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

TIER 3--

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

MATERIAL & SUPPLIES-

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

- Teachers will have the opportunity to participate in book studies focusing on social emotional needs.

Action 2

Title: Improve Attendance Through Engagement

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Student Attendance data on ATLAS 2. Report Card / Grade	1. Administration/Office Assistant/Teachers 2. Administration/Teachers	1. Daily/ Weekly/Monthly 2. Quarterly

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

TIER 1-

- Incentives provided to students with positive attendance/tardy rates as determined by the School Climate Team
- Classrooms and/or grade levels meeting attendance goals will receive extra recess monthly
- One class from each grade level with the highest attendance rate and lowest tardy rate will be honored with the HAWK Attendance Award
- Goal Setting & incentives for students with Chronic Absenteeism to improve attendance will take place with teacher
- Encourage ALL students to participate in Goal 2 opportunities
- Encourage students to participate in Before School Extended Learning and Super Saturday Academy

TIER 2-

- RCA will develop a 'contract' incentive to improve attendance for students. Targeted students will included but not limited to- our significantly disproportionate subgroups.
- Students in significantly disproportionate subgroups will be offered 'school jobs'
- Incentives & recognition will be given to students and families with improved attendance & tardy rates.

TIER 3-

- Teachers, RCA, School Social Worker, and Administration will conduct 'check-ins' with identified students, hold conferences and develop incentives contracts for studnets with chronic attendance
- School Social Worker & Administration will make home visits and/or conference with families to provide the necessary supports needed

Specify enhanced services for EL students:

- English Learner Students will be provided opportunities to engage in GOAL 2 activities. Admin. will monitor GOAL 2 to ensure these students are engaged in GOAL 2 opportunities.
- English Learners will participate in weekly class meetings and Second Step lessons around the 4 social emotional competencies of Self Management, Self-Efficacy, Growth Mindset and Social Awareness
- Administration will communicate directly with parents of EL students

Specify enhanced services for low-performing student groups:

- Teachers will participate in '2 X10' activities with students in need of connection to a caring adult at Tatarian
- Staff will encourage **disproportionate subgroups** to participate in extra-curricular activities & clubs
- Teachers will incorporate SEL learning into academic instruction
- COST/SST Meetings
- SEL Team will meet with Admin. bi-weekly to discuss students in **disproportionate subgroups**

- ?Recieve services from RCA, School Social Worker, School Psychologist and/or All 4 Youth.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Bks & Ref			: Site License: Positivity Project	3,795.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Split with Heaton 60% and Tatarian 40%.	53,631.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist with Social-Emotional Needs	15,654.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time (70hrs)	1,562.00

\$74,642.00

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	✓	95.35 %	90.88 %	2022-2023	91.98 %

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.

To support the increase of diversity in population at Tatarian since before COVID we have implemented the following:

- When hiring for classified & certificated positions we intentionally interview candidates from a variety of cultural backgrounds that reflect our student body.
- Tatarian has utilized the DEI PRAXIS Collaborative to provide Cultural Proficiency Teacher Training

2

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

The lack of student representation in staff is due to the high retention rate of employees at Tatarian.

- SED: 55.4%(296 students)
- HISPANIC: 42.7%(228 students)
- White: 33.5%(179 students)
- SWD: 9%(48 students)
- AA: 9.7%(52 students)
- 2 or more races: 7.5%(40 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).

Eventhough we have hired staff members that represent our student population, thier continues to be a lack of student representation in our staff.

Administration needs to increase the amount of PL time to focus on academic teachings along with Culture Proficiency trainings and awareness

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.

- Increase recruitment of diverse parent participation in School Site Council, PTA, parent volunteers...
- Continue to provide Culture Proficiency training to ALL staff members during the 2023-2024 school year.
- Be mindful of our diverse needs when interviewing and hiring qualified candiates

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: Discussed at February & March 2023 meetings	2 ELAC: Rolled into SSC	3 Staff: - Professional learning focusing on Cultural Proficiency & Social Emotional needs - Cultural Awareness assemblies and "Guest Speakers"
--	---	---

Action 1

Title: Staff Engagement

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. District-Climate/Cultural Staff Survey

Owner(s):

1. Administration / CCT

Timeline:

1. Fall 2023 & Spring 2024

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

- Staff survey/opportunities for feedback and needs
- Provide opportunity for staff 'shout-outs' and positive feedback
- Staff Team Building Activities
- Continue Professional Development and collaborations to deepen knowledge of Cultural Proficiency training and academic teaching strategies for all staff.
- Monthly Professional Learnings focusing on Cultural Proficiency for all staff
- Monthly trainings for Noon Time Assistants and Para-Professionals
- Weekly grade level Professional Learning Community meetings to collaborate, co-plan, develop teaching cycle calendars, develop CFAs, develop/adjust intervention
- Provide grade level release days for beginning of year, and each quarter to focus on instructional planning
- Provide teachers with learning opportunities to gain social emotional learning skills along with skills to provide a positive and growth mind-set environment
- Book Study/ PLs focusing on 'how to' and strategies to meet students' social-emotional needs and build responsibility, relationships, and respect in the classroom
- Revisit *Learning By Doing - A Handbook for Professional Learning Communities at Work* by DuFour, Eaker, Many and Mattos and CHAMPS/MAC (Safe and Civil Schools)
- When we have open staff positions we will be mindful of our diversity needs, when interview qualified candidates.
- Include a diverse representation of Teaching and Classified Staff on Hiring Panels.

- Increase recruitment of diverse parent participation for the School Site Council and other parent organization

Materials and Supplies:

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

Specify enhanced services for Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	95.87 %	2022-2023	96.97 %

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 continue to have a high percentage of families who feel like they are part of their child's school 96% but need to increase the amount of families participating in the Family Climate & Culture Survey. Getting students involved in activities outside the classroom while also supporting families/parents in feeling respected and welcomed is important to the climate and culture of Tatarian.

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

105 Families surveyed-- 96% felt they were a part of their schools (Hispanic 95%; SWD 96%; 2 or more races 92%)

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).

- After School Extended Learning along with district funded 'Late Bus' has increased students participation in after school activities
- Admin did not provide informational 'Parent Coffee Hours' with fidelity.
- Need to increase family awareness of District Family Climate & Culture Survey

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Implementation for the 2023/24 school year-
- Staff will focus on building positive parent/family relationships by continuing to receive Cultural Proficiency and Social-Emotional training
 - 'Parent Coffee Hours' with Administration at least every quarter
 - increase recruitment of diverse parent/guardian participation for SSC, PTA and classroom volunteers.
 - Continue PTA Sponsored events--Cultural Awareness, Dine-Out nights, Family events (movie night, bowling, picnics...)

- Use of variety of communication with families but not limited to-- Parent Square, Tatarian Times (school-wide parent newsletter), teacher made newsletters, Atlas Parent Portal, school website and social media platforms.

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: Discussed at February & March 2023 meetings	2 ELAC: • Rolled into SSC	3 Staff: • Positive Postcard and/or entries into ATLAS • Family/parent meetings around homework, academic, social emotional support & parenting skills
--	---	--

Action 1

Title: FAMILY ENGAGEMENT

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. ATLAS Student Portfolio- Positive Entries 2. District- School Culture/Climate Parent Survey 3. Parent Attendance Verification 4. Tatarian Times Parent Newsletter Analytics	1. Admin./Teacher 2. Admin./Teacher 3. Admin/School Site Council/PTA/Teacher 4. Admin	1. Weekly 2. Fall 2023 / Spring 2024 3. Monthly 4. Bi-Weekly

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

TIER 1-

- Parent Teacher Conferences to discuss students academic success and needs
- Teachers will send home parent reports after each KAIG, BAS and/or i-Ready Diagnostic
- Coffee hour trainings with administration and school social worker.
- Preforming Arts Performances and attend athletic team events.
- Student Award Assemblies in-person
- Back to School Night & Open House Presentations

- Teachers and Staff will enter positive behaviors on ATLAS weekly
- Teachers and Staff will make phone calls home and/or send postcard to report something positive to parents to encourage students and parents.
- Parents will receive weekly updates through Parent Square phone calls and Tatarian Times Parent newsletter..
- Other forms of parent communication will include ATLAS Parent Portal, school website and social media platforms.
- Parent / Admin. Coffee Hour (Quarterly)
- Encourage participation in School Site Council and PTA to discuss and help make social activities and educational needs decisions for students
- Family Inservices around academics & SEL support

TIER 2 &3-

- Face to face meetings with parents through SSTs of identified TK-6 graders who are struggling academically and/or social emotionally.
- Parents of students identified to work with our School Social Worker or Resource Counseling Assistant will be informed and asked to be involved in the process.

MATERIALS/SUPPLIES:

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

Specify enhanced services for Families of EL students:

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

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

- Student Success Team Meetings
- Parent University Courses
- Parent/Teacher Conferences
- School Social Worker and RCA to support with needs outside of school
- "Coffee hour" with Administration
- Office assistant will notify administration to support families of low performing students may need when contacting them about attendance
- Administration will set up Parent/Teacher/Admin conference to support families and students in need.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation **No incentives or food**	836.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent 'coffee hour'	400.00

\$1,236.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0165 Tatarian Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificate Subs for COST/SST meetings-(9) **No IEPs**	2,161.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental M & S to support ELA/ Math instructions & intervention/enrichment **No incentives or food**	834.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Classroom Tech. Also supports G1A2	1,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 Teaching Fellows- support RTI 3 days /week for 3 hours	16,454.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			BAS assessment 1st grade--3Teachers (Qtr 2, 3 & 4)	2,161.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Awards, incentives, Hawk Nest supplies	1,665.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material/Supplies for teachers (\$150/Teacher)- also supports GIA2	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental M & S to support ELA/ Math instructions & intervention/enrichment	2,216.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			DATA Chats (Qtr.1 & 3 - 4days total)- also G1A2	960.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Certificate for EL tutors (25 hours)	1,330.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental Contract for ELPAC assessor(25 hours)	1,417.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Brain Pop Online Subscription- also supports G1A2	3,524.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Classroom Tech. Also supports G1A2	1,841.00
G1A1	One-time School	Instruction	Teacher-Subs			BAS assessment kinder. teachers (Qtr.3&4)	1,440.00
G1A1	One-time School	Instruction	Teacher-Supp			August PLC Planning--also G1A2	7,454.00
G1A1	One-time School	Instruction	Mat & Supp			: Material & supplies for RTI **No incentives or food**	372.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning days (3 days/year)- Includes G1A1	14,405.00
G3A1	Title 1 Basic	Instruction	Bks & Ref			: Site License: Positivity Project	3,795.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Split with Heaton 60% and Tatarian 40%.	53,631.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assisst with Social-Emotional Needs	15,654.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time (70hrs)	1,562.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation **No incentives or food**	836.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent 'coffee hour'	400.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$25,080.00
Sup & Conc	7090	\$94,694.00
LCFF: EL	7091	\$9,072.00
One-time School	7099	\$9,266.00
Grand Total		\$138,112.00

\$138,112.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$62,234.00
G3 - Increase student engagement in their school and community	\$74,642.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,236.00
Grand Total	\$138,112.00