

**Forkner Elementary**

10621666101109

Principal's Name: Michele Markarian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal – Michele Markarian</b>	X				
<b>2. Chairperson - Adam Chalokian</b>				X	
<b>3. Vice- Chairperson - Erin Boswell</b>				X	
<b>4. Secretary – Kristi Wilson</b>				X	
<b>5. DAC Representative – Wonanetta Graves</b>				X	
<b>6. Kevin McGensy</b>		X			
<b>7. Nicole Pellegrino</b>		X			
<b>8. Joe Lang</b>					
<b>9. Shelley Benneyan</b>				X	
<b>10. Erin Boswell</b>				X	
<b>11.</b>					
<b>12.</b>					
<b>13.</b>					
<b>14.</b>					
<b>15.</b>					

Check the appropriate box below:
<b>ELAC reviewed the SPSA as a school advisory committee.</b>
<b>ELAC voted to consolidate with the SSC. Date <u>N/A</u>.</b>

**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
<b>Principal</b>	Michele Markarian		4-10-2022
<b>SSC Chairperson</b>	Adam Cholakian		4/6/2022

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 2022/23

Forkner - 0165

**ON-SITE ALLOCATION**

3010	Title I	\$21,836
7090	LCFF Supplemental & Concentration	\$87,622
7091	LCFF for English Learners	\$6,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$47,897</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$163,755</b>

* 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	\$848
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$20,988</u>
	Total Title I Allocation	\$21,836

## Forkner Elementary 2022-2023 - 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	✓		45.54 %	2021-2022	50.54 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		29.58 %	2021-2022	34.68 %

**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.

#### **i-READY ELA D2 On Level**

- All Forkner grade level PLC teams mapped out and planned quarterly teaching cycle maps that identify focus standards for the first semester. Due to decrease requirement changes of required PL and PLC meeting times we were not able to meet our targets. Although we did not meet our goal we grew from 30% at/above grade level to 46% at/above grade level
- The school-wide Response to Intervention (RTI) was intended to be utilized 30 minutes - 3 days a week in person to support all students' needs. During the second semester the district gave the option to extend the school day an extra 30 minutes to provide enrichment and/or intervention instruction. Only 8 out of 23 teachers provided the extra 30 minutes and due to transportation issues not all students in those classes were able to attend.
- Teaching Fellows supported our K-2 students' RTI for ELA during the morning blocks. Attendance of one of the TF was inconsistent through out the 2nd and 3rd quarter making it a struggle to meet the needs of those students.

#### **i-READY MATH D2 On Level**

- Grade level PLC teams mapped out and planned quarterly teaching cycles that identified focus standards for the first semester. Teachers utilized Common Formative Assessments (CFA) and/or i-Ready diagnostics data to identify students who needed additional support. Due to the

**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**

- 49.1%** of **Hispanic** students scoring 1-2 years below in 2020-21 **increased to 58%** in 2021-2022. This is our largest sub group.
- 71.43%** of **African-American** students scoring 1-2 years below in 2020-21 **increased to 77.55%** in 2021-22.
- 55.18%** of **Socioeconomically Disadvantaged** students scoring 1-2 years below in 2020-21 **increased to 63.43%** in 2021-2022.
- Due to the District's option to provide an extra 30 minutes in the school day there were inequities in providing extra intervention to **all** students. Some teachers choose not to provide the extra 30 minutes along with issues of having transportation contributed to the inequity for our students.

#### **i-READY MATH D2 On Level**

- 70.1%** of **Hispanic** students scoring 1-2 years below in 2020-21 **increased to 78.49**. This is our largest sub group.
- 73.53%** of **African-American** students scoring 1-2 years below grade level in 2020-21 **increased to 89.79%** in 2021-22.
- 73.43%** of **Socioeconomically Disadvantaged** students scoring 1-2 years below in 2020-21 **increased to 78.81** in 2021-2022.
- Due to the District's option to provide an extra 30 minutes in the school day there were inequities in

decrease requirement changes of required PL and PLC meeting times we were not able to meet our targets.

- Our 5th and 6th grade teachers worked with district coaches in providing SWAN Math instruction along with the district's Guarantee Viable Curriculum- GO!MATH.
- We increased from i-Ready Diagnostic 1 to Ready Diagnostic 2. Increased **13%at/above** grade level to **31%at/above grade level**.
- All teachers provided the opportunity for students who received D or F's on CFAs to retake the assessment(s)

providing extra intervention to **all** students. Some teachers choose not to provide the extra minutes and issues with not having transportation available contributed to the inequity for our 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).

The major difference between our intended and actual implementation was the fact teachers were unable to utilize PLC meeting and planning days due district change from required PL and PLC meetings to 'optional' along with the lack of sub coverage for planning day. There were no Action adjustments around budgets.

**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 2022-23 SPSA.

- The plan for 2022-2023 is to implement grade level PLC weekly meetings and use the Continuous Cycle of Improvement with fidelity.
- To provide Professional Learning around intervention and enrichment.
- Quarterly grade level PLC planning day.

**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:

- School Site Council was provided information around the upcoming budget. They agreed to the use of funds from the budget.

**2** ELAC:

- Folded into the SSC

**3** Staff:

- Continue provide ELPAC assessment and/or i-Ready Diagnostic to assess gaps for students to start the school year.
- Plan and set goals based off initial assessments along with data from 2021-22 SBAC.
- provide RTI for all students
- Provide funding for tutoring and planning days
- Provide funding for COST/SST release subs.

## Action 1

**Title:** ELA Improvement

### Action Details:

To demonstrate continuous progress and mastery of standards, Forkner 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 using 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. **Tier Two** will be opportunities for strategic groupings and use of standards to aligned resources including technology to support students in mastering grade level essential standards. **Tier Three** will include RTI pullout/push-in small group support to build foundational literacy skills.

Forkner 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 .

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

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

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

#### Owner(s):

- Teacher
- Grade level AC
- Administration

#### Timeline:

Bi-Monthly

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

District Interim Benchmark Assessments (i-Ready Diagnostic)

Student progress will be monitored using;

- Baseline: Diagnostic 1
- Diagnostic 2 growth
- Diagnostic 3 growth

#### Owner(s):

- Teacher
- Grade level PLC
- Administration

#### Timeline:

August 2022  
October 2022  
March 2023

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

SBAC

#### Owner(s):

- Teacher
- Grade level PLC
- Administration

#### Timeline:

August 2022

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

Interim Assessment Blocks (IAB)

Frequent Interim Assessment Blocks (FIAB)

Common Formative Assessment (CFA)

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

#### Owner(s):

Teacher  
Grade level AC  
Administration

#### Timeline:

Monthly

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

Student in Kindergarten and 1st grade will be monitored using Benchmark Assessment System (BAS)

**Owner(s):**

Kindergarten

1st Grade Teachers

Administration

**Timeline:**

3rd and 4th Quarter

Quarterly

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

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**TIER 1-**

- 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 Note close reading strategies, and guided reading strategies
- 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-**

- 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-**

- 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, Forkner 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**

District Interim Assessments (i-Ready Diagnostic)

**Owner(s):**

Teachers  
Grade Level PLCs  
Administration

**Timeline:**

August 2022  
October / November 2022  
March 2023

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

Student Achievement Data Chats

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

Administration  
Teachers  
Grade Level PLC

[Timeline:](#)

Quarterly

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

SBAC

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

Administration  
Teachers  
Grade Level PLC

[Timeline:](#)

August 2022

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

Frequent Interim Assessment Blocks (FIAB)

Interim Assessment Blocks (IAB)

i-Ready Standards Mastery Diagnostic

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

Administration  
Teachers  
Grade Level PLC

[Timeline:](#)

Monthly

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

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**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.
- 5th & 6th Grade teachers will participate in SWUN 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:**

- 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, EduText, and ISLPs.
- 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.
- Teachers will monitor quarterly EL progress through ELLEVATIONS

**Action 3**

**Title:** English Learners

**Action Details:**

Forkner Elementary staff is committed to implementing the following strategies to support our English Language Learners.

1. All teachers will support English Learners through integrated ELD throughout the day.
2. All teachers will support English Learners through implementation of Academic Discourse by using Talk Moves and other researched based best practices.
3. Small group instruction including RFEP students will use guided reading and other research based strategies.
4. Before or After School Tutoring will be available to all English Learner students including RFEP 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**

1. ELPAC Reports

**Owner(s):**

Administration  
Teachers

**Timeline:**

August/September

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

Annual Re-designation Rate

**Owner(s):**

Administration  
Teachers

**Timeline:**

August

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

i-Ready (District Interim Assessment)

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

October

January

March/April

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

Grade Level Common Formative Assessments- ELA and Math Assessments

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

Bi-Monthly

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

EL Goal Setting Report

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

Quarterly

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

Grades - Report Cards

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

Quarterly

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

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**TIER 1-**

- Classroom teachers will support and provide integrated ELD throughout the day in all content areas.
- Conduct Student Achievement Chats with targeted students.
- Teachers will review the EL goal setting Report and ELPAC scores with students, and set goals. Teachers will utilize the EL Goal Setting Tool to set goals with EL students.
- Classroom teachers will support English Learners through student discourse by using Talk Moves and other researched based best practices.
- Classified and/or certificated Substitutes will be provided for administrating the ELPAC assessment

**TIER 2-**

- Through an RTI model, EL students in K-6 will receive designated instruction focused on supporting ELs with vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class
- Small group instruction including RFEP students will use guided reading and other research based strategies.
- Tutoring and Supplemental contracts will be provided to teachers and/or classified to support students with before or after school tutoring.

**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

Specify enhanced services for EL students:

1. EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction in addition to ELD support.
2. English learners will participate in daily lessons in which the teacher has gained the depth of clarity around the requirements of the ELD standards and how to assess student success.
3. All English Learners will receive Designated and Integrated English Language Development using FUSD Guarantee Viable Curriculum through small group instruction.
4. English Learners students will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
5. English Learners students will engage in their learning using a wide range of tools, including technology.

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 provided for students one year or more below grade level.
- English Learner Students will receive small group instruction from classroom teacher during designated Response To Intervention time weekly.
- English Learner Students who need additional support to work towards being at grade level will be identified to participate in after or before school tutoring through the library tutoring program.
- Student Success Team Meetings will be held for students not making efficient progress..

# 2022-2023 SPSA Budget Goal Subtotal

## State/Federal Dept 0165 Forkner 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			Also supports G1A2-Subs for Student Success Team meetings **No IEPs**	1,530.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)- support RTI 3days/week for 3 hours.	2,793.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also supports G1A2 Teacher M&S funds-\$200 each and \$100.00 each (speech & RSP)	4,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also support G1A2- for M&S and RTI supplemental resources	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also support GIA2 - RTI supplemental resources	6,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: also supports G1A2- Classroom tech	3,561.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Also supports G1A2 -- tech maintenance or installation	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)- support RTI 3days/week for 3 hours.	10,643.00
G1A1	One-time School	Instruction	Teacher-Subs			Quarterly Planning Days--include GIA2	12,657.00
G1A1	One-time School	Instruction	Teacher-Subs			6-1/2 days for Certificated subs for BAS	2,382.00
G1A1	One-time School	Instruction	Ins Aide-Sup			Also supports G1A2 - Classified Tutoring Contracts	1,309.00
G1A1	One-time School	Instruction	Bks & Ref			: also supports G1A2- subscriptions online services	5,800.00
G1A1	One-time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)- support RTI 3days/week for 3 hours.	6,800.00
G1A2	One-time School	Instruction	Teacher-Subs			5th & 6th grade teacher sub SWUN math	3,336.00
G1A2	One-time School	Instruction	Teacher-Supp			August PLC planning time also for G1A1 & G1A3	4,333.00
G1A2	One-time School	Instruction	Teacher-Supp			also G1A1- Certificated tutoring contracts	4,952.00
G1A2	One-time School	Instruction	Nc-Equipment			: Also supports G1A1- technology	3,470.00
G1A2	One-time School	Instruction	Direct-Maint			: also support G1A1- Tech maintenance	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts for EL Tutors	2,105.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Contracts for EL tutors	655.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental Classified contract for ELPAC assessor	1,963.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: EL Supplies & resources to support	1,677.00

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Mat & Supp			instruction or tutoring	1 677 nn

**\$87,566.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		80.46 %	2021-2022	85.56 %

**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.

Due to COVID restrictions there was a limited implementation of actions for this goal. The lack of available transportation also made it difficult to provide students with real world learning experiences through career pathways. On campus real world learning experiences such as student jobs was limited due to lack of teacher availability.

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

Once COVID restrictions preventing after school Goal 2 activities were removed, our group of low SES were still unable to participate in after school activities due to not having transportation ('late bus'), thus making it an inequity for them.

**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 actions was the restrictions of COVID protocols and the availability of staff in providing implementation of activities such as after school sport teams, student jobs, lunch clubs..

**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 2022-23 SPSA.

To support an increase of student centered and real world learning experiences the plan for the 2022-23 school year will be to implement Goal 2 activities and experiences for all students since COVID related restrictions will be relaxed or removed.

**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:**

- Provided feedback of the possibility to have an Elective Wheel, Art Docent Program and science lab, similar to those pre-COVID
- School Site Council was provided information around the upcoming budget. They agreed to the use of funds.

**2 ELAC:**

- Folded into SSC

**3 Staff:**

- teachers provided feedback to continue funding along with ideas for clubs, student incentives/rewards, increase school pride, rallies & celebrations to promote a sense of belonging.

**Action 1**

**Title:** Student Engagements

**Action Details:**

Forkner Elementary Staff 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 Forkner 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

**Owner(s):**

Administration  
Teachers  
Coaches

**Timeline:**

Monthly

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

Response to School Culture and Climate Student and Parent Surveys

**Owner(s):**

Administration  
Culture Climate Team  
Teachers

**Timeline:**

On going

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

**TIER 1-**

- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connectedness to school, their community, and future careers.

- Students will have the opportunity for earning S.P.I.R.I.T. tickets to be entered into weekly drawing for demonstrating Criteria for Success for behavior and academics
- All students in grades 3rd - 6th will participate in district provided 'Exposures to Careers'
- All students will participate in weekly Positivity Project class meetings and district adopted Second Step curriculum
- Student jobs will be created to engage students in activities that make them feel connected and part of our school.
- Multi-cultural clubs will recognize and showcase various cultures on campus
- Funds will be used to purchase equipment for sports teams and items for clubs.

#### ***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.

#### ***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
- art / craft supplies- crayons, pens, paint, paper, glue, craft items..
- Rewards for SPIRIT winners-- food, school supplies, toys
- Social Emotional based assemblies
- Food for activities
- Assembly for meeting Criteria of Success.

#### ***Specify enhanced services for EL students:***

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- 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:***

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- 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 provided for students one year or more below grade level.

**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	✓		29.55 %	2021-2022	26.55 %
Suspension Rate - Semester 1	✓		1.66 %	2021-2022	1.33 %

**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 School Social Work, Resource Counseling Assistant, Office Assistant, and Administration worked together to support students with chronic attendance issues. We provided families with counseling for emotional issues along with daily and weekly follow up/check-in calls. Below is the current attendance data--

Excellent-7.97%; Satisfactory-33.19%; Manageable- 32.11%; Chronic-18.53%

Severe Chronic 8.19%

**SUSPENSION STUDENTS WITH 1 OR MORE--**

*The pivot from 'distant learning' to 'in-person' learning increased our suspension rate*

*Suspensions increased from 0 in 2021/22 to 15 in 2020/23.*

**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: Severely Chronic-** 7.8%% (36 students); **Chronic-** 23.3% (108 students)

**HISPANIC- Severely Chronic-**12.44%(26 students); **Chronic-** 25.4% (53 students)

**AFRICAN/AMERICAN- Severely Chronic-**6%(3 students); **Chronic-** 34% (17 students)

**Key factors that contributed to inequities for students-**

- students with limited parental support
- students in homes with family members sick with COVID-19 or lost family members to COVID-19

**SUSPENSION STUDENTS WITH 1 OR MORE--**

**HISPANIC-** 35.71 (5 students)      **AFRICAN/AMERICAN-**28.57% (4 students)

Key Factors that contributed to inequities for students-

- lack of conflict resolution skills

**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 difference in our action was the increased social-emotional needs of the students caused by pivoting from being secluded in their homes during distant learning to adjusting to 'in-person' learning with COVID restrictions. Many students experienced trauma (lost of parent/caregiver, divorce) related to the effects of COVID-19 during the year

**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 2022-23 SPSA.

We are anticipating an increase of social-emotional needs as we enter 'post-pandemic' and will have more students needing support to be engaged in school. Because of this need we will need increase social emotional learning supports from all stakeholders. We will continue to fund our .43 RCA and .40 School Social Worker positions 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:

- School Site Council was provided information around the upcoming budget. They agreed to the use of funds.

**2** ELAC:

- folded into SSC

**3** Staff:

- questioned why Forkner wasn't allotted a full time social worker, RCA, and/or psychologist.

### Action 1

**Title:** Social Emotional Supports

[Action Details:](#)

Forkner 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. Forkner 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](#)

Student Surveys - Forkner

District - School Climate Surveys

**Owner(s):**

Culture Climate Team

Teachers

Administration

**Timeline:**

September 2022

December 2022

April 2023

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

ATLAS Behavioral referrals

Owner(s):

Administration  
Teachers  
Climate Culture Team

Timeline:

Weekly  
Monthly

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

Student grades

Owner(s):

Teachers  
Administration

Timeline:

Weekly  
Monthly

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

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**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
- Reintroduce 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
- A variety of lunch time and after school clubs to motivate and engage students in school will be provided.
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block F
- Administration will hold a "New Student" welcome orientation to welcome new students to Forkner which will take place in August and January

**TIER 2-**

- One (.4375) Resource Counseling Assistant will be hired to assist in building student's engagement in school.
- RCA will organize lunch alternative recess activities that support identified students social emotional competency needs
- Culture & Climate Team will identify priorities, common trends, disproportionalities and develop systems and structures to connect individual students with available supports and interventions
- Identified 5<sup>th</sup> & 6<sup>th</sup> grade students will be provided an adult mentor or group mentoring through Young Men of Character and Girls Power programs. 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

**MATERIAL & SUPPLIES-**

- Purchase Positivity Project subscription
- School themed materials for 'New Student' orientations and transition to renaming of Forkner to Tartarian
- 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

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

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

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:

**Forkner Elementary staff will promote positive school attendance 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

- Student Attendance data on ATLAS

Owner(s):

Administration  
Office Assistant  
Teachers

Timeline:

Daily  
Weekly  
Monthly

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

Report Cards

Owner(s):

Administration  
Teachers

Timeline:

Quarterly

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

### TIER 1

- Incentives will be provided to students with positive attendance/tardy rates as determined by the school climate team.
- One class from each grade level with highest attendance rate and lowest tardy rate will be honored with the SPIRIT Award
- Students/Classes meeting attendance goals will receive 5 minutes of extra recess monthly
- Recognition of students meeting attendance goals at our monthly morning blacktop rallies
- Goal setting and incentives for improved attendance will take place at the conferences.
- Encourage all students to participate in the variety of Goal 2 opportunities that are offered.

### **TIER 2**

- Students with poor attendance will be assigned to the Resource Counseling Assistant (RCA). RCA will develop a contract incentive for improved attendance. Targeted students will include our significantly disproportionate subgroups, but not only be limited to only that group?
- Students in significantly disproportionate subgroups with poor attendance will be offered a school job that they are interested in
- Incentives and recognition will be given to students and families with improved attendance and tardy rates.

### **TIER 3**

- *Students in significantly disproportionate subgroups with habitual chronic attendance will be referred to School Social Worker for supports.*
- Teachers, Vice Principal, Principal, Social Worker, RCA will conduct regular check-ins with identified students, hold conferences, and develop incentive contracts for students with chronic or severe chronic attendance.
- *Social Worker and administration will hold conference with parents to provide necessary supports and develop an attendance contract*

### **MATERIALS AND SUPPLIES:**

- Awards for attendance
- Incentives for positive behavior contracts
- Assembly to encourage growth mindset

### **Specify enhanced services for EL students:**

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- 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.
- English Learners will participate in weekly class meetings and second step lessons around the four social-emotional competencies of self management, self-efficacy, growth mindset and social awareness.
- Principal and Vice Principal will communicate directly with parents of EL students.

### **Specify enhanced services for low-performing student groups:**

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- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- COST/SST Meetings
- Recieve services from RCA
- Foster youth, socioeconomically disadvantaged and other students will be provided opportunities to engage in Goal 2 activities.

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,780.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Positivity Project	2,995.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also supports G3A2- Materials, supplies	1,683.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4000	Split funded position 0.60 FTE Heaton G3A1 0.40 FTE Forkner G3A1	49,840.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Resource Counseling Assistant extra time	1,885.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Also support G3A1- student incentives, M&S student jobs, new student orientation	1,000.00

**\$72,183.00**

**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	✓		94.25 %	2021-2022	95.35 %

**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 the diversity in the student population at Forkner over the past couple of years, we have implemented the following;

- When hiring for classified and certificated positions we intentionally interview candidates from a variety of cultural backgrounds that reflect our student body.
- Forkner 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.

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

**Hispanic**- 202 students **(44.79%)**

**White**- 133 **(29.49%)**

**African American/Black**- 49 **(10.86%)**

**Two or more races**- 37 **(8.11%)**

**Asian**- 20 **(4.43%)**

**Filipino**- 5 **(1.55%)**

**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, there is a lack of student representation in staff.

The decrease in the amount of PL time limited the ability to focus on academic teaching strategies along with Culture Proficiency trainings.

**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 2022-23 SPSA.

- Continue to provide Cultural Proficiency training to all staff members during the 2022-2023 school year.
- Increase recruitment of diverse parent participation in School Site Council, parent volunteers...
- Be mindful fo our diversity needs when interviewing qualified candidates.

**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:

- no input

**2** ELAC:

Rolled into SSC

**3** Staff:

provide professional learnings focusing on cultural proficiency and social emotional.

### Action 1

**Title:** Staff Engagement

**Action Details:**

Forkner 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

District-Climate/Cultural Staff Survey

**Owner(s):**

Administration

**Timeline:**

September 2022

February/March 2023

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

- 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 Professional Development or Staff Services to support EL students:**

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

**Specify Professional Development or Staff Services to support low-performing student groups:**

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

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

## G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: M&S - to support instruction & book study	500.00

**\$500.00**

**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	✓		92.39 %	2021-2022	95 %

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

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

We have a high percentage of families who feel like they are part of their child's school (90%) and their child feels like they belong at the school (97%). Getting students involved in activities outside the classroom while supporting our parents in feeling respected and welcomed is important to the climate and culture of our school

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

112 parents surveyed -- 90% felt they were a part of their child's school (Hispanic 100%, White 86%; Confidentiality Protected-83%)

- Families with a lack of transportation to the site often are not as involved as parents who do have transportation

**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 restrictions due to COVID protocols has reduced the ability to provide 'on-site' activities for families to participate.

**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 2022-23 SPSA.

Implementation for 2022/23 school year-

- All staff will focus building positive parent and staff relationships by continuing to receive Cultural Proficiency and Social-Emotional training
- Increase recruitment of diverse parent/guardian participation for SSC, PTA and classroom volunteers
- 'Parent Coffee hour' with Administration

- Communicate to families through School Messenger, written communication, and social media.

**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:

- wanted to know the possibility of parent volunteers back on campus
- family picnic

**2** ELAC:

Rolled into SSC

**3** Staff:

Suggested-

- Family / parent meetings around homework, academic support, parenting skills
- 

### Action 1

**Title:** FAMILY ENGAGEMENT

[Action Details:](#)

Forkner 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. Forkner 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](#)

ATLAS Student Portfolio- Positive Entries

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

Administration

Teacher

[Timeline:](#)

Weekly

Bi-monthly

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

District- School Culture/Climate Parent Survey

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

Administration

Teachers

[Timeline:](#)

September 2022

January 2023

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

Parent Attendance Verification

Owner(s):

PTA  
School Site Council  
Administration  
Teachers  
Office

Timeline:

Monthly

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

Bi-Monthly Cowboy Corral Parent Newsletter Analytics

Owner(s):

Administration

Timeline:

Bi-Monthly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

**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
- Monthly coffee hour trainings with administration and school social worker.
- Performing Arts Performances and attend athletic team events.
- Student Award Assemblies in-person and virtually
- Back to School Night 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 School Messenger phone calls and Bi-Monthly Cowboy Corral Parent newsletter..
- Other forms of parent communication will include ATLAS Parent Portal, EDUTEXT updates on school website and social media platforms.
- Parent / Admin. Coffee Hour (Monthly)
- 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 Cowboy Corral Newsletter

Specify Direct Service and Opportunities for parents and families to support 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

Specify Direct Service and Opportunities for parents and families to support 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

- Parents will be invited to SST meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.

- "Coffee hour" with Administration with virtual option
- Office assistant will notify administration of 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.

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner 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 food or incentives**	848.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: M & S for family workshops	300.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: M&S parent newsletters, meetings & activities	500.00
G5A1	One-time School	Instruction	Teacher-Supp			Family workshops	619.00
G5A1	One-time School	Instruction	Teacher-Supp			Supplemental contract to plan & facilitate parent workshops	1,239.00

**\$3,506.00**

## 2022-2023 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Also supports G1A2-Subs for Student Success Team meetings **No IEPs**	1,530.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)- support RTI 3days/week for 3 hours.	2,793.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also supports G1A2 Teacher M&S funds-\$200 each and \$100.00 each (speech & RSP)	4,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also support G1A2- for M&S and RTI supplemental resources	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also support GIA2 - RTI supplemental resources	6,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: also supports G1A2- Classroom tech	3,561.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Also supports G1A2 -- tech maintenance or installation	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)- support RTI 3days/week for 3 hours.	10,643.00
G1A1	One-time School	Instruction	Teacher-Subs			Quarterly Planning Days--include GIA2	12,657.00
G1A1	One-time School	Instruction	Teacher-Subs			6-1/2 days for Certificated subs for BAS	2,382.00
G1A1	One-time School	Instruction	Ins Aide-Sup			Also supports G1A2 - Classified Tutoring Contracts	1,309.00
G1A1	One-time School	Instruction	Bks & Ref			: also supports G1A2- subscriptions online services	5,800.00
G1A1	One-time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows (3)- support RTI 3days/week for 3 hours.	6,800.00
G1A2	One-time School	Instruction	Teacher-Subs			5th & 6th grade teacher sub SWUN math	3,336.00
G1A2	One-time School	Instruction	Teacher-Supp			August PLC planning time also for G1A1 & G1A3	4,333.00
G1A2	One-time School	Instruction	Teacher-Supp			also G1A1- Certificated tutoring contracts	4,952.00
G1A2	One-time School	Instruction	Nc-Equipment			: Also supports G1A1- technology	3,470.00
G1A2	One-time School	Instruction	Direct-Maint			: also support G1A1- Tech maintenance	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts for EL Tutors	2,105.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Contracts for EL tutors	655.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental Classified contract for ELPAC assessor	1,963.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: EL Supplies & resources to support instruction or tutoring	1,677.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.4375		14,780.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Positivity Project	2,995.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Also supports G3A2- Materials, supplies	1,683.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Split funded position 0.60 FTE Heaton G3A1 0.40 FTE Forkner G3A1	49,840.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Resource Counseling Assistant extra time	1,885.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Also support G3A1- student incentives, M&S student jobs, new student orientation	1,000.00

G4A1	Sup & Conc	Instruction	Mat & Supp	: M&S - to support instruction & book study	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Participation **No food or incentives**	848.00
G5A1	Sup & Conc	Instruction	Mat & Supp	: M & S for family workshops	300.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	: M&S parent newsletters, meetings & activities	500.00
G5A1	One-time School	Instruction	Teacher-Supp	Family workshops	619.00
G5A1	One-time School	Instruction	Teacher-Supp	Supplemental contract to plan & facilitate parent workshops	1,239.00

<b>\$163,755.00</b>
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Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,836.00
Sup & Conc	7090	\$87,622.00
LCFF: EL	7091	\$6,400.00
One-time School	7099	\$47,897.00
<b>Grand Total</b>		<b>\$163,755.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$87,566.00
G3 - Increase student engagement in their school and community	\$72,183.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,506.00
<b>Grand Total</b>	<b>\$163,755.00</b>