

Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Kelli Wilkins	X				
2. Chairperson - Melissa Ilad				X	
3. Victoria Gonzalez				X	
4. Angelica Alegria				X	
5. Amanda Hernandez				X	
6. Amanda Muehlberg				X	
7. Eric Howard		X			
8. Kristina Kuykendal		X			
9. Leslie Ramos		X			
10. Ruth Nogueron			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Slater Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelli Wilkins		4/16/26
SSC Chairperson	Melissa Ilad		4/16/26

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

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

FY 2026/27

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$92,460 *
7090	LCFF Supplemental & Concentration	\$258,048
7091	LCFF for English Learners	\$27,140

TOTAL 2026/27 ON-SITE ALLOCATION

\$377,648

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,680
Program Budget	\$89,780
Total Title I Allocation	\$92,460

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Slater Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		35 %	2024-2025	40 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		61.8 %	2024-2025	66 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		26.4 %	2025-2026	47.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		34.6 %	2025-2026	40.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		44.9 %	2025-2026	50 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		51.1 %	2025-2026	56 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		29.2 %	2025-2026	33 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		45.8 %	2025-2026	50 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.3 %	2025-2026	50 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		68.5 %	2025-2026	73 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.9 %	2025-2026	65 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		18.8 %	2025-2026	25 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-45.7 pts	-54.1 pts	2024-2025	-30 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-133.7 pts	2024-2025	-103 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		31.4 %	2024-2025	36 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-57 pts	-62.2 pts	2024-2025	-42 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.5 %	2024-2025	31 %	↑

Goal 2	Chronic Absenteeism - (African American)		52.5 %	2024-2025	49 %	↓
Goal 2	Chronic Absenteeism - (English Learner)		26.6 %	2024-2025	23 %	↓
Goal 2	Chronic Absenteeism - (Hispanic)		42.1 %	2024-2025	39 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		43.1 %	2024-2025	40 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		46 %	2024-2025	43 %	↓
Goal 2	Chronic Absenteeism - (Two or More Races)	45 %	59.1 %	2024-2025	56 %	↓
Goal 2	Chronic Absenteeism - (White)		49.1 %	2024-2025	46 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	38 %	30.2 %	2025-2026	27 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	98 %	2025-2026	99 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	85.4 %	92 %	2025-2026	93 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	87 %	↑
Goal 2	Suspension Rate - (African American)		20.5 %	2024-2025	18 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		6.6 %	2024-2025	5 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		7.7 %	2024-2025	5 %	↓
Goal 2	Suspension Rate - (Two or More Races)		6.8 %	2024-2025	5 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	3 %	1.1 %	2025-2026	0.75 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Literacy:

Only **26.4%** of 1st grade students met 40%+ stretch growth at D2 (2025-26), indicating that a significant number of students are not accelerating toward grade-level proficiency. Only **34.6%** of 3rd-6th grade students schoolwide met stretch growth targets at D2, limiting movement toward proficiency and long-term academic recovery. While **51.1%** of all students met typical growth on D2 (2025-26), this is insufficient to close gaps, particularly for below-grade-level students.

Despite incremental progress on SBAC with all students, students, particularly Students with Disabilities, are not consistently receiving effective, standards-aligned literacy instruction and targeted intervention that accelerates progress toward grade-level ELA standards, resulting in significant gaps in SBAC ELA performance and a large negative distance from the standard.

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

Math:

Overall math proficiency remains low as evidenced by only 18.8% of students meeting D2 proficiency and 26.5% of students in grades 3–6 meeting or exceeding standards on SBAC, with an average distance from standard of -62.2 points. This indicates that a significant number of students are not yet demonstrating foundational grade-level mastery of mathematical concepts and skills.

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

Absenteeism and Suspension:

While overall suspension rates are low (1.1%) during 1st semester (2025-26), significant subgroup disparities remain in discipline outcomes (particularly African American students at 20.1%). Chronic absenteeism remains critically high across multiple subgroups (40–58%), with the highest rates among students identifying as Two or More Races (58.5%) and African American students (51.9%).

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

Prop 28:

Although VAPA opportunities have increased over the past several years, including the addition of a Dance Teacher during the 2025-26 school year. There is still a need to make a variety VAPA activities available to all students.

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

Literacy:

- Percentage of students meeting stretch growth benchmarks and overall proficiency remain low schoolwide.
- Instruction may be scaffolded down instead of scaffolded up
- 1st grade stretch growth (26.4%) suggests interventions are not accelerating students.
- Based on iReady comprehension and vocabulary data, many students are not able to apply skills using grade-level texts in an authentic and meaningful way.
- Intervention blocks may lack fidelity.

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

Math:

- Insufficient checks for understanding during lessons to identify specific skill misconceptions
- Limited student engagement in math reasoning and discourse
- Gradual release not implemented effectively

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

Absenteeism and Suspension:

- Inconsistent implementation of Tier 1 systems (Second Step, Olweus, attendance messaging)
- Reactive systems instead of preventative supports
- Limited coordinated review of attendance + behavior data together
- Weak sense of belonging or cultural identity connection with families
- Attendance habits not firmly established in early grades
- Transportation or family instability factors

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.

Literacy:

- Clear and balanced schoolwide expectations for daily grade-level text exposure (literature and informational texts)
- Instructional framework for “scaffold up, not water down”
- Common planning protocols focused on priority standards
- Coaching cycles targeting questioning, text-dependent discussion, and writing in response to reading
- Protected literacy block (minimum 120 minutes 1st-3rd, and 90 minutes TK/K, 4th-6th).
- Protected daily intervention block (minimum 30 minutes) that also allows students to participate in choir/music without missing intervention.

- Progress monitoring for PLC growth goals, including targeted students
- Full implementation and progress monitoring of Orton Gillingham groups (Cullinan Center)
- Continued structured fluency practice (repeated reading, modeled reading)
- Explicit academic vocabulary instruction across content areas
- Professional learning in effective instructional methods.

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.

Math:
If teachers consistently implement rigorous, standards-aligned Tier 1 instruction that emphasizes conceptual understanding, mathematical discourse, problem-solving, and frequent formative assessment, then more students will master grade-level standards, resulting in increased D2 proficiency and improved SBAC performance.

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.

- Absenteeism and Suspensions:**
- Consistent targeted attendance mentoring/check-in system
 - Strengthen family outreach plan
 - Attendance incentives and restorative attendance conferences
 - Attendance goals embedded into IEPs when needed
 - Case manager monitoring of attendance weekly
 - Transportation and community resource connections
 - Home visits for high-risk students, including students identified as Two or More Races
 - Incentive systems that recognize growth, not perfection
 - Schoolwide attendance playbook (clear tiers of intervention)
 - Systemic weekly attendance data review protocol
 - Student attendance goal-setting system

- Public tracking of grade-level attendance trends
- Ongoing professional development on implicit bias and culturally responsive discipline
- Trauma-related behaviors
- Staff PD on building belonging & engagement, impacts of external stressors impacting self-regulation
- Limited access to or follow through with mental health supports outside the school system
- Clear Tier 2/Tier 3 behavior referral flowchart

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.

- VAPA:**
- continue to build music and performing arts skills of all students in preparation for music and choir in 5th and 6th grades
 - continue opportunities for students to take field trips to feeder school for music performances, collaborations, and demonstrations
 - work to develop ways for students to participate in music that do not take time away from academic growth and acceleration
 - access to broader range of VAPA activities

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA

Partially Implemented

The decrease in instructional time with the loss of 30 minutes of designated time has impacted teachers and students. In the past, the additional 30 minutes was designated for intervention. Additional blocks of classroom music were also added this year, further impacting instructional time. This has made it has been challenging to fit in all CORE instruction along with a consistent ELA instructional block. In addition, the decrease to PLC time has also impacted time spent on preparing and planning with PLCs. Teachers were offered supplemental contracts for PLC time but declined those. Many teachers decided to accept after school tutoring literacy contracts at the end of 3rd quarter.

Although foundational skills proficiency has increased, based on iReady and Site data, there is still a need to accelerate student comprehension (literature and informational text) and vocabulary.

Mathematics

Partially Implemented

The decrease in instructional time with the loss of 30 minutes of designated time has impacted teachers and students. In the past, the additional 30 minutes was designated for intervention. Additional blocks of classroom music were also added this year, further impacting instructional time. This has made it has been challenging to fit in all CORE instruction along with a consistent Math instructional block. In addition, the decrease to PLC time has also impacted time spent on preparing and planning with PLCs. The school did implement a school-wide math fluency block and collected baseline data using district quarterly fluency assessments.

Exposure to Careers

Partially Implemented

Parents, and students continue to advocate for more opportunities to be involved in clubs. Our 2 clubs, Coding and Gardening Club fill some needs, but do not allow a wide range of students to participate. All students participated in field trips, assemblies, performances and other extracurricular activities that were available.

In addition, students look forward to and enjoy Elective Wheel, however this was not fully implemented during semester 2, due to a lack of staff commitment.

Decrease Chronic Absenteeism

Partially Implemented

- Attendance Support Team (OA, SSW, HSL) continue to target identified families with goal setting and resources to address barriers to school attendance.
- A Slater Attendance Playbook will be developed to ensure clear protocols and steps for students/families experiencing attendance barriers.

Decrease Suspension Rate

Partially Implemented

Addition of Tier II Specialist in January has been helpful in being more proactive in abilities to check in and with students. We did not have that support during semester 1. Tier II Specialist has also been helpful in implementing TST actions quickly in order to support students. Site continues to monitor and have expectations of SEL GVC (Second Step, Olweus) and supplemental resource (Positivity Project), however implementation is inconsistent. This has been identified as an issue of time vs. and issue of professional learning.

Staff Connectedness and Retention

Partially Implemented

- Staff handbook is updated annually and is intended to provide clear expectations
- Principal uses weekly staff message to share site data and clearly communicate expectations
- Academic Coach is available for job-embedded professional development and coaching.
- Opportunities for staff to provide voice input through committees, surveys, feedback forms, and open discussion
- We will continue to leverage leadership decisions using ILT, CCT, and SSC to identify areas where growth can occur.
- Loss of additional TSA has impacted service to staff.

Family Engagement

Partially Implemented

Our site HSL has built a robust parent group and has built a strong Hispanic parent presence, that is also involved in site ELAC. There is still a need to develop African America parent engagement. Site planned for 1 family event per month. Some events had positive outcomes and family involvement. There is still a need to further engage families in academic related activities vs. performances/social activities. There is also a need for more staff to be involved and promote these events to make them more successful.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA

Partially Effective

Proficiency and growth continue to be made as evidenced through iReady, iReady Stretch Growth, and SBAC. Literacy Grant funded Orton-Gillingham instruction through the Cullinan Center has been impactful. However, the growth is not accelerated and in order to meet district benchmarks/goals we need to focus on high leverage actions that accelerate learning for all students. PLCs need to fully implement assessment cycles, collect data, analyze and respond in a timely manner.

Mathematics

Partially Effective

Proficiency and growth continue to be made as evidenced through iReady, iReady Stretch Growth, and SBAC. Site focus on math fluency also provided some leverage for growth and increased these foundational skills. Math fluency data collected this year will be baseline data for future analysis. However, the growth is not accelerated and in order to meet district benchmarks/goals we need to focus on high leverage actions that accelerate learning for all students. PLCs need to fully implement assessment cycles, collect data, analyze and respond in a timely manner.

Exposure to Careers

Partially Effective

Site was able to fund an additional field trip for 4th graders to see Bullard Talent performance (through Prop 28 funds), as well as bring in African Drummers, Positive role model BMX riders for assemblies. These opportunities work to support student engagement, motivation, attendance, etc.

Elective Wheel will be implemented once in the fall and once in the spring.

Decrease Chronic Absenteeism

Effective

Chronic Attendance has decreased significantly over the course of 25-26 school year. Currently it has decreased by 7.7%. Site has implemented multiple monitoring strategies, as well as quarterly short-term attendance challenges that have had positive impact on attendance. However, there is still a need to make changes in targeted groups.

Decrease Suspension Rate

Partially Effective

Suspensions have decreased significantly over the course of 25-26 school year. Currently suspensions have decreased by 6% since 2023-24. African American student suspensions have decreased by 2.1%, and Students with Disabilities has decreased by .9%. There is still work to be done in training and professional learning of teachers of students with disabilities so that consistent and effective behavior plans are implemented, decreasing the number of suspendable behaviors occurring at school.

Staff Connectedness and Retention

Partially Effective

Staff survey data has increased significantly over the past several years. Fall 2025-26 has favorable staff culture domain at 92%. Spring survey administration will focus on staff completion rate of the survey, especially classified staff.

Family Engagement

Partially Effective

Family engagement continues to be a high priority need. Our site will continue to try to implement monthly Parent Engagement Hours despite the reduction of HSL time allocated to school site. Monthly parent activity opportunities will continue as staff are willing to support and participate.

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.

Literacy:

- Structured school-wide intervention block
- Clear gradual release framework with scaffolding guidelines for "scaffolding up"
- Clear planning protocols that identify learning intentions and criteria for success for strong Tier 1 instruction
- Assessment calendars that are fully implemented with progress monitoring of growth goals and high leverage FIAB/IAB calendared analyzed and responded to align instructional plans to student needs.
- Instructional Methods Playbook will be developed through PLC of Academic Coaches (working with Taylor'd Consulting) and ongoing professional learning will be provided.

Math:

- Professional development built on conceptual math understandings vs. procedures.
- Continuation of implementing quarterly math fluency data collection and fluency practice built into daily schedule.
- Planning that ensures curriculum is aligned to rigor of assessments.
- Instructional Methods Playbook will be developed through PLC of Academic Coaches (working with Taylor'd Consulting) and ongoing professional learning provided.

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

SSC:

- more student engagements/rewards
- more tutoring opportunities
- more clubs

ELAC:

- more clubs
- appreciate the EL supports provided by CT
- advocated for SEL supports
- advocated for HSL

Staff:

- Do not want to lose any SEL supports
- more student engagements/rewards



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy - Early Literacy & Literacy Intervention

Action Details

Early Literacy

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

Direct Instructional Services

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

- Tier 1:**
- Establish a 90-120 minute uninterrupted literacy block in to daily schedule.
 - All teachers will implement relevant and culturally responsive teaching practices throughout school day to increase student engagement, ownership and connection to content and school. This work will be supported by the collaboration, modeling and professional learning with Taylor'd Consulting.
 - Teachers will incorporate high-quality, complex and culturally relevant texts to strengthen comprehension, vocabulary development, and student connection to content.
 - Materials and supplies such as: supplemental materials, class sets of supplemental reading material that exhibit exceptional craft, showcase culturally diverse characters and themes and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
 - Materials and supplies such as: decodable readers, fluency passages, and structured literacy resources will be purchased to support foundational literacy instruction.
 - Structured writing expectations will be developed by ILT/PLCs, if not provided through district literacy intervention guardrail, that includes: daily writing opportunities, evidence-based responses to text, short constructed responses, and performance tasks aligned to grade level or SBAC rubric.
 - Principal and VP will support capacity building of site leadership team, with support of Taylor'd Consulting, to align mission and vision with district goals, school goals and instructional practices that improve literacy outcomes.
 - When possible, science and social studies will be integrated into literacy instruction.
 - Admin and ILT will set, monitor, and review school-wide, grade level, and classroom growth and proficiency goals during PLCs/PLs, goal setting conversations with staff.
 - All classroom teachers will implement aligned assessment cycles focused on essential foundations skills/ELA Standards.

- PLCs will:
 - Analyze assessment data by student, subgroup, and skill deficit
 - Identify instructional adjustments
 - Document intervention plans and next steps
 - utilize student growth data trackers to increase student clarity and engagement
- Grades 3-6 will implement an assessment calendar for ELA Interim Assessments (FIAB/IAB) and use results to adjust instruction and reteach high leverage standards.
 - Leaders in the Bullard Region have committed to collaborating on a shared FIAB/IAB assessment calendar to align administration in order to collectively analyze and respond to data.
- Substitutes will be provided to support:
 - Professional Learning
 - Directed Instructional planning
 - Peer observation cycles
 - Participation in SST/IEP meetings
 - Family Engagement opportunities
- **Anchoring Growth Goals in High-Leverage Standards:** growth goals will be sharpened and anchored in high-leverage standards—the essential skills and concepts that drive long-term proficiency and transfer across content areas. Rather than setting broad or generalized academic targets, teams will identify the standards that yield the greatest instructional return and align growth goals directly to those priorities. This ensures that instructional time, intervention planning, and progress monitoring are focused on the academic competencies that most significantly influence student achievement. By grounding growth goals in high-leverage standards, we strengthen clarity across PLCs and create a tighter connection between daily instruction and long-term academic outcomes.
- **Establishing Clear Definitions of Student Progress:** a central focus will be to implement consistent, measurable definitions of what it means for students to be on track, near track, or off track toward achieving their growth goals. This work eliminates ambiguity and ensures that instructional adjustments occur early and intentionally rather than reactively. Teams will align on performance thresholds, rubric-based indicators, and progress monitoring checkpoints that clarify whether students are moving at an appropriate pace. With shared definitions in place, PLC conversations can move beyond description and toward strategic response. This consistency across classrooms strengthens coherence and supports more predictable student acceleration.
- A focused priority will be strengthening the structure, rigor, and outcomes of data chat conversations at the classroom, PLC, and leadership levels. Data discussions will move beyond reporting scores and identifying surface-level trends toward deeper analysis of root causes, instructional implications, and clear next steps. The purpose of data chats will be clarified: to diagnose barriers to student growth, align instructional responses, and determine measurable action steps that can be monitored over time. Professional learning and coaching will support leaders and teachers in using structured protocols that emphasize disaggregation by achievement band, examination of high-leverage standards, and alignment to defined on-track metrics. Data conversations will explicitly connect student performance trends to instructional method selection, differentiation decisions, and real-time adjustments within classrooms. Leaders will also strengthen facilitation skills to ensure that conversations remain student-centered, evidence-based, and action-oriented. By refining the quality of data chats, schools will create consistent feedback loops that strengthen accountability, collaboration, and instructional coherence. Data conversations will become a strategic driver of improvement rather than a compliance activity.
 - Quarterly Goal Setting Chats will occur between:
 - teachers and admin team to monitor academic progress, attendance and behavior
 - Sped Case Managers to ensure consistent progress for SWD
 - Teachers and students to review:
 - Individual growth goals
 - Stretch growth goals
 - Assessment progress
 - Attendance indicators, if applicable
 - EL re-designation goals
- Through the Literacy Coach and Reading Specialist Grant, teachers will participate in targeted professional learning to strengthen foundational literacy instruction.
 - K–2 teachers who have not yet completed Orton-Gillingham training will receive this professional learning to support full implementation of structured literacy practices and build teacher capacity in early literacy skills, including phonological awareness, phonics, and decoding.

- 3–6 Teachers will receive professional learning in morphology through the Orton-Gillingham approach to strengthen instruction in vocabulary development, word analysis, and language structures. This training will build staff capacity to support students' reading comprehension, spelling, and academic language development across grade levels.
- All TK-2 classrooms will implement systemic foundational literacy instruction aligned with district's guaranteed and viable curriculum and research-based structured literacy practices.
- All K-2 classrooms will implement Orton-Gillingham structured literacy instruction with fidelity. New staff will receive training and coaching from the Academic Coach to ensure sustainability.
- Kindergarten classrooms will be supported by trained paraprofessionals to provide targeted foundational literacy. Two additional kinder paraprofessionals are funded through Bullard Literacy Grant.
- Fluency WPM and comprehension will be monitored region-wide for all 1st-6th grade students. Fluency instruction and practice will be present in all grade level instructional schedules.

Tier 2:

- PLCs will implement a systemic system of interventions using classroom growth goal data to identify students requiring targeted intervention in order to meet their growth goal.
- Supplemental materials will be provided for intervention, as needed, which may include graphics, wide variety of complex texts, tools and supplies, such as whiteboards, chart paper, poster paper, organizational furniture, site-licenses, etc.
- Strategic Interventions may be delivered by:
 - Classroom teachers
 - Certificated Tutors
 - Special Education Staff
 - Cullinan Institute Teaching Fellows
 - A4 Literacy Teaching Fellows
- Each intervention cycle will include clear goals, progress monitoring, and exit criteria.
- Students with limited progress after 2 rounds of intervention cycles will be referred to Student Services Meeting and work with site-based supports to strengthen Tier 2/Tier 3 instruction. Teacher and Academic Coach will work closely to monitor implementation of agreed upon interventions. Clear goals will be set and monitored to determine referral to Student Study Team.
- Student Service Meeting referrals will be made to site-based Targeted Support Team (TST) through teacher/admin data chats, and teacher request and will be used to monitor tiered system of intervention prior to referral to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
- Resource Counseling Assistant (RCA), Tier II Specialist and School Social Worker will provide targeted SEL individual and small group supports to identified students in order to support academic, student motivation and behavioral goals.
- VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed for classroom teachers to attend meetings.

Tier 3:

- Cullinan Orton Gillingham tutoring, paid through Bullard Literacy Grant, will be provided to identified students in grades 2-5.
- Case managers will align, and monitor supports for SWD to include clear, targeted instructional progressions in core academic subjects, as well as teaching executive function skills that would support academic and behavioral success.
- Case managers will monitor opportunities for inclusion during academic blocks for all students with disabilities.
- Case managers will ensure that classroom pullout occurs during the least impacted part of the day and/or provide push in services.
- A4 Reading Tutor Program for identified K-6 identified students not making adequate growth in literacy.
- Seek district support to provide professional development and resources regarding inclusive practices for all subgroups of students who are not making adequate growth towards district goals and guardrails.

English Learner Students

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

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

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

- English Learner ELA

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

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

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

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

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

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

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

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

Student Groups

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

African American (AA):

- Culturally relevant materials and supplies to support interventions, behavioral and academic supports
- Partnership with Taylor'd Consulting to create a strong, inclusive and culturally responsive instructional strategies and school environment by providing professional learning in the areas of data driven strategies and strong culture of achievement with staff, students and families.
- Partnership with A4 Dept. to include AA literacy tutoring, as funds and resources allow.
- Site funded RCA and School Social Worker pinpoint key factors influencing SEL wellbeing and academic achievement.

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

African American (AA):

- Professional learning and structured planning time
- Certificated Tutor to provide push-in/pull out literacy support
- Resource Counseling Assistant, Tier II Specialist and School Social Worker to support SEL, behavioral and academic supports
- Progress Monitoring and Goal Setting: Teacher to student, Teacher to admin
- Materials and Supplies to support interventions and academic engagement
- Incentives and Rewards
- After School Program
- District funded HSL to provide attendance monitoring

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

African American (AA):

- Establishing clear expectations for academic success through goal setting, student monitoring, and access to Tier 2/3 interventions
- Data chats with teachers to discuss ways to address the needs of AA students in a timely manner.
- Building stronger family school partnerships through teacher to parent communication, school to family communication and monthly school-wide family activities
- Monitoring of attendance by HSL and School Social Worker
- Monitoring engagement to school through arts, activities, and athletics
- A4 Literacy Teaching Fellows for identified students
- Collaboration with Taylor'd Consulting that seeks to strengthen school's overall family engagement and data driven strategies

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Host Family Literacy Night for TK-2 families to demonstrate reading strategies families can use at home (phonics practice, questioning while reading, fluency games).
 - Teach families how literacy develops, how to support struggling readers, and how interventions work so they understand the process.
 - Provide regular updates from intervention teachers with simple explanations of skills being practiced and suggestions for home support.
- Provide supplies and materials that include books, phonics games, sight word cards, and instructions for families to practice targeted skills.
- Invite parents or caregivers to support literacy but volunteering in classrooms.
- Share free reading apps, audiobooks, and digital libraries families can access at home (SOAR, Destiny).
- Provide translated communications in the primary languages of families.
- Share student progress publicly (newsletters, assemblies, bulletin boards) to motivate families and students.
- Provide books that reflect students' cultures, languages, and experiences to strengthen family connection to reading.

Professional Learning

Describe Professional Learning related to this action.

- **Strengthening Instructional Decision-Making Through Professional Development:** Professional development will center on elevating the quality of instructional decision-making across classrooms. Teachers will build their capacity to move from reactive adjustments to diagnostic, strategic, and culture-driven instructional choices. This includes deepening expertise in conducting root cause analysis, aligning strategies precisely to diagnosed needs, differentiating by achievement band, and embedding real-time checks for understanding during instruction. Emphasis will also be placed on increasing student ownership of growth goals and academic progress. The impact of student data depends not on the data itself, but on the instructional decisions made in response to it. Strengthening the precision of those decisions increases the likelihood of measurable and sustained student growth.
- **Implementing the Instructional Methods Playbook with Fidelity:** The intentional use of the Instructional Methods Playbook will serve as the primary vehicle for addressing identified learning gaps. Instructional strategies will be selected based on diagnosed academic barriers rather than habit, pacing guides, or preference. Teachers will clearly articulate the rationale behind their instructional choices and align those choices to specific skill deficits revealed through data. This alignment ensures that instructional practice becomes strategic and responsive. When students are not demonstrating expected growth, teachers will be equipped to identify root causes and implement the method most likely to produce measurable improvement. Over time, this consistency strengthens instructional coherence across campuses.
- Provide ongoing professional learning and support to continue implementation of an instructional model that integrates differentiation, access to small group instruction with teacher, literacy-based science/social-studies, project-based learning, STEAM, and the use of technology.
- All teachers will receive job-embedded coaching support by the Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintain a positive classroom and climate culture.
- Sub release time will be used to support professional learning
- Seek district support to provide professional development and resources regarding English Learners, inclusive practices for students with Special Needs.

Progress Monitoring: Outcomes

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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics

Action Details

College & Career Readiness

Increase the number of K-6 grade students meeting or exceeding proficiency on iReady Diagnostic and/or SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

Direct Instructional Services

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

- Tier 1:
 - Teachers will implement high quality mathematics instruction aligned to grade level standards, emphasizing conceptual understanding, procedural fluency, and mathematical reasoning.
 - Materials and supplies such as, but not limited to: visual models, chart paper, manipulatives, calculators, and technology tools to support hands on conceptual mathematics learning.
 - Substitute coverage will be provided as needed to support:
 - professional learning
 - opportunities for directed planning supported by the academic coach
 - peer observations
 - data analysis and action plan development
 - parent engagement
 - Teachers will monitor student progress on Foundational/Essential Math Standards through aligned assessment cycles.
 - Foundational/Essential Math Standards assessment data will be documented by student, by skill area and by subgroup. Data will be used to monitor school-wide progress.
 - Site assessment calendar will be created that identifies timelines for collecting, analyzing and responding data: growth goal data, essential standard data, FIAB/IAB/ICA data, and other relevant data sources that support making instructional decisions aligned to student needs.
 - Leaders in the Bullard Region have committed to collaborating on a shared FIAB/IAB assessment calendar to align administration in order to collectively analyze and respond to data.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team to monitor academic progress, attendance and behavior supports are in place as needed.
 - Goal Setting chats will be held quarterly between teachers and students to discuss their, math performance, set growth goals, and reflect on progress.
 - The Slater ILT has identified Math Fact Fluency as a school wide priority to support proficiency in foundational math skills.
 - instructional time will be allotted and incorporated into daily routines
 - Benchmark assessment data will be collected quarterly

• Tier 2:

- Classroom and benchmark data will be used to identify students demonstrating minimal or stagnant growth in mathematics.
- A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions to address identified skill gaps, including math fluency.
- Supplemental materials will be provided for intervention, as needed.
- Designated time for math interventions and enrichment will be built into daily schedule
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher, Teaching Fellow and/or Instructional Assistants.
- Academic Coach will provide job-embedded coaching to teachers in support of targeted groups of students, monitor tiered interventions, and data analysis.
- Student Service referrals to site-based TST (Targeted Support Team) will be made through teacher/admin data chats and used to monitor tiered system of intervention prior to Student Success Team (SST). Student Services Team is available to teachers to provide problem solving supports, structures and additional resources to support the implementation of targeted intervention and data collection.
- TST (Targeted Support Team) will monitor students referred by Student Services Meetings, Data Chat or Teacher referral.
- VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Tier 3:
 - Goal Setting chats will be held quarterly with Sped Case Managers in order to insure consistent progress for SWD.
 - Sped Case Managers will meet at least monthly to monitor SWD student progress based on iReady, iReady lessons, CFAs, and IEPs.
 - Seek district support to provide professional development and resources regarding inclusive practices for SWD.

English Learner Students

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

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

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

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

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

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

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

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

- Designated planning time focused on the needs of EL students
- Explicit vocabulary instruction for mathematical language
- Copy machine lease for supplemental materials and visuals

- Graphics
- manipulatives

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

- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and foundational math skills.
- Materials and supplies will be purchased that support access to CORE curriculum.
- EL students will be provided opportunities to receive additional learning opportunities within and/or beyond the school day (i.e. After School Program, Tutoring.com).

Student Groups

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

African American (AA):

- manipulatives, chart paper and other resources that support multi-modalities

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

African American (AA):

- Partnership with Taylor'd Consulting to create a strong, inclusive and culturally responsive instructional strategies and school environment by providing professional learning in the areas of data driven strategies and strong culture of achievement with staff, students and families.
- Site funded RCA and School Social Worker pinpoint key factors influencing SEL wellbeing.

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

African American (AA):

- Professional learning
- Data collection and monitoring
- Staff, student and family surveys
- TST will meet biweekly to identify student needs and supports

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Math Night
- Frequent communication of student progress

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will be provided:

- All grade levels will incorporate the use of relevant math tasks that require application of concepts (performance based tasks).
- Professional development will focus on expanding teachers' instructional toolkit with high impact engagement strategies that promote math discourse and questioning protocols that strengthen conceptual understanding and require students to explain their mathematical reasoning.
- All teachers will receive job-embedded coaching support by the Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintain a positive classroom and climate culture.
- Sub release time will be used to support professional learning
- Seek district support to provide professional development and resources regarding English Learners, inclusive practices for students with Special Needs.
- Collaboration with CIPL math coaches to support high quality professional learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or

Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

- Quarterly Math Fluency benchmarks

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes Salaries, PL planning, opportunities to support PLC development and work; new teacher support and planning; peer observations, CCT planning, ILT planning. G1A2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	20,705.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care for parent meetings. G1A2, G2A1, G2A2, G2A3 **Budget lines for personnel include salaries and related benefits	250.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement G1A2, G2A1, G2A2, G2A3 *No Food or Incentives*	1,180.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Parent Handbook and Materials G1A2, G2A1, G2A2, G2A3. Graphics Dept closing, moved from object 5725 to 5899.	1,250.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2425	Intervention and EL Support **Budget lines for personnel include salaries and related benefits	33,371.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes Salaries, PL planning, opportunities to support PLC development and work; new teacher support and planning; peer observations, SST/IEP, CCT planning, ILT planning. G1A2, G2A1, G2A2, G2A3 **Budget lines for personnel include salaries and related benefits	5,372.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies including SOAR, Incentives, tshirts, elective wheel, parent meetings, newsletters, family engagement, Response to Intervention, Awards, Food Incentives and celebrations, snacks for testing. G1A2, G2A1, G2A2, G2A3	26,490.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH Copy Machine G1A2, G2A1, G2A2, G2A3	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for School Technology G1A2	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			: Family Engagement: 6th grade Promotion Cookies	300.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics, signs, Banners, Resources, copies G1A2. Graphics Dept closing, moved from object 5725 to 5899.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1950	Intervention and EL Support **Budget lines for personnel include salaries and related benefits	26,835.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	305.00

\$125,558.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Health & Wellness

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

Direct Instructional Services

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

Tier 1:

- A “team approach” will be used to organize interventions and embed attendance into schoolwide improvement.
 - ensure all parents have access to Parent Square and Atlas Parent Portal
 - maintain and review emergency cards for students and update Atlas
 - develop and plan for student and family recognition.
- Set clear expectations for certificated and classified staff in monitoring and responding to attendance data
- School Social Worker will lead attendance team to analyze daily data to identify root causes, patterns, allocate resources, target supports and plan for parent engagement activities/events.
- Slater Culture & Climate Team will leverage student and family survey data to promote positive conditions for learning, health, belonging, safety and connectedness.
- District funded OA and HSL to implement daily routines that:
 - ensures attendance data is correct
 - absences are cleared in a timely manner
 - attendance reports are reviewed
 - proactive measures are taken immediately for students who are on track and move to off track attendance status
- Provide School Social Work to coordinate and support services for students in need of attendance and school connectedness.

Tier 2:

- SART attendance meetings with Principal, School Social Worker, RCA, and/or HSL
- Incentives for students to promote school connection for students who demonstrate growth in attendance, academics and behaviors.

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

Tier 3:

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

English Learner Students

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

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

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

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

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

- Resource Counseling Assistant

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

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

- School Social Worker
- student incentives

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

- HSL will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to self-select and participate in Elective Wheel activities.
- Communication to parents will go home in language that is accessible to them, to advise parents of upcoming events.

Student Groups

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

Multiple Races (MR):

- School Social Worker and site funded RCA to track attendance trends, identify early warning signs, and intervene quickly (Everyday Labs).
- Printing and translation of attendance communication materials.
- Family meeting supplies, refreshments, and childcare during attendance workshops.

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

Multiple Races (MR):

- Site funded Certificated Tutor will provide interventions for Tier 3 MR students struggling to meet academic growth goals.
- Substitute release time for Teacher academic planning time.
- School Social Worker
- Attendance celebrations, certificates, classroom competitions, and recognition assemblies.

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

Multiple Races (MR):

- School Social Worker and site funded RCA to track attendance trends, identify early warning signs, and intervene quickly (Everyday Labs).
 - Systems will be put in place to identify MR students with attendance concerns in order to monitor daily and implement assigned steps if student is absent.
 - Classroom teachers will be aware of MR students with attendance concerns and focus on proactive communication with parents/guardians to engage them in school-wide family engagement/outreach opportunities (Back to School Night, Open House, Literacy/Math Nights, Bingo Night, performance, sports, etc.)
- Parent Handbooks will be printed through graphics and distributed to all families.
 - Handbooks will outline attendance procedures and supports available to families
- Family meeting supplies, refreshments, and childcare during attendance workshops.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Target Early Learning for families with school preparedness activities/learning
- Family Literacy Night
- Math Game Night
- Back to School Night

- Family Bingo Night
- Open House
- Music Performances

Professional Learning

Describe Professional Learning related to this action.

Culture of Achievement ***

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Promising Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rate

Action Details

Health & Wellness

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

Direct Instructional Services

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

Tier 1:

- All students will receive instruction in school-wide expectations through a variety of formats.
- Provide wide array of options during recess: including clubs, art, intramurals, including non-traditional play equipment (i.e. Legos, LED boards/blocks, craft projects, sensory tools). Support Staff (School Social Worker, CWAS, RCA, School Psychologist, TSA) will provide supports for structured activities during unstructured blocks of time for students and/or provide de-escalation reinforcement for short "time-aways" from class. Materials will be purchased to support these activities.
- Provide supplemental contacts as needed to support extra-curricular activities and/or organization of activities.
- All classrooms will implement weekly Classroom Meetings, Second Step lessons and daily Positivity Project lessons. Administrators will monitor consistent implementation.
- All classrooms will implement Slater First 10 Days lessons that focus on teaching guidelines for success, school-wide routines and structures.
- Utilize Culture & Climate Team developed Cultural Relevance lessons. CCT will monitor implementation.
- Partnership with Positivity Project in order to support adults and students in building character strengths that build and support positive relationships will continue.
- The 24 Character Strengths taught through the daily Positivity Project lessons will be emphasized in order to develop a positive school culture.
- OLWEUS Anti-Bully Campaign Implementation of school-wide expectations: School Rules, Guidelines for Success, STOIC, CHAMPS Safe & Civil Team will continue to implement CCI process in order to support school-wide efforts for a positive climate.
- CCT will lead professional learning and collaborate on adjustments of Common Levels of Misbehaviors and responses with all staff, including a focus on positive interactions with students and families.
- CCT will revitalize Guidelines for Success in order to better represent Slater mission and vision and relaunch new guidelines.
- Professional Learning opportunities will provide strategies to increase student engagement in the classroom, as well as Social Emotional Learning.
- Materials and supplies such as, but not limited to include: SEL classroom libraries, calm-down corner tools, flexible seating options, to support student engagement
- All students have the opportunity to receive awards and incentives to encourage participation and attendance in various school activities (i.e. Awards Assemblies, Eagle of the Month, SOAR, "Caught Being Good Recognition", "Green Tickets", etc.).

- Students will engage in data tracking and goal setting in their classrooms.
- Elective Wheel will continue at least twice per year in order to engage students in science, technology, engineering, art, music, clubs, and service activities that encourage students to connect with students and adults outside their classrooms. Materials and supplies will be purchased for elective wheel to provide a high-quality learning extension for all students.
- All students will participate in school-wide activities such as, Drug Prevention Week, Read Across America, Kindness Week which include opportunities to meet various community members from a variety of career fields.
- Collaboration with Taylor'd Consulting for professional development and leadership coaching that establishes a clear framework and guide for cultural and strategic interventions.

Tier 2:

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

Tier 3:

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

English Learner Students

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

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

Student Groups

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

African American (AA):

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

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

African American (AA):

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

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

African American (AA):

- HSL to improve services and communication to AA families.
- Continue to collaborate with FUSD A4 department: 4 A4 Literacy Teaching Fellows deployed across grade levels throughout the day.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Positive family engagement opportunities will be provided throughout the year to strengthen attendance and successful school behaviors.
- Teachers will utilize Parent Square, personal phone calls, and scheduling parent meetings to keep parents informed of student academic and SEL progress.

Professional Learning

Describe Professional Learning related to this action.

- Site CCT will analyze and develop plans to strengthen and address site gaps based on data from staff, family and student surveys.
- Site CCT and ILT will work collaboratively to address student barriers to academic success.
- Site SSC will be kept informed of designated actions implemented to support areas of weaknesses identified through data or feedback.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Not Aligned

Our goal is to ensure every student has meaningful access to the arts. By integrating VAPA standards into classroom instruction and providing opportunities for students to create, perform, and reflect, we will strengthen engagement and creativity while supporting academic learning. Teachers will collaborate with VAPA instructors to ensure access for all students.

GOAL:

By June 2027, Slater Elementary will ensure that 90% student participation in Visual and Performing Arts (VAPA) instruction by providing standards aligned opportunities in visual art, music, theater, and/or dance for all students in grades TK-6. Participation will be monitored through class schedules, attendance records, and student performance artifacts to ensure equitable access to VAPA learning experiences for every student.

Direct Instructional Services

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

Provide standards-aligned VAPA instruction to all students through regularly scheduled lessons in band, strings, choir, dance and classroom music.

Integrate arts-based learning activities that support core academic subjects and increase student engagement.

Offer opportunities for students to showcase their learning through performances, presentations, exhibitions, and student displays.

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.

Not required to speak to this section for Prop. 28.

Student Groups

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

Not required to speak to this section for Prop. 28.

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

Not required to speak to this section for Prop. 28.

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

Not required to speak to this section for Prop. 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

VAPA student work and performances will be showcased at various family engagement events such as:

- music concerts
 - Winter/Spring performances
- open house
- school site displays

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop. 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increased student engagement:

- students show enthusiasm, participation, and joy in movement-based learning.
- measured by teacher observations, attendance and student surveys
- monitored by VAPA teacher and administration

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately
- Measured by teacher observations, reduction in redirection, or behavior incidents
- monitored by VAPA teacher and administration

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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where VAPA is valued and students feel a strong sense of belonging and pride.
- measured by school climate surveys, student attendance, and family engagement data
- monitored by VAPA teacher and administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000	SEL Student Support and Engagement **Budget lines for personnel include salaries and related benefits	183,015.00
G2A2	Title 1 Basic	Instruction	Bks & Ref			Positivity Project	3,795.00
G2A2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	SEL Student Support and Engagement G2A1 **Budget lines for personnel include salaries and related benefits	65,280.00

\$252,090.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0420 Slater Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0420	1110	1000	1120	Teacher-Subs					G1A1	Teacher Substitutes Salaries, PL planning, opportunities to support PLC development and work; new teacher support and planning; peer observations, CCT planning, ILT planning. G1A2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	20,705.00
060	3010	0420	1110	1000	4200	Bks & Ref					G2A2	Positivity Project	3,795.00
060	3010	0420	1110	2495	2260	Cls Sup-Sup					G1A1	Child care for parent meetings. G1A2, G2A1, G2A2, G2A3 **Budget lines for personnel include salaries and related benefits	250.00
060	3010	0420	1110	2495	4300	Mat & Supp					G1A1	Parent Involvement G1A2, G2A1, G2A2, G2A3 *No Food or Incentives*	1,180.00
060	3010	0420	1110	2495	5899	Cons Svc/Oth					G1A1	TBD : Parent Handbook and Materials G1A2, G2A1, G2A2, G2A3. Graphics Dept closing, moved from object 5725 to 5899.	1,250.00
060	3010	0420	1110	3110	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Brackens-Boissiere, Pon	0.7500	G2A2	SEL Student Support and Engagement G2A1 **Budget lines for personnel include salaries and related benefits	65,280.00
030	7090	0420	1110	1000	1110	Teacher-Regu	Tutor	T004	Martin, Cassandra	0.2425	G1A1	Intervention and EL Support **Budget lines for personnel include salaries and related benefits	33,371.00
030	7090	0420	1110	1000	1120	Teacher-Subs					G1A1	Teacher Substitutes Salaries, PL planning, opportunities to support PLC development and work; new teacher support and planning; peer observations, SST/IEP, CCT planning, ILT planning. G1A2, G2A1, G2A2, G2A3 **Budget lines for personnel include salaries and related benefits	5,372.00
030	7090	0420	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies including SOAR, Incentives, tshirts, elective wheel, parent meetings, newsletters, family engagement, Response to Intervention, Awards, Food Incentives and celebrations, snacks for testing. G1A2, G2A1, G2A2, G2A3	26,490.00
030	7090	0420	1110	1000	5631	Off Eq Lease					G1A1	RICOH Copy Machine G1A2, G2A1, G2A2, G2A3	7,500.00
030	7090	0420	1110	1000	5723	Direct-Maint					G1A1	Maintenance for School Technology G1A2	1,000.00
030	7090	0420	1110	1000	5727	Direct-Food					G1A1	: Family Engagement: 6th grade Promotion Cookies	300.00
030	7090	0420	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics, signs, Banners, Resources, copies G1A2. Graphics Dept closing, moved from object 5725 to 5899.	1,000.00
030	7090	0420	1110	3130	1210	Crt Pupil-Reg	Social Worker, School	E152	Maldonado, Misty	1.0000	G2A1	SEL Student Support and Engagement **Budget lines for personnel include salaries and related benefits	183,015.00
030	7091	0420	4760	1000	1110	Teacher-Regu	Tutor	T004	Martin, Cassandra	0.1950	G1A1	Intervention and EL Support **Budget lines for personnel include salaries and related benefits	26,835.00
030	7091	0420	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies	305.00
													377,648.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$92,460.00
Sup & Conc	7090	\$258,048.00
LCFF: EL	7091	\$27,140.00
Grand Total		\$377,648.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$125,558.00
G2 - The Whole Child (SEL and Engagement)	\$252,090.00
Grand Total	\$377,648.00