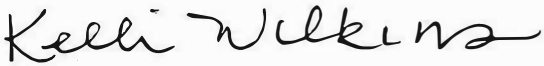


Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 rewritten 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 - Melissa Ilad				X	
3. Angela Delarosa				X	
4. Evette Mesta				X	
5. Kacey Fulcher				X	
6. DeJone Watts				X	
7. Ruth Nogueron			X		
8. Stacey Swartout		X			
9. Leslie Ramos		X			
10. Veronica Hulsey			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_____.

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		2-26-25
SSC Chairperson	Melissa Ilad		2/26/25

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

Office of State and Federal Programs
Revised School Plan for Student Achievement Allocations

FY 2025/26

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$96,738	*
7090	LCFF Supplemental & Concentration	\$300,330	
7091	LCFF for English Learners	\$37,884	

TOTAL 2025/26 ON-SITE ALLOCATION	\$434,952
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,804
Program Budget	\$93,934
Total Title I Allocation	\$96,738

ESSA Assistance Status: Not Identified for Assistance

Slater Elementary 2025-2026 - SPSA Draft Edits

Current Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		64.7 %	2023-2024	65.8 %
SBAC ELA - Average distance from standard	✓	-29 pts	-60.7 pts	2023-2024	-45.7 pts
SBAC ELA - Average distance from standard (African American)	✓	-60 pts	-102.2 pts	2023-2024	-87.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	40 %	28.6 %	2023-2024	33.6 %
SBAC Math - Average distance from standard	✓	49 pts	-72 pts	2023-2024	-57 pts
SBAC Math - Average distance from standard (African American)	✓		-119.1 pts	2023-2024	-104.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	30 %	24.2 %	2023-2024	29.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1: ELA

- Slater has 51% of 3rd-6th grade students Not Meeting standards on ELA SBAC 2024.
- iReady Reading D2 shows that 71% of students are not proficient.
- iReady Reading D2 shows that based on typical growth 82.8% of 3rd-6th grade students are on track to meet typical growth and 43% of 3rd-6th grade students are on track to meet stretch growth.

- iReady Reading D2 data shows that AA grew 15% from D1 to D2 however the change from 2023 to 2024 D2 is only .2%.
- iReady Reading D2 data shows that 55.8% of AA students are on track to meet typical growth, a 3.6% increase from D2 last year and 33.7% of AA students are on track to meet stretch growth, which is only a .4% improvement over last year.
- At Slater, 43% of 1st-2nd graders meet the 2nd qtr. fluency benchmark as identified by the Bullard Region. 35% of 3rd-6th graders meet the fluency benchmark and 54% understood what they read.
- There are a large percentage of students in grades 3-8 in the Bullard Region that are not reading on grade level. Half of the students in grade 11 are reading on grade level.
- 47% of 1st-6th grade students in the Bullard Region are fluent readers and 37% can demonstrate that they understood what they read (Based on qtr. 2 Bullard Region Fluency data).

Action 2: Math

- Slater has 78% of 3rd-6th grade students Not Meeting standards on Math SBAC 2024.
- iReady Math D2 shows that 71% of students are not proficient.
- iReady Math D2 shows that based on typical growth 58.6% of 3rd-6th grade students are on track to meet typical growth and 38.5% of 3rd-6th students are on track to meet stretch growth.
- iReady Math D2 data shows that AA grew 8% from D1 to D2 however the change from 2023 to 2024 D2 is only .7%.
- iReady Math D2 data shows that 56.8% of AA students are on track to meet typical growth, a 3.6% increase from D2 last year and 36.8% of AA students are on track to meet stretch growth, which is a +9.9% improvement over last year.
- The math proficiency rate and DFS gap increases as students move from grade to grade with the lowest percentage of students on grade level in 7th and 8th grades.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1: ELA

- Students are not mastering foundational skills in grades K-2 and this impacts student outcomes in grades 3-6.
- Teachers in grades 3rd-6th lack skills to address reading foundational skills gaps.
- Students do not have previous school experience prior to entering TK and/or K and have limited exposure to literacy skills prior to entering the school system.
- Bullard Region Students with Disabilities and English Learners perform significantly lower in ELA than their grade level peers.

Action 2: Math

- Students are not mastering conceptual math skills or math fluency.
- Teachers need professional learning in building conceptual math skills and fluency.
- PLCs have not used assessment data analysis to the fullest extent.
- Students do not have previous school experience prior to entering TK and/or K and have limited exposure to math skills prior to entering the school system.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1: ELA

- Improved Tier 1 instruction to build foundational skills, reading fluency, comprehension strategies and skills, and vocabulary development with progress monitoring.
- Assessment planning day for K-2 at beginning of the year to assess reading skills
- PLC assessment calendars of IABs and Fiabs that includes dates to respond will be monitored by ILT
- There is a need to analyze progress monitoring data by student group to monitor for disproportionality
- More effective tier 2 and 3 interventions in foundational reading skills, comprehension and vocabulary with targeted progress monitoring will be designed by PLCs and site.
- Continue school-wide Fluency WPM and comprehension progress monitoring
- Parent Engagement opportunities to maximize support for families.

Action 2: Math

- Improved tier 1 instruction in number sense and problem solving.
- PLC assessment calendars of IABs and Fiabs that includes dates to respond will be monitored by ILT
- Data collection and monitoring of classroom and CFA data to address student gaps/misconceptions.
- School-wide continuum of math fluency commitments and system of quarterly monitoring
- Parent Engagement opportunities to maximize support for families.
- Focus on problem solving protocol in order to have students more prepared to tackle more challenging tasks.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA

Partially Implemented

Many actions from 24-25 will continue as identified by staff and family needs assessment. Many actions were not fully implemented for the entire year and progress monitoring and adjustments continue to be made:

- Many K-2 teachers were not fully trained in Orton Gillingham until later in the year. Teachers needed time to practice and refine their skills.
- Assessment calendars were not fully implemented or formally adjusted to monitor student growth and adjust for student gaps.
- Progress monitoring data does not fully identify areas of disproportionality among student groups.
- New teachers were provided fewer differentiated supports as we were not able to offer optional professional learning opportunities
- There were fewer hours of professional learning as compared to years prior

Action 2: Mathematics

Partially Implemented

Many actions from 24-25 will continue as identified by staff and family needs assessment. Many actions were not fully implemented for the entire year and progress monitoring and adjustments continue to be made:

- Math fluency was a focus site-wide however there was a need to formally develop a continuum of focus areas by grade level.
- Some PLCs designed Math RTI blocks
- Assessment calendars were not fully implemented or formally adjusted to monitor student growth and adjust for student gaps.
- Progress monitoring data does not fully identify areas of disproportionality among student groups.
- New teachers were provided fewer differentiated supports as we were not able to offer optional professional learning opportunities
- There were fewer hours of professional learning as compared to years prior

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA

Ineffective

- Our iReady Reading D2 data shows that 34% of students are meeting or exceeding proficiency levels.
- Our 3rd-6th grade students are 28.5% of students are meeting or exceeding proficiency levels.
- On D2 61% of students are on track to meet their typical growth and 46% of students are on track to meet their stretch growth goal in Reading.

- iReadyMath D2 shows Students with Disabilities (11.1%), African American (15.8%) are not making the same amount of growth as all students.

Action 2: Mathematics

Ineffective

- iReadyD2 Math data shows that 17.3% of students are meeting or exceeding proficiency levels.
- 3rd-6th grade students 10.59% meeting or exceeding proficiency.
- iReadyMath D2 data shows that English Learners (5.6%) and Students with Disabilities (6.9%) are not making the same amount of growth as all students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

General analysis:

- Decrease of instructional day by 30 minutes due to loss of Designated Schools designation.
- Decrease in number of hours of PL/PLC time due to loss of Designated Schools designation.
- Additional time budgeted for structured PLC/PL time during the school day with a focus on analyzing assessment data and aligning instruction.
- There is a need to develop monitoring and actions among PLCs that address subgroup disproportionality.
- Loss of TK-2 Reading Specialist/TSA due to loss of Designated Schools designation.
- Teachers did not consistently implement assessment calendars of IABs/Fiabs in order to track and monitor progress.
- Elimination of PLI.
- Elimination of Literacy Plan funded Teaching Fellows.

Action 1: ELA

- Implementation with fidelity at high levels of Orton Gillingham in grades K-2.
- Continued monitoring of school-wide fluency with comprehension.
- Professional learning for 3rd-6th grade teachers in foundational skills and morphology in order to support struggling readers.
- Hiring of 2 Literacy Plan funded kindergarten paras.

Action 2: Math

- Establish school-wide math fluency monitoring through use of Reflex Math and school-wide assessment.
- Develop consistent system of monitoring IABs/Fiabs throughout the year.
- Development of consistent tiered system of supports for math.

Section D: 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.

SSC:

SEL supports - RCA SSW

ELAC:

continue with ELPAC camps and newcomers class

Staff:

More Student behavior incentives

Tutoring

Instructional materials to support learning

Tutoring

More opportunities for Sped staff to collaborate with GE staff

Action 1 :**ELA****Action Details:**

Increase the number of K-6th grade students proficient in literacy and close achievement gaps through effective Tier 1 instruction that is aligned to CCSS standards and includes a strong system of tiered interventions.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1 Instruction:
 - All teachers will implement relevant and culturally responsive teaching practices throughout school day to increase student engagement, ownership and connection to content and school. This work will be supported by the collaboration with Taylor'd Consulting.
 - Materials and supplies such as: supplemental materials, class sets of supplemental reading material that exhibit exceptional craft, showcase culturally diverse characters and themes and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
 - Principal and VP will support capacity building of site leadership team in order to align mission and vision with district goals, school goals and instructional practices.
 - Admin and ILT will set and monitor school-wide, grade level, and classroom goals during PLCs/PLs and goal setting conversations with staff.
 - All classroom teachers will monitor student progress on Essential Standards in ELA through the use of aligned assessment cycles which will document assessment data by subgroup, by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - Provide ongoing professional learning and support in order to continue to implement an instructional model that integrates differentiation, access to small group instruction with teacher, literacy-based science/social-studies, project-based learning, STEAM, and the use of technology.
 - Professional Learning will be used as needed to support capacity building in the area of complex text, tasks, talk, technology, Project Based Learning, and/or Social Emotional Learning and the implementation of professional learning communities.
 - Substitutes will be provided to bridge the decrease in PLC and PL time formerly provided through designated school's designation. Sub release time will be used to support professional learning, opportunities for intensive planning sessions, peer observations, teacher input at SSTs, IEPs or provide other parent engagement opportunities.
 - Teachers in grades 3-6 will map out schedule and strategically administer ELA IABs/FIABs throughout the school year, and adjust instruction based on identified needs.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor that academic progress, attendance and behavior supports are in place as needed.
 - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
 - 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.
 - All kinder classrooms will have a paraprofessional that has been trained in reading foundational skills. Additional kinder paraprofessionals are funded through Bullard Literacy Grant.
 - Fluency WPM and comprehension will be monitored region-wide for all 1st-6th grade students. Fluency instruction and practice will be present in all grade level schedules.
 - All TK-2 grade teachers will implement effective Tier 1 literacy instruction through a progression of foundational literacy skills provided through guaranteed and viable curriculum, use of research-based best practices, and Orton Gillingham strategies.
 - All teachers will receive job-embedded coaching support by the Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintain a positive classroom and climate culture.
- Regional Literacy Plan:
 - All Kinder-2nd grade teachers will be trained in Orton-Gillingham and implement with fidelity.
 - K-2 Teacher assessment days planned for beginning of the year
 - Materials and supplies will be provided as needed to support reading instruction
 - Cullinan Orton Gillingham instruction will be provided to identified students in grades 1-5.

- Tier 2:
 - 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 design Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed, which may include graphics, wide variety of texts, tools and supplies, such as whiteboards, chart paper, poster paper, organizational furniture, etc.
 - As identified through assessment data, students will receive Tier 2 and 3 intervention which may include: certificated tutor, SPED Team, classroom teachers, Cullinan Institute teaching fellows (provided through Bullard Literacy Grant funds). Clear targets and criteria will be developed during each round of intervention in order to monitor student need and progress. Our lowest performing students will be strategically placed with most qualified teachers.
 - Resource Counseling Assistant (RCA) will provide individual and small group social emotional supports to identified students in order to support academic, student motivation and behavioral goals.
 - K-2 students will receive foundational skills instruction in small groups from a teacher utilizing Orton Gillingham curriculum.
 - Student Service Meeting referrals will be made to site-based COST (Coordination of Services Team) through teacher/admin data chats, and teacher request and will be used to monitor tiered system of intervention prior to referral to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
 - Academic Coach, School Psychologist, School Social Worker, and RCA will monitor ongoing action plans for COST students and will report quarterly to Principal/VP.
 - 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.
- Tier 3:
 - Sped Lead Teacher on ILT and designated PLC time for Sped Team to plan with job-alike peers and GE peers.
 - Sped Referrals
 - Case managers will align, and monitor supports for SWD to include clear, targeted instructional progressions in core academic subjects, as well as teaching executive function skills that would support academic and behavioral success.
 - Case managers will monitor opportunities for inclusion during academic blocks for all students with disabilities. Case managers will ensure that classroom pullout occurs during the least impacted part of the day and/or provide push in services.
 - A4 Reading Program for AA students grades 2nd-4th
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware, software, and/or site licenses) as funds allow
 - 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- English Learner ELA

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by

- Certificated Tutor
- Parent Involvement (interpreting and babysitting)
- Materials and Supplies

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by:

- Extra supports in the area of literacy from Certificated Tutor
 - Implement ELPAC camp for EL students, Goal Setting and monitoring
- Structured planning time focused on the needs of EL students

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA):

- Culturally relevant materials and supplies to support interventions, behavioral and academic supports
- Partnership with Taylor'd Consulting to create a strong, inclusive and culturally responsive instructional strategies and school environment by providing professional learning in the areas of data driven strategies and strong culture of achievement with staff, students and families.
- Partnership with A4 Dept. to include AA student mentoring to 5th and 6th graders on attendance, grades and student behavior, as funds and resources allow.
- Partnership with A4 Dept. to include after school reading program grades 2nd-4th.
- Site funded RCA and School Social Worker pinpoint key factors influencing SEL wellbeing and academic achievement.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

?African American (AA):

- Professional learning and structured planning time
- Certificated Tutor to provide push-in pull out literacy support
- Resource Counseling Assistant to support SEL, behavioral and academic supports
- Progress Monitoring and Goal Setting: Teacher to student, Teacher to admin
- Materials and Supplies to support interventions and academic engagement
- Incentives and Rewards

- After School Program Tutorial
- District funded HSL to provide attendance monitoring

As a site: What are the planned actions to support this student group?

African American (AA):

- Establishing clear expectations for academic success through goal setting, student monitoring, and access to Tier 2 interventions
- Data chats with teachers to discuss ways to address the needs of AA students in a timely manner.
- Building stronger family school partnerships through teacher to parent communication, school to family communication and monthly school-wide family activities
- Monitoring of attendance by HSL and School Social Worker
- Monitoring engagement to school through arts, activities, and athletics
- A4 Reading Program, Fall and Spring
- Collaboration with Taylor'd Consulting that seeks to strengthen school's overall family engagement and data driven strategies

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • OG implementation Rubric • Phonics Screener • Classroom Observations • CFAs • Data Chats and Goal Setting Conversations	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • TK/Kinder FSA data • iReady D1 & D2 and stretch growth progress monitoring • Quarters 1-3 Fluency (WCPM and comprehension) • IAB/Fiab data • A4 assessment reports	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • D3 Kinder FSA • D3 iReady proficiency • Q4 Fluency (WCPM and comprehension) • SBAC proficiency and DFS

Action 2 :

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. 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
 - Materials and supplies such as but not limited to: supplemental materials, manipulatives, calculators, and technology
 - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, peer observations, teacher input at SSTs, or provide other parent engagement opportunities.
 - All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - Teachers in grades 3-6 will map out schedule and strategically administer Math IABs/FIABs throughout the school year, and adjust instruction based on identified needs.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor academic progress, attendance and behavior supports are in place as needed.
 - Goal Setting chats will be held quarterly between teachers and students to discuss their, academic performance and goals.
 - Slater ILT has determined a continued focus on Math Fluency and will develop actions and benchmarks to support overall improvements with student Math Fluency. Reflex Math will be site funded to support this focus.
- Tier 2:
 - Classroom data will be used to monitor progress in all academic areas, and all identified student populations, as well as support development of action plans and intervention for students with stagnant or minimal progress.
 - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
 - As identified through assessment data, students will receive Tier 3 intervention as determined by each PLC. Time for interventions will be outlined in daily schedule, instructional maps and student progress documented on PLC SMART goal documents.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Teaching Fellow and/or Instructional Assistants.
 - Academic Coach will provide job-embedded coaching to teachers in support of targeted groups of students, monitor tiered interventions, and data analysis.
 - Student Service referrals to site-based COST (Coordination of Services Team) will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
 - TSA, School Psychologist, School Social Worker, and RCA will monitor ongoing action plans for COST students and will report quarterly to Principal/VP.
 - 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.
- Tier 3:
 - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
 - Sped Case Managers will meet at least monthly to monitor SWD student progress based on iReady, iReady lessons, CFAs, and IEPs.
 - Seek district support to provide professional development and resources regarding inclusive practices for SWD.
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware, software, and site licenses)
 - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.
 - 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- Certificated Tutor
- Parent Involvement (interpreting and babysitting)
- Materials and Supplies

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- Designated planning time focused on the needs of EL students

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational math skills.
- Reflex Math practice will be provided to support math fluency
- Materials and supplies will be purchased that support access to CORE curriculum.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA):

- Reflex Math
- Positivity Project

Using 7090/7091 funds only: What are the planned expenses to support this student group?

African American (AA):

- Partnership with Taylor'd Consulting to create a strong, inclusive and culturally responsive instructional strategies and school environment by providing professional learning in the areas of data driven strategies and strong culture of achievement with staff, students and families.
- Partnership with A4 dept. to include AA student mentoring to 5th and 6th graders on attendance, grades and student behavior, as funds and resources allow.
- Site funded RCA and School Social Worker pinpoint key factors influencing SEL wellbeing.

As a site: What are the planned actions to support this student group?

African American (AA):

- Professional learning
- Data collection and monitoring
- Staff, student and family surveys
- weekly mentoring for 5th/6th graders by A4 mentor

- Principal, VP, SSW (TST) will meet biweekly to determine student needs and supports

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom Observations and data collection
- CFAs
- Data Chats and Goal Setting Conversations
- iReady lesson monitoring (time on task, % of passed lessons)

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- TK DRDP
- Kinder FSA data
- iReady D1 & D2 and stretch growth progress monitoring
- IAB/Fiab data
- Reflex Math data

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- D3 Kinder FSA
- D3 iReady proficiency
- SBAC proficiency and DFS

2025-2026 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-Supp			G1A2; G2A1; Teacher extra pay contracts for tutoring, clubs, etc. Split funded with 7090.	5,621.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Taylor'd Consulting : Taylor'd Consulting	7,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement *No Food or Incentives*	1,304.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Handbook and Materials	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1600		21,438.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries, PL planning opportunities to support PLC development and work; new teacher support and planning; peer observations, SST/IEP, CCT, ILT.	40,551.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A2; G2A1; Teacher extra pay contracts for tutoring, clubs, etc. Split funded with 3010.	6,639.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies including SOAR, Incentives, T-shirts, elective wheel, parent meetings, newsletters, family engagement, Response to Intervention, Awards, Food Incentives and celebrations, Snacks for Testing. G5A1	36,328.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	4,621.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine	6,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of School Technology	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional: Graphics, Signs, Banners, Resources, Copies	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin sub for Admin to Support Teachers	1,194.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2775		37,182.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	702.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex Math and Positivity Project (G3A2)	7,392.00

\$179,972.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94 %	84.5 %	2024-2025	90 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in the Current Goal, the percent favorable in student/centered real world experiences domain of the Fall Culture & Climate student survey, we did not meet our goal of 95%. Based on the 4 questions in that domain, 3 out 4 questions went up. The question that went down was, "I know how to change and improve based on the feedback I am given."

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited student data tracking opportunities for iReady and classroom assessments.
- Clubs and activities have increased, however there is still a need for more activities that are available to all students, specifically 1st-3rd grades.
- ASP Coordinator and Lead are becoming more familiar with resources and district vendors to provide enrichment activities.
- Challenges to planning, organizing and funding school-wide Elective Wheel.
- Limited NTA staff to provide intramural sports and activities during the school day, through extra pay contracts to classified staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Consistent student ownership of data tracking of growth and opportunities to improve
- Consistent goal setting conversations between student and teacher monitoring student data tracking and next steps.
- Access to assemblies, guest speakers, etc. that are district vendors
- Providing structured planning time with new science curriculum

- Continue to build upon Cultural Awareness activities and classroom discussions
- Continue Positivity Project
- Continue Elective Wheel
- Consistent implementation of Meaningful Work

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Exposure to Careers

Partially Implemented

The actions were partially implemented due to lack of availability of new club opportunities. As well as limited NTA staff to support intramurals.
Third grade and Second grade were provided an additional field trip opportunity.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Exposure to Careers

Partially Effective

- Site surveys given to a diverse groups of focus students show that students enjoy and look forward to Elective Wheel but would like more clubs and assemblies.
- CCT continues to build cultural awareness lessons for staff to utilize with students, there is a need to track and monitor implementation.
- Meaningful work was not implemented.
- Additional field trip opportunities were provided for 2nd and 3rd grades, an additional assembly for 4th-6th grades was provided. There is a need to provide more enrichment opportunities for our youngest students (PK-1).

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Mbre opportunities for field trips, assemblies, guest speakers, etc., especially PK-1
- Kinder and 1st grade students are planned to receive music education during the school day next year.
- Consistent monitoring and analysis of student engagements.
- Host meaningful work Job Fair.

Section D: 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.

SSC: • More activities for students, especially younger students (1st-3rd) • More field trip opportunities • More mentoring opportunities • more student performance opportunities	ELAC: • More field trips opportunities • More mentoring opportunities	Staff: • More assemblies and real-world experiences • Additional clubs • Organized activities at lunch recess
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Action 1 :

Exposure to Careers

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will be provided access to:
- District provided CTE learning experiences
 - Site planned Elective Wheel STEAM sessions throughout the year, including materials and supplies in order to offer a wide array of options to students
 - Participate in meaningful work opportunities.
 - Clubs and activities, which will be supported with supplemental contracts for certificated and classified staff: student leadership, gardening club, coding club
 - Family Engagement activities will include but are not limited to: TK-2 Family Literacy Night, and 3rd-6th Family Science Night, Regional Attendance Celebrations and Literacy Events.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Materials & Supplies
- Assemblies, guest speakers, etc.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- EL funded Certificated Tutor will ensure monitoring of EL students and engagements.
- Bilingual HSL and other Support Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world experiences.
- Student engagement data will be monitored for disproportionality.
- Monthly site newsletter will be provided to families to encourage family engagement.
- Continue to ensure that EL students participate in field trips, assemblies, and extracurricular activities.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA):

- Resource Counseling Assistant will monitor and encourage equitable access to all students in activities provided at the site, district, and community levels

Using 7090/7091 funds only: What are the planned expenses to support this student group?

African American (AA):

- School Social Worker will monitor and encourage equitable access to all students in activities provided at the site, district, and community.

As a site: What are the planned actions to support this student group?

African American (AA):

- Administrations, ILT, CCT, and PLCs will analyze classroom, grade level and site data by student group to monitor disproportionality.
- 5th-6th grade AAstudents will receive mentoring through A4 program, as available.
- A4 Reading Program will be provided to 2nd-4th grade students, as available.
- Black History Month will be celebrated and include opportunities for AAstudents to learn stories from their culture & history.
- Staff will support AAand families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world experiences.
- Student engagement data will be monitored for disproportionality.
- Monthlysite newsletter will be provided to families to encourage family engagement.
- Continue to ensure that AAstudents participate in field trips, assemblies, and extracurricular activities.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Engagements participation will be analyzed quarterly for increases compared to previous years. (VP, ASP Coordinator, CCT) - Improved attendance based on connection to school site/engagements (office assistant, HSL, School Social Worker) - Engagements with A4 mentor (A4 supervisor, A4 mentor, Principal)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Student Focus Group Site Surveys (Principal, Teachers) Site Survey data that aligns to implementation of creating a strong, inclusive, culturally responsive school environment. (Principal, ILT) Atlas Engagement Data (ASP Coordinator, CCT) Culture & Climate Team data collection and monitoring of action plans items. (VP, CCT)	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Fall & Spring Culture & Climate Survey (VP, CCT)

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		41.7 %	2023-2024	38 %
Chronic Absenteeism - (Two or More Races)	✓		46.2 %	2023-2024	45 %
Suspension Rate	✓	2.2 %	4.4 %	2023-2024	3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the current metrics, chronic absenteeism and suspensions have increased over the last year. Two of three identified student groups White and Two or More Races chronic attendance decreased. AA subgroup increased. Overall, suspensions have increased over the past year, with most suspensions occurring in 1st grade. Identified student group for new school year is AA for attendance and 1st grade for suspensions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism:

- high transiency of families
- high percentage of students exposed to trauma
- high percentage of families with housing insecurity
- Low participation in attendance meetings

Suspensions:

- significant increase in enrollment over last 3 years
- high percentage of students exposed to trauma
- increase in the use of vaping/tobacco products on campus
- inadequate number of NTAs to provide supervision and an array of structured recess activities
- focus on development of executive functioning skills for TK-1 students to develop better school readiness

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- communication with all families about importance of attendance and how attendance impacts student academic, SEL mindsets
- strong communication connections between office assistant, HSL, School Social Worker, RCA & classroom teacher and families in order to support families struggling with attendance and/or student behavior
- parent transportation issues for unhoused families, weather, safety
- professional learning related to students exposed to trauma
- increased number of NTAs to provide supervision and an array of structured recess activities
- consistent implementation of district and site SEL resources: Classroom Meetings, Second Step, Olweus, Positivity Project
- family and student education related to the use of tobacco products/vaping, etc.
- professional learning related to clear, consistent, planned classroom management system
- SEL space for skill building groups, re-engagement center for coping strategies
- align administrator response to Level 3 behavior to ensure all alternative consequences have been exhausted prior to suspension
- develop vertical articulation opportunities between TK-K, K-1 to develop a planned approach to teaching executive functioning skills
- Return to Quarterly New Student orientation and consider system for New Parent Orientation

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: School Connectedness

Partially Implemented

- During 24/25 school year we had a more explicit expectation around use of Atlas entries for behavior entries as well as parent communication. This action has helped us to track patterns and trends and utilize data to implement site supports or seek district supports through ISET, SARB, etc.
- Some PL opportunities were provided to support teacher/staff capacity in developing strategies for Tier 1, 2 & 3 behaviors. Staff continue to ask for more PL related to challenging behaviors.
- There was a clear, consistent implementation of TST process and data tracking of interventions prior to SST with Academic Coach and TSA. With elimination of TSA there will be a need to restructure Targeted Support Team (TST/COST).
- Commitment of consistent implementation district and site SEL resources/curriculums: Second Step, Classroom Meetings, Positivity Project
- All for Youth continues to provide services to students 1 day per week, however families are not always consistent in accepting services or following through with the requirements for services.
- Full time RCA was hired that helped support students facing academic and behavior challenges in the classroom, as well as providing preventative services such as mentoring and small group skill building. There is a need to provide space and availability of more structured skill building groups.
- This was our first year with district funded HSL to support our Parent Engagement and Attendance work.
- First year of student leadership with ongoing activities.
- Second year of implementing Cultural Relevance Lessons provided by CCT. There is a need to monitor implementation site wide and expand offerings.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: School Connectedness

Partially Effective

- Site exited ATSI status
- More students were provided opportunities for SEL supports, breaks, growth mindset work from site-funded RCA. Data shows increase in misbehaviors, but this also could be due to increased consistency in entering misbehaviors.
- Site will continue to work with and align priorities with ASP.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Absenteeism:

- Attendance Support Team will be formed with OA, HSL, RCA and SSW to target identified families with goal setting and resources to address barriers to school attendance
- Attendance Committee will work to develop more student/family attendance incentives, celebrations, etc.

Suspensions:

- Structured SEL/skill building intervention groups by RCA
- Align administrator response to Level 3 misbehaviors to ensure all alternatives to suspensions have been exhausted
- Professional learning for staff

Section D: 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.

SSC:

Provide School Social Worker, RCA

ELAC:

Provide School Social Worker, RCA

Staff:

Provide School Social Worker, RCA

Action 1 :

Decrease Chronic Absenteeism

Action Details:

Slater Attendance team (OA, HSL, SW, and staff) will develop and implement a multi-tiered system of supports to decrease chronic absenteeism.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- District funded OA and HSL to support families experiencing attendance issues.
- Provide School Social Work to coordinate and support services for students in need of school connectedness.

Tier 2:

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

Tier 3:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Resource Counseling Assistant

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learners by providing ..

- School Social Worker

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Multiple Races (MR):

No Title I funds have been allocated.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Multiple Races (MR):

- Substitute release time for Teacher academic planning time.
- School Social Worker

As a site: What are the planned actions to support this student group?

Multiple Races (MR):

- Substitute release time for Teacher academic planning time.
- School Social Worker

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Decrease in chronic absenteeism rate monthly compared to previous year.
- Outcomes measured by monthly meetings to review and analyze attendance data by school, grade level, teacher and student group.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Decrease in chronic absenteeism rate by semester compared to last year.
- Outcomes measured by monthly meetings to review and analyze attendance data by school, grade level, teacher and student group.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Decrease in chronic absenteeism by year compared to last year.
- Outcomes measured by monthly meetings to review and analyze attendance data by school, grade level, teacher and student group.

Action 2 :

Decrease Suspension Rate

Action Details:

Slater will engage in professional learning to support the effective implementation of Tier 1 and 2 classroom management system, so that SEL support staff are able to be utilized in proactive ways vs reactive: skill building groups, anger management, trauma informed, etc. Culture & Climate Team and administrators will develop alternative discipline practices to address misbehaviors and suspensions. Professional learning will continue to be provided to support classroom teachers.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- All students will receive instruction in school-wide expectations through a variety of formats.
- Provide wide array of options during recess: including clubs, art, intramurals, including non-traditional play equipment (i.e. Legos, LED boards/blocks, craft projects, sensory tools). Support Staff (School Social Worker, CWAS, RCA, School Psychologist, TSA) will provide supports for structured activities during unstructured blocks of time for students and/or provide de-escalation reinforcement for short "time-aways" from class. Materials will be purchased to support these activities.
- Provide supplemental contacts as needed to support extra-curricular activities and/or organization of activities.
- All classrooms will implement weekly Classroom Meetings, Second Step lessons and daily Positivity Project lessons. Administrators will monitor consistent implementation.
- All classrooms will implement Slater First 10 Days lessons that focus on teaching guidelines for success, school-wide routines and structures.
- Utilize Culture & Climate Team developed Cultural Relevance lessons. CCT will monitor implementation.
- Partnership with Positivity Project in order to support adults and students in building character strengths that build and support positive relationships will continue.
- 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 professional learning and collaborate on adjustments of Common Levels of Misbehaviors and responses with all staff, including a focus on positive interactions with students and families.
- CCT will revitalize Guidelines for Success in order to better represent Slater mission and vision and relaunch new guidelines.
- Professional Learning opportunities will provide strategies to increase student engagement in the classroom, as well as Social Emotional Learning.
- Materials and supplies such as, but not limited to include: SEL classroom libraries, calm-down corner tools, flexible seating options, to support student engagement
- All students have the opportunity to receive awards and incentives to encourage participation and attendance in various school activities (i.e. Awards Assemblies, Eagle of the Month, SOAR, "Caught Being Good Recognition", "Green Tickets", etc.).
- Students will engage in data tracking and goal setting in their classrooms.
- Elective Wheel will continue at least twice per year in order to engage students in science, technology, engineering, art, music, clubs, and service activities that encourage students to connect with students and adults outside their classrooms. Materials and supplies will be purchased for elective wheel to provide a high-quality learning extension for all students.
- All students will participate in school-wide activities such as, Drug Prevention Week, Read Across America, Kindness Week which include opportunities to meet various community members from a variety of career fields.
- Collaboration with Taylor'd Consulting for professional development and leadership coaching that establishes a clear framework and guide for cultural and strategic interventions.

Tier 2:

- Provide Resource Counseling Assistant to work directly with SSW and CWAS to support students with SEL needs, including social skill building, emotion regulation, and structured activities during recess.
- Student Services Meetings will be held to support teachers with problem solving student learning and behavior problems to plan and track interventions.
- Incentives for students to promote school connection for students who demonstrate growth in attendance, academics and behaviors.

Tier 3:

- Students who do not respond positively to tier 1 and 2 behavior interventions will be referred to site SST process and/or district ISET process.
- Collaboration with A4 department to provide tutoring and mentoring services, as available.
- Utilize All 4 Youth referrals to support intensive intervention needs
- SSW to provide referrals to Care Solace to support intensive needs

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- HSL will recruit EL students to participate in school-based ASP, Clubs, mentoring which supports increasing student belonging and connectedness to school.
- HSL, RCA and SSW will communicate and support families struggling with psychological stressors impacting student learning.
- RCA and SSW may support struggling EL students through small group skill building and/or mentoring.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

African American (AA):

- Use funds to support individual and group SEL supports from RCA
- Substitutes for academic and behavior planning, peer observations for teachers
- We will use funds to support academic tutoring contracts.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

African American (AA):

- We will use funds to provide professional learning to engage in cultural planning initiative designed to strengthen the school's overall climate by fostering meaningful relationships with AA families. (Taylor'd Consulting)

As a site: What are the planned actions to support this student group?

African American (AA):

- HSL to improve services and communication to AA families.
- Continue to collaborate with FUSD A4 department: 2nd-4th grade Reading Program, 5th-6th grade Mentoring

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions monthly compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade, teacher, and student group
- Outcomes measured by Admin Team, TST/COST, CCT

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions by semester compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade, teacher, and student group
- Outcomes measured by Admin Team, TST/COST, CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions from last year to this year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade, teacher, and student group
- Outcomes measured by Admin Team, TST/COST, CCT

2025-2026 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	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000	G3A2 Support students	180,759.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	G3A1 Support students	73,921.00

\$254,680.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	95 %	84.3 %	2024-2025	85.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Although there was an increase in percent favorable in organizational culture domain, additional site surveys continue to be conducted to identify areas of improvement. These surveys identify communication, clear expectations, increased staff activities outside of work hours and additional and differentiated PL opportunities be made available.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- some staff are unclear of site expectations
- some staff feel more frequent vertical articulation should be provided
- some staff feel that current PL is not meeting their needs

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Staff Handbook will be refined to provide clear expectations
- Principal will use weekly staff message to clearly communicate expectations
- Academic Coach will be available for job-embedded professional development and coaching
- We will continue to provide opportunities to voice input through committees, surveys, feedback forms and open discussion
- We will continue to leverage leadership decisions utilizing our ILT, CCT, and SSC to identify areas where growth can occur.
- Loss of designated TSA will impact supports to teachers.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Connectedness and Retention

Partially Implemented

These actions were fully implemented:

- Weekly "Gold Medal Gazette" to all staff which includes communication, professional learning, and celebrations.
- Teacher PL based on data and staff need.
- Slater Committees
- Data Chats
- High functioning ILT, CCT

These actions were not implemented:

- quarterly Classified staff meetings, including ASP Coordinator and Lead
- differentiated staff professional learning based on data, need

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Connectedness and Retention

Partially Effective

The actions implemented helped to support the increase in overall staff satisfaction. However, there is a need to continue to include the actions that were not implemented.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- continue staff observation and feedback card, with clear expectations and examples
- quarterly Classified staff meetings, including ASP Coordinator and Lead to align expectations, mission and vision
- staff optional PL during the school day to include differentiated approaches: new teachers, topic based PL, staff choice, etc.
- continue partnership with Taylor'd Consulting to strengthen and enhance the school's overall culture
- increase teacher celebrations and recognition

Section D: 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.

SSC:

- Supports for teachers: i.e. materials and supplies, support staff.
- Provide substitutes for teachers for planning and professional learning

ELAC:

Supports for teachers: i.e. materials and supplies, support staff.

Staff:

- More staff clarity of expectations
- inclusion of all staff in school activities
- Different PL opportunities based on need or wants
- Immediate support for student behavior

Action 1 :

Staff Connectedness and Retention

Action Details:

Based on the 2024-25 staff survey data, ____ of staff will respond that they feel connected and supported, thus leading to a high staff retention rate.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Weekly Slater SOAR to all staff which includes communications, professional learning and celebrations
- Teacher PL based on data and staff needs
- Quarterly Classified staff meetings, including After School Coordinator
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Certificated Tutor will provide additional goal setting conversations, and EL Camp prior to ELPAC assessment, which eliminates need for teachers to support with ELPAC.

Teachers may receive professional learning from EL Services Department.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Certificated Tutor to support classroom interventions
- School Social Worker to support with student SEL needs.
- Substitutes to provide teacher coverage for PLC planning, new teacher development, peer observations, etc.
- Teacher supplemental contracts to provide after school tutoring.
- Materials & Supplies

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Certificated Tutor
- Materials and supplies

As a site: What are the planned actions to support this student group?

- Weekly Slater SOAR to all staff which includes communications, professional learning and celebrations
- Teacher PL based on data and staff needs: student behavior, classroom management, data analysis, SBAC claims & targets, foundation skills, writing, student engagement, etc.
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work they do.
- All staff will receive job-embedded professional learning opportunities (coaching cycles, peer observations) through the support of the Academic Coach, focusing on building capacity in providing effective instruction, measured by classroom data, DRDP, FSA, iReady and SBAC.
- Quarterly Classified staff meetings, including After School Coordinator
- 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.
- Teacher representatives on interview panels, as appropriate.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Site informal survey data • Coaching Cycle data • Outcomes measured by D1 and D2 iReady, teachers will increase the number of students who meet 40% or above on stretch growth. • Outcomes monitored by Principal and VP	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increase from Fall to Spring Climate and Culture survey. • Outcomes measured by staff participation in Climate and Culture survey • Outcomes measured by Principal and VP	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Increase in Culture & Climate survey from last year to this year. • Outcomes monitored by iReady D3, teachers will increase the number of students who meet 80% or above on stretch growth.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.8 %	93.9 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

As a site, we have improved our family engagement opportunities to include monthly family activities. However, we have challenges in having parents participate in school business activities, i.e. School Site Council, Parent Engagement Hours, Family Needs Assessments, etc.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all parents feel comfortable participating in school business activities (SSC, ELAC, etc.)
- We do not have full staff participation in after-school activities that are hosted for parents

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- incentives for parents to attend school events
- teacher support with connecting with parents and getting them to come to school events
- increase teacher attendance at family events
- increase teacher - parent phone calls home (positive, proactive, academic, and behavioral)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

- HSL was able to facilitate Parent Engagement Hours each month
- Site PL prioritized family engagement strategies
- monthly family activities were beneficial
- weekly family message via Parent Square has more readers than in previous years.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Partially Effective

- Slater has increased Climate & Culture Family Survey participation. All areas remained the same or grew slightly, except for student wellness. We will continue to weekly family messaging to communicate with families, as well as our monthly parent newsletter that our CCT develops.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will strengthen efforts to increase parent participation by incentivizing parent attendance at meetings.
- We will try to include students in each meeting so that we can showcase student learning, talents and activities.
- We will continue to try and build parent volunteers as part of classroom culture at Slater.

Section D: 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.

SSC:

- parents appreciate their classroom teacher
- parents would like to support classroom teacher, but don't always know how.
- Continue family activities

ELAC:

- parents appreciate their classroom teacher

Staff:

- would like more supportive parents involved in classroom.

Action 1 :

Family Engagement

Action Details:

Slater will provide parent and family engagement opportunities to foster a positive, academic culture where families feel welcomed and included in the decision-making process that promotes academic progress and culturally inclusive practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
- Back to School orientation
- Parent Conferences
- Open House
- Semester Awards Assemblies
- Review of data at SSC/ELAC meetings
- SST, IEP meetings
- Parent University Courses, as available
- Study Trip Chaperones
- Classroom Volunteers
- **Family Engagement Activities:**
- Family Literacy Night
- Family Science Night
- Open House Presentations
- Goodies with Grownups
- Color Run
- Family Bingo Night
- Music Performances
- **Communication:**
- Weekly family school messenger to communicate important events
- School Marquee
- Notes and reminders
- Translating services Social Media: Facebook and IG

Materials and Supplies:

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

Independent Contract/Agreements for services that promote family engagement: DJ, photo booth, bounce house, etc.

Supplemental contracts for babysitting as available.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- ELAC Meetings
- Translation services for parent meetings
- The HSL and School Social Worker will make email and phone contact to families of EL students to encourage involvement in parent engagement activities.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

No Title I funds have been allocated.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Food for 6th grade promotion

As a site: What are the planned actions to support this student group?

Support services for parents

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Sign in sheets at Site Based events . Increase attendance by 10%. Positive parent contacts in Atlas Site based surveys	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Fall Culture & Climate Survey participation	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. Spring Culture & Climate Survey Data

2025-2026 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	Direct-Food			: 6th Grade Promotion Cookies	300.00

\$300.00

2025-2026 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-Supp			G1A2; G2A1; Teacher extra pay contracts for tutoring, clubs, etc. Split funded with 7090.	5,621.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Taylor'd Consulting : Taylor'd Consulting	7,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement *No Food or Incentives*	1,304.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Handbook and Materials	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1600		21,438.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries, PL planning opportunities to support PLC development and work; new teacher support and planning; peer observations, SST/IEP, CCT, ILT.	40,551.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A2; G2A1; Teacher extra pay contracts for tutoring, clubs, etc. Split funded with 3010.	6,639.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies including SOAR, Incentives, T-shirts, elective wheel, parent meetings, newsletters, family engagement, Response to Intervention, Awards, Food Incentives and celebrations, Snacks for Testing. G5A1	36,328.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	4,621.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine	6,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of School Technology	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional: Graphics, Signs, Banners, Resources, Copies	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub for Admin to Support Teachers	1,194.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2775		37,182.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	702.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex Math and Positivity Project (G3A2)	7,392.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	G3A2 Support students	180,759.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	G3A1 Support students	73,921.00
G5A1	Sup & Conc	Instruction	Direct-Food			: 6th Grade Promotion Cookies	300.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$96,738.00
Sup & Conc	7090	\$300,330.00
LCFF: EL	7091	\$37,884.00
Grand Total		\$434,952.00

\$434,952.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$179,972.00
G3 - Increase student engagement in their school and community	\$254,680.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$300.00
Grand Total	\$434,952.00