

Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

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

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	<ul style="list-style-type: none"> • <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	
<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



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelli Wilkins	X				
2. Chairperson - Natalie Wallis				X	
3. Kimberly Lopez		X			
4. Kimberly Jenkins		X			
5. Alexandria Garcia		X			
6. Brittany Mundy				X	
7. Melissa Ilad				X	
8. Evette Mesta				X	
9. Sandra Rodriguez				X	
10. Veronica Hulseley			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Slater Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelli Wilkins		4-8-22
SSC Chairperson	Natalie Wallis		04-08-2022

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

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$69,030 *
7090	LCFF Supplemental & Concentration	\$232,758
7091	LCFF for English Learners	\$30,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$127,233</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$459,421

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$2,360
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$66,670</u>
	Total Title I Allocation	\$69,030

Slater 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 ELAD2 proficiency - percentage of students on/above	✓		25.53 %	2021-2022	26.63 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		13.11 %	2021-2022	14.21 %

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.

We did not meet our iReady ELAD2 proficiency goal of 42.7%. After an analysis of the current SPSA actions, the following has been determined:

- CBA agreements with labor unions decreased the number of PL/PLC hours significantly, which allows for planning, data analysis and collective learning.
- Teachers continue to implement assessment cycles that include planning for high quality instruction aligned to SBAC stems, as well as using IABs and FIABs to determine specific student needs. However, it has been challenging to follow-through with timely planning and interventions due to the lack of meeting time.
- Teachers were offered optional and voluntary Professional Learning and/or planning support
- Sub release time to provide supports, co-planning, and peer observation was unavailable.
- New and second year teachers were inequitably supported by their teacher development coach, because Teacher Development coaches were asked to sub in classrooms across the district.
- School-wide reading intervention was consistently provided with classroom teacher, certificated tutor, and/or teaching fellows. (This is something that did not occur in 20/21.) Implementation was challenging due to lack PL for new staff members and collaboration between and across grades. In addition we were not provided 4, four hour Teaching Fellows for our full contracted time.
- School Social Worker was provided to support attendance. Frequently, SSW was focused on social-

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

Overall, the 21/22 in-person school year has been a better year for teaching and learning. However, the ongoing issues of students moving in and out of quarantine has been a major challenge. Often, students on quarantine do not log into class virtually, for a variety of reasons, in order to participate in instruction, causing gaps in student progress. There are discrepancies between between iReady proficiency rates from 20/21 to 21/22. What must be taken into account is the fact that students took the 20/21 iReady assessments at home and many students were supported with extra help from adults, siblings, calculators, internet, etc. We believe our current data is more reflective of student proficiency levels of our current student demographic. Additional data points would include:

- Transiency rate of 37% from 8/2021 to 12/2021. Due to the pandemic, Slater has had a turnover of one third of our students in the first semester alone.
- From 8/2021 to 2/2022 289 (42%) kids have been on quarantine for a total of 2,220 days of lost learning
- Chronic and Severe absenteeism totals 59.4% school-wide
 - 60% of Hispanic students are either severe or chronically absent
 - 55% of students with disabilities are either severe or chronically absent

emotional needs of students on campus, which limited ability to monitor significant numbers students on quarantine.

- Goal setting conversations with students were increased. GS conversations between teachers and administrators occurred once during the first 3 quarters of the school year, due to lack of PL time and the lack of substitute coverage.

We did not meet our iReady Math D2 proficiency goal of 32.04%. After an analysis of the current SPSA actions, the following has been determined:

- Teachers were offered optional and voluntary Professional Learning and/or planning support
- Sub release time to provide supports, co-planning, and peer observation was unavailable.
- New and second year teachers were inequitably supported by their teacher development coach, because Teacher Development coaches were asked to sub in classrooms across the district.
- Teachers continue to implement assessment cycles that include planning for high quality instruction aligned to SBAC stems, as well as using IABs and FIABs to determine specific student needs.
- Goal setting conversations with students were increased. GS conversations between teachers and administrators occurred once during the first 3 quarters of the school year, due to lack of PL time and the lack of substitute coverage.
- School Social Worker was provided to support attendance. Frequently, SSW was focused on social-emotional needs of students on campus, which limited ability to monitor students on quarantine.
- 5th & 6th grade teachers were provided coaching demonstrations and PL, in order to implement Math Lesson Design.

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 original SPSA was written as if the 21/22 school year would be in-person, with some health and safety restrictions. It was not considered that student and teacher attendance, the lack of substitutes would greatly impact teaching and learning. In addition, the lack of consistency with professional learning and building collective efficacy school-wide was a challenge. Lastly, traditional school activities that build joy and connectedness were also limited.

- PLCs did not effectively implement common assessment cycles, with full sets of data. Therefore, they were unable to act on all results through intervention.
- Funds were allocated for 4, four hour Teaching Fellows to align with our intervention blocks. We have had between 1-3 teaching fellows assigned. It is a challenge to train and maintain consistent intervention groups when the staffing does not allow for it.
- Funds were set aside for intensive planning sessions, lesson study cycles, peer observations, however due to the lack of substitute availability, were unable to be utilized to strengthen instructional plans.
- Student technology continues to be a challenge with the lack of access for students. Many parents are unable to take student devices to FLAT center to be exchanged or repaired. New students enrolling are not being taken to FLATs to pick up a new device, or device was left at previous school, or is lost.
- Many traditional activities that promote student engagement and connectedness at school were limited and less impactful (elective wheel, Family Math, Literacy, and Science nights, student awards assemblies, positive behavior activities, field trips, assemblies, etc.).

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.

With continued uncertainties of the next school year, we project we will need to make the following changes:

- Continue to fund teaching fellows, and increase total number of tutors. TFs will continue to be used to support school-wide intervention, in addition to providing some classroom support so that teachers are able to plan for consistent small group instruction. In addition, structures to facilitate math intervention will be explored.
- Provide professional learning for teachers related to strong first instruction, and how to use their data to implement classroom interventions.
- Provide technology budget to increase the number of student laptops available for those students who do not have access.
- Increase budget for Hands-On science experiences that connect to informational texts, real-world experiences, and provide shared experiences to support writing.
- District funded HSL will provide attendance support for chronic and severely chronic students.
- District funded full-time School Psychologist will support recommendations for student learning problems through site led COST, and Student Services Team.
- Site Funded School Social Worker will work closely with district funded Child, Welfare and Attendance Specialist, and new site funded RCA in order to support social emotional needs of students, allowing students to build stronger connections to school, a caring adult on campus, and the ability to build and practice SEL skills needed to be successful in school.
- Build classroom libraries with authentic texts connected to a variety of cultures, and themes.
- Provide real-world, authentic experiences for students through the use of field trips, assemblies, elective wheel activities and materials, technology

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Parents are in agreement with increasing the number of Teaching Fellows in order to support intervention.

2 ELAC:

NA

3 Staff:

Need additional planning time with colleagues

Want to build culturally responsive teaching practices site-wide through the focus on Black History Month, Women's History Month, Kindness Week, etc.

Access to a wide variety of texts

Continue to build focus around Project Based Learning, including increasing hands-on science with Fresno Co. Office of Ed.

Increase opportunities for students (i.e. assemblies, guest speakers, field trips, arts and athletics, etc.)

Need for math intervention

Action 1

Title: ELA

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

District ELA I Ready Diagnostic Assessments

PLC Common Assessment Cycles, IABs and FIABs

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

Classroom observations/feedback

ELASBAC results

ELPAC results/EL Redesignation Rate

Data Chats/Goal Setting Conferences

Principal/Vice-Principal Accountable Community Action Plans

School-wide reading intervention schedules, rosters and data

Student Service Meetings and Individual Student Intervention Plans/Data

Owner(s):

Teachers, ILT

PLCs

PLCs

Principal & Vice Principal

School-wide

TSA/CTMP

Admin Team/Teachers/Students

Principal & Vice Principal

TSA, VP

Principal, VP, SSW

Timeline:

Based on district assessment calendar

CFAs ongoing throughout Unit/Chapter

Quarterly

literal notes, observation logs, admin calendar

SBAC, June 2022

Quarterly

Quarterly

Quarterly

Every 6 weeks

Monthly

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

- CORE Instruction:

- All students will be provided an extended school day with an additional 30 minutes of instruction.
- All teachers will implement relevant and culturally responsive teaching practices throughout school day to increase student engagement, ownership and connection to content and school.
- Materials and supplies such as: supplemental materials, class sets of supplemental reading material that exhibit exceptional craft, showcase culturally diverse characters and themes and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
- Principal and VP will support capacity building of site leadership team in order to align mission and vision with district goals, school goals and instructional practices.
- Admin and ILT will set and monitor school-wide, grade level, and classroom goals during PLCs/PLs and goal setting conversations with staff.
- All classroom teachers will monitor student progress on Essential Standards in ELA through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
- Provide ongoing professional learning and support in order to continue to implement an instructional model that integrates differentiation, access to small group instruction with teacher, literacy based science/social-studies, project based learning, STEAM, and the use of technology.
- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk, technology, Project Based Learning, and/or Social Emotional Learning and the implementation of professional learning communities.
- Substitutes will be provided when needed, and are available to support professional learning, opportunities for intensive planning sessions, peer observations, teacher input at SSTs, IEPs or provide other parent engagement opportunities.
- Teachers in grades 3-6 will consistently administer ELA IABs/FIABs, and adjust instruction based on identified needs. Teachers may also use aligned Ed-Cite assessments, which may be funded through regional funds.
- Quarterly Goal Setting Chats will be conducted between teachers and admin team.
- Goal Setting chats will be held quarterly between teachers and students to discuss their I Ready goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.

- Tiered System of Intervention:

- Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
- A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed, which may include: graphics, wide variety of texts, tools and supplies, such as whiteboards, chart paper, poster paper, organizational furniture, etc..
- As identified through assessment data, students will receive Tier 2 and 3 intervention through a school-wide deployment model with the certificated tutor, TSA, SPED Team, Teaching Fellows and classroom teachers. Clear targets and criteria will be developed during each round of intervention in order to monitor student need and progress. Our neediest students will be strategically placed with most qualified teachers.

- Resource Counseling Assistant (RCA) will provide individual and small group social emotional supports to identified students in order to support academic, student motivation and behavioral goals.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Instructional Assistants and Teaching Fellows, as available.
- COST referrals will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team. Student Services Team is available to teachers to provide supports, structures and additional resources to support the implementation of targeted intervention and data collection.
- Principal, VP, TSA, School Social Worker, RCA and CWAS will monitor ongoing action plans for COST students.
- VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware, software, and/or site licenses)
 - District funded Scholastic F.I.R.S.T, iReady and Think Central will also be used to enhance instruction.
 - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.
 - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
 - Purchase technology devices and tools for students and teachers to enhance learning.
 - Increase the digital literacy of students with activities in the classroom that align with the State Standards for Technology.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Focus for the 2022/23 School Year will be Special Education Students and African American Students. Current iReady Reading data also suggests a need to focus on strengthening Phonics skills for students currently in grades 2 and 3. As well as focusing on comprehension in grades 4-6.

- Certificated Tutor, Teaching Fellows, Classroom Teachers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT to ensure adequate progress is being made to meet set goals.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies, including supplemental high-quality texts will be purchased that support access to essential learnings curriculum.
- SDC students will be provided with differentiated instruction, based on assessment data from SBAC, iReady and IEP goals
- All staff will be provided professional learning related to the effective mainstreaming of SDC students and how to scaffold/differentiate instruction in order to support all learners.
- Site Funded School Social Worker is funded to monitor attendance, academic progress, and social-emotional well-being.
- Resource Counseling Assistant and CWAS will provide academic counseling and social emotional supports to identified African American students performing 2+ years below grade level.

Action 2

Title: Mathematics

Action Details:

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

Reasoning for using this action:

Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

iReady Math Assessments, Grades K-6

PLC Common Assessment Cycles, IABs/FIABs

Classroom observations/feedback

Math SBAC results

Data Chats/Goal Setting Conferences

Principal/Vice-Principal Accountable Community Action Plans

Owner(s):

Teacher, ILT

PLCs

Principal & Vice Principal

School-wide

Admin Team/Teachers/Students

VP, Principal

Timeline:

3X per year (1st qtr., 2nd qtr. 3rd qtr.)

CFAs ongoing throughout Unit/Chapter

Weekly Instructional Admin meetings

SBAC, June 2022

Quarterly

Ongoing

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

- CORE Instruction:

- All students will be provided an extended school day with an additional 30 minutes of instruction.
- All teachers will implement relevant and culturally responsive teaching practices throughout instruction to increase student engagement, ownership and connection to content and school.
- Materials and supplies such as but not limited to: supplemental materials, manipulatives, calculators, and technology
- Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, peer observations, teacher input at SSTs, or provide other parent engagement opportunities.
- All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
- All 3rd-6th grade teachers will consistently administer math IABs and/ FIABs and adjust instruction based on identified trends.
- Quarterly Goal Setting Chats will be conducted between teachers and admin team.
- Goal Setting chats will be held quarterly between teachers and students to discuss their, as applicable.
- Slater 5th/6th grade teachers will participate in district math lesson design (MLD) initiative.
- Substitutes will be provided to support classroom demonstration, coaching and professional learning for MLD.
- Slater ILT has determined a continued focus on Math Fluency during the 2022-2023 school year and will develop professional learning and actions and criteria to support overall improvements with student Math Fluency. District funded Reflex Math will be used to support this focus.

- Tiered System of Intervention:

- Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant or minimal progress.
- A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
- As identified through assessment data, students will receive Tier 3 intervention as determined by each PLC. Time for interventions will be outlined in daily schedule, instructional maps and student progress documented on PLC SMART goal documents.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Teaching Fellow and/or Instructional Assistants.
- COST referrals will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team. Student Services Team is available to teachers to provide supports, structures and additional resources to support the implementation of targeted intervention and data collection.
- Principal, VP, TSA, School Social Worker, RCA and CWAS will monitor ongoing action plans for COST students.
- VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.

- Technology:

- Copy machine lease
- Graphics

- Technology to support instruction in the classroom (hardware, software, and site licenses)
- Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.
- Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Purchase technology devices and tools for students and teachers to enhance learning.
- Increase the digital literacy of students with activities in the classroom that align with the State Standards for Technology.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Focus for the 2022/2023 School Year will be on filling gaps in foundational math skills, in part due to school closure and loss of instructional time related to the pandemic.

- Teachers in 5th/6th grades will participate in Math Lesson Design by Swun Math.
- 5th and 6th grade teachers will receive monthly coaching, demonstration lessons and professional learning. Sub release time will be provided.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational skills.
- Materials and supplies will be purchased that support access to CORE curriculum.
- SDC students will be provided with differentiated instruction, based on assessment data from SBAC, iReady and IEP goals

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies; No food, No Incentives	2,969.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Involvement: Interpreters G5A1	655.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - Newsletters, parent meetings, math, literacy, and science nights. No Food or Incentives G5A1	1,705.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		19,316.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	7,323.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Any and all materials and supplies, SOAR, incentives, t-shirts, elective wheel, parent meetings, newsletters, literacy and Math nights, RTI G1A2, G2A1, G3A1, G4A1, G5A1	31,988.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh copy machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of student and staff technology.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for Students during assessments	600.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified: Babysitting for Parent Meetings	400.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		25,753.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessing	1,239.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,408.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes - PL Opportunities to support AC development and work; peer observations, planning; subs for teacher IEPs	20,493.00
G1A1	One-time School	Instruction	Bks & Ref			Scholastic News Subscription	5,000.00
G1A1	One-time School	Instruction	Bks & Ref			: Books	2,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Any and all materials and supplies, SOAR, elective wheel, parent meetings, newsletters, literacy and Math nights, RTI G1A2, G2A1, G3A1, G4A1, G5A1 **No Food / No Incentives**	2,243.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	20,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	70,502.00
G1A1	One-time School	Instruction	Travel			: Conferences (professional learning) and Travel	2,500.00
G1A1	One-time School	Instruction	Direct-Graph			Graphics: Signs, Banners, Copies, Resources	1,000.00

\$226,594.00

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	✓		84.58 %	2021-2022	85.68 %

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.

This is an area that was significantly impacted by the pandemic. Many of our hands-on, real-world experiences have been put on hold due to health and safety guidelines; including field trips, assemblies, meaningful work and elective wheel. As a result, those activities that students often look forward to and connect them to school did not occur. Our hope is that in the 22/23 school year, we will be able to resume these important activities.

Our Student Climate & Culture Survey from Fall 2021 indicates that 84% of students responded favorably to being provided real-world learning experiences. However, only 75% of students felt that their classroom lessons connect to their life.

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

With continue health and safety guidelines in place, we were unable to offer many of the traditional student engagement activities, such as, sports, field trips, elective wheel, or clubs. The inability to mix large groups of students, and provide supervision for each group, for intramural games or extra-curricular activities was also a key factor.

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).

Our school was able to offer some activities, including virtual awards assemblies, individual classroom field trips to Fresno Co. Science Center, positive behavior activities and incentives. During the fall of 2021, the additional 30 minutes of instruction provided by our district, was geared towards Project Based Learning (PBL). Hands-on science was the focus of that additional time. During semester 2, we have found it challenging to continue many of the PBL activities without the additional 30 minutes of instructional time. In the Spring of 2022, Goal 2 field trips were also resumed and all grade levels were able to participate in a classroom/grade level field trip.

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.

In the Fall of 2021, Slater adopted our current School Mission Statement, which includes a commitment to engaging students in meaningful lessons that include communication, problem solving, and taking risks. Our call to

action is to find multiple opportunities for students to become engaged in learning grade level skills and concepts through inspiring and engaging content. Building relationships with students and getting to know their interests and learning profile was a key goal of our weeklong Summer Bridge program, which allowed teachers to develop lessons and activities around topics that interest their students. As a result of the district's Summer Academy redesign, Slater plans to embed our Summer Bridge program into Summer Academy.

Our current partnership with the Fresno County Science Center, and our continued commitment to live out our mission statement, our stakeholders have determined that we will increase the budget for this activity in order to provide additional opportunities for students throughout the year. Depending on current health orders, we will resume our in person engagements, such as: Family Science Night, Family Literacy and Math nights. We have also included budget for a Resource Counseling Assistant which will further support current staff with meaningful work opportunities and support, as well as elective wheel, and family engagement nights/activities.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Parents were very supportive of building the opportunities for students related to PBL, elective wheel and Fresno Co. Science Center

2 ELAC:

NA

3 Staff:

- increase access to Fresno Co. Science Center
- continue focus on PBL (Project Based Learning)
- develop student leadership opportunities
- resume elective wheel activities
- make clubs available to students
- intramural sports during lunch
- continue summer bridge

Action 1

Title: Exposure to Careers

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

All students will be provided access to:

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Site funded RCA and district funded CWAS will monitor and encourage equitable access to all students in learning activities provided at the site, district and community.

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	✓		56.17 %	2021-2022	55.57 %
Suspension Rate - Semester 1	✓		2.25 %	2021-2022	1.92 %

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 data has significantly increased due to COVID19 pandemic and ongoing health and safety protocols. Students identified as having good or manageable attendance has declined from (19-20) 80% to (20-21) 68% to currently 40%. This indicator has not changed over the course of this year due to increases in COVID19 cases and has remained with only 40% of students in good/manageable attendance and 60% of students identified at chronic or severely chronic. Despite opportunities for students on quarantine to login to class virtually, or receive independent study work, for a variety of reasons, this was only used a small percentage of the time. Students often did not have adult supervision monitoring their login to class, or parents were unable to provide care at home for students during quarantine and students were with other family members, with limited access to internet, or were too ill to attend class or complete assigned work.

Also, of significant note is a transiency rate of 37% during the first semester of 21/22 school year.

Slater has also experienced an increase in suspensions during 3rd quarter, related to physical injury and threats to physically injure this year. This could be related to a variety of factors, including but not limited to, student transiency, limited extra-curricular activities, decreased access to sports and athletics, and academic standing. However, this number of 3rd qtr. suspensions has decreased by half, as compared to the 18-19 school year (32 suspensions).

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

- Transiency rate of 37% from 8/2021 to 12/2021. Due to the pandemic, Slater had a turnover of one third of our students in the first semester alone.
- From 8/2021 to 2/2022, 289 (42%) kids have been on quarantine for a total of 2,220 days of lost learning time.
- Chronic and Severe absenteeism totals 59.4% school-wide
 - 60% of Hispanic students are either severe or chronically absent
 - 55% of students with disabilities are either severe or chronically absent
- Of the 11 students that make up the 15 suspensions in 3rd quarter this school year, all but 1 student was male
 - 5/11 of the students are African American males
 - 9 out of 11 are new to Slater (have enrolled since the beginning of the pandemic)
 - 6/11 have a teacher with 0-1 year of experience
 - 8/11 have D/F in ELA and Math, and are 2+ years below in Reading and Math iReady
 - 8/11 have chronic or severely chronic attendance
 - 5/11 of the students are African American males

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).

Resources to support chronic absenteeism were limited due to health and safety guidelines. Health and safety protocols such as quarantine guidelines and the daily health screen tool, resulted in significant increases to student

absenteeism. Traditional supports such as home visits, incentives, frequent contact, were not utilized due to a variety of factors (quarantine guidelines, inability to conduct safe home visits, decreased focus on attendance incentives). Primary interventions for absenteeism was to build strong connections at school, as well as making sure students had technology and access to login virtually while in quarantine.

As mentioned in the analysis for Goal 2, a decrease in the availability of activities and athletics, may be a contributing factor for the rise in suspensions during 3rd quarter. Due to an agreement with labor unions, professional learning was significantly impacted for the 21/22 school year. Optional professional learning related to classroom management and SEL strategies was offered throughout 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.

Actions for 22/23 will include:

- Renew sense of urgency related to attendance through positive attendance incentives for students and families.
- SSW and SSW interns, and district funded HSL to monitor and met with parents to discuss student attendance and provide supports/solutions to parents.
- Site funded RCA will support students with chronic attendance through incentives, foster relationships and connections to the school site.
- In addition to district baseline SEL curriculum, implement Positivity Project focusing on 24 Character strengths with daily lessons that are engaging and fun, and teach students specific skills and strategies to manage their emotions. Lessons include daily check-ins with students.
- Continue to incentivize positive behavior with "green tickets" for students who demonstrate character attributes from Positivity Project.
- Site funded Resource Counseling Assistant will meet with small groups of students needing additional SEL supports related to social skill building, anger management, grief and loss, etc., as well as building meaningful relationships with students on campus and supporting extra curricular activities.
- District funded Child Welfare and Attendance Specialist (CWAS) will also target attendance and Tier II SEL needs.
- Continue to offer optional professional learning related to classroom management and social emotional well-being of students
- District funded instructional coach will provide supports for new teachers in the area of classroom management, structures and routines, and SEL supports for students.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Parents want extra-curricular activities for their students and believe that they are an incentive for good attendance.

2 ELAC:

NA

3 Staff:

- offer more activities, clubs and athletic opportunities for students
- provide students a caring adult to talk to
- supports for new teachers

Action 1

Title: School Connectedness

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

ATLAS suspension reports/Power Bi data reports

Goal 2 Monitoring (data entry)

School Culture & Climate Surveys

CCT Site Surveys

Elective Wheel Participation

Student Success Team Meetings

Student Focus Group Data

Owner(s):

Admin, SSW, ILT, CCT

School Social Worker

Culture & Climate Team/Students

CCT

Teachers

VP, Teachers, School Psychologist

School Social Worker, RCA

Timeline:

Monthly

Quarterly

Fall/Spring

As needed

at minimum, Twice per year

as needed

2nd/3rd quarters and as needed

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

Tier 1:

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

Tier 2:

- Attendance meetings with School Social Worker, CWAs, and/or RCA

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

Tier 3:

- Students/parents who do not respond positively to tier 1 and 2 interventions to improve attendance will be referred to the district SARB process.
- Students who do not respond positively to tier 1 and 2 behavior interventions will be referred to district ICET process.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		63,701.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : City of Fresno PARCS - Highway City Community Science Center Field trips, Family Science Night	20,416.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		145,715.00
G3A1	One-time School	Instruction	Bks & Ref			: Positivity Project	2,995.00

\$232,827.00

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	✓		92.04 %	2021-2022	93.14 %

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.

Supporting staff was challenging this year, with the reduction in professional learning. There were very few instances this year to build culture and collective learning among staff. Our current staff make-up consists of 15 teachers with 5 or more years of experience, while 15 teachers have been teaching 5 years or less. Of those 15, 8 are in their 1st or 2nd year of teaching. Considering that last year was virtual for 3/4 of the year, our newest staff members have had fewer opportunities for collective learning. In the past (19-20) we implemented a New Teacher Cohort and paid supplemental contracts to new teachers to work closely with our TSA. However, feedback was that it was too much when paired with designated school time and their ongoing work to clear their credentials.

In regards to teacher retention, over the last 3 years, we have had 3 retirements, 1 family leave resignation, and 3 teachers promote to Teacher Development Coaches. At the end of the 18-19 school year, two teachers left to a non-designated site. We have also created a pipeline with the Teacher Resident program and have 8 staff members that have come from the Residency Program.

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

The pandemic has definitely played a key role in the lack of connection between staff, including quarantine, and inability to host staff gatherings, gatherings, etc. Grade level teams have remained close, however this has been a challenge for new staff members to feel part of the school community.

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).

Our current SPSA was built around the 80 hours of designated time and 45 hours of district PL/PLC time. This was significantly reduced through bargaining with our labor partners. As a result, the remaining designated time was identified solely as PLC time in order to maintain the focus on teaching and learning. Buyback time and Professional Development days were used to provide some professional learning or guided planning time which allowed for clarity and building of expectations. Currently, Principal uses weekly Slater SOAR to build clarity and community among all staff.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Actions will include:

- Consistent and ongoing professional learning that builds collective efficacy around project based learning, multi-tiered systems of support (MTSS), social-emotional learning (SEL) and student engagement.
- Optional professional learning opportunities, on-site, at the district or regional level, and through research based conferences, as funds and substitutes allow.
- Provide leadership opportunities for staff, which include but are not limited to: Instructional Leadership Team, Climate and Culture Team, School Site Council members, Committee Leads for Student Activities (i.e. Red Ribbon Week, Random Acts of Kindness week, etc.)
- Culture of site based decision making aligned to school mission
- Develop teacher development plans through supervision and evaluation process that encourage risk taking, growth mindset, self-directed learning and goal setting.
- Provide supplemental contracts and materials and supplies for teachers to supervise extra-curricular clubs, student leadership and other activities outside of the school day.
- Teachers and classrooms are provided materials and supplies that support high quality instruction, including technology, classroom libraries and magazines, as well as other classroom tools that enhance teaching and learning.
- Periodic staff celebrations, treats, incentives, games, etc. related to holidays, school celebrations, or "just because" to promote school community.

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:
NA

2 ELAC:
NA

3 Staff:
<ul style="list-style-type: none">• opportunities for informal staff events outside of work• continue to build intervention professional learning and resources• student mental health supports <p>2-23-22 and 3-9-22 ILT meetings to analyze data and review current SPSA and discuss needs assessment</p> <p>2-28-22 and 3-21-22 Staff discussions to analyze data and seek input</p>

Action 1

Title: Staff Connectedness and Retention

[Action Details:](#)

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Mdyear Slater Survey Results
2. Fall & Spring Staff Survey Results
3. Meeting agendas

Owner(s):

1. Principal
2. Admin, CCT, Staff
3. Admin

Timeline:

1. End of 1st semester
2. Fall & Spring
3. Ongoing

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

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

Specify Professional Development or Staff Services to support EL students:

Certificated Tutor will provide additional goal setting conversations, and EL Camp prior to ELPAC assessment.

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

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		83.33 %	2021-2022	84.43 %

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

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

Since the family survey has gone online, it has been challenging to get parents to complete the survey. In addition, it makes it difficult to provide incentives and monitor the survey, as completion of the survey is anonymous. Since the beginning of the pandemic, we have found it difficult to maintain past in-person parent involvement. Our community is not as comfortable with the use of technology.

Our Fall 2021 survey was only completed by 14 parents. In the Spring of 2021 we had 40 parents complete the survey. Our goal was to have 50% of parents complete the spring survey.

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

Student incentives was the primary way we encouraged parent input on parent surveys. Since the survey has become electronic our numbers have dropped significantly. The electronic survey is "out of sight out of mind" and a little time consuming to complete, especially for multiple children.

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).

Our site has struggled to involve parents virtually in their child's education. Traditional avenues of participation have been replaced with virtual options (Back to School Night, School Site Council, awards assemblies, etc.) We have increased our number of School Messengers, Peachjar flyers, and marquee notifications, as this has been our main avenue to communication with families. Classrooms have also maintained virtual connection to parents through the Remind app, Class Dojo or other electronic forms of communication. For 6 years, our site has consistently held Back to School Chats with parents prior to the start of the school year. This has been an action that has built stronger family engagement throughout the course of the school 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.

With the change in some of the more restrictive health and safety guidelines, our plan is to reinstate some of our previously successful family engagement activities:

- Back to School Chats
- Semester awards assemblies
- Family Science Night
- Family Literacy Night
- Family Math Night
- Family Technology Night

In addition,

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Parents want to support classroom teachers, but don't always know how - build ways for teachers to communicate what they need from parents in a variety of ways

2 ELAC:

NA

3 Staff:

increase opportunities for parent involvement

Action 1

Title: Family Engagement

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Sign in sheets
2. Annual Parent Survey

Owner(s):

1. Admin
2. Admin, Teachers

Timeline:

1. Ongoing
2. March 2022

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:

- **Student Academics:**
- Back to School Parent Chats

- Parent Conferences
- Back to School Night
- Open House
- Semester Awards Assemblies
- Weekly Week at a Glance document for parents
- Review of data at SSC/ELAC meetings
- Parent University Courses, as available
- **Student Centered and Real-World Learning:**
- Family Science Night
- Family Literacy Night
- Family Math Night
- Family Technology Night
- **Student Engagement:**
- Weekly family school messenger will communicate important events
- School Marquee
- Notes and reminders
- Translating services Social Media: Site Facebook account

Materials and Supplies:

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

Specify Direct Service and Opportunities for parents and families to support EL students:

- The HSL and CWAS will make email and phone contact to families of EL students.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

1. The office staff will provide customer service to all parents and families when they arrive or call with questions or concerns.
2. Teachers will make connections with parents in order to build community and participation in educational process.
3. Bilingual staff will make email and phone contacts with families as needed.
4. Parent University will provide professional learning opportunities for parents and families.

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0420 Slater Elementary

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies; No food, No Incentives	2,969.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Involvement: Interpreters G5A1	655.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - Newsletters, parent meetings, math, literacy, and science nights. No Food or Incentives G5A1	1,705.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		19,316.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	7,323.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Any and all materials and supplies, SOAR, incentives, t-shirts, elective wheel, parent meetings, newsletters, literacy and Math nights, RTI G1A2, G2A1, G3A1, G4A1, G5A1	31,988.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh copy machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of student and staff technology.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for Students during assessments	600.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified: Babysitting for Parent Meetings	400.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		25,753.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessing	1,239.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,408.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes - PL Opportunities to support AC development and work; peer observations, planning; subs for teacher IEPs	20,493.00
G1A1	One-time School	Instruction	Bks & Ref			Scholastic News Subscription	5,000.00
G1A1	One-time School	Instruction	Bks & Ref			: Books	2,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Any and all materials and supplies, SOAR, elective wheel, parent meetings, newsletters, literacy and Math nights, RTI G1A2, G2A1, G3A1, G4A1, G5A1 **No Food / No Incentives**	2,243.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	20,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	70,502.00
G1A1	One-time School	Instruction	Travel			: Conferences (professional learning) and Travel	2,500.00
G1A1	One-time School	Instruction	Direct-Graph			Graphics: Signs, Banners, Copies, Resources	1,000.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		63,701.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : City of Fresno PARCS - Highway City Community Science Center Field trips, Family Science Night	20,416.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000		145,715.00
G3A1	One-time School	Instruction	Bks & Ref			: Positivity Project	2,995.00

\$459,421.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,030.00
Sup & Conc	7090	\$232,758.00
LCFF: EL	7091	\$30,400.00
One-time School	7099	\$127,233.00
Grand Total		\$459,421.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$226,594.00
G3 - Increase student engagement in their school and community	\$232,827.00
Grand Total	\$459,421.00