

**King Elementary**

10621666088546

Principal's Name: Summer Gaston-Gehris

Principal's Signature: 

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

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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>
1. Principal - Summer Gaston-Gehris	X				
2. Chairperson -Summer Gaston-Gehris	X				
3. Vice Chair-Mona Tatum		X			
4. Secretary-Letanya Patilla			X		
5. DAC Representative-Sylvia Trujillo				X	
6. Claudia Silva		X			
7. Alyssa Sosa		X			
8. Farm Saepanh				X	
9. Vittoria Molina				X	
10. Sasha Macintyre				X	
11. Christina Sidhu				X	
12. Kenneth Morgan(alternate)				X	
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed April 7, 2022 the SPSA as a school advisory
ELAC voted to consolidate with the SSC.

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal- Chairperson</b>	Summer Gaston-Gehris		4-19-22
<b>SSC-Vice Chairperson</b>	Mona J. Tatum		4-19-22

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

King - 0260

**ON-SITE ALLOCATION**

3010	Title I	\$68,562 *
7090	LCFF Supplemental & Concentration	\$234,302
7091	LCFF for English Learners	\$68,400
3182	Comprehensive Support and Improvement	<b>\$210,864 **</b>
7099 ESSER III (learning loss/COVID impact, one-time funds)		\$128,077
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$710,205</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		\$2,344
Remaining Title I funds are at the discretion of the School Site Council		\$66,218
Total Title I Allocation		\$68,562

\*\* Subject to change

## Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site team and CF Pivot Team/Guiding Coalition (CSI) Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review and support Team (Admin, site coach, lead teacher/s, CCT Lead, Supervisor of Schools, TST, RIM, CSI E&A, Department/s)
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book
  - i-Ready Teacher Toolbox
  - Restorative Practices New/Refresher Course(s)

## King 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	✓		16.76 %	2021-2022	20 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		11.23 %	2021-2022	15 %

**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 ELAD2 On Level**

All teachers set aside block time for ELA and Math. All teachers set up MTSS groups based on i-ready data to meet students needs and close the gap. Students had targeted support in reading with certificated tutors and EL students had EL support with English Learners Services integrated/designated time, as well as after school EL Program.

**All actions in 21-22 SPSA** were not implemented due to covid restraints, absences, shortages in support.  
**I-Ready Math D2 On Level** All teachers set aside block time for ELA and Math. All teachers set up MTSS groups based on i-ready data to meet students needs and close the gap. Students had targeted support in reading with certificated tutors and EL students had EL support with English Learners integrated/designated time, as well as after school EL Program.

All actions in 20-21 SPSA were not implemented due to covid restraints, absences, shortages in support.

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

#### **Schoolwide: Diagnostic 1**

**Reading: 6% (35 students)**

**Math: 2% (11 students)**

#### **Schoolwide: Diagnostic 2**

**Reading: 16% (92 students)**

**Math: 10% (60 students)**

All Grade levels made growth. However a large portion of all King students are 2 or more grade levels behind. Specific students groups (AA, SPED) underperformed. Some contributing causes maybe due to poor attendance in these subgroups.

**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).

Due to the online learning model there are still learning loss gaps with students. . Teachers adjusted based on iready data and set up MTSS groups. Not all teachers were fidel to their MTSS groups structure. So the site will adopt the PLi model for next 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.

The site will adopt the PLi model of instruction so all teachers are trained in a blended learning model. The site will continue with the learning by doing to develop strong PLCs that share data and planning.

**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:

Would like more intervention programs for children including after school. Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students, Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day, Spanish HSL, TSA Provide opportunities for younger students to participate in extra - curricular activities, Provide more supervision on the playground during recess, Provide more playground equipment, Assure that there are guest speakers in all classrooms, Add activities such as Folkloric and Mvbie Night. Student of the Month attached to Character Counts Pillars. Student academic and sports awards. King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

**2** ELAC:

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

**3** Staff:

Roving sub for teachers to meet with students 1:1 for goal setting once per quarter. Quarterly planning days, Weekly Grade Level PLCs iReady, Regional Math Focus MLD, Claims /Targets Restorative Practices, Mentors ,On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs, K3 Intervention Block, Certificated Tutors 1st-6th, IF's Technology, Spanish HSL, TSA CA, AA community Liaison, Contract w/ Hmong HSL. Celebrations, Goal 2 Activities Campus beautification w/ signs banners and schoolwide expectations. Broaden King Library selection of text to include a resource room.

## Action 1

**Title:** EL Redesignation

### Action Details:

**Tier 1:** Tier 1: King Elementary School will continue with a focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Interventions will be based on EL Student needs and data trends. We will provide appropriate supports for new comers less than 2-3 years in language support of initial language development. Teachers and leaders will continue to plan with purposeful content and include modeling, PL and implementation cycles with EL Coaches. King Elementary School will identify and target second language learners who have been continuously enrolled for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation. Teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills and an awareness of how English works. **Tier**

**2:** All ELL students will be identified and assigned a case manager (teacher, vp, tsa) to monitor their progress. All ELL students will attend quarterly redesignation counseling where they will goal set. **Tier 3:** All ELL students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum. Students will receive extra support in EL ASP through FUSD. All EL SPED students will have EL strategies included in their IEP goals and progress monitoring.

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

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

Teachers, TSA, VP

**Timeline:**

Quarterly

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

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

**Owner(s):**

VP, CT, TSA, Teachers

**Timeline:**

Quarterly

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

Kings ILT team will work with the Guiding Coalition to process and progress monitor student achievement data on ELPAC, iready, SBAC.

**Owner(s):**

ILT Team, CSI Guiding Coalition

**Timeline:**

Monthly

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

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

**Owner(s):**

Teacher

**Timeline:**

Daily

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

All staff will have the opportunity to engage in PL to plan for ELL students utilizing the core curriculum and EL frameworks and standards. This will include integrated/designated strategies for in person and distance learning. Using Ellevation, ELD standards, & EL Wonders curriculum.

**Owner(s):**

District Coaches, VP, TSA

**Timeline:**

Quarterly

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

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

**Owner(s):**

TSA's

**Timeline:**

Quarterly

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

- Students will have their teacher counsel them as well as progress monitor them.
- Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed for designated intensive instruction.

- Redesignated students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional tutoring.
- Students will have teachers that are provided additional professional learning through CSI funding to participate EL PL with district coaches.
- Students will have teachers that will receive training on integrated and designated strategies to meet ELL students needs. Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Ellevation, Wonders and Go Math curriculum to meet students needs. Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

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

#### Specify enhanced services for EL students:

- English Learners will participate all EL/ELA/Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application EL students will participate in goal-setting and incentive activities EL students will have a goal related to ELD progress as part of their goal-setting.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum.
- Materials, Supplies, subs and assessors for ELPAC

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

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

## Action 2

**Title:** Meet/Exceed ELA

#### Action Details:

**Tier 1:** King Elementary will implement a comprehensive reading supports through K-2 foundational skills & Wonders . All students will receive 120min of ELA instruction daily. Students will have the opportunity for flexible learning with tiered MTSS groups. Lesson implementation will offer challenging content focused on high quality text, intervention in small groups and acceleration during class and outside of class to support students who need more time and support. Instructional time will be spent reading, writing and listening to complex text. K-2 classrooms will include foundational skills as well as grade level Reading comprehension. 3rd-6th Content in all classes will include strategies to promote critical thinking through complex text, talk and task based on grade level standards, essential standards and learning targets. All lessons will have learning targets focused on IAB claims. Students will have access to reading comprehension skills and content knowledge through social studies and science text. **Tier 2:** King ILT teams will participate in the PLi learning initiative to improve learning experiences, and engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice. Students will receive additional support with certificated tutors and Instructional Fellows during the instructional day and outside of the instructional day through tutoring. Additional resources will include the iready program being used a minimum of 45 minutes weekly. As well as scholastic first program, and A4 program after school. **Tier 3:** Students will be pulled out for small groups based on student work and CFA data based on standards not being met. CSI - A 3.5 hour CT will be assigned to grades 4-6 to target students who are 2 years below grade level in Reading. CSI -Wonder Works/ELF will be used to provide Intervention to 4th-6th grade students who are 2 years below grade level in Reading. Grades 1-3 will receive support in K-2 foundational skills from CT and IF's. TSA paid for from designated school funds & Site Coach will coordinate Tier 2 intervention, district assessment, provide PL to 4 -6 grade teachers on the Close Reading Cycle, supervise the Instructional Fellows and CTs and facilitate the effective use of designated intervention blocks. A4 Springboard will be used and implemented to target our 1st-3rd AA students. CSI funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/reflection. All teachers will use CFA (illuminate or edcite) in the cycle of continuous improvement. Teachers will have access to a poster maker and laminator to improve the learning in the classroom using school opening funds.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Teachers will use SBAC, IAB claims & Targets, iready, power BI and CFA's assessments through illuminate or edcite to be strategic in their planning for reading and reading comprehension. Teachers will include the iready program, scholastic first as a resource and intervention.

**Owner(s):**

Teachers, PLC's & Admin

**Timeline:**

Daily

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

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

**Owner(s):**

Teachers , PLC's , ILT & Admin

**Timeline:**

Daily

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

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

**Owner(s):**

Teachers, PLC's , ILT & Admin

**Timeline:**

Daily/Weekly

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

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

**Owner(s):**

Teachers, PLC's, ILT & Admin

**Timeline:**

Daily/Weekly

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

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

**Owner(s):**

Teachers, PLC's, ILT & Admin

**Timeline:**

Weekly/Quarterly

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

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

**Owner(s):**

Teachers, PLC's , ILT & Admin

**Timeline:**

Monthly/Quarterly

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

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

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

Teachers, PLC's, ILT

[Timeline:](#)

Quarterly

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

All King ILT teams will work with the Guiding Coalition to process and progress monitor student achievement data. Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the school's Comprehensive School Improvement (CSI) work in tandem with site team (Guiding Coalition) as a Professional Learning Community(PLC) to complete a root cause analysis and determine focus related to the academic progress of our students. The school site team and the CF Pivot team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

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

ILT, Admin

[Timeline:](#)

Monthly/ Quarterly

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

Deconstruct standards (K-2) or SBAC Targets 3rd-6th, including ELD, to identify Essential Learning for the quarter and develop a common understanding of the rigor of the standards. Make agreements on Criteria for Success and exemplars. Develop SMART Goals. Identify and calendar time to administer and monitor Common Summative Assessments for each essential standard (K-2) or SBAC Target (3-6) as well as Common Formative Assessments to track progress toward meeting the essential learning target. This will include identifying tools to capture and analyze data, by student and by skill. Develop a protocol to analyze the data that includes tracking of significant subgroups including African American, English Learner, and SPED students. Backwards map the quarter as a team, including CFA's, CSAs, dates to analyze the CFA's and CSAs and dates to respond with intervention/ acceleration after data analysis. Align the rigor of instruction to the rigor of the Essential Learning Standards or Targets.

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

PLC's, ILT, Admin

[Timeline:](#)

Weekly/Quarterly

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

Kindergarten intervention will begin during 1st quarter. Grades 1st-6th will have an RTI block that will focus on giving students additional time and practice on essential learning in ELA or Math based on CFA and CSA results. During the RTI block, teachers can work with whole class or small group according to needs. The 4-6 RTI block will be coordinated so that additional support, such as a CT works with students during this time rather than during core instruction.

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

CT, Teachers, TSA

[Timeline:](#)

Weekly/Monthly/Quarterly

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

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

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

teacher, club advisors, VP

[Timeline:](#)

Monthly

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

Admin team & ILT team will attend workshops, trainings, standards institute when available based on funding. King ILT teams will participate in the PLi learning initiative to improve learning experiences, and engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice.

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

Admin Team, ILT Team

[Timeline:](#)

Semester

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

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- Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, MTSS tiered intervention, CT intervention, and after school tutoring by their teacher(extra pay contract) based on grades and test scores to close the achievement gap.
- Students will utilize digital resources in literacy and math through flexible grouping.
- Library will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level.
- All students will participate in grade tracking and goal setting and mentoring support through morning meetings. 6th grade Students will have academic planners for goal setting, well as organize assignments, calendar and provide parent communication.
- Students will receive recognition for meeting growth goals or scoring proficient on district iready.
- All students will be able to progress monitor and goal set through iready technology.
- All students will have access to materials & supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- All students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals
- Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, Monitors, printers/ ink cartridges, tech repairs, and other

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

**Specify enhanced services for EL students:**

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

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

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

### Action 3

**Title:** Meet/Exceed Math

**Action Details:**

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**Tier 1:** King Elementary will utilize a k-6 academic coach with a math focus. The coach will have a schoolwide and grade level focus on iready & SBAC goals. Assist with lesson planning, school wide commitments for POD, assessment cycles and student groupings. King Elementary School will implement a comprehensive mathematics program utilizing Math Lesson Design Model (Swun Math group) in 4th- 6th grade (CSI funded) and K-4 Go Math utilizing CCSS with an emphasis on students scoring significantly below grade level as measured by the SBAC, iready, CFA's (illuminate or edcite), and SBAC IAB data. King Elementary will implement the GVC with fidelity and to the depth of the grade level standard. Admin team, site coach and district math team will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of

challenging content and student ownership calibrated by the instructional practice guide for mathematics. All students will receive a minimum of 90 minutes of grade level Math instruction that includes whole class and small group instruction for differentiation. (Tier 1) Math instruction k-2 will use the 5E's or Lesson Design for planning and implementation & 3rd-6th MLD and the eight mathematical practices. Math instruction will include conceptual understanding, application/problem-solving and procedural/computation fluency. All students will receive 15-20 min of daily instruction and practice on grade level Math fluency skills utilizing BBF or Reflex Math. All students will use iReady for a minimum of 45 minutes per week in Math. **Tier 2:** King ILT teams will participate in the PLi (Educational Elements) learning initiative to improve learning experiences, and engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice. Teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iready. Students will receive access from the iready program as an intervention and resource. Students that continue to perform below grade level based on grade data, common formative assessments will have opportunities for reteach and will continue to be strategically targeted for small group instruction in class through a blended learning model. Intervention will be based on specific grade level clusters/standards. **Tier 3:** Students will be pulled for small group intervention based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth using district iready and CFA data. TSA paid for from designated school funds will coordinate Tier 2 intervention, district assessment provide PL. CSI funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/reflection Swun Math group.

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

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

Teachers, PLC's, Coaches, Admin

**Timeline:**

Quarterly

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

Teachers 3rd- 6th will fully implement all the components of Math Lesson Design. Coaches and Teams will provide feedback to improve instruction. Admin teams will continue to use IPG measures for implementation and engagement. Teachers will engage in four coaching cycles (paid sub day) to continue building capacity with MLD.

**Owner(s):**

Teachers, Coaches, Admin

**Timeline:**

Weekly/Quarterly

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

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

**Owner(s):**

Teachers

**Timeline:**

Daily

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

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

**Owner(s):**

Teachers, PLC's, ILT's, Admin

**Timeline:**

Bi-Weekly

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

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

Owner(s):

Teachers, PLC's Admin

Timeline:

Weekly

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

All King ILT teams will work with the Guiding Coalition to process and progress monitor student achievement data. Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the school's Comprehensive School Improvement (CSI) work in tandem with site team (Guiding Coalition) as a Professional Learning Community(PLC) to complete a root cause analysis and determine focus related to the academic progress of our students. The school site team and the CF Pivot team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

ILT, Admin

Timeline:

Monthly

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

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

Owner(s):

Teacher

Timeline:

Monthly

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

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

Owner(s):

Admin Team, ILT Team

Timeline:

Semester

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

- All 4th-6th grade students receive math instruction from a teacher utilizing MLD(Swun Math group) , state standards and the Go Math adoption.
- Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day by their teacher(extra pay contract).
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their teacher as well as POD opportunities.
- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of Reflex math, Go Math will include Math Personal Trainer and be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.
- Targeted intervention to students after CFU&CFA
- Intervention schedules will be implemented to allow time for math intervention.
- All students will be able to progress monitor and goal set through iready technology.
- A focus on IPG tenants 1, 2AB,C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction based on admin walks(paid sub)
- Students will have access to materials & supplies when their teachers attend Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- Students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other.
- All students will have access to teachers that have had PL and planning time with site and district coaches.

Planning Days for teachers, Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...  
Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors,

projector bulbs, printers/ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits

#### Specify enhanced services for EL students:

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

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

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

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessing	3,095.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4688		48,287.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Starfall	270.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies **No food or incentives**	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	4,091.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics	5,000.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		45,067.00
G1A2	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : ELF-4 Fellows	54,200.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin subs for Professional Learning and Classroom Walks **No IEPs**	9,643.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	57,908.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repairs	500.00
G1A2	One-time School	Instruction	Teacher-Supp			Tutoring/Professional Learning	14,856.00
G1A2	One-time School	Instruction	Ins Aide-Sup			Instructional Aide Supplemental	392.00
G1A2	One-time School	Instruction	Bks & Ref			Wonders: Wonder Works, 4th-6th gr intervention	859.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials/Supplies **No food or incentives**	3,159.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology	3,898.00
G1A3	ESSA-CSI	Instruction	Teacher-Subs			PLi subs **No IEPs**	2,411.00
G1A3	ESSA-CSI	Instruction	Cons Svc/Oth			Education Elements Partnership : Education Elements Partnership for PLi	10,000.00
G1A3	ESSA-CSI	In-House Instructional Staff Deve	Travel			: *****Professional Development for my TSA and my Math Coach***** Also in Goal 2, Action 1	8,000.00
G1A3	One-time School	Instruction	Teacher-Subs			Teacher subs for goal setting, observations, SSTs, PLi (7 teachers x 4 days)	18,082.00

**\$299,718.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		85.82 %	2021-2022	90 %

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

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

College and Career Readiness experiences College and Career office pays for each grade levels experiences in the areas of STEM education, Career Readiness Tours, and Community College Tours. This year due to the pandemic tours were not done. All field trips were cancelled in the 1st semester Virtual tours and field trips were not promoted.

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

There has been an increase in student participation now that we are back on campus. This includes our 5th & 6th grade AA student participation in BSU and Black History Month program, Also 2nd-6th grade participation in our Asian American Heritage Month program. Programs through A4 were highly attended. Clubs started off strong and staff needs to continue with highly engaging activities to keep attendance high.

**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 pandemic made it difficult to utilize all of our resources for students in all intended areas. Participation was disproportionate based on grade level. Participation increased when students were allowed to attend clubs and sports onsite only.

**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 on the path we are on: increase art and athletics awareness, increase lunch time activities and not just after school, develop programs for K-2 to participate.

**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:**

Continue to offer the clubs that are diverse. Fund where student interest is. Specifically in technology and STEM. Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies. Provide opportunities for younger students to participate in extra - curricular activities, Provide more supervision on the playground during recess, Provide more playground equipment, Assure that there are guest speakers in all classrooms, Add activities such as Folkloric and Movie Night. Student of the Month attached to Character Counts Pillars. Student academic and sports award.

**2 ELAC:**

Continue to fund for student participation. Please invite parents when students have finished projects for a parent night. Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies.

**3 Staff:**

Continue to fund extra pay contracts to encourage teachers to be advisers of clubs at lunch and after school. Fund for teachers to go to goal 2 training in order to be more effective in advising clubs and goal 2 participation.

**Action 1**

**Title:** Student Engagement

Action Details:

**Tier 1:** All teachers will be trained in CHAMPs best practices, cultural proficiency and fostering resilient learners to ensure all students feel part of the school and welcomed at King Elementary School to increase students sense of belonging. King Elementary School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school. King will implement strategies recommended by the Culture Climate Team. Continue to plan PL around morning meetings, second step, mindfulness, and SEL with emphasis on building students citizenship and kindness within student population. Classroom intermural activities will begin to create a sense of classroom community and participation. Items will be purchased to support safe and civil guidelines and practices on campus. **Tier 2:** School wide campus culture will be implemented and be reinforced through classroom meetings. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, band, orchestra or choir. Teachers will identify students of the Month who demonstrate Pillars of Character. All teachers will have an opportunity to select two students a month to honor as Pharaohs of the Month for demonstration of King good character in the classrooms. **Tier 3:** Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are new or high risk will be counseled one on one to identify goal 2 interest. TSA will seek out Character Strong and Character Counts trainings and develop PL around strategies learned to increase student 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  
 Extra pay contract campus culture will be developed to plan monthly schoolwide activities to create a culture with a sense of belonging for all. VP & TSA will collaborate with outside vendors to plan schoolwide engagements.

Owner(s):  
 CC Advisor, VP, TSA

Timeline:  
 Monthly

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

Engagements and participation will be documented on ATLAS weekly. Students involved in clubs with ASP & at lunch will be monitored. VAPA club roster will be updated and monitored Club Sponsors and advisors will document attendance in engagements.

**Owner(s):**

VP, Club Advisors

**Timeline:**

Weekly

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

All teachers will implement morning meetings, second step for students to develop a sense of character and implement kindness on campus. Teachers will receive training in CHAMPS, cultural proficiency and fostering resilient learners to ensure that daily they have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

**Owner(s):**

Teachers, RP Counselor, Tier 1 specialist, Admin

**Timeline:**

Daily

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

All King ILT team will work Guiding Coalition to process and progress monitor student achievement & survey data.

**Owner(s):**

ILT, Admin

**Timeline:**

Monthly

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

TSA & CC will attend CADA to bring back new ideas to create connectedness at King Elementary.

**Owner(s):**

TSA, CC team

**Timeline:**

Semester

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

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

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

**Specify enhanced services for EL students:**

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

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

- Students receiving special education services, African-American students, Hispanic students, Asian

Hmong club ect.

students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities

## Action 2

**Title:** Real World Learning Experiences

### Action Details:

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

Students for the STEMAcceleration will be identified by their most recent district and classroom data. From this list, Special Education, African American, English Learners, and Foster Students will have priority

**Owner(s):**

TSA

**Timeline:**

Quarterly

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

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

**Owner(s):**

Teachers

**Timeline:**

Yearly

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

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

**Owner(s):**

TSA

**Timeline:**

Monthly

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

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

Owner(s):

CC Team

Timeline:

Monthly

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

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

Owner(s):

Teachers, RP/Tier 2 Counselors, Admin

Timeline:

Daily

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

- Student Laptops
- Instructional materials and supplies
- STEM materials
- Agendas
- Vendor contracts with outside services to bring onsite.
- RP Counselor
- Tier 2 Specialist
- Second Step
- Structured Morning Meetings

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

Specify enhanced services for EL students:

- English Learners will be a target group for the Acceleration.
- English Learners will have opportunities to engage in discourse with community members that represent them culturally and linguistically.

Specify enhanced services for low-performing student groups:

- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will be given priority for participating in acceleration and restorative opportunities.

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : Fun Works	3,500.00
G2A2	Sup & Conc	Instructional Supervision & Admin	Direct-Maint			Structural Items and Repairs for school site	500.00

**\$4,000.00**

**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	✓		49.01 %	2021-2022	40 %
Suspension Rate - Semester 1	✓		3.29 %	2021-2022	2.96 %

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

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

King Elementary saw an overall increase in absenteeism. This is due to: students having to quarantine without a virtual option and teachers not communicating with families about independent study packet work being due. King has encourage students to come to school by offering incentives, such as attendance rewards through our Attendance=Engagement Campaign. Our HSL, OA and Mentors conducted home visits to reach all students that have chronic absences outside of quarantining. Attendance submitted before first break so phone calls can go out in a timely manner. All teachers will call home for absent identified manageable students. Attendance begins making phone calls. After 3 absences with no contact a home visit is conducted. All teachers manage and monitor at lease 3 chronic students each.

Teachers receiving PL on Restorative Practices and Fostering Resilient Learners with staff to be revisited quarterly. Documentation of behaviors appropriately in ATLAS as well as interventions. Staff reviewed previous readings on "Restorative Practices in Schools and Circle Processes". Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives, strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, class meetings, levels of misbehavior response. Students have opportunities for restorative meetings, respect agreements and community service to repair the harm done. Identifying our top tier misbehaviors. Making a matrix of options that are alternatives to suspension and include interventions. Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. Admin team will monitor suspension rates on ATLAS. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices.

**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 King Elementary School did not have all students at school on day one. Many families wanted to continue with an online option and had to wait to enroll. Many parents were fearful of the unknown and just did not bring their students to school. When parents were given the option of modified quarantine they declined and opted to keep their students at home.

Overall King has had a dramatic decrease in suspension compared to years when all students were in person (not last year when everyone was online). Staff will continue with the work they are doing. This will include the CCI on classroom management plans and skill building. There is disproportionality among staff that are fully implementing 2nd step, CHAMPS, holding classroom meetings, and using follow through with the referral process and those who are not implementing. The teachers not implementing have a higher referral rate of student misbehaviors and suspensions.

TST Team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations-engagement, mentors, parent conferences and restorative measures, and targeted small groups.

**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).

HSL facilitates home visits to students who become chronically absent (we were without a HSL for a big portion of the year. Target chronic or close to chronic students and invite them to attend Saturday Academy (Saturday Academy did not happen until the end of 2nd semester). Many students became Chronic early on due to quarantining. Early outreach to manageable students.

**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.

Support for teachers based on the measure of student referrals, suspensions, tracking of behaviors and interventions. This will include one on one support from the RP counselor, School psych, Culture Climate Specialist and Tier 2 support. Need for continued training in CHAMPS.

**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:

More school to home communications, More than one parent conference week a year. Goal setting with students. More opportunities for parent involvement.

**2** ELAC:

More school to home communication, Parent coffee hours, Meetings about attendance & behavior from parent university.

**3** Staff:

Roving sub for teachers to meet with students 1:1 for goal setting once per quarter. Quarterly planning days, Weekly Grade Level PLCs iReady, Regional Math Focus MLD, Claims/Targets Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs, K3 Intervention Block, Certificated Tutors 1st-6th, IFs Technology, Spanish HSL, TSA,CA, AA community Liaison, Contractw/ Hmong HSL. Celebrations ,Goal 2 Activities Campus beautification w/ signs banners and schoolwide expectations.

## Action 1

Title: Increase Attendance

[Action Details:](#)

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**Tier 1:** HSL will monitor attendance data by-Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action. All students will be counseled as part of back to school on the tiered levels of attendance. Where they are on the tier and goal set. King Elementary will create an awareness of what satisfactory attendance will look like. **Tier 2:** Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by teachers, TSA, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by HSL, TSA, Mentors, and contracted attendance support. HSL will daily monitor students being targeted for attendance. If students are absent HSL will call or visit the home daily to offer family school supports. **Tier 3:** HSL will target and progress monitor high risk students in particular AA students. T2 parent meeting with Attendance Clerk & HSL/TSA, SART process with Admin, SARB referrals. EOY chronic will be reduced and our severe chronic will be eliminated. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place. Students will be given opportunities to remedy attendance through Saturday Academy as an intervention. A Teacher on Special Assignment will focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. TSA will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. The TSA will also help facilitate conferences between teacher, student and parents to lead to productive learning outcomes for students. In addition, the TSA will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community (Girl Power, Young Men of Character). The TSA & HSL will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. CSI money will be designated towards and attendance officer to assist with increasing student attendance and engagement, outreach, collect data to inform strategies to decrease chronic absenteeism. An additional 2 hours will be site funded for Office Assistant to support with Attendance outreach.

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

**Explain the Progress Monitoring and data used for this Action**

<p><a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Daily Review ATLAS for ADA Review, all attendance submitted before first recess.</p>	<p><b>Owner(s):</b> Admin, OA, HSL, TSA, Teachers</p>	<p><b>Timeline:</b> Daily</p>
<p><a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Power BI Chronic Absenteeism data analyzed to identify students at risk by AA, EL, Hispanic, Homeless, Disabilities, &amp; White. Students will be progress monitored.</p>	<p><b>Owner(s):</b> Admin, OA, HSL, TSA, Teachers</p>	<p><b>Timeline:</b> Weekly/Monthly</p>
<p><a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at least one absent student for the teacher home connection &amp; building accountability with manageable students.</p>	<p><b>Owner(s):</b> Admin, OA, HSL, TSA, Teacher</p>	<p><b>Timeline:</b> Daily</p>
<p><a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> 1,2,3 Policy will be implemented consistently. Absences will have documented phone call and home visit for possible intervention after 3 absences. 1 phone call, 2 home visit, 3 offer supports.</p>	<p><b>Owner(s):</b> Admin, OA, HSL, TSA, Teacher</p>	<p><b>Timeline:</b> Daily/Weekly</p>
<p><a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Students will be strategically targeted based on attendance to attend Saturday Academy to remedy absences. Letters and phone calls will be sent home to notify students and parents on dates, times and curriculum offered on Saturday.</p>	<p><b>Owner(s):</b> Admin, HSL, TSA</p>	<p><b>Timeline:</b> Weekly</p>
<p><a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> All King ILT team will work Guiding Coalition to process and progress monitor student achievement data.</p>	<p><b>Owner(s):</b> Admin, ILT</p>	<p><b>Timeline:</b> Monthly</p>

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

TSA will strategically target high risk student absences, tardies Misbehaviors and Suspensions Grades Parent, student and staff surveys Root Cause Analysis.

**Owner(s):**

TSA, Admin, ILT

**Timeline:**

Monthly

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

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

**Owner(s):**

Tier 2 specialist

**Timeline:**

Weekly

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

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

**Owner(s):**

Attendance Officer

**Timeline:**

Daily

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

All Q (quarantined) attendance will be monitored for present virtually or independent student.

**Owner(s):**

OA, HSL, TSA

**Timeline:**

Daily

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

- Goal-setting and individual or small group support for at risk students for attendance, positive behavior, staying in class
- Contract provided to support attendance
- Materials and supplies for student incentives, goal-setting, group work
- Materials and supplies for parent education classes
- Mileage for home visit
- Students will be given the opportunity to attend Saturday Academy.
- Monitor and track attendance progress weekly with Teacher/TSA
- Students will participate in rallies and expectation talks on attendance.
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Students will be honored quarterly for perfect attendance and 95% attendance improvement.
- Students will receive incentives for improved attendance weekly by the Principal.

**Specify enhanced services for EL students:**

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

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

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

## Action 2

**Title:** Decrease Suspensions

**Action Details:**

**Tier 1:** All teachers will participate in continued Cultural Proficiency Training and continue in site book study on Fostering Resilient Learners as well as CHAMPS training to ensure all students feel part of the school and welcomed at King Elementary School. Referrals, behaviors will be monitored through power bi by tiers as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students.

Support will be provided through implementation of restorative practices and discipline guidelines. Schoolwide Tier I expectations, Classroom Tier I expectations and monitoring by CC Team. Classrooms with patterns of referrals will receive support from site TSA, mentors & CC specialist. Classroom management plans will be reviewed. Schoolwide we will increase Goal 2 activities and student engagement. TSA, RP counselor, Tier 2 cwas will prep incoming students for restoratives and meeting with other students, teachers, and admin. Students will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. VP and TSA will monitor suspension rates on ATLAS and power bi. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices. **Tier 2:** Strategic interventions will be put in place for at risk students. Team TST meetings will be held bi-weekly and interventions including, BIP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. All referrals will be handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times. **Tier 3:** SST's will be held for students at High risk and referrals will be made for outside agencies (Onsite Counseling will address students & families specific needs) as recommended by the team. Hand in Hand Mentors will be funded as an intervention/ support for identified Tier 2 & 3 students. Mentors will work with identified Tier 2 and 3 students needs. A Teacher on Special Assignment position will continue to focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. A Targeted Support Team will meet twice per month to identify and progress monitor at risk (Tier 2 and 3) students based on attendance, referrals/suspensions and other factors that are determined to be negatively impacting student success.

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

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

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

Timeline:

Daily

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

Teachers will receive training in cultural proficiency and continue site book study on Fostering Resilient Learner to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):

Admin, RP Counselor

Timeline:

Monthly

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

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

Owner(s):

VP, TSA

Timeline:

Daily

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

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

Owner(s):

TSA, Mentors, RP Counselor, Tier 2 CWAS

Timeline:

Daily

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

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

Owner(s):

VP, TSA

Timeline:

Monthly

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

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

Owner(s):

RP Counselor, tier 2 cwas

Timeline:

Weekly

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

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

Owner(s):

Admin, RP counselor, Tier 2 CWAS, TSA, Teachers

Timeline:

Daily/Weekly/monthly

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Mat & Supp			: Materials/ Supplies; Also include Goal 3, Action 2 <b>**No food or incentives**</b>	6,543.00
G3A1	Sup & Conc	School Administration	CI&Tech-Reg	Assistant, School Office	0.2500	1.0 FTE Split Funded .75 FTE District Funded .25 FTE Site Funded to assist with attendance	16,132.00
G3A1	One-time School	Attendance & Social Work Services	Crt Pupil-Sup			Attendance Officer; Retiree Contract for Carla Hartunian, to assist with chronic attendance-increase attendance	43,331.00
G3A2	Title 1 Basic	Instruction	Bks & Ref			: Illuminate Site License for 1st-6th grade	3,570.00
G3A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : split funded with 7099	75,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling	58,016.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Split funded with 3182	40,000.00

**\$242,592.00**

**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	✓		92.11 %	2021-2022	93.21 %

**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.

Staff Goal - Site Defined  
 School Site got 100% staff buy in the mission and vision with certificated employees. The King Culture Climate team lead the PL in this area. King Elementary wants to move forward with practicing its vision in order to reach its mission goal of all students will move at least one grade level or more.  
 Staff Survey—Overall Positive in Belonging Domain  
 Had an overall increase. The staff has had 3 principals in 5 years. They need consistency in leadership. New principal is developing positive relationships with staff & students.

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

The classified staff has felt a disconnect as to what is occurring on the King campus as the teachers receive more information in PD/staff meetings. Once a week an email will go out to classified staff providing them with updates of school business/activities. A classified staff meeting will occur Quarterly. This will help with buy in whole staff with mission and vision. Staff Survey—Overall Positive in Belonging Domain The culture and climate team has monthly created connection and engagement activities. Weekly updates are sent to the entire staff by principal to keep staff connected.

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

Continue with the work that is occurring around Culture Climate this work has resulted in an increase in staff connectivity.

**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.

It is important to do more than one annual survey. Have the CC team survey staff so they have full buy in with the connectivity ideas.

**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:**

Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students, Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day, Spanish HSL, TSA, Provide opportunities for younger students to participate in extra - curricular activities, Provide more supervision on the playground during recess, Provide more playground equipment, Assure that there are guest speakers in all classrooms, Add activities such as Folkloric and Movie Night. Student of the Month attached to Character Counts Pillars. Student academic and sports awards. King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

**2 ELAC:**

Provide more counselors, SEL supports  
 Provide bilingual and friendly staff  
 More qualified substitutes  
 Certificated Tutors for intervention  
 Student incentives, Field trips, Assemblies  
 Instructional Materials (books, paper, copies)

**3 Staff:**

Roving sub for teachers to meet with students 1:1 for goal setting once per quarter. Quarterly planning days, Weekly Grade Level PLCs iReady, Regional Math Focus MLD, Claims/Targets Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs, K3 Intervention Block, Certificated Tutors 1st-6th, IF's Technology, Spanish HSL, TSA, CA, AA community Liaison, Contract w/ Hmong HSL. Celebrations, Goal 2 Activities Campus beautification w/ signs banners and schoolwide expectations. Broaden King Library selection of text to include a resource room.

**Action 1**

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

**Action Details:**

**Tier 1:** We will partner with vendors and guest speakers to bring diversity to our campus. HSL & TSA will partner with parent university and AA Acceleration Parent Program. Build connections through Fresno State and Fresno Pacific University teacher credentialing programs. Mentor and recruit through the teacher pathways at FUSD High Schools. Build Connections in FUSD Teacher Development to mentor new recruits or identified classified candidates. Identify parent groups to volunteer/NTA to have a representative presence on campus. **Tier 2:** A Teacher on Special Assignment representative of the community and will focus on building positive relationships with students, family and community. Promoting positive attendance/behaviors and building positive relationships between home and school. This TSA different from Designated Schools TSA will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. The TSA will also help facilitate conferences between teacher, student and parents to lead to productive learning outcomes for students. **Tier 3:** In addition, the TSA will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community. The TSA will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

**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

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

**Owner(s):**

TSA, CWAS, HSL

**Timeline:**

Weekly

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

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

**Owner(s):**

Admin team, ILT

**Timeline:**

Semester

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

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

**Owner(s):**

Admin, Teachers

**Timeline:**

Daily

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

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

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

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

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

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

- PL to integrate all digital components of Go Math, Math personal Trainer to support the needs of students. Additional support from district math coaches as well a cycle of observation and review.
- Teachers will discuss instructional practices related to student performance of each CFA and plan actions to improve instruction.

**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	✓		87.22 %	2021-2022	88.32 %

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

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

King Elementary has a goal for 95% attendance at schoolwide events (conferences, back to school night, dances, academic & athletic assemblies, open house ect.) King Elementary seeks 15% regular attendance and participation in parent meetings, coffee hours, ELAC, A4 meetings, parent university PL ect.)

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

King had inequities in this area due to the pandemic. There has been a lack of clear communication between staff, school and home. King wants to establish multiple sources of communication with families along with a welcoming environment for all families and students.

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

The pandemic made it very difficult to offer meetings and activities that parents could be involved in. We had a strong back to school night and after that we were unable to open the school back up for large events. There has also a lack of having correct phone numbers and emails to connect with families.

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

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

**Step 4:** Educational Partner Involvement. Share the 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:**

Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students, Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day, Spanish HSL, TSA, Provide opportunities for younger students to participate in extra - curricular activities, Provide more supervision on the playground during recess, Provide more playground equipment, Assure that there are guest speakers in all classrooms, Add activities such as Folkloric and Movie Night. Student of the Month attached to Character Counts Pillars. Student academic and sports awards. King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

**2 ELAC:**

Provide more counselors, SEL supports Provide bilingual and friendly staff More qualified substitutes Certificated Tutors for intervention Student incentives, Field trips, Assemblies Instructional Materials (books, paper, copies)

**3 Staff:**

Roving sub for teachers to meet with students 1:1 for goal setting once per quarter. Quarterly planning days, Weekly Grade Level PLCs iReady, Regional Math Focus MLD, Claims/Targets Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs, K3 Intervention Block, Certificated Tutors 1st-6th, IFs Technology, Spanish HSL, TSA, CA, AA community Liaison, Contract w/ Hmong HSL. Celebrations, Goal 2 Activities Campus beautification w/ signs banners and schoolwide expectations. Broaden King Library selection of text to include a resource room

**Action 1**

**Title:** TSA Community/Student Liaison

Action Details:

A Teacher on Special Assignment position will focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. This TSA, different from Designated Schools TSA, will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. The TSA will also help facilitate conferences between teacher, student and parents to lead to productive learning and behavioral outcomes for students. In addition, the TSA will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community. The TSA will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. TSA will work with parent university, A4 office, and EL office with outreach to parents.

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

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

- TSA
- Principal

Timeline:

- TSA and Admin Team Meetings at least twice per month
- Data analysis monthly
- Participation in TST Meetings twice per month
- Parent meetings 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:

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

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

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

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

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

## Action 2

Title: Family Engagement

Action Details:

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

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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

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

Owner(s):

VP, HSL

Timeline:

Quarterly

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

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

Owner(s):

Principal, TSA

Timeline:

Quarterly

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

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

**Owner(s):**

HSL, VP, TSA

**Timeline:**

Monthly

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

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

**Owner(s):**

RP Counselor, Tier 2 Specialist, TSA

**Timeline:**

Monthly

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

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

**Owner(s):**

HSL, VP

**Timeline:**

Monthly

**Describe Direct 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:**

Supports: All students and families will have access to material and supplies to support student success in the listed areas. This includes, curriculum, technology, materials, and food for events.

- Student Academics
- Student Centered and Real-World Learning
- Student Engagement
- Student Attendance
- Student Behavior

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

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

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

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

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

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	786.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent involvement and babysitting activities **No food or incentives**	1,558.00
G5A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	"Supports Goal 1 and Goal 3"	101,246.00
G5A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	"Supports Goal 1 and Goal 3"	43,390.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	5,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental contracts for translating/interpreting	2,616.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for meetings/activities	8,299.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	1,000.00

**\$163,895.00**

# 2022-2023 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessing	3,095.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4688		48,287.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Starfall	270.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies **No food or incentives**	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	4,091.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics	5,000.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		45,067.00
G1A2	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : ELF- 4 Fellows	54,200.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin subs for Professional Learning and Classroom Walks **No IEPs**	9,643.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	57,908.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repairs	500.00
G1A2	One-time School	Instruction	Teacher-Supp			Tutoring/Professional Learning	14,856.00
G1A2	One-time School	Instruction	Ins Aide-Sup			Instructional Aide Supplemental	392.00
G1A2	One-time School	Instruction	Bks & Ref			Wonders: Wonder Works, 4th-6th gr intervention	859.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials/Supplies **No food or incentives**	3,159.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology	3,898.00
G1A3	ESSA-CSI	Instruction	Teacher-Subs			PLi subs **No IEPs**	2,411.00
G1A3	ESSA-CSI	Instruction	Cons Svc/Oth			Education Elements Partnership : Education Elements Partnership for PLi	10,000.00
G1A3	ESSA-CSI	In-House Instructional Staff Deve	Travel			: *****Professional Development for my TSA and my Math Coach**** Also in Goal 2, Action 1	8,000.00
G1A3	One-time School	Instruction	Teacher-Subs			Teacher subs for goal setting, observations, SSTs, PLi (7 teachers x 4 days)	18,082.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : Fun Works	3,500.00
G2A2	Sup & Conc	Instructional Supervision & Admi	Direct-Maint			Structural Items and Repairs for school site	500.00
G3A1	ESSA-CSI	Instruction	Mat & Supp			: Materials/ Supplies; Also include Goal 3, Action 2 **No food or incentives**	6,543.00
G3A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500	1.0 FTE Split Funded .75 FTE District Funded .25 FTE Site Funded to assist with attendance	16,132.00
G3A1	One-time School	Attendance & Social Work Servic	Crt Pupil-Sup			Attendance Officer; Retiree Contract for Carla Hartunian, to assist with chronic attendance-increase attendance	43,331.00
G3A2	Title 1 Basic	Instruction	Bks & Ref			: Illuminate Site License for 1st-6th grade	3,570.00
G3A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : split funded with 7099	75,000.00

G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling	58,016.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Split funded with 3182	40,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	786.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent involvement and babysitting activities **No food or incentives**	1,558.00
G5A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	"Supports Goal 1 and Goal 3"	101,246.00
G5A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	"Supports Goal 1 and Goal 3"	43,390.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	5,000.00
G5A1	LCFF: EL	Parent Participation	Clis Sup-Sup			Supplemental contracts for translating/interpreting	2,616.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for meetings/activities	8,299.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	1,000.00

<b>\$710,205.00</b>
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Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,562.00
ESSA-CSI	3182	\$210,864.00
Sup & Conc	7090	\$234,302.00
LCFF: EL	7091	\$68,400.00
One-time School	7099	\$128,077.00
<b>Grand Total</b>		<b>\$710,205.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$299,718.00
G2 - Expand student-centered and real-world learning experiences	\$4,000.00
G3 - Increase student engagement in their school and community	\$242,592.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$163,895.00
<b>Grand Total</b>	<b>\$710,205.00</b>