


King Elementary

10621666088546

Principal's Name: Summer Gaston

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	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal/Chair - Summer Gaston-Gehris	X				
2. Maria Buendia Renobato		X			
3. Carlanda Miller		X			
4. Tywona Washington		X			
5. Shaniquary Casey			X		
6. Vittoria Molinz				X	
7. Candice Sheppard				X	
8. Florencia Ramos				X	
9. Jose Aguirre				X	
10.					
11.					
12.					
13.					
14.					

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: King Elementary			
<p>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.</p>			
Title	Print Name Below	Signature Below	Date
Principal	Summer Gaston - Gehris		4/22/2025
SSC Chairperson	Summer Gaston-Gehris		4/22/2025

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

King - 0260

ON-SITE ALLOCATION

3010	Title I	\$76,452 *
7090	LCFF Supplemental & Concentration	\$237,282
7091	LCFF for English Learners	\$77,616

TOTAL 2025/26 ON-SITE ALLOCATION	\$391,350
---	------------------

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,216
Program Budget	\$74,236
Total Title I Allocation	\$76,452

ESSA Assistance Status: Not Identified for Assistance

King 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)	✓		33.1 %	2023-2024	34.2 %
SBAC ELA - Average distance from standard	✓	-66 pts	-80.4 pts	2023-2024	-65.4 pts
SBAC ELA - Average distance from standard (African American)	✓		-106.7 pts	2023-2024	-91.7 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-80.5 pts	2023-2024	-65.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	23 %	19.4 %	2023-2024	24.4 %
SBAC Math - Average distance from standard	✓	-61 pts	-76 pts	2023-2024	-61 pts
SBAC Math - Average distance from standard (African American)	✓		-95.8 pts	2023-2024	-80.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	23 %	20.3 %	2023-2024	25.3 %

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.

- African American students as a student group have the lowest performance level in distance from standard in ELA and Math based on SBAC.
- English Learners are not moving towards redesignation and as a result fall into the long term English Learner category.
- 77% of all students are not performing on grade level or above in ELA & Math based on SBAC.

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

- Students taking SBAC assessments in 3rd-6th grade had previously been identified as not being on grade level starting in Kindergarten based on district wide iReady diagnostic.
- School site has failed to implement an RTI model to support students early in grades K-2.
- EL students are not supported with designated ELD intervention on a daily basis based on classroom walks and feedback.

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.

- RTI model based by student by need. Intensive TST model academically for students.
- All students will receive small group intervention based on need in ELA/Math/ELD
- All Teachers will implement strategies learned through LETRS, Heggerty, Orton-Gillingham, Nancy Akhavan. PL will be provided and learning walks will allow for additional learning opportunities and feedback.
- feedback will be given & progress monitored on implementation of small group intervention weekly.

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: EL Redesignation

Partially Implemented

- King Elementary has had PL literacy strategies that integrate the ELD standards into instruction in all content areas. All Teachers will be introduced to the the new California English Learners Common Core Companion.
- Students were identified by their EL status however were not consistently given designated Interventions based on EL Student needs and data trends.
- Teachers did not consistently plan designated lessons for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills
- Newcomers less than 2-3 years in language support of initial language development are provided additional support through EL Services ASP.
- All ELL students were identified and assigned a case manager (teacher, VP, TSA,CT) to monitor their progress, however progress was not monitored by all case managers equitably.
- All ELL students were given quarterly redesignation goal setting.
- All EL SPED students will have EL strategies included in their IEP goals and progress monitoring.

Action 2: Meet/Exceed ELA

Partially Implemented

- King Elementary used K-2 foundational skills & Wonders to support with implementation of Early Literacy Plan.
- All students received 120 min of ELA instruction daily.
- Students had the opportunity for flexible learning with tiered MTSS groups including a deployment model with support from trained instructional fellows. This was not done equitably across grade levels and classrooms.
- Reading comprehension 3rd-6th Content in all classes included strategies to promote critical thinking through complex text, talk and task based on grade level standards, essential standards and learning targets. This was not progress monitored and there is no CFA data to support needs or growth.

- Some lessons had learning targets focused on IAB claims. Some students will have access to reading comprehension skills and content knowledge through social studies and science text.
- All King K-4 teachers participated in LETRS training, all TK teachers will participate in Heggerty training.
- Students received additional support with the certificated tutor and Instructional Fellows during the instructional day and outside of the instructional day through tutoring.
- Additional resources included the iReady program being used a minimum of 45 minutes weekly, Waterford, Scholastic first program, and A4 program after school.
- Funds were allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and ELA/Math planning/reflection.
- Some teachers used CFAs in the cycle of continuous improvement during PLC's. This will include phonics inventory & PASTLETRS.
- Funds were used for supplies to support instruction in the classroom and teacher training

Action 3: Meet/Exceed Math

Partially Implemented

- King Elementary utilized a K-6 academic coach with a math focus to assist with strategic lesson planning, school wide commitments for POD, however not consistently with assessment cycles and student groupings.
- King Elementary School implemented a comprehensive mathematics program utilizing Math Lesson Design Model 3rd-6th.
- K-2Go Math & SWUN Math were used as the GVC.
- CCSS with an emphasis on students scoring significantly below grade level as measured by the SBAC, iReady, CFAs (IAB's, FIAB's & next gen math). This was not progress monitored
- All students will receive a minimum of 90 minutes of grade level Math instruction that includes whole class and small group instruction for differentiation. Inconsistent with small groups.
- All students will receive an additional 15-30 min of daily instruction and practice on grade level Math fluency skills and strategies and utilizing BBF or Reflex Math. This was not progress monitored.
- All students will use iReady for a minimum of 45 minutes per week in Math. This was progress monitored and showed that not all teachers implemented.
- King Elementary engaged students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice however not consistently.
- Teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iReady. Students will receive access from the iReady program & Next Gen Math as an intervention and resource as well as small group instruction with the teacher and instructional fellows. Intervention was not progress monitored. Teaching fellows were not consistent.
- Students that continue to perform below grade level based on grade data, common formative assessments will have opportunities for reteach and will continue to be strategically targeted for small group instruction in class through a blended learning model. Intervention will be based on specific grade level clusters/standards. Students were not progress monitored.
- Students will be pulled for small group intervention based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth using district iReady and CFA data. There was not enough CFA data to show students were strategically being pulled.
- Designated TSA & Site Coach will coordinate Tier 2 & 3 intervention, district assessment and provide PL. Designated TSA did not coordinate intervention.
- Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/strategic lesson planning.

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: EL Redesignation

Ineffective

- Site did not identify and implement appropriate supports for all EL and newcomers.
- PL was given 2 times during the 24-25 school year with no follow up and feedback based on classroom walks. Future planning needs to include Teachers and leaders planning with purposeful content and include modeling and implementation cycles with EL Coaches. All Teachers will be introduced to the the new California English Learners Common Core Companion and how to use it in their daily, weekly and quarterly planning.
- Teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills across the curriculum.
- The site did identify and target second language learners who have been continuously enrolled for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation. This goal setting needs to include parents as well.
- There was no clear progress monitoring of SPED students. All EL SPED students did have EL strategies included in their IEP goals.

Action 2: Meet/Exceed ELA

Partially Effective

- Not all teachers were following the district scope and sequence that outlines grade level progress for students at each grade level.
- All student did receive 120 minutes on ELA instruction but it was not always based on student need or to the rigor of the standard. Students were given multiple learning opportunities, however it was not based on student need and data. Instructional fellows were trained but did not implement consistently.
- There was a lack of evidence that students were exposed to high quality text, intervention in small groups with instructional fellows and acceleration during class and outside of class to support students who need more time and support.
- All King K-4 teachers did participate LETRS training, all TK teachers will participate in Heggerty training to improve learning experiences, and engage all students in meaningful content through blended strategies. Implementation was implemented at various degrees based on learning walks and feedback.
- The certificated tutor was meeting with the lowest performing students and there was very little growth.
- IReady progress monitoring was checked weekly and there were inconsistencies based on teacher implementation.
- There was no correlation between Waterford growth and iReady growth.
- Waterford, Scholastic first program, and A4 program after school were all implemented. A4 Springboard will be used and implemented to target our 1st-3rd AA students after school in the fall and spring cohort programs.
- 1-3 received support in K-2 foundational skills from CT and IFs in Orton Gillingham. Site Coach supported coordinating Tier 2 intervention, district assessment.
- There was no PL provided for 4th-6th grade teachers on reading skills implementation.
- Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and ELA/Math planning/reflection.
- Teachers did not consistently use CFA's in the cycle of continuous improvement during PLC's. This will include phonics inventory & PASTLETRS.

Action 3: Meet/Exceed Math

Partially Effective

- King did utilize our academic coach with a math focus.
- Cycles were implemented around lesson study and planning, however outside of that there was little evidence of strategic planning and the following of the district recommended scope and sequence. Coach will continue with strategic lesson planning, school wide commitments for POD, assessment cycles and student groupings.
- King Elementary School implemented a comprehensive mathematics program utilizing Math Lesson Design Model with a focus on planning implementation and feedback in 3rd- 6th grade. K-2Go Math utilizing CCSS with an emphasis on students scoring significantly below grade level as measured by the SBAC, iReady, CFA's (IAB's, FIAB's & next gen math). There was little evidence that teachers were progress monitoring student progress using CFA's on a consistent basis. Mid year there was a pause and reset with district coaches to roadmap planning to SBAC.
- King Elementary partially implemented the GVC with fidelity and to the depth of the grade level standard. Admin team, site coach and district math coach provided professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics.
- All students did receive a minimum of 90 minutes of grade level Math instruction that included whole class and small group instruction for differentiation.
- Students received an additional 15-30 min of daily instruction and practice on grade level Math fluency skills and strategies and utilizing BBF or Reflex Math. Math fluency implementation was not consistent. Walkthrough feedback found implementation of drill worksheets were often used.
- All students used iReady for a minimum of 45 minutes per week in Math. This was more consistent in grades 3rd-6th and less consistent in primary based on data.
- King Elementary will engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice, have not consistently.
- Teachers targeted intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iReady. There was no progress monitoring based on student data for intervention groups.
- Students did not consistently received access from the iReady program & NextGen Math as an intervention and resource as well as small group instruction with the teacher and instructional fellows. Students that continue to perform below grade level based on grade data, common formative assessments will have opportunities for reteach and will continue to be strategically targeted for small group instruction in class through a blended learning model. Intervention will be based on specific grade level clusters/standards.
- Students were not pulled for small group intervention consistently based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth using district iReady and CFA data. Small group intervention with teaching fellows was ineffective and not consistent.
- Site Coach coordinated Tier 2 & 3 intervention, district assessment and provide PL. Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/strategic lesson planning. TSA did not participate in implementation.

Section C: Next Generation Learning is a result of the analysis from sections A and B, assesses major changes that will be made (next school year) to achieve the current goal.

- Intensive K-2 RTI model to include and additional Certificated FTE and two additional Classified FTE to support small group instruction based on student by need.
- All Students will be looked a through the TST lens for supports K-2.
- Students will enter 3rd grade on grade level and ready for rigor of SBAC like questioning.

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:

Goal 1: ROI on teaching Fellows and adding Paras, LETRS training, Waterford, SWUN Math,

Goal 2: Management of club to ensure students are utilizing them. Review use of vendors: Rare Breed Sports, Hand in Hand

Goal 3: Continue work because we are seeing increase in attendance and decrease in behaviors. ROI using Hand in Hand, Will staff be trained in CHAMPS.

Goal 4: Remove language around recruitment and retention in staff: FSU, FPU, TSA. Continue with inclusion of volunteers on campus, supporting with diversity and inclusion. Listening sessions with Community School Liaison. Review Survey data with parents as well as staff.

ELAC:

The need for more parenting classes on campus.

Review schoolwide data with parents.

What can parents do at home for improvement.

Staff:

CCT Feedback:

G2A1
-add dance groups (AADT, Folklorico, Hmong Dance, Dance class etc)
-Add Saturday Academy/Sports

G3A1
-add communityschools coordinator

G3a2
-Add community schools coordinator

ILT Feedback:

G1A1:
No feedback

G1A2:
-Remove LETRS
-Look into program called "Reading Specialist" (from Holly)
-Removal of Edcite? 6th states someone district level said to not use the program?

G1A3:
-Removal of MLD
-Removal of FCOE
-Continued funding of Next Gen Math (4th grade and 6th grade request, 2nd grade would like to be added)

Action 1 :

EL Redesignation

Action Details:

Tier 1: Tier 1: King Elementary School will focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Interventions will be based on EL Student needs and data trends. We will provide appropriate supports for new comers less than 2-3 years in language support of initial language development. Teachers and leaders will continue to plan implementation with cycles of feedback. Planning will include modeling, PL and implementation cycles with EL Coaches. All Teachers will use the California English Learners Common Core Companion. King Elementary School will identify and target second language learners who have been continuously enrolled for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation. Goal setting will include parents. Teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills. This will be progress monitored through walks and feedback. This will be progress monitored through IAB/FIAB. Lessons will be aligned with the California English Learners Common Core Companion. **Tier 2:** All ELL students will be identified by levels and they will be monitored quarterly for progress. All ELL students will attend quarterly redesignation counseling where they will goal set. **Tier 3:** All ELL students will receive integrated and designated instruction to meet their academic needs. CT will support Designated intervention. Students will receive instruction from teachers trained on the EL frameworks/standards, Common Core Companion and how they can plan/incorporate these standards across the curriculum. Students will receive extra support in EL ASP through FUSD. All EL SPED students will have EL strategies included in their IEP goals and progress monitoring.

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

- Each grade level K-6 will have documented designated time that they will get walkthrough feedback on.
- Students will have their teacher counsel them as well as progress monitor them quarterly.
- Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed for designated intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored in all academic areas.
- Students will have teachers that are provided additional professional learning on the California English Learners Common Core Companion with EL PL with district coaches.
- Students will have teachers that will receive training on integrated and designated strategies to meet ELL students needs. Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Ellevation, Wonders and Go Math curriculum to meet students needs. Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

Materials &supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other student laptops, instructional materials, and supplies STEM materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook budget allocation for structural needs.

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 and Asian student population is performing at the lowest level in English Language Arts.

English learners are not progressing and are falling into long term English learner status.

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

Planned student conversations, Planned parent meetings, Teacher professional Learning.

3. As a site: What are planned actions to support this student group? 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 Learners will participate all EL/ELA/Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application EL students will participate in goal-setting and incentive activities EL students will have a goal related to ELD progress as part of their goal-setting.

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum.
- Materials, Supplies, subs and assessors for ELPAC

Student Groups

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

- **Long Term English Learner (LTEL), English Learner (EL)**
Materials and Supplies

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

- Long Term English Learner (LTEL), English Learner (EL):**
- Certificated Substitutes for Goal Setting
 - Certificated Supplemental Contracts for Tutoring and ELPAC Assessment
 - Materials and Supplies
 - Technology
 - Food Services

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

- Long Term English Learner (LTEL), English Learner (EL):**
- Certificated Substitutes for Goal Setting
 - Certificated Supplemental Contracts for Tutoring and ELPAC Assessment
 - Materials and Supplies
 - Technology
 - Certificated Tutor Designated ELD Time

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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> All EL Students will have a knowledge of their EL Status and be able to goal set. During ELAC meeting and Parent conferences parents will be included in the goal setting in order to support the decrease in students remaining long term English learners. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> EL Students will make growth in distance from standard in ELA and show increase in proficiency in ELA on iready progress monitoring by 10% on midwinter diagnostic. All ELL students will receive integrated and designated instruction from certificated tutor. Feedback from walks will be progress monitored. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> The percentage of students who improved at least one ELPI level (Long-Term English Learner) will increase from 33%-35%.

Action 2 :

Meet/Exceed ELA

Action Details:

Tier 1: King Elementary will implement a comprehensive reading supports through K-2 foundational skills & Wonders and full implementation of Early Literacy Plan. All students will receive 120min of ELA instruction daily. Students will have the opportunity for flexible learning with tiered MTSS groups including a deployment model with support from trained paras, certificated tutor, and an additional certificated FTE. Lesson implementation will offer challenging content focused on high quality text, intervention in small groups with the teacher, certificated FTE and para. Instructional time will be spent reading, writing and listening to complex text. K-2 classrooms will include foundational skills as well as grade level reading comprehension. 3rd-6th Grade content in all classes will include strategies to promote critical thinking through complex text, talk and task based on grade level standards, essential standards and learning targets using Common Challenge and Break Through Results cycles. All lessons will have learning targets focused on IAB claims. Students will have access to reading comprehension skills and content knowledge through social studies and science text. **Tier 2:** All King K-4 teachers will use LETRS strategies, all TK teachers will use Heggerty strategies to improve learning experiences, and engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice. Students will receive additional support from an additional certificated FTE and Certificated tutor in 6-8 week cycles measured by students, by skills. Additional resources will include the iReady program being used a minimum of 45 minutes weekly and A4 program after school. **Tier 3:** Students will be identified for small groups based on student work and CFA data based on standards not being met. Site Coach, Certificated tutor and certificated FTE will progress monitor Tier 2 intervention and district assessment. Site coach and district coach will provide PL to 4 -6 grade teachers on Break Through Results and Common Challenge. A4 Springboard will be used and implemented to target our 1st-3rd grade students after school in the fall and spring cohort programs. Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and ELA/Math planning/reflection. All teachers will use CFA's (IAB/FIAB progress monitoring) in the cycle of continuous improvement during PLC's. This will include Edison Regional & PAST LETRS. Funds will also be used for supplies to support instruction in the classroom and teacher training.

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

- Students in K-2 will have a teacher and para in the classroom to support small group instruction.
- An additional FTE will support early reading intervention. The CT will support strategic groups of students.
- Grades Kinder-2nd most at risk will receive targeted support from their teacher, para and certificated FTE for at least 30 min. daily.
- TK teachers will be trained in Heggerty through early learning.
- All teachers grades 1st-4th will utilize LETRS strategies in small group instruction.
- Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, MTSS tiered intervention, CT intervention, and after school tutoring by their teacher (extra pay contract) based on grades and test scores to close the achievement gap.
- Students will utilize digital resources in literacy and math through flexible grouping.
- Library will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level.

- All students will participate in grade tracking, goal setting and mentoring support through morning meetings.
- Students will receive recognition for meeting growth goals or scoring proficient on district iReady.
- All students will be able to progress monitor and goal set through iReady technology.
- All teachers will have access to materials & supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- All students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals
- Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, monitors, printers/ ink cartridges, tech repairs, and other

Planning days for teachers, materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, monitors, printers/ ink cartridges, tech repairs, and other student laptops instructional materials and supplies STEM materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal posters, laminating. mentoring service contract, specific caseload for mentors for push in support. Substitutes will be provided so classroom teachers can participate in behavior support meetings. Contract for RP counselor, social worker & campus assistant. Materials and supplies for student incentives, goal-setting, group work materials and supplies for parent education classes mileage for home visits.

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.

Asian and EL students performed at the lowest level in 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 students with direct instruction in small group with instructional fellows and certificated tutor.

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

Student Groups

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

African American (AA), Socio-economically Disadvantaged (SED):

- Classified Supplemental Contracts for tutoring
- Additional 1.0 FTE Teacher
- Materials and Supplies

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

African American (AA), Socio-economically Disadvantaged (SED):

- Certificated Supplemental contracts for tutoring
- Classified supplemental contracts for tutoring
- Certificated Substitute Salary for SST, Literacy walks, and goal setting
- Additional 1.0 FTE
- Two additional 6-hour paraprofessionals for Grades 1-2
- Materials and Supplies
- Technology
- Graphics
- Technology subscriptions

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

African American (AA), Socio-economically Disadvantaged (SED)

- Certificated Supplemental contracts for tutoring
- Classified supplemental contracts for tutoring
- Certificated Substitute Salary for SST, Literacy walks, and goal setting
- Additional 1.0 FTE
- Two additional 6-hour paraprofessionals for Grades 1-2
- Materials and Supplies
- Technology
- Graphics
- Technology subscriptions

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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • K-2 for intensive intervention to ensure all students go to 3rd grade on grade level reading. • Each student will be triaged through TST academically by skill and by need. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Increase students reading on grade level. All K-2 students will be closely progress monitored for proficiency by using Kinder FSA, iReady and Edison Regional Assessment with 80% proficiency in encoding, decoding and HFW. • All students K-2 will have the opportunity to receive support in small group instruction in reading and reading foundational skills for at least 30 min. daily. • 3rd-6th grade students will be progress monitored through break through results, CFA common Challenge and IAB/FIAB's. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Decrease distance from standard from -80 to -65. Increase students on grade level from 19%-25%. • AA students -106 distance from standard to -91 distance from standard and Socioeconomic disadvantage students will make gains from -80 to -65 distance from standard.

Action 3 :

Meet/Exceed Math

Action Details:

Tier 1: King Elementary will utilize a K-6 academic coach to assist with strategic lesson planning, school wide commitments for POD, assessment cycles and progress monitoring. King Elementary School will implement a comprehensive mathematics program utilizing Math Lesson Design Model with a focus on planning implementation and feedback in 3rd- 6th grade. K-2 Go Math utilizing CCSS with an emphasis on students scoring significantly below grade level as measured by the SBAC, iReady, CFA's (IAB's, FIAB's & next gen math). King Elementary will follow the district scope and sequence and to the depth of the grade level standard. Admin team, site coach and district math coach will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics. All students will receive a minimum of 90 minutes of grade level Math instruction following the district scope and sequence that includes whole class and small group instruction for differentiation. Math instruction will include conceptual understanding, application/problem-solving and procedural/computation fluency. All students will receive and additional 15-30 min of daily instruction and practice on grade level Math fluency skills and strategies utilizing BBF, district scope & sequence fluency or Reflex Math. This will be monitored through walkthrough feedback. All students will use iReady for a minimum of 45 minutes per week in Math. **Tier 2:** King Elementary will engage all students in meaningful content through blended strategies and use of technology in whole groups, collaborative task, small groups and independent practice. Teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, IAB/FIAB and iReady. Students will receive access from the iReady program & Tools for Teachers on CAASPP as an intervention and resource as well as small group instruction. Students that continue to perform below grade level based on grade data and common formative assessments will have opportunities for reteach and will continue to be strategically targeted for small group instruction in class through a blended learning model. Intervention will be based on specific grade level clusters/domains/standards. **Tier 3:** Students will be pulled for small group intervention based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth using district iReady and CFA data. Site Coach will support progress monitor Tier 2 & 3 intervention, district assessment and provide PL. Funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/strategic lesson planning.

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

- All 3rd-6th grade students receive math instruction from a teacher utilizing MLD, state standards and the Go Math adoption.
- All grade 2nd-6th teachers will receive training through model lessons on math tasks.
- All K-1 grade teachers will receive PL in math fluency.
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their teacher as well as POD opportunities.

- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of Reflex math, Go Math will include Math Personal Trainer and be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.
- All students will be able to progress monitor and goal set through iReady technology.
- A focus on IPG tenants 1, 2A,B,C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction based on admin walks (paid sub)
- Students will have access to materials & supplies when their teachers attend Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- Students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other.
- All students will have access to teachers that have had PL and planning time with site and district coaches.

Planning days for teachers, materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other student laptops instructional materials and supplies STEM materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal, posters, laminating. mentor , specific caseload for mentors, push in support. Substitutes will be provided so classroom teachers can participate in behavior support meetings. Contract for RP counselor, social worker & campus assistant. materials and supplies for student incentives, goal-setting, group work materials and supplies for parent education classes mileage for home visits

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.

All Student groups performed in the yellow in mathematics.

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

With Title I funds we plan to support all student groups in small group intervention utilizing instructional fellows.

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

Student Groups

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

African American (AA), Socio-economically Disadvantaged (SED):

- Materials and Supplies
- Additional 1.0 FTE Teacher

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

Socio-economically Disadvantaged (SED), African American (AA):

- Certificated Supplemental contracts for tutoring
- Classified supplemental contracts for tutoring
- Certificated Substitute Salary for SST, Math walks, and goal setting
- Additional 1.0 FTE Teacher
- Materials and Supplies
- Technology
- Graphics
- Technology subscriptions

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

African American (AA), Socio-economically Disadvantaged (SED):

- Certificated Supplemental contracts for tutoring
- Classified supplemental contracts for tutoring
- Certificated Substitute Salary for SST, Math walks, and goal setting
- Additional 1.0 FTE Teacher
- Materials and Supplies
- Technology
- Graphics
- Technology subscriptions

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.

- Each student will be triaged through TST for by student, by skill per student.
- Support will be data driven targeted support base on CFA, FIAB/IAB

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.

- All K-2 students will be closely progress monitored for proficiency by using iReady, CFAs and math fluency. Fluency will increase 10% after midwinter diagnostic.
- 3rd-6th will be progress monitored through CFA data FIAB/IAB.
- All students K-2 will have the opportunity to receive support in small group instruction in math fluency for at least 30 min. daily.

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 distance from standard from -76 to -61. Increase students on grade level from 20%-25%.
- AA students -95 distance from standard to -80 distance from standard and Socioeconomic disadvantage students will make gains from -76 to -61 distance from standard.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC testing/Tutoring	4,904.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.5100	0.24 FTE funded from Literacy Grant/6211	37,764.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for para	6,546.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,493.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Elementary	0.4321		68,653.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. **no food or incentives**	2,965.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.5679		90,228.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for data chats, coaching cycles, instructional walks	17,891.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring	12,260.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			instructional para supplemental tutoring	3,928.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Reflex, Starfall, Studies weekly	6,130.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies.	15,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology. \$3,980 will be added when FTE cost is finalized.	1,020.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics. \$2,500 will be added when FTE cost is finalized.	1.00

\$278,783.00

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	✓	92 %	84.6 %	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.

- 84% of students show a favorable in student centered real world experiences. It is the site goal to increase that to 90%.
- There was a slight decrease of 3% from the previous year.

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

- Ensuring students have access to a goal 2 experience.
- Ensuring students understand the questioning on the survey taken.
- CC team needs to give feedback walks based on SEL implementation.
- All Staff surveys need to be given during PL time. Staff will be given schoolwide data to help them take the survey accurately.

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.

- Some students have loss of privilege's due to behavior and are not engaged in goal 2 experiences. Additional supervision provided so all students can participate.
- Students do not have a say in some of their goal 2 experience's. Students will be given knowledge of what is available and options.
- High risk students & Families counseled resources available to them to support their SEL needs.

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: Student Engagement

Partially Implemented

- All teachers will be trained in CHAMPS best practices with Culture Climate Specialist, and Cultural Proficiency from DEI team. This will ensure all students feel welcomed at King Elementary School to increase students sense of belonging. Not all teachers implemented CHAMPS expectations.
- King Elementary School did start new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school.
- Continue to plan PL around morning meetings, 2nd Step, mindfulness, and SEL with emphasis on building students citizenship and kindness within student population. There was no new PL around SEL strategies.
- Classroom intermural activities did not begin. King contracted with a vendor to support with this and it is currently limited to ASP and not closely monitored.
- Students were targeted and encouraged to enroll in ASP to engage in Academic and Enrichment activities. We had an increase in ASP enrollment.
- School wide campus culture will be implemented and be reinforced through classroom meetings. This was not progress monitored to ensure fidelity.
- Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, dance, band, orchestra or choir.
- Teachers will identify students of the Month who demonstrate Pillars of Character. There was no emphasis on the importance of student of the month.
- Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are new or high risk will be counseled one on one to identify goal 2 interest. Only high risk 5th/6th grade boys were identified.

Action 2: Real World Learning Experiences

Partially Implemented

- All students will have an opportunity to be counseled on their grades and assessment data.
- 4th-6th graders did not have an opportunity to review for middle school readiness criteria and beyond.
- All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. Some students did not have this opportunity and lost this privilege.
- All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. All students will weekly have access to 2nd Step curriculum to build SEL skills. this was not progress monitored through walks. Progress monitoring on the website shows not all teachers implemented the program.
- There were no programs & clubs will use STEAM activities, Coding, Literacy Circles, Spelling Bee and other engaging and challenging learning programs.
- Students did have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts. Students will work directly with RP/Tier 2 counselors and mentors.
- Some students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to officials in their own community.
- 6th grade students did not receive agendas prior to their middle school moving up to learn how to self check grades, attendance, data, homework and calendar.
- 6th grade students did have the opportunity to be counseled by a middle school counselor prior to entering 7th grade.

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: Student Engagement

Effective

- All teachers will be trained in CHAMPS best practices with Culture Climate Specialist, and Cultural Proficiency from DEI team. This will ensure all students feel welcomed at King Elementary School to increase students sense of belonging. Not all teachers implemented CHAMPS expectations.

- King Elementary School did start new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school.
- Continue to plan PL around morning meetings, second step, mindfulness, and SEL with emphasis on building students citizenship and kindness within student population. There was no new PL around SEL strategies.
- Classroom intermural activities will begin to create a sense of classroom community and participation. Items will be purchased to support safe and civil guidelines and practices on campus. King contracted with a vendor to support with this and it is currently limited to ASP and not closely monitored.
- Students were targeted and encouraged to enroll in ASP to engage in Academic and Enrichment activities.
- School wide campus culture will be implemented and be reinforced through classroom meetings. This was not progress monitored to ensure fidelity.
- Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, dance, band, orchestra or choir.
- Teachers will identify students of the Month who demonstrate Pillars of Character. There was no emphasis on the importance of student of the month.
- Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are new or high risk will be counseled one on one to identify goal 2 interest. Only high risk 5th/6th grade boys were identified.

Action 2: Real World Learning Experiences

Effective

- All students will have an opportunity to be counseled on their grades and assessment data.
- 4th-6th graders did not have an opportunity to review for middle school readiness criteria and beyond.
- All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. Some students did not have this opportunity and lost this privilege.
- All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. All students will weekly have access to 2nd Step curriculum to build SEL skills. this was not progress monitored through walks. Progress monitoring on the website shows not all teachers implemented the program.
- There were no programs & clubs will use STEAM activities, Coding, Literacy Circles, Spelling Bee and other engaging and challenging learning programs.
- Students did have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts. Students will work directly with RP/Tier 2 counselors and mentors.
- Some students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to officials in their own community.
- 6th grade students did not receive agendas prior to their middle school moving up to learn how to self check grades, attendance, data, homework and calendar.
- 6th grade students did have the opportunity to be counseled by a middle school counselor prior to entering 7th grade.

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.

- Support students have access to a goal 2 experience. In particular 6th grade camp.
- Support students in understand the questions on the survey they take.
- CC team will give feedback on their walks based on SEL implementation.
- All Staff surveys need to be given during PL time. Staff will be given schoolwide data to help them take the survey accurately.

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:

Goal 1: ROI on teaching Fellows and adding Paras, LETRS training, Waterford, SWJUN Math,

Goal 2: Management of club to ensure students are utilizing them. Review use of vendors: Rare Breed Sports, Hand in Hand

Goal 3: Continue work because we are seeing increase in attendance and decrease in behaviors. ROI using Hand in Hand, Will staff be trained in CHAMPS.

Goal 4: Remove language around recruitment and retention in staff: FSU, FPU, TSA. Continue with inclusion of volunteers on campus, supporting with diversity and inclusion. Listening sessions with Community School Liaison. Review Survey data with parents as well as staff.

ELAC:

The need for more parenting classes on campus.

Review schoolwide data with parents.

What can parents do at home for improvement.

Staff:

CCT Feedback:

G2A1

-add dance groups (AADT, Folklorico, Hmong Dance, Dance class etc)

-Add Saturday Academy/Sports

G3A1

-add community schools coordinator

G3a2

-Add community schools coordinator

ILT Feedback:

G1A1:

No feedback

G1A2:

-Remove LETRS

-Look into program called "Reading Specialist" (from Holly)

-Removal of Edcite? 6th states someone district level said to not use the program?

G1A3:

-Removal of MLD

-Removal of FCOE

-Continued funding of Next Gen Math (4th grade and 6th grade request, 2nd grade would like to be added)

Action 1 :

Student Engagement

Action Details:

Tier 1: All teachers not using CHAMPS will be given PL on best practices with Culture Climate Specialist. Having structures and routines inside and outside the classroom will ensure all students feel safe and secure at King Elementary School and will increase students sense of belonging. King Elementary School will broaden clubs that have the highest attendance and most often utilized by student groups. King will progress monitor implement of strategies recommended by the Culture Climate Team. Culture Climate Team will progress monitor morning meetings, 2nd Step, mindfulness, and SEL with emphasis on building students citizenship and kindness within student population. School pride initiatives will be implemented and measured for the 25-26 school year to help build a sense of community. **Tier 2:** Students will be targeted and encouraged to enroll in ASP to engage in Academic and Enrichment activities. School wide campus culture will be implemented and be reinforced through classroom meetings. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, dance, band, orchestra or choir. Teachers will identify students of the Month who demonstrate Pillars of Character. This will include a deeper recognition of the importance of Character in students. **Tier 3:** 4th-6th Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are high risk will be counseled one on

one to identify goal 2 interest.

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 1st-6th grade will have a connection with at least one adult on campus. In most cases this connection will be their teacher. This will be a topic of discussion for morning meeting to help student identify their adult.
- Progress monitoring of Morning Meetings, Second Step, School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality,
- Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.
- Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)
- Students will be recognized for their participation in athletic programs/clubs
- Students will be allowed opportunities to participate in clubs that direct interest them. Clubs will be created based on student interest.
- Support for Girl Power & Boys to Men program, instruction, curriculum, materials (backpacks, shirts, food etc.), community service projects, study trips and other aspects of engagement that would encourage full participation.
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Student Union, Spanish Club, Folkloric, EL Club for newcomers, Hmong student union, etc.)
- Cultural Fairs regionally and onsite.
- Students not engaged in a goal 2 activities will be identified and counseled. Encouraged at club rush to join.
- Assemblies in the arts to foster school participation and interest. Mentoring for at most risk students.

Materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other student laptops instructional materials and supplies STEM materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal, posters, and laminating. Mentor Service Contract, Specific caseload for mentors and push in support. Substitutes will be provided so classroom teachers can participate in behavior support meetings. Contract for RP Counselor, social worker & campus assistant. Materials and supplies for student incentives, goal-setting, group work materials and supplies for parent education classes mileage for home visits

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.

Currently King does not have any students performing in the red around goal 2.

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

With Title I funds we plan to support student attendance and participation in an engagement at school. Teachers will receive training in 2nd Step, classroom meeting and engagement strategies.

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

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

Student Groups

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

African American (AA), Socio-economically Disadvantaged (SED):

There are no funds in Goal 2 for Title I

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

African American (AA), Socio-economically Disadvantaged (SED):

- Materials and Supplies

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

African American (AA), Socio-economically Disadvantaged (SED):

- Opportunities for students to participate in dance groups; Folklorico, African American Dance Troupe, Hmong Dance, Cheer
- Opportunities for student participation in Clubs; Lego, Art, Pokemon, Spanish etc. ?

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.

- CC Team and admin teams will walk classrooms for feedback on SEL implementation.

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.

- All Students TK-6 will have an opportunity to engage in a goal 2 activity though field trips, dance, music, art or sports.
- Increase attendance in ASP to expose students to additional goal 2 experiences.

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.

- Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain will increase by 5% each year until 100%.

Action 2 :

Real World Learning Experiences

Action Details:

Tier 1: All students will have an opportunity to be counseled on their grades and assessment data. 4th-6th graders will have an opportunity to review for middle school readiness criteria and beyond. All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. All students will weekly have access to 2nd step curriculum to build SEL skills. **Tier 2:** Programs & clubs will use STEAM activities, Coding, Literacy Circles, Spelling Bee and other engaging and challenging learning programs based on student interest. Students participating in acceleration activities will be given the opportunity to

showcase their work via Open House or other community-attended events. Academic discourse, collaboration, hands-on activities and presentation skills will be emphasized. Students will have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts. **Tier 3:** Students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to officials in their own community. 6th grade students will receive counseling on how to self check grades, attendance, data, homework and calendar. 6th grade students will have the opportunity to be counseled by a middle school counselor prior to entering 7th grade. Students will work directly with RP/Tier 2 counselors, and mentors.

[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 have an opportunity to be counseled on their grades and assessment data.
- 4th-6th graders will have an opportunity to review for middle school readiness criteria and beyond.
- All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. All students will weekly have access to 2nd Step Curriculum to build SEL skills.
- Students will have opportunities to programs & clubs will use STEAM activities, Coding, Literacy Circles, Spelling Bee and other engaging and challenging learning programs.
- Students participating in Acceleration activities will be given the opportunity to showcase their work via Open House or other community-attended events. Academic Discourse, Collaboration, Hands-on Activities and Presentation Skills will be emphasized.
- Students will have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts working directly with RP/Tier 2 counselors, mentors.
- Students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to officials in their own community.
- 6th grade students will receive agendas prior to their middle school moving up to learn how to self check grades, attendance, data, homework and calendar. 6th grade students will have the opportunity to be counseled by a middle school counselor prior to entering 7th grade.

Materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other student laptops instructional materials and supplies STEM materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal, posters, and laminating. Mentor service contract, specific caseload for mentor push in support. Substitutes will be provided so classroom teachers can participate in behavior support meetings. Contract for RP counselor, social worker & campus assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes mileage for home visits.

[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.

No student groups are in the red in goal 2. EL students performed in the red in 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 with grade and assessment data counseling, agendas, and small group SEL work.

3. As a site: What are planned actions to support this student group? 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 Learners will be a target group for the Acceleration.
- English Learners will have opportunities to engage in discourse with community members that represent them culturally and linguistically.

Student Groups

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

African American (AA), Socio-economically Disadvantaged (SED):

There are no funds in Title I for Goal 2

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

African American (AA), Socio-economically Disadvantaged (SED):

- Materials and Supplies

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

African American (AA), Socio-economically Disadvantaged (SED):

There are no funds in Title I for Goal 2

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.

- All Students will be exposed to SEL, 2nd Step, Classroom meetings.

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.

- TST will progress monitor high risk students that need SEL supports.

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.

- Climate & Culture Survey data will increase from 84.6% to 90%.

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	✓		30.9 %	2023-2024	29.9 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		30.4 %	2023-2024	29.4 %
Suspension Rate	✓	1.27 %	2.4 %	2023-2024	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.

- King Elementary needs to decrease chronic absenteeism as a site as well as within our students with disabilities sub groups.
- King Elementary needs to decrease its suspension rate.

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

- Students do not have a way to remedy their absences.
- Students with disabilities have to have their IEP's amended when they want to use the independent studies option. This school year the process took so long that students were no longer eligible for independent studies and the days they missed were counted against them.
- Our tier 3 students need closer monitoring to support them during unstructured time. Due to law changes there were incidents that could have been preventative during recess. In the past these students had alternative recess options as a preventative measure.

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.

- Ensure parents know that Independent study is an option for all students, the site just needs to be notified in a timely manner to ensure documentation is in.

- Tier 3 students need more support during unstructured time.

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: Increase Attendance for all student groups

Partially Implemented

- HSL monitored attendance data by-Satisfactory, Manageable, Chronic and SeverelyChronic and assign these categories for targeted action.
- Students were not counseled as part of back to school on the tiered levels of attendance. Where they are on the tier and goal set.
- King Elementary did not create an awareness of what satisfactory attendance will look like. to families and students.
- Satisfactory students and students with improved attendance did receive incentives.
- Students that are manageable were not consistently counseled by teachers, TSA, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements.
- Chronic and Severe students were not consistently conferenced with and did not regular home visits to be counseled on supports and how to improve attendance by HSL, TSA, Mentors, and contracted attendance support.
- HSL did not daily monitor students being targeted for attendance. If students are absent HSL did not consistently call or visit the home daily to offer family school supports.
- HSL did target and progress monitor high risk students in particular AA students.
- T2 parent meetings, SART process and SARB referrals with attendance clerk, HSL, TSA and/or Admin were not consistent and attended by students and families.
- Students were not given opportunities to remedy attendance through Saturday Academy as an intervention. They were able to attend Saturday enrichment.
- Mentors focused on developing positive behaviors and attendance. Mentors did not lead (Girl Power, Young Men of Character).
- The HSL, OA, and Mentors will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. Funds will be designated towards and attendance officer to assist with increasing student attendance and engagement, outreach, collect data to inform strategies to decrease chronic absenteeism. An additional 2 hours will be site funded for Office Assistant to support with Attendance outreach.

Action 2: Decrease Suspensions

Partially Implemented

- All teachers did not participate in continued Cultural Proficiency Training. All Teachers were supported with CHAMPS training.
- Referrals and behaviors were monitored through power bi by tiers as well as Suspensions by student and Ed code violations.
- Behavior patterns and trends were established and targeted to meet the needs of staff and students.
- Support was provided through implementation of restorative practices and discipline guidelines. Schoolwide Tier I expectations, Classroom Tier I expectations and monitoring by CC Team.
- Classrooms with patterns of referrals received support from site TSA, mentors & CC specialist.
- Classroom management plans were be reviewed.
- RP counselor, Tier 2 specialist prepped students for restoratives and meeting with other students, teachers, and admin. Students will process the harm caused and how it can be resolved.
- Principal and VP monitored suspension rates on ATLAS and power bi .Culture and Climate team reviewed the data by ed. Code and revisited PL on school wide procedures, practices and tiered interventions through restorative practices.
- Strategic interventions were put in place for at risk students.
- Team TST meetings are held held bi-weekly and interventions including, BIP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures.
- All referrals are handled in a timely manner with documentation and phone calls so students, parents, and teachers feel supported outside of the classroom at all times.
- SST's are held for students at High risk and referrals are made for outside agencies (All 4 Youth, Social Worker, Family Wellness Center will address students & families specific needs) as recommended by the team.
- Mentors are funded as an intervention/ support for identified Tier 2 & 3 students. Mentors work with identified Tier 2 and 3 students needs.
- A lead focused on building positive behaviors, promoting positive attendance and building positive relationships between home and school through our re-engagement center.
- Campus Safety Assistant has a caseload of students to monitor on campus for escorts in hallways and during unstructured time.

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: Increase Attendance for all student groups

Partially Effective

- HSL monitored attendance data by-Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action.
- Students were not counseled as part of back to school on the tiered levels of attendance. Where they are on the tier and goal set.
- King Elementary did not create an awareness of what satisfactory attendance will look like to families and students.
- Satisfactory students and students with improved attendance did receive incentives.
- Students that are manageable were not consistently counseled by teachers, TSA, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements.
- Chronic and Severe students were not consistently conferenced with and did not regular home visits to be counseled on supports and how to improve attendance by HSL, TSA, Mentors, and contracted attendance support.
- HSL did not daily monitor students being targeted for attendance. If students are absent HSL did not consistently call or visit the home daily to offer family school supports.
- HSL did target and progress monitor high risk students in particular AA students.
- T2 parent meetings, SART process and SARB referrals with attendance clerk, HSL, TSA and/or Admin were not consistent and attended by students and families.
- Students were not given opportunities to remedy attendance through Saturday Academy as an intervention. They were able to attend Saturday enrichment.
- Mentors focused on developing positive behaviors and attendance. Mentors did not lead (Girl Power, Young Men of Character).
- The HSL, OA, and Mentors will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. Funds will be designated towards and attendance officer to assist with increasing student attendance and engagement, outreach, collect data to inform strategies to decrease chronic absenteeism. An additional 2 hours will be site funded for Office Assistant to support with Attendance outreach.

Action 2: Decrease Suspensions

Effective

- All teachers did not participate in continued Cultural Proficiency Training. All Teachers were supported with CHAMPS training.
- Referrals and behaviors were monitored through power bi by tiers as well as Suspensions by student and Ed code violations.
- Behavior patterns and trends were established and targeted to meet the needs of staff and students.
- Support was provided through implementation of restorative practices and discipline guidelines. Schoolwide Tier I expectations, Classroom Tier I expectations and monitoring by CC Team.
- Classrooms with patterns of referrals received support from site TSA, mentors & CC specialist.
- Classroom management plans were be reviewed.
- RP counselor, Tier 2 specialist prepped students for restoratives and meeting with other students, teachers, and admin. Students will process the harm caused and how it can be resolved.
- Principal and VP monitored suspension rates on ATLAS and power bi. Culture and Climate team reviewed the data by ed. Code and revisited PL on school wide procedures, practices and tiered interventions through restorative practices.
- Strategic interventions were put in place for at risk students.
- Team TST meetings are held held bi-weekly and interventions including, BIP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures.
- All referrals are handled in a timely manner with documentation and phone calls so students, parents, and teachers feel supported outside of the classroom at all times.
- SST's are held for students at High risk and referrals are made for outside agencies (All 4 Youth, Social Worker, Family Wellness Center will address students & families specific needs) as recommended by the team.
- Mentors are funded as an intervention/ support for identified Tier 2 & 3 students. Mentors work with identified Tier 2 and 3 students needs.
- A lead focused on building positive behaviors, promoting positive attendance and building positive relationships between home and school through our re-engagement center.
- Campus Safety Assistant has a caseload of students to monitor on campus for escorts in hallways and during unstructured time.

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.

- Target supports will be closely monitored in 6-8 week cycles.
- Students will be able to move in/out of supports through progress monitoring.

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:

Goal 1: ROI on teaching Fellows and adding Paras, LETRS training, Waterford, SWUN Math,

Goal 2: Management of club to ensure students are utilizing them. Review use of vendors: Rare Breed Sports, Hand in Hand

Goal 3: Continue work because we are seeing increase in attendance and decrease in behaviors. ROI using Hand in Hand, Will staff be trained in CHAMPS.

Goal 4: Remove language around recruitment and retention in staff: FSU, FPU, TSA. Continue with inclusion of volunteers on campus, supporting with diversity and inclusion. Listening sessions with Community School Liaison. Review Survey data with parents as well as staff.

ELAC:

The need for more parenting classes on campus.

Review schoolwide data with parents.

What can parents do at home for improvement.

Parent meetings targeting attendance.

Proactive meetings with families when there is an increase in discipline.

Staff:

CCT Feedback:

G2A1
-add dance groups (AADT, Folklorico, Hmong Dance, Dance class etc)
-Add Saturday Academy/Sports

G3A1
-add communityschools coordinator

G3a2
-Add communityschools coordinator

ILT Feedback:

G1A1:
No feedback

G1A2:
-Remove LETRS
-Look into program called "Reading Specialist" (from Holly)
-Removal of Edcite? 6th states someone district level said to not use the program?

G1A3:
-Removal of MLD
-Removal of FCOE
-Continued funding of Next Gen Math (4th grade and 6th grade request, 2nd grade would like to be added)

Action 1 :

Increase Attendance for all student groups

Action Details:

Tier 1: All office staff will take ownership of attendance. OM will oversee that OA is making first call, Attendance Administrator will do follow up phone calls and scheduling home visits. HSL will monitor attendance data by Satisfactory, Manageable, Chronic and Severely Chronic. HSL will keep documentation on each student's progress and closely monitor manageable students to ensure they do not fall into chronic status. All students will be counseled as part of back to school on the tiered levels of attendance. Parents will receive information on independent study alternatives when the family needs this option to reduce absences. Goal setting attendance will occur alongside academic goal setting. King Elementary will create an awareness of what satisfactory attendance will look like. **Tier 2:** Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by teachers, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by HSL, Mentors, and contracted attendance administrative support. HSL and Attendance Administrator will daily monitor students being targeted for attendance. If students are absent HSL will call or visit the home daily to offer family school supports. **Tier 3:** HSL will target and progress monitor high risk students in particular AA students and Students with Disabilities. T2 parent meetings, SART process and SARB referrals with HSL, and attendance Admin.. Mentors, will focus on developing positive behaviors with Girl Power and Young Men of Character in students by supporting goal setting, conducting check in and progress monitoring target student attendance. The HSL, OA, and Community School Liaison will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. Funds will be designated towards and attendance administrator to assist with increasing student attendance and engagement, outreach, collect data to inform strategies to decrease chronic absenteeism. An additional hour will be site funded for Office Assistant to support with Attendance outreach.

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

- HSL will monitor attendance of all students data by Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action.
- All students will be counseled as part of back to school on the tiered levels of attendance.
- Satisfactory students and students with improved attendance will receive incentives.
- Manageable will be counseled by teachers, office staff, and contracted office/attendance support on how to improve with attendance contracts, supports and agreements.
- Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by HSL, TSA, Mentors, and contracted attendance support.
- Goal-setting and individual or small group support for at risk students for attendance, positive behavior, staying in class.
- Families will be educated on independent study as an option when students will out of school short term.
- Contract provided to support attendance
- Materials and supplies for student incentives, goal-setting, group work
- Materials and supplies for parent education classes
- Mileage for home visit
- Students will be given the opportunity to attend Saturday Academy to make up missing work and get support.
- Schoolwide attendance will be Monitored and tracked daily and weekly
- Students will participate in rallies and expectation talks on attendance.
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Students will be honored quarterly for perfect attendance.
- Students will receive incentives for improved attendance weekly by the Principal.

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 in the yellow in attendance.

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

With Title I funds we plan to support EL students and families understand the importance of attendance through parent meetings and small group attendance meetings with HSL & CWAS.

3. As a site: What are planned actions to support this student group? 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 Learners needing additional support to access learning due to attendance and behavior will be supported by the EL Services in ASP.

Student Groups

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

African American (AA), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD):

- Mentoring Independant Service Contract
- Materials and Supplies

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

Students with Disabilities (SWD), African American (AA), Socio-economically Disadvantaged (SED):

- Mentoring Independant Service Contract
- .20 FTE School Social Worker
- Materials and Supplies
- Retiree Contract for Attendance Administrator
- .125 FTE Office Assistant

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

Students with Disabilities (SWD), African American (AA), Socio-economically Disadvantaged (SED):

- HSL will complete home visits for students chronically absent to complete attendance compacts.
- Teachers will goal set with students surrounding attendance.
- Attendance campaigns for student incentives for decreasing chronic attendance.

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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Ensure students and parents understand the importance of attendance. What is an excused and unexcused absence. • Ensure that when students will be out short term that families know that independent study is an option. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Attendance goal setting will occur alongside academic goals setting. Student will gain knowledge on what is good, manageable and chronic attendance. Based on that students will goal set to move to the next level in attendance. • Create a positive culture campus wide around increased attendance. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Decrease chronic and severely chronic attendance by 1%. • Increase overall attendance of all students with a focus on our students with disabilities.

Action 2 :

Decrease Suspensions

Action Details:

Tier 1: All classrooms will have classroom management plans with CHAMPS expectations. Referrals, behaviors will be monitored through power bi by tiers as well as suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices and discipline guidelines. Schoolwide Tier I expectations, Classroom Tier I expectations and monitoring by CC Team. Classrooms with patterns of referrals will receive support from site RP counselor, Admin, mentors & CC specialist. Classroom management plans will be reviewed. Schoolwide we will increase Goal 2 activities to support student engagement and connectiveness. RP counselor and Tier 2 specialist will support students for restoratives and meeting with other students, teachers, and admin. Students will process the harm caused and how it can be resolved. Principal and VP will monitor suspension rates on ATLAS and power bi. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices. **Tier 2:** Strategic interventions will be put in place for at risk students. Team TST meetings will be held bi-weekly and interventions including, BIP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. All referrals will be handled in a timely manner with documentation and phone calls so students, parents, and teachers feel supported outside of the classroom at all times. **Tier 3:** SST's will be held for students at high risk and referrals will be made for outside agencies (All 4 Youth, Social Worker, Family Wellness Center will address students & families specific needs) as recommended by the team. Mentors will be funded as an intervention/ support for identified tier 2 & 3 students. Mentors will work with identified tier 2 and 3 students needs. Alead will support the site re-engagement center and will focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. A Targeted Support Team will meet twice per month to identify and progress monitor at risk (Tier 2 and 3) students based on attendance, referrals/suspensions and other factors that are determined to be negatively impacting student success. Campus Safety Assistant will have a caseload of students to monitor on campus for escorts in hallways and during unstructured time.

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 participate in classroom meetings, morning meetings & Step 2. Admin team will progress monitor implementation.
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations
- King will continue to support and allocate money for an FTE Para to support students.
- materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program. Continue with implementation of mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a mentor to meet with on a regular basis and shadow who will be reimbursed for incentives.
- Mentors and Campus Safety will be assigned a caseload of high risk student to help monitor and foster connections.
- High risk students will be assigned mentors.
- Students will be given the opportunity to engage in school service and well as earn incentives/field trips.

- School wide expectations talks will be done each quarter.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will be given the opportunity to participate in goal 2 engagements and clubs.
- Students will be eligible to attend school wide activities for EIS green zone behaviors.
- Breakfast & lunch celebrations for improved behavior.

Materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal, posters, and laminating. Mentor Service Contract, specific caseload for mentors push in support. Substitutes will be provided so classroom teachers can participate in behavior support meetings. Contract for RP counselor & social worker. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits

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 in the blue for suspension.

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

With Title I funds we plan to support continued student connectiveness at the school site.

3. As a site: What are planned actions to support this student group? 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 Learners needing additional support to access learning due to attendance and behavior will be supported by the TSA

Student Groups

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

African American (AA), Socio-economically Disadvantaged (SED):

- Mentoring Independent Service Contract
- Materials and Supplies

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

African American (AA), Socio-economically Disadvantaged (SED):

- Mentoring Independent Service Contract
- Materials and Supplies
- .20 FTE School Social Worker

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

African American (AA), Socio-economically Disadvantaged (SED):

- Mentoring Partnership with community stakeholders in the 93706 zip code
- Young Men of Character/Girl Power
- Positive Behavior Incentives/Events/Trips

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.

- Students will feel a sense of belonging and a way to express themselves through daily morning meetings, classroom meetings, 2nd step, RP counselor, Tier 2 specialist and mentors.
- Teachers, students and parents will feel supported with quick responses to student behaviors.

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.

- All staff will support structures and expectations in place schoolwide and in the classroom. This will help decrease misbehaviors by 20% that lead to suspension.
- Discipline guidelines will be followed to process all student discipline.

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.

- The suspension rate will be reduces by .5% schoolwide.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Sup			Attendance Coordinator; Retiree contract for Carla Hartunian to assist with chronic attendance-increase attendance	42,911.00
G3A1	LCFF: EL	School Administration	CI&Tech-Reg	Assistant, School Office	0.1250	KH: Adding .875 FTE for King Elementary SOA; Per OSF, site wants to cover 0.125 FTE to make 1.0	10,510.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Generation Changers : Generation Changers;4 mentors, 5 hours/day, split with Stronger Connections Grant/4129 and Community Schools Grant/6333.	17,509.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.2000		30,404.00

\$101,334.00

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	✓	95.5 %	85.7 %	2024-2025	90.7 %

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.

- 15% of staff do not have a favorable view of King Elementary.

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

- No clear understanding as to root cause for unfavorable view.
- Setting and time survey was taken.
- Review of schoolwide data prior to survey not done.

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.

- Root cause and interviews of staff
- Review data of site so staff and complete survey fully informed.
- Allow time and space to complete survey.
- Staff listening session with community school liaison.

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: Recruit and Retain Staff Representative of the Community

Partially Implemented

- We partnered with vendors and guest speakers to bring diversity to our campus.
- HSL & TSA partnered with parent university and AA Acceleration Parent Program.
- We did not Build connections through Fresno State and Fresno Pacific University teacher credentialing programs.
- We did mentor and recruit through the teacher pathways at FUSD High Schools with continued partnerships with Edison High School and Computech Middle School.
- We did Build Connections in FUSD Teacher Development to mentor new recruits or identified classified candidates.
- We did not Identify parent groups to volunteer/NTA to have a representative presence on campus.
- Some mentors did outreach to the community and will focus on building positive relationships with students, family and community.
- Mentors with the support of the RP counselor facilitated conferences between teacher, student and parents to lead to productive learning outcomes for students.
- Mentors worked with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community.
- King Elementary did not support an Ethnic studies class to be offered after school.

Action 2: Community/Student Liaison

Partially Implemented

- King hired a community schools liaison to work with Mentors and HSL to focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school.
- Mentors focused on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation.
- Mentors, with the help of the RP counselor, HSL and OA will also help facilitate conferences between teacher, student and parents to lead to productive learning and behavioral outcomes for students.
- Some Mentors worked with small groups of students to improve social skills and promoted activities that lead to positive connections to school and staff for students and the community.
- Designated TSA, Mentors, HSL did work with parent university, A4 office, and EL office with outreach to parents.

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: Recruit and Retain Staff Representative of the Community

Partially Effective

- We partnered with vendors and guest speakers to bring diversity to our campus.
- HSL & TSA partnered with parent university and AA Acceleration Parent Program.
- We did not Build connections through Fresno State and Fresno Pacific University teacher credentialing programs.
- We did mentor and recruit through the teacher pathways at FUSD High Schools with continued partnerships with Edison High School and Computech Middle School.
- We did Build Connections in FUSD Teacher Development to mentor new recruits or identified classified candidates.
- We did not Identify parent groups to volunteer/NTA to have a representative presence on campus.
- Some mentors did outreach to the community and will focus on building positive relationships with students, family and community.
- Mentors with the support of the RP counselor facilitated conferences between teacher, student and parents to lead to productive learning outcomes for students.
- Mentors worked with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community.
- King Elementary did not support an Ethnic studies class to be offered after school.

Action 2: Community/Student Liaison

Partially Effective

- King hired a community schools liaison to work with Mentors and HSL to focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school.
- Mentors focused on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation.
- Mentors, with the help of the RP counselor, HSL and OA will also help facilitate conferences between teacher, student and parents to lead to productive learning and behavioral outcomes for students.
- Mentors worked with small groups of students to improve social skills and promoted activities that lead to positive connections to school and staff for students and the community.
- Designated TSA, Mentors, HSL did work with parent university, A4 office, and EL office with outreach to parents.

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.

- To be responsive to staff based on listening session and surveys.
- Root cause for unfavorable survey or decrease in responses.
- Transparency in decision making through School Building Committee.

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:

Goal 1: ROI on teaching Fellows and adding Paras, LETRS training, Waterford, SWUN Math,

Goal 2: Management of club to ensure students are utilizing them.
Review use of vendors: Rare Breed Sports, Hand in Hand

Goal 3: Continue work because we are seeing increase in attendance and decrease in behaviors. ROI using Hand in Hand, Will staff be trained in CHAMPS.

Goal 4: Remove language around recruitment and retention in staff: FSU, FPU, TSA. Continue with inclusion of volunteers on campus, supporting with diversity and inclusion. Listening sessions with Community School Liaison. Review Survey data with parents as well as staff.

ELAC:

The need for more parenting classes on campus.

Review schoolwide data with parents.

What can parents do at home for improvement.

Staff:

CCT Feedback:

G2A1

-add dance groups (AADT, Folklorico, Hmong Dance, Dance class etc)

-Add Saturday Academy/Sports

G3A1

-add community schools coordinator

G3a2

-Add community schools coordinator

ILT Feedback:

G1A1:

No feedback

G1A2:

-Remove LETRS

-Look into program called "Reading Specialist" (from Holly)

-Removal of Edcite? 6th states someone district level said to not use

the program?

G1A3:

-Removal of MLD

-Removal of FCOE

-Continued funding of Next Gen Math (4th grade and 6th grade request, 2nd grade would like to be added)

Action 1 :

Recruit and Retain Staff Representative of the Community

Action Details:

Tier 1: We will partner with vendors and guest speakers to bring diversity to our campus. HSL and community school liaison will partner with parent university and AA Acceleration Parent Program. Our site will continue to foster and support the teacher pathways at FUSD High Schools with continued partnerships with Edison High School and Computech Middle School. King will continue to host recruits through teacher development. The community school liaison and HSL will identify parent groups to volunteer/NTA to have a representative presence on campus. **Tier 2:** Mentors will do outreach to the community and will focus on building positive relationships with students, family and community. Promoting positive attendance/behaviors and building positive relationships between home and school. Mentors will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Mentors with the support of the RP counselor will also help facilitate conferences between teacher, student and parents to lead to productive learning outcomes for students. **Tier 3:** Mentors, RP counselor and Tier 2 counselor will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community. Mentors with the HSL & community school liaison will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. King Elementary will support the possible use and implementation of an Ethnic studies class will be offered after school.

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

- Recruit vendors and guest speakers for assemblies and classroom incentives.
- King will review a possible Pilot ASP Ethnic Studies for students that would like to attend.
- Partner with A4 program for Reading programs after school.
- Continue partnerships with Edison High School/Computech teaching pathways. Students volunteer their time at King.
- Continue partnerships with teacher development to host student teachers at King.
- Support parent to volunteer and apply for open positions.
- Retain mentors to work directly with most at risk students.
- HSL & community school liaison will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community

Curriculum, outside vendors, materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters and laminating. Mentor Service Contract, specific caseload for mentors push in support. Substitutes will be provided so classroom teachers can participate in behavior support meetings. Contract for RP counselor, social worker & campus assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes mileage for home visits

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.

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

Student Groups

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

There are no funds allocated for Goal 4.

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

There are no funds allocated for Goal 4.

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

There are no funds allocated for Goal 4.

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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Staff listening session with community school liaison and HSL will create a positive view of the school. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Root cause and interviews of staff will help staff feel fully supported. • Review data of site so staff and complete survey fully informed. • Allow time and space to complete survey. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Staff survey will show in increase in favorable view of the school by 5% from 85 to 90%.

Action 2 :

Community/Student Liaison

Action Details:

King will continue to expand on the projects and work that the community schools liaison is currently supporting King staff, students and families. This would include: parent workshops, staff, student and community advisories, clothing and food pantry, incentives, and events. Mentors and HSL will support community school liaison to focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. Community School Liaison, Mentors, with the help of the RP counselor, HSL and OA will also help facilitate conferences between teacher, student and parents to lead to productive learning and behavioral outcomes for students. Community School Liaison will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community. Community School Liaison, Mentors, and HSL will work with parent university, AA office, and EL office with outreach to parents.

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

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.

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

Student Groups

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

Socio-economically Disadvantaged (SED):

African American (AA):

?There are no funds allocated for Goal 4.

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

Socio-economically Disadvantaged (SED):

African American (AA):

?There are no funds allocated for Goal 4.

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

Socio-economically Disadvantaged (SED), African American (AA):

- Partnership with community stakeholders to provide for students basic needs.
- Student focus groups to guide additional community schools funding.

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.

- Staff listening session with community school liaison and HSL will create a positive view of the school.

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.

- Root cause and interviews of staff will help staff feel fully supported.
- Review data of site so staff and complete survey fully informed.
- Allow time and space to complete survey.

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.

- Staff survey will show in increase in favorable view of the school by 5% from 85 to 90%.

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	✓	95 %	87.3 %	2024-2025	92.3 %

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.

- Increase favorable view of family engagement of the school by 5% from 87% to 92%

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

- Parents feel that they do not have full access to the school site.
- Parents feel that they lack information from the school site.

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.

- Educate parents on ways to volunteer.
- Educate parents on ways to access information.

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

Partially Implemented

- All Parents have the opportunity to connect with the school, staff and teachers through: Back to School Night, SSC, ELAC, Parent Coffee Hours, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations. All Parents will have access to Parent Portal ATLAS, Edu text, Parent Square & Parent University trainings.
- All Parents have access to the school website, parent square, remind app/class dojo.
- All parents have access to childcare and interpreters for parent meetings. All parents will have access and be notified of parent surveys to help inform school wide needs.
- Parents were not recognized for their involvement through a parent awards program.
- Parents were notified of student's SBAC, ELPAC and iready test scores with an explanation to what is expected at grade level and what parents can do at home for intervention.
- Parents were given information on how and when students are assessed.
- Parents were given information on which goal 2 activities their child is enrolled in and opportunities to engage in other activities. However this was not always consistent.
- Parents did not have opportunities to engage in workshops to train them in linked learning through Khan Academy, tutor.com as well as other digital resources to support students at home
- King did not offer school of choice informational meetings and assistance families in completing documents before due dates.
- King did offer parent meetings on attendance will be conducted monthly. However this was only after students were considered chronic. This needs to be done sooner.
- HSL/OA contacted parents for SART meetings. VP & Attendance Administrator Teachers will contact manageable students' parents and encourage good attendance.
- OA & HSL contacted parents in regards to tardies.
- Parent surveys were advertised on our letterboard, social media and parent square.
- HSL communicated through phone calls and home visits TST Team meeting.
- Parents were educated on restorative practices. Parents will have opportunities for Admin, Teacher and student meetings with high risk students. Parent meetings prior to reentry back to school .This happened with our most at risk students.

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

- All Parents have the opportunity to connect with the school, staff and teachers through: Back to School Night, SSC, ELAC, Parent Coffee Hours, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations. All Parents will have access to Parent Portal ATLAS, Edu text, Parent Square & Parent University trainings.
- All Parents have access to the school website, parent square, remind app/class dojo.
- All parents have access to childcare and interpreters for parent meetings. All parents will have access and be notified of parent surveys to help inform school wide needs.
- Parents were not recognized for their involvement through a parent awards program.
- Parents were notified of student's SBAC, ELPAC and iready test scores with an explanation to what is expected at grade level and what parents can do at home for intervention.
- Parents were given information on how and when students are assessed.
- Parents were given information on which goal 2 activities their child is enrolled in and opportunities to engage in other activities. However this was not always consistent.
- Parents did not have opportunities to engage in workshops to train them in linked learning through Khan Academy, tutor.com as well as other digital resources to support students at home
- King did not offer school of choice informational meetings and assistance families in completing documents before due dates.
- King did offer parent meetings on attendance will be conducted monthly. However this was only after students were considered chronic. This needs to be done sooner.
- HSL/OA contacted parents for SART meetings. VP & Attendance Officer, Teachers will contact manageable students' parents and encourage good attendance.
- OA & HSL contacted parents in regards to tardies.
- Parent surveys were advertised on our letterboard, social media and parent square.
- HSL communicated through phone calls and home visits TST Team meeting.
- Parents were educated on restorative practices. Parents will have opportunities for Admin, Teacher and student meetings with high risk students. Parent meetings prior to reentry back to school .This happened with our most at risk 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.

- Many parents still struggle with digital access to information. They prefer parent teacher dojos, and fliers sent home. King will ensure fliers are sent home by passing them out at arrival and dismissal with the support of community school liaison.

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:

Goal 1: ROI on teaching Fellows and adding Paras, LETRS training, Waterford, SWJN Math,

Goal 2: Management of club to ensure students are utilizing them. Review use of vendors: Rare Breed Sports, Hand in Hand

Goal 3: Continue work because we are seeing increase in attendance and decrease in behaviors. ROI using Hand in Hand, Will staff be trained in CHAMPS.

Goal 4: Remove language around recruitment and retention in staff: FSU, FPU, TSA. Continue with inclusion of volunteers on campus, supporting with diversity and inclusion. Listening sessions with Community School Liaison. Review Survey data with parents as well as staff.

ELAC:

The need for more parenting classes on campus.

Review schoolwide data with parents.

What can parents do at home for improvement.

Staff:

CCT Feedback:

G2A1
-add dance groups (AADT, Folklorico, Hmong Dance, Dance class etc)
-Add Saturday Academy/Sports

G3A1
-add community schools coordinator

G3a2
-Add community schools coordinator

ILT Feedback:

G1A1:
No feedback

G1A2:
-Remove LETRS
-Look into program called "Reading Specialist" (from Holly)
-Removal of Edcite? 6th states someone district level said to not use the program?

G1A3:
-Removal of MLD
-Removal of FCOE
-Continued funding of Next Gen Math (4th grade and 6th grade request, 2nd grade would like to be added)

Action 1 :

Family Engagement

Action Details:

Tier 1: All Parents will have the opportunity to connect with the school, staff and teachers through: Back to School Night, SSC, ELAC, Parent Coffee Hours, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations. All Parents will have access to Parent Portal ATLAS, Edu text, Parent Square & Parent University trainings. All Parents will have access to the school website, parent square, remind app/class dojo. All parents will have access to childcare and interpreters for parent meetings. All parents will have access and be notified of parent surveys to help inform school wide needs. Parents will be recognized for their involvement through a parent awards program. **Tier 2:** Parents will be notified of student's SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how and when students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. King will offer school of choice informational meetings and assistance families in completing documents before due dates. **Tier 3:** Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/OA will contact parents for SART meetings. VP, Attendance Administrator & Teachers will contact manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to tardies. Parent surveys will be advertised on our letterboard, social media and parent square. Community School Liaison and HSL will communicate through phone calls and home visits TST Team meeting. Parent contact through tiered referral system. Parents will be educated on restorative practices. Parents will have opportunities for Admin, Teacher and student meetings with high risk students. Parent meetings prior to reentry back to school .

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

- Students will have the opportunity to connect with the school, staff and teachers through: Back to School Night, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations.
- Students will have access to ATLAS and their grades.
- Students will be notified of student's SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention.
- Students will know which goal 2 activities opportunities to engage in as well as Khan Academy, tutor.com as well as other digital resources to support students at home.
- King will offer school of choice informational meetings and assistance families and students in completing documents before due dates.
- Student meetings on attendance will be conducted. Parents and students will be given opportunities for support for at risk students.
- Student surveys will be conducted in class.
- Students will be educated on restorative practices, class meetings, CHAMPS.

Supports: All students and families will have access to material and supplies to support student success in the listed areas. This includes, curriculum, technology, materials, and food for events. Materials & supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & supplies for goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook. Budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal, posters, and laminating. Mentor Service Contract, specific caseload for mentors push in support. Substitutes will be provided so classroom teachers can participate in SST's & behavior support meetings. Contract for RP counselor, & social worker . Materials and supplies for student incentives, goal-setting, group work, materials and supplies for parent education classes mileage for home visits.

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.

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

Student Groups

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

Socio-economically Disadvantaged (SED), African American (AA):

- Materials and Supplies
- Babysitting

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

Socio-economically Disadvantaged (SED), African American (AA):

- HSL mileage
- Food for meetings/events

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

Socio-economically Disadvantaged (SED), African American (AA):

- Monthly Parent Engagement Meetings going over topics like assessment, attendance, internet safety etc.
- Parent Engagement Nights/Events (Art night, School Dance, Family Movie Night, Open House, Carnival etc)
- Parent Chaperones on Fieldtrips/Study Trips

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.

- Community school liaison will make connections using grass roots efforts by handing out fliers during drop off and pick up.
- HSL will support with posting information to parent square, letter board, phone calls and fliers.
- Teachers will continue to communicate using dojo

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.

- Parents and families will understand and know where to access school site information and be aware of their ability to participate at the school site.
- Site will communicate with parents the importance of having accurate contact information.

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.

Increased parent/family connectedness and positive view of the school by 5% from 87%-92%

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	2,618.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent involvement and babysitting activities/ **no food or incentives**	2,216.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Foods for activities/meetings	5,399.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	1,000.00

\$11,233.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0260 King Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC testing/Tutoring	4,904.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.5100	0.24 FTE funded from Literacy Grant/6211	37,764.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for para	6,546.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,493.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Elementary	0.4321		68,653.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. **no food or incentives**	2,965.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.5679		90,228.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for data chats, coaching cycles, instructional walks	17,891.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring	12,260.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			instructional para supplemental tutoring	3,928.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Reflex, Starfall, Studies weekly	6,130.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies.	15,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology. \$3,980 will be added when FTE cost is finalized.	1,020.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics. \$2,500 will be added when FTE cost is finalized.	1.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Sup			Attendance Coordinator; Retiree contract for Carla Hartunian to assist with chronic attendance-increase attendance	42,911.00
G3A1	LCFF: EL	School Administration	Cl&Tech-Reg	Assistant, School Office	0.1250	KH: Adding .875 FTE for King Elementary SOA; Per OSF, site wants to cover 0.125 FTE to make 1.0	10,510.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Generation Changers : Generation Changers;4 mentors, 5 hours/day, split with Stronger Connections Grant/4129 and Community Schools Grant/6333.	17,509.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.2000		30,404.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	2,618.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent involvement and babysitting activities/ **no food or incentives**	2,216.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Foods for activities/meetings	5,399.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage	1,000.00

\$391,350.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,452.00
Sup & Conc	7090	\$237,282.00
LCFF: EL	7091	\$77,616.00
Grand Total		\$391,350.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$278,783.00
G3 - Increase student engagement in their school and community	\$101,334.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,233.00
Grand Total	\$391,350.00