

Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances

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

School Site Council

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

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 3/19/19

Required Signatures

School Name: Slater Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelli Wilkins		4-7-21
SSC Chairperson	Natalie Wallis		4-7-21

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$67,505 *
7090	LCFF Supplemental & Concentration	\$227,238
7091	LCFF for English Learners	\$31,995
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$25,666</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$352,404

* 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	\$1,761
Remaining Title I funds are at the discretion of the School Site Council	<u>\$65,744</u>
Total Title I Allocation	\$67,505

Our 20-21 developed SPSA actions were geared towards a 100% in-person model and that did not transpire, making it challenging to implement. Teachers were provided professional learning from district and outside consultants in the areas of technology and distance learning strategies. Funds were utilized to purchase technology and technology supports for teachers, as well as needed supplies for the home. PLCs were provided designated time to meet with their PLCs to plan instructional related to common essential standards, plan assessments and interventions. Teachers monitored academic growth using a variety of tools: BAS, BPST, iReady, CFAs, Common Summative assessments, IABs and FIABs. Small group and one-on-one support was offered virtually to all students, however this opportunity was minimally utilized by families. At the end of the 3rd quarter, in person tutoring began with teachers who volunteered. We have seen a consistent group of students participating in this, but have not implemented long enough to collect any meaningful data.

I-Ready ELA D2 On Level (White)

Target was not met for ELA iReady white students. 22% of white students scored on level. In addition to the above mentioned school-wide actions, additional actions included:

- Goal setting conversations with students
- PL on differentiation and blended learning models

I-Ready Math D2 On Level

Slater students performed significantly below 2021 target of 36%, however significant growth was made from iReady D1 to iReady D2.

- Tier 1 25% (+8%)
- Tier 2 47% (+1%)
- Tier 3 29% (-8%)

There were several factors leading to the disproportionality of low performing students in Math for the 2020-21 school year.

- Lack of access to concrete math tools
- Poor attendance
- Beginning the school year 2 or more grade levels behind
- Technology issues
- Lack of family support
- Lack of adult supervision during distance learning (asynchronous learning)
- Low percentage of work completion resulting in high percentage of Ds/Fs
- Low percentage of completing monitoring assessments (iReady, CFAs, etc.)
- Multiple schedule changes
- Limited consistent participation in interventions provided (daily office hours, small group sessions, outside and during the school day interventions with Certificated Tutor, School Social Worker, and TSA).
- Although sense of belonging grew over the course of the year, this also is a component in low performance

I-Ready Math D2 On Level (White)

At the beginning of the year white students performed significantly lower in math than all students, by nearly 5% (D1). However on iReady D2 the percentage of white students in Tier 1 exceeded those schoolwide by

TSA).

- Although sense of belonging grew over the course of the year, this also is a component in low performance

I-Ready ELA D2 On Level (White)

There were several factors leading to the disproportionality of white students performance in ELA for the 2020-21 school year.

- Poor attendance
- Beginning the school year 2 or more grade levels behind
- Technology issues
- Lack of family support
- Lack of adult supervision during distance learning (asynchronous learning)
- Low percentage of work completion resulting in high percentage of Ds/Fs
- Low percentage of completing monitoring assessments (iReady, CFAs, etc.)
- Multiple schedule changes
- Limited consistent participation in interventions provided (daily office hours, small group sessions, outside and during the school day interventions with Certificated Tutor, School Social Worker, and TSA).
- Although sense of belonging grew over the course of the year, this also is a component in low performance

I-Ready Math D2 On Level

There were several factors leading to the disproportionality of low performing students in Math for the 2020-21 school year.

- Lack of access to concrete math tools
- Beginning the school year 2 or more grade levels behind
- Poor attendance
- Technology issues
- Lack of family support
- Lack of adult supervision during distance learning (asynchronous learning)
- Low percentage of work completion resulting in high percentage of Ds/Fs
- Low percentage of completing monitoring assessments (iReady, CFAs, etc.)
- Multiple schedule changes
- Limited consistent participation in interventions provided (daily office hours, small group sessions, outside and during the school day interventions with Certificated Tutor, School Social Worker, and TSA).
- Although sense of belonging grew over the course of the year, this also is a component in low performance

I-Ready Math D2 On Level (White)

There were several factors leading to the disproportionality of white students performance in Math for the 2020-21 school year.

- Lack of access to concrete math tools
- Poor attendance
- Beginning the school year 2 or more grade levels behind
- Technology issues and lack of tech knowledge

1%. Actions implemented included:

- goal setting conversations with admin/teachers and teachers/students
- monitoring of grade level assessment cycles

I-Ready ELA D2 On Level (African American)

At the beginning of the year AA students performed about the same in ELA as compared to all students, AA (24%) and All (26%). However on iReady D2 the percentage of AA students in Tier 1 grew did not grow the same as All students (AA-25% and All-36%, a discrepancy of -9%. Actions implemented included:

- goal setting conversations with admin/teachers and teachers/students
- monitoring of grade level assessment cycles
- A4 academic tutoring

I-Ready Math D2 On Level (African American)

At the beginning of the year AA students performed significantly lower in math than all students, by nearly 9%. However on iReady D2 the percentage of AA students in Tier 1 grew by 11% and Tier 3 decreased by 10%. Actions implemented included:

- goal setting conversations with admin/teachers and teachers/students
- monitoring of grade level assessment cycles
- A4 academic tutoring

- Lack of family support
- Lack of adult supervision during distance learning (asynchronous learning)
- Low percentage of work completion resulting in high percentage of Ds/Fs
- Low percentage of completing monitoring assessments (iReady, CFAs, etc.)
- Multiple schedule changes
- Limited consistent participation in interventions provided (daily office hours, small group sessions, outside and during the school day interventions with Certificated Tutor, School Social Worker, and TSA).
- Although sense of belonging grew over the course of the year, this also is a component in low performance

I-Ready ELA D2 On Level (African American)

There were several factors leading to the disproportionality of AA students performance in Math for the 2020-21 school year.

- lack of access to concrete math tools
- Poor attendance
- Beginning the school year 2 or more grade levels behind
- Technology issues and lack of tech knowledge
- Lack of family support
- Lack of adult supervision during distance learning (asynchronous learning)
- Low percentage of work completion resulting in high percentage of Ds/Fs
- Low percentage of completing monitoring assessments (iReady, CFAs, etc.)
- Multiple schedule changes
- Limited consistent participation in interventions provided (daily office hours, small group sessions, outside and during the school day interventions with Certificated Tutor, School Social Worker, and TSA).
- Although sense of belonging grew over the course of the year, this also is a component in low performance

I-Ready Math D2 On Level (African American)

There were several factors leading to the disproportionality of AA students performance in ELA for the 2020-21 school year.

- lack of access to concrete math tools
- Poor attendance
- Beginning the school year 2 or more grade levels behind
- Technology issues and lack of tech knowledge
- Lack of family support
- Lack of adult supervision during distance learning (asynchronous learning)
- Low percentage of work completion resulting in high percentage of Ds/Fs
- Low percentage of completing monitoring assessments (iReady, CFAs, etc.)
- Multiple schedule changes
- Limited consistent participation in interventions provided (daily office hours, small group sessions, outside and during the school day interventions with Certificated Tutor, School Social Worker, and TSA).
- Although sense of belonging grew over the course of the year, this also is a component in low performance

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.

- Due to the challenges of distance learning, and learning new technology and virtual platforms, instructing virtually, and district scheduling of instructional minutes, PLCs did not as effectively implement common assessment cycles with complete sets of data. Therefore they were unable to effectively act on results through intervention in their classroom.
- Teachers did begin to implement FIABs and IABs during 3rd quarter to better align assessments with rigor of standards, however this was not standard practice during 1st semester.
- Students minimally took advantage of Tutor.com provided by district.
- Funds were set aside for supplemental contracts for full day planning days for teachers, which were not utilized due to extended planning time provided by distance learning schedule.
- Student materials were purchased to support at home learning: headphones, consumable supplies, manipulatives. Classroom supplies and math manipulatives will need to be restocked for the return of students to physical classroom.
- Additional cafeteria tables, outdoor picnic tables were purchased in order to promote social distancing during in-person school.

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 2021-2022 SPSA.

Without knowing the structure of the next school year, we have projected to make the following changes:

- Continue to build capacity of ILT to work on identifying essential learnings, best practices, multi-tiered system of interventions, and aligned assessment practices.
- Continue to build a school-wide aligned assessment system that includes the use of SBAC stems, IABs and FIABs in grades 3-6.
- Purchase additional reading material that is current, relevant and culturally responsive including Scholastic News, Storyworks.
- The Positivity Project will continue to be implemented and support School Sense of Belonging.
- Implement Math Lesson Design from Swun Math for all 5th-6th grade classrooms.
- Update technology including, document cameras, smartboards and projectors.
- Increase access to daily on level interventions through the use of Teaching Fellows.
- Increase school connectedness for students and families, as well as allow for additional learning time through Summer Bridge program prior to the start of the school year.

Step 4: Stakeholder 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:

3-4-21 SSC/ELAC to discuss data and provide input.

4-7-21 Review and finalization of proposed budget

Identified areas of need:

- Wider range of access to intervention supports - need for school-wide intervention schedule and assessments.
- Mental Health supports

2 ELAC:

Combined with SSC.

3 Staff:

1-13-21 & 3-1-21 ILT meetings to analyze data and review current SPSA and discuss needs.

2-21-21 Staff Meeting to analyze data and seek input

Week of 3-8-21 PLC conversations to finalize SPSA/Budget

3-16-21 Staff meeting to prioritize and provide input to SPSA

Identified Areas of Need:

- Wider range of access to intervention supports - need for

- school-wide intervention schedule and assessments.
- Continue PL around differentiated learning
 - Materials and supplies - increased on grade level, current, relevant texts

Action 1

Title: ELA

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

District ELA I Ready Diagnostic Assessments

PLC Common Assessment Cycles, IABs and FIABs

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

Classroom observations/feedback (IPG Tool/Data Summary Report)

ELASBAC results

ELPAC results/EL Redesignation Rate

Data Chats/Goal Setting Conferences

Principal/Vice-Principal Accountable Community Action Plans

Owner(s):

ILT

PLCs

PLCs

Principal & Vice Principal

School-wide

TSAMP

Admin Team/Teachers/Students

Principal & Vice Principal

Timeline:

Based on district assessment calendar

CFAs ongoing throughout Unit/Chapter

Quarterly

IPG Report - quarterly

SBAC, June 2021

Quarterly

Quarterly

Quarterly

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

- CORE Instruction:
 - All students will be provided an extended school day with an additional 30 minutes of instruction.
 - Materials and supplies such as: Supplemental materials, and class sets of supplemental reading material that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
 - Principal and VP will support capacity building of site leadership team in order to align mission and vision with school goals and instructional practices.
 - Admin and ILT will set and monitor school-wide, grade level, and classroom goals with PLC.
 - All classroom teachers will monitor student progress on Essential Standards in ELA & through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - Provide ongoing professional learning and support in order to continue to implement instructional model that includes differentiation, access to small group instruction with teacher, literacy based science/social-studies

and use of technology.

- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk, and technology and in the implementation of professional learning communities.
- Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, teacher input at SSTs, IEPs or provide other parent engagement opportunities.
- Teachers in grades 3-6 will consistently administer ELA IABs/FIABs, and adjust instruction based on identified needs.
- Quarterly Goal Setting Chats will be conducted between teachers and admin team.
- Goal Setting chats will be held quarterly between teachers and students to discuss their I Ready goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Tiered System of Intervention:
 - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
 - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
 - As identified through assessment data, students will receive Tier 2 and 3 intervention through a deployment model with the certificated tutor, TSA, SPED Team, Teaching Fellows and classroom teachers.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
 - COST referrals will be used to monitor tiered system of intervention prior to Student Success Team.
 - Principal, VP, TSA, School Social Worker and Tier II Specialist will monitor ongoing action plans for COST students.
 - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware & software)
 - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available,
 - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
 - Purchase technology devices and tools for students and teachers to enhance learning.
 - Increase the digital literacy of students with activities in the classroom and/or computer lab that align with the State Standards for Technology.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Focus for the 2021/22 School Year will be Special Education Students and African American Students

- Certificated Tutor, Teaching Fellows, Classroom Teachers and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT to ensure adequate progress is being made to meet set goals.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.
- SDC student will be provided with differentiated instruction, based on assessment data from SBAC, Interim and IEP goals
- Site Funded School Social Worker is funded to monitor attendance, academic progress, and social-emotional well-being.

Action 2

Title: Mathematics

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
District Math Interim Assessments, Grades 1-6	ILT	3X per year (1st qtr., 2nd qtr. 3rd qtr.)
PLC Common Assessment Cycles, IABs/FIABs	PLCs	CFAs ongoing throughout Unit/Chapter
Classroom observations/feedback	Principal & Vice Principal	Weekly Instructional Admin meetings
Math SBAC results	School-wide	SBAC, June 2021
Data Chats/Goal Setting Conferences	Admin Team/Teachers/Students	Quarterly

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

- CORE Instruction:
 - All students will be provided an extended school day with an additional 30 minutes of instruction.
 - All teachers will implement relevant and culturally responsive teaching practices throughout instruction to increase student engagement, ownership and connection to content and school.
 - Materials and supplies such as: Supplemental materials, manipulatives, calculators, and technology
 - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, teacher input at SSTs, or provide other parent engagement opportunities.
 - All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - All 3rd-6th grade teachers will consistently administer math IABs and/ FIABs and adjust instruction based on identified trends.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team.
 - Goal Setting chats will be held quarterly between teachers and students to discuss their, as applicable.
 - Slater 5th/6th grade teachers will participate in district math lesson design (MLD) initiative.
 - Substitutes will be provided to support classroom demonstration, coaching and professional learning for MLD.
 - Slater ILT has determined a focus on Math Fluency during the 2021-2022 school year and will develop professional learning and actions and criteria to support overall improvements with student Math Fluency.
- Tiered System of Intervention:
 - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
 - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
 - As identified through assessment data, students will receive Tier 3 intervention through a deployment model with the certificated tutor, TSA, SPED Team and classroom teachers.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
 - COST referrals will be used to monitor tiered system of intervention prior to Student Success Team.
 - Principal, VP, TSA, School Social Worker and Intervention Specialist will monitor ongoing action plans for COST students.
 - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Focus for the 2020/2021 School Year will be on filling gaps in foundational math skills, in part due to school closure and loss of instructional time.

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2 Substitutes PL Opportunities to support AC development and work; peer observations; planning ** NO IEPS **	9,368.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News Subscription - *Supports Goal 1 and Goal 3 Actions*	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A2 Materials and Supplies; No food, No incentives	9,381.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows *Supports Goal 1 and Goal 3 Actions*	40,000.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			G1A2 Parent Involvement: Interpreters	761.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			G1A2 Parent Involvement - Newsletters, Parent meetings, Math, Literacy and Science Nights. No Food No Incentives	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	*Supports Goal 1 and Goal 3 Actions*	21,091.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2 Substitutes PL Opportunities to support AC development and work; peer observations; planning	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2; G4A1; G5A1; Materials and Supplies, incentives, SOAR, attendance incentives, t-shirts	16,009.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A2 Ricoh Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of student and staff technology.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A2; G3A1 Graphics, Signs, Banners, Resources	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2 Snacks for students during assessment	600.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			G1A2 Classified: Babysitting for Parent Meetings	400.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			G1A2 Parent Involvement	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	*Supports Goal 1 and Goal 3 Actions*	28,120.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2 Materials and Supplies	1,875.00
G1A1	One-Time School	Instruction	Mat & Supp			: G3A1 Summer Bridge Materials and Supplies	9,266.00
G1A1	One-Time School	Instruction	Nc-Equipment			: G1A2 Technology	16,400.00

\$180,271.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Student-centered real world learning experience - Site Defined

With school closure due to COVID-19 and distance learning the school the ability to offer sports or clubs was limited. Participation in recess clubs and extra-curricular activities was low. We were able to offer two sessions of virtual Elective Wheel. We were able to provide materials and choice opportunities to all students. Approximately 50% of students participated in the during the school day activities.

2

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

Student-centered real world learning experience - Site Defined

With school closure due to COVID-19 and distance learning the school the ability to offer sports or clubs was limited. Participation in recess clubs and extra-curricular activities was low.

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.

The school was able to offer some after school activities: virtual paint night, Family dance party, along with virtual field trips that included The Fresno Chafee Zoo, the Fresno Art Museum, virtual camp through WOLF.

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 2021-2022 SPSA.

The school will continue to offer a variety of engagement opportunities for students. These engagements will vary depending on current health orders.

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

1

SSC:

2

ELAC:

3

Staff:

Continue to implement Family Nights

Continue to identify and implement engagement activities such as elective wheel
Offer Family Science night(s) as feasible.

Action 1

Title: Exposure to Careers

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Goal 2 attendance/monitoring

Owner(s):

1. Administration, Teachers, Students

Timeline:

1. ongoing

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

- District provided CTE learning experiences
- Site planned Elective Wheel sessions throughout the year

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- See direct services and EL services

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review****School Level Dashboard**

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		30.88 %	2020-2021	28.88 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (White)		18.42 %	2020-2021	16.42 %
Suspensions students with 1 or more (White)		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

Current absenteeism data has significantly increased due to current Distance Learning circumstances. Daily attendance has gone from (18-19) 92%, to (19-20) 93.7%, to (20-21) 86.6%. Many factors related to the pandemic can be attributed to declining attendance and there were few to no district expectations to address concerns.

- lack of technology and access to exchange tech
- lack of access to internet
- Lack of adult supervision in the home
- Multiple schedule changes throughout the year

Actions include:

- positive attendance incentives for students and families, including Slater Student of Honor
- SSW and SSW Interns met with parents virtually to discuss student attendance and provide supports/solutions to parents.
- small group cohort opportunities for up to 20 students began in Oct. 2020. Attendance did improve for students who participated.
- implemented Positivity Project focusing on 24 Character Strengths with daily lessons that are engaging and fun. Lesson were included as a daily check-in with all students.
- Teachers were asked to reach out to students who had missed two or more consecutive days, in addition to communicating with School Social Worker.
- Teachers received PL around engaging students virtually and developing ways to increase participation.

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

Resources to deal with Chronic Absenteeism were limited. Supports were provided, such as home visits, support with technology, incentives, frequent contact. Lack of access to a safe learning environment, lack of knowledge/skills in basic technology/typing and troubleshooting, lack of adult supervision during school hours and lack of accountability with attendance contributed to the disproportionality.

Chronic Absenteeism (White)

Resources to deal with Chronic Absenteeism were limited. Targeted students groups were given priority and supports such as home visits, support with technology, incentives, fcontracts, incentives, and frequent contact were provided. Lack of access to a safe learning environment, lack of knowledge/skills in basic technology/typing and troubleshooting, lack of adult supervision during school hours and lack of accountability with attendance contributed to the disproportionality.

Suspensions students with 1 or more

During distance learning 0 students were suspended. Students who struggled social-emotionally were often absent from one of more sessions. Rather than exhibiting visible misbehaviors, these students were less engaged in their classrooms and less likely to complete assigned tasks. A lack of student connection with peers and adults, as well as academic struggles, caused stress and anxiety for students.

The following actions were implemented:

- Developed, taught and reinforced virtual class norms and expectations for behavior and digital citizenship.
- The Positivity Project lessons and activities were implemented in each class, focusing on 24

- Recess "lunch bunch"
- individual skill building sessions

Chronic Absenteeism (White)

Current absenteeism data has significantly increased due to current Distance Learning circumstances. Daily attendance for white students is consistent with school-wide daily attendance (20-21) 86.6%. Many factors related to the pandemic can be attributed to declining attendance and there were few to no district expectations to address concerns.

- lack of technology and access to exchange tech
- lack of access to internet
- Lack of adult supervision in the home
- Multiple schedule changes throughout the year

Actions include:

- positive attendance incentives for students and families
- SSW and SSW Interns met with parents virtually to discuss student attendance and provide supports/solutions to parents.
- small group cohort opportunities for up to 20 students began in Oct. 2020. Attendance did improve for students who participated.
- implemented Positivity Project focusing on 24 Character Strengths with daily lessons that are engaging and fun. Lesson were included as a daily check-in with all students.
- Teachers were asked to reach out to students who had missed two or more consecutive days, in addition to communicating with School Social Worker.
- Teachers received PL around engaging students virtually and developing ways to increase participation.
- Recess "lunch bunch"
- individual skill building sessions

Suspensions students with 1 or more

For the 2020-21 school year, students previously identified as Tier 2 and Tier 3 behavior students were able to engage at a variety of levels in distance learning. We found that many students who struggle with in-classroom behavior, merely disengaged in virtual sessions when they became frustrated or anxious. Our School Social Worker, School Social Work interns, and frequently our Noon Time Assistants reached out to build adult relationships with struggling students. Teachers also implemented daily check-ins alongside The Positivity Project lessons in order to build a classroom forum for students to voice their frustrations, stress, and anxiety.

Suspensions students with 1 or more (White)

character strengths and an overall theme of other people matter.

- Gaggles was utilized to monitor online student communication.
- Provided some school wide activities, SOAR, Family Dance Night to promote attendance and positive behavior.

Suspensions students with 1 or more (White)

During distance learning 0 students were suspended. Students who struggled social-emotionally were often absent from one of more sessions. Rather than exhibiting visible misbehaviors, these students were less engaged in their classrooms and less likely to complete assigned tasks. A lack of student connection with peers and adults, as well as academic struggles, caused stress and anxiety for students.

The following actions were implemented:

- Developed, taught and reinforced virtual class norms and expectations for behavior and digital citizenship.
- The Positivity Project lessons and activities were implemented in each class, focusing on 24 character strengths and an overall theme of other people matter.
- Gaggles was utilized to monitor online student communication.
- Provided some school wide activities, SOAR, Family Dance Night to promote attendance and positive behavior.

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.

- Inability to implement student incentive programs and celebrations
- inconsistent support from Tier 2 Intervention Specialist who worked virtually vs. in-person

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 2021-2022 SPSA.

- Funds have been allocated to have a 3-5 day Summer Bridge in order to reconnect with students and families and jump start the school year.
 - The Positivity Project will be renewed and fully implemented next year to continue to build our climate and culture.

Step 4: Stakeholder 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:

1. School Social Worker
2. Positivity Project

2 ELAC:

Combined with SSC

3 Staff:

1. School Social Worker
2. Positivity Project
3. Provide additional activities such as, Career Day, Alumni Success Stories

Action 1

Title: School Connectedness

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

ATLAS suspension reports/Power Bi data reports

Goal 2 Monitoring (data entry)

School Culture & Climate Surveys

CCT Site Surveys

Elective Wheel Participation

Student Success Team Meetings

Student Focus Group Data

Owner(s):

Admin, SSW, ILT, CCT

School Social Worker

Culture & Climate Team/Students

CCT

Teachers

VP, Teachers, School Psychologist

School Social Worker

Timeline:

Monthly

Quarterly

Semester/Yearly

As needed

Twice per year

Quarterly

Semesterly

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

Tier 1:

- Provide School Social Work services to support students in need of school connectedness.
- Provide wider array of options during recess: including clubs, art, intramurals, legos, and additional play equipment. Support Staff (School Social Worker, Intervention Specialist, School Psychologist, TSA) will provide supports for alternative recess location for students in grades 1-6 during morning/lunch recess and/or de-escalation room for short “time-aways” from class. Materials will be purchased to support these activities.
- All classrooms will implement weekly Classroom Meetings, Second Step lessons and Positivity Project.
- Partnership with Positivity Project in order to support adults and students in building positive relationships and character strengths.
- The 24 Character Strengths taught through the daily Positivity Project lessons will be emphasized in order to develop a positive school culture.
- OLWEUS Anti-Bully Campaign Implementation of school-wide expectations: School Rules, Guidelines for Success, STOIC, CHAMPS Safe & Civil Team will continue to implement CCI process in order to support school-wide efforts for a positive climate.
- CCT will lead development of Common Levels of Misbehaviors and responses will to behaviors with all staff.
- All students have the opportunity to receive awards and incentives to encourage participation and attendance in various school activities.
- Elective Wheel will continue at least twice per year in 2nd quarter and 4th quarters in order to engage students in art, clubs, service and activities that encourage students to connect with students and adults outside their classrooms.
- All students will participate in school-wide activities such as, Drug Prevention Week, Read Across America which include opportunities to meet various community members from a variety of career fields.

Tier 2:

- Attendance meetings with School Social Worker
- Student Leadership Team will be formed to promote leadership on campus, contentedness and provide opportunities for students to engage in a variety of activities.
- A student focus group will be assembled twice a year to provide feedback to CCT and other stakeholders.
- Students will have opportunities to participate in Meaningful Work through student jobs and participate in a mentoring relationship with their supervisor.
- Students may apply for a job assignment through Meaningful Work each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community.
- Substitute release time may be provided for staff to attend IEPs, SSTs for at-risk students.
- Level 1 behavior plans will be developed as needed for identified students.

Tier 3:

- Students/parents who do not respond positively to tier 1 and 2 interventions to improve attendance will be referred to the district Child Welfare/Attendance Specialist.
-

Specify enhanced services for EL students:

- Social Work will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to attend grade level field trips.

Specify enhanced services for low-performing student groups:

The % of students who feel connected to school was 71% which was a 3% increase over 19-20. and nearly 10% improvement over 18-19 data.

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

Action 2

Title: Attendance

Action Details:

In order to support and monitor school-wide attendance, staff will meet with chronically absent students and parents, in order to discuss the importance of attendance and setting goals for improved attendance. School Social Worker will work closely with school office clerk and classroom teachers in order to support parent involvement, improved attendance, school connectedness, and provide community resources.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Atlas
- COST
- Classroom Attendance Log
- Data Chats and Goal Setting Conferences
- Targeted Student Monitoring

Owner(s):

- Attendance clerk, School Social Worker
- School Social Worker, Principal, VP, TSA
- Teachers
- Admin, Teachers, Students
- Intervention Specialist, SSW

Timeline:

- Monthly
- Monthly
- Daily
- Quarterly
- Ongoing

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

- School Social Worker to support foster and homeless youth, including enrollment, placement, and access to support services.
- Parents are invited to attend attendance conferences in an effort to improve attendance and support parents.
- The School Social Worker will contact/make home visits to families of students who are chronically absent to encourage improved attendance.
- Additional time for School Psychologist will be purchased in order to support school administrators in planning Tier 2 and 3 interventions, as well as educational assessments for identified students.
- Quarterly SSC/ELAC meetings will be held. Topics will include presentations on current attendance data.
- Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how to access ATLAS
- The school will implement a school-wide reward/incentive attendance program for the classroom with the highest weekly attendance rate, students with perfect attendance, and an attendance mentor program for students with chronic or severely chronic attendance.
- School Social Worker will provide quarterly reports to staff in order to develop school-wide actions, structures around school attendance.
- Slater Principal, VP, School Social Worker will be assigned "Focus Students" who are identified as chronically/severe absent students, identified as having failing grades, or identified as unengaged in school.
- School Social Worker will hold regular parent conferences following 3 attendance letter. This may include home visits and/or parent conferences. Classroom Teachers will make parent contact following 2 consecutive day of a student absence in order to develop positive and frequent parent teacher connections.
- Positive incentives for attendance will be provided at student awards assemblies.

- Monthly School-wide positive behavior/attendance activity will be developed in order celebrate and reward positive behavior and school attendance.

Specify enhanced services for EL students:

- School Social Worker will support EL students and their families through outreach, home visits, and other related services.

Specify enhanced services for low-performing student groups:

AA students: 94.34% an increase of 2.89%

White students 92.82% an increase of 2%

SpEd students 92.65% an increase of over 3%

- Awards and incentives to encourage attendance.
- Adult Attendance Mentors make weekly contact with mentees.
- Social Worker/Intervention Specialist Attendance Contracts
- Criteria for SOAR participation will include attendance

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Bks & Ref			Positivity Project	1,995.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Summer Bridge	27,495.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		137,643.00

\$167,133.00

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	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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

Based on the Annual Staff Survey, 88% of all staff responded positively in the Sense of Belonging domain. Historically, we retain a core group of staff members whose educational philosophy aligns with site mission and vision. Often, we have teachers choose to leave due to the need to work fewer hours at a non-designated site. Occasionally, we have teachers who are promoted to other positions. We work to build teacher capacity through individual goal setting, site professional learning, opportunities for leadership, etc. We will lose 2 teachers this year to leaves of absence and 1 for an opportunity to teach another grade level.

2

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

Staff Goal - Site Defined

Due to Distance Learning and the separation of staff working at home and staff working on site, the opportunities to feel connected were limited to virtual gatherings. Despite multiple opportunities to gather for virtual game nights, paint night, etc. very few staff participated in these events. Our support team (Principal, VP, SSW, and TSA) built Staff Connection Binders that divided the staff into 4 groups. This allowed each support team member to focus connections specifically with a group of certificated and classified staff members on a more personal level.

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.

This was not a previous goal, so there is no evidence to compare.

Actions implemented:

- Ongoing communication with administrators in a variety of formats.
- Voluntary meetings, staff gatherings
- Development staff connection binders to monitor consistent engagement between staff and support team.

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 2021-2022 SPSA.

Continued efforts to build and staff voice, community and celebrations will continue to be a priority and part of the work of the CCT and ILT.

Step 4: Stakeholder 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: 3-4-21 SSC/ELAC to discuss data and provide input. 4-7-21 Review and finalization of proposed budget Identified areas of need: - Wider range of access to intervention supports - need for school-wide intervention schedule and assessments. - Mental Health supports	2 ELAC: SSC/ELAC combined	3 Staff: 1-13-21 & 3-1-21 ILT meetings to analyze data and review current SPSA and discuss needs. 2-21-21 Staff Meeting to analyze data and seek input Week of 3-8-21 PLC conversations to finalize SPSA/Budget 3-16-21 Staff meeting to prioritize and provide input to SPSA Identified Areas of Need: - Wider range of access to intervention supports - need for school-wide intervention schedule and assessments. - Continue PL around differentiated learning - Materials and supplies - increased on grade level, current, relevant texts
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Action 1

Title: Staff Connectedness and Retention

Action Details:

Based on the 2020-21 staff survey data, ____% of staff will respond that they feel connected and supported, thus leading to a high staff retention rate.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Midyear Slater Survey Results	1. Principal	1. End of 1st semester
2. 2021-22 Staff Survey Results	2. Admin, CCT, Staff	2. March 2022
3. Meeting agendas	3. Admin	3. Ongoing

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

- Weekly Slater SOAR to all staff which included communications, professional learning and celebrations

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

Specify Professional Development or Staff Services to support EL students:

N/A

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

N/A

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	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Family Goal - Site Defined

Our 2021-22 goal is based on Annual Parent Survey. By the Spring of 2022, we will increase the number of surveys returned from 40 surveys to 50% of families. In addition, we will have 94% of families respond that they feel respected and welcomed at Slater Elementary School.

2

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

Family Goal - Site Defined

Due to school closure, families were not inclined to access the family survey online. It was difficult to provide incentives as we have in the past.

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.

As this is a new goal, there is no previous evidence.

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 2021-2022 SPSA.

We will continue to utilize all stakeholders in supporting the needs of families.

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

1

SSC:

2

ELAC:

3

Staff:

3-4-21 SSC/ELAC to discuss data and provide input. 4-7-21 Review and finalization of proposed budget Identified areas of need: • Wider range of access to intervention supports - need for school-wide intervention schedule and assessments. • Mental Health supports	Combined with SSC.	1-13-21 & 3-1-21 ILT meetings to analyze data and review current SPSA and discuss needs. 2-21-21 Staff Meeting to analyze data and seek input Week of 3-8-21 PLC conversations to finalize SPSA/Budget 3-16-21 Staff meeting to prioritize and provide input to SPSA Identified Areas of Need: • Wider range of access to intervention supports - need for school-wide intervention schedule and assessments. • Continue PL around differentiated learning • Materials and supplies - increased on grade level, current, relevant texts
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Action 1

Title: Family Engagement

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Sign in sheets	1. Admin	1. Ongoing
2. Annual Parent Survey	2. Admin, Teachers	2. March 2022

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

- Student Academics:
 - Back to School Parent Chats
 - Parent Conferences
 - Back to School Night
 - Open House
 - Semesterly Awards Assemblies
 - Weekly Week at a Glance document for parents
 - Review of data at SSC/ELAC meetings

- Parent University Courses, as available
- Student Centered and Real-World Learning:
 - Family Science Night
 - Family Literacy Night
 - Family Math Night
 - Family Technology Night
- Student Engagement:
 - Weekly family school messenger will communicate important events
 - School Marquee
 - Notes and reminders
 - Translating services Social Media: Site Facebook account

Materials and Supplies:

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

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

- The Office Manager and VP will make email and phone contact to families of EL students.

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

1. The office staff will provide customer service to all parents and families when they arrive or call with questions or concerns.
2. Office manager will make email and phone contacts with families as needed.
3. Parent University will provide professional learning opportunities for parents and families.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : G3A1; G5A1 Fresno County Office of Education: FCOE Contract; Science STEM; Science Night	5,000.00

\$5,000.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0420 Slater Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2 Substitutes PL Opportunities to support AC development and work; peer observations; planning ** NO IEPS **	9,368.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News Subscription - *Supports Goal 1 and Goal 3 Actions*	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A2 Materials and Supplies; No food, No incentives	9,381.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows *Supports Goal 1 and Goal 3 Actions*	40,000.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			G1A2 Parent Involvement: Interpreters	761.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			G1A2 Parent Involvement - Newsletters, Parent meetings, Math, Literacy and Science Nights. No Food No Incentives	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	*Supports Goal 1 and Goal 3 Actions*	21,091.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2 Substitutes PL Opportunities to support AC development and work; peer observations; planning	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2; G4A1; G5A1; Materials and Supplies, incentives, SOAR, attendance incentives, t-shirts	16,009.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A2 Ricoh Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of student and staff technology.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A2; G3A1 Graphics, Signs, Banners, Resources	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2 Snacks for students during assessment	600.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			G1A2 Classified: Babysitting for Parent Meetings	400.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			G1A2 Parent Involvement	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	*Supports Goal 1 and Goal 3 Actions*	28,120.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2 Materials and Supplies	1,875.00
G1A1	One-Time School	Instruction	Mat & Supp			: G3A1 Summer Bridge Materials and Supplies	9,266.00
G1A1	One-Time School	Instruction	Nc-Equipment			: G1A2 Technology	16,400.00
G3A1	Title 1 Basic	Instruction	Bks & Ref			Positivity Project	1,995.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Summer Bridge	27,495.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		137,643.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : G3A1; G5A1 Fresno County Office of Education: FCOE Contract; Science STEM; Science Night	5,000.00

\$352,404.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,505.00
Sup & Conc	7090	\$227,238.00
LCFF: EL	7091	\$31,995.00
One-Time School	7099	\$25,666.00
Grand Total		\$352,404.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$180,271.00
G3 - Increase student engagement in their school and community	\$167,133.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,000.00
Grand Total	\$352,404.00