

King Elementary

10621666088546

Principal's Name: Summer Gaston

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 – Summer Gaston	X				
2. Chairperson - Kimberly Cooper			X		
3. Vice Chair-Tywona Washington		X			
4. Secretary-Alyssa Sosa		X			
5. PAC/DELAC Rep-Vittoria Molina				X	
6. Carlanda Miller		X			
7. Candice Sheppard				X	
8. Florencia Ramos				X	
9. Gabriel Carillo				X	
10. Jessica Rodriguez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

King Elementary

Title I SWP/TSI

Required Signatures

School Name: King 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	Summer Gaston		4-13-26
SSC Chairperson	Kimi Cooper		4-13-26

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

King - 0260

ON-SITE ALLOCATION

3010	Title I	\$78,522 *
7090	LCFF Supplemental & Concentration	\$220,416
7091	LCFF for English Learners	\$66,700

TOTAL 2026/27 ON-SITE ALLOCATION

\$365,638

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,276
Program Budget	\$76,246
Total Title I Allocation	\$78,522

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

King 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		5.2 %	2024-2025	6.3 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		32.8 %	2024-2025	33.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		25.6 %	2025-2026	26.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.7 %	2025-2026	42.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		39.1 %	2025-2026	40.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		59.7 %	2025-2026	60.8 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		23.5 %	2025-2026	24.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		41.5 %	2025-2026	42.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.4 %	2025-2026	50.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.1 %	2025-2026	54.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.6 %	2025-2026	63.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		13.1 %	2025-2026	14.2 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-65.4 pts	-82.1 pts	2024-2025	-67.1 pts	↑
Goal 1	SBAC ELA - Average distance from standard (English Learner)		-84.4 pts	2024-2025	-69.4 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Hispanic)		-76.8 pts	2024-2025	-61.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	-65.5 pts	-83.5 pts	2024-2025	-68.5 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-149.2 pts	2024-2025	-134.2 pts	↑

Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		19.7 %	2024-2025	24.7 %	↑
Goal 1	SBAC Math - Average distance from standard (African American)	-80.8 pts	-111 pts	2024-2025	-96 pts	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-61 pts	-85.8 pts	2024-2025	-70.8 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-156.6 pts	2024-2025	-141.6 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		16.7 %	2024-2025	21.7 %	↑
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)	29.4 %	30.7 %	2024-2025	30.1 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	29.9 %	17.5 %	2025-2026	16.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	92.3 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90.7 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		82 %	2025-2026	84 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2 %	0.6 %	2025-2026	0.27 %	↓

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.

- The data demonstrates that a significant number of students in 1st grade are not reaching their stretch growth goals. We need 40% of our students meeting their stretch growth and that rate to increase to at least 80% by 2030 to reach the goal of 80% of 1st graders reading by the end of the year.
- The data demonstrates that a significant number of our ELL learners are not reaching level 4 on ELPAC. This creates students that are long term English Learners and they are not reaching their goals to be proficient in ELA on SBAC.
- Our students with disabilities are scores significantly below their counterparts in ELA SBAC on distance from standard with an average of -149 points distance from standard. It is our goal to close that gap and support all students including our students with disabilities.

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

- Students not mastering foundational skills in 1st grade to the rigor of the benchmarks. Need for all k-2 teachers to follow the models laid out in Nancy Akhavan training, OG Training & LETRS training. Teachers not appropriately utilizing resources in Wonders.
- No consistency with Designated EL time. Not strategically planning for integrated EL with listening & speaking skills.
- Teachers having a full understanding of how to capitalize on students strengths to teach to the grade level standard in line with their IEP needs.

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

- Teachers & Para's to fully implement all components needed to support a rigorous literacy model, to include whole group, small group and intervention with implementation of the foundational skills. Audit of their resources and time.
- Training in implementation of designated and integrated EL. How to plan to support EL needs based on student and level.
- RIM support/PLC support to align IEP's and goals to grade level standards.

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.

EL Redesignation

Partially Implemented

- This school year we had an EL teacher pull students 1st-3rd grade and implemented K-12 Summit EL program for students 4th-6th where there implementation was progress monitored.
- Not all teachers had data chats with students and parents where students were counseled on their EL level and areas of growth.

Meet/Exceed ELA

Partially Implemented

- This was King Elementary Schools first year to fully implement a schoolwide RTI model. Time and resource audits were implemented as well as literacy walks. Because this was a learning implementation year it has not been fully implemented.

Meet/Exceed Math

Partially Implemented

- All Grades 2nd -6th have been trained in Math Lesson Design and teachers still utilize this model. 90 min. of math with 30 min. in math fluency through reflex. This has not been progress monitored with fidelity. Next Gen Math, iredy & CAASP (IAB's/FIAB's) not fully progress monitored.

Student Engagement

Partially Implemented

- King has several ways for students to be engaged, however this has not been progress monitored. Students were to be targeted that were not connected to an engagement to align them with a program.

Real World Learning Experiences

Fully Implemented

- All students had an opportunity to participate in real world experiences on/off campus. This included piloting the PIVOT program at King.

Increase Attendance for all student groups

Partially Implemented

- Due to funding and an open HSL position King was not able to fully implement all components. Once we were able to hire a HSL parent SART meetings began, and HSL sat in on TST meetings to support with attendance.

Decrease Suspensions

Fully Implemented

- King has successfully implemented all components of our plan and we decreased suspensions.

Recruit and Retain Staff Representative of the Community

Not Implemented

- King has been able to retain staff and recruit classified staff that is representative of the student population, however the opportunities were limited.

Community/Student Liaison

Partially Implemented

- King was able to fully implement all components of the work with our community school liaison, however mid-year we ended up with an open position and the work stopped. The only thing we could continue was to support families with food and clothing.

Family Engagement

Fully Implemented

- King Elementary was able to implement the components in the plan for Family engagement.

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.

EL Redesignation

Partially Effective

- ELL Students were in the red in ELA & EL progress. Made only moderate growth.
- EL students were in the orange in Math & absenteeism.

Meet/Exceed ELA

Partially Effective

- Overall, as a school we did not meet the 40% threshold of students meeting their stretch growth goals.
- 3rd-6th grade we are at -83 points distance from standard.
- Students struggled to meet goals on IAB/FIAB assessments.
- K-2 grade levels failed to meet benchmarks in FSA+

Meet/Exceed Math

Partially Effective

- Overall as a school we did not meet the 40% threshold of students meeting their stretch growth goals.
- 3rd-6th grade we are at -85 points distance from standard.

Student Engagement

Partially Effective

- Overall King offered numerous clubs, tutoring groups, art, dance, band, orchestra, choir, and sports for engagement. The site did not effectively document these engagements. It is our goal to correct this and document in ATLAS and accurate account of student in an engagement.

Real World Learning Experiences

Partially Effective

- All students had an opportunity to participate in a real-world experience goal 2 trip, however as a site we did not follow through on the commitment to bring real world experiences to the site.
- We were able to pilot the PIVOT program with our 6th graders.

Increase Attendance for all student groups

Partially Effective

- King utilized support staff to make phone calls, track students that were chronic. We struggled meeting with parents and creating systems in TST to SART meetings.
- We did not have a HSL to monitor attendance data by-Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action.

Decrease Suspensions

Effective

- King Elementary followed discipline guidelines around suspensions, utilizing alternatives to support students through a restorative process when incidents occurred. We also reviewed systems and structures for preventative support with students.

Recruit and Retain Staff Representative of the Community

Partially Effective

- King has been able to recruit classified staff and retain staff. However, due to limited openings we were only able to recruit 5 classified employees. We retained all but 1 teacher.
- 93% staff had a favorable view of King Elementary.

Community/Student Liaison

Partially Effective

- King began the work to expand on projects and work that the community school's liaison was currently supporting, however King lost their Liaison and much of the work was not encumbered by others. The only thing we could manage to continue was food distribution services.

Family Engagement

Effective

- King was able to partner with Every Neighborhood Partnership and Parent University to create opportunities for parents and families at the site.

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.

- Increased Coaching training with Nancy Akhavan. OG training for all K-2 teachers & paras.
- ELL Designated/integrated EL time incorporated in lessons. EL Students identified and counseled alongside parents are parent conferences.
- RIM support/PLC support for students on IEP's

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:

- 1: ROI on A4 teaching Fellows and adding Paras, Nancy Akhavan Training, OG Training.
- 2: Management of club to ensure students are utilizing them. Review use of vendors: Edison Youth, ENP, Generation Changers.
- 3: Continue work because we are seeing increase in attendance and decrease in behaviors. ROI using mentors, need for all staff to review CHAMPS training.

ELAC:

- The need for more parenting classes on campus.
- Recruitment of parents on campus to volunteer.
- Review schoolwide data with parents. What can parents do at home for improvement.

Staff:

- Staff was surveyed and below are the list of needs requested:
- Maintain contract with coaching cycles with Nancy Akhavan to support early literacy as well as comprehension in 3rd-6th grade.
- Want to keep the extra paraprofessionals to support early literacy.
- Want to maintain our mentors to support SEL, OA extra hour and attendance coordinator support for attendance.
- Teacher subs for data chats
- extra pay contracts for tutoring
- funding for field trips

4: Remove language around recruitment and retention in staff:
Continue with inclusion of volunteers on campus, supporting with
diversity and inclusion. Hire a new Community Schools Liaison and
generate Listening sessions with need of new Community School
Liaison. Review Survey data with parents as well as staff.



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

ELA Instructional Plan TK-6

Action Details

Literacy Intervention

King Elementary will continue to focus on implementing a multi-tiered system of support to improve ELA/Literacy instruction. Tier 1: King Elementary will implement a balanced literacy program with supports through K-2 foundational skills & Wonders utilizing the district guiding documents. King Elementary will fully implement the components of the site and regional literacy plan. All students will receive 120min of ELA instruction daily. All Students will have the opportunity for flexible learning with tiered RTI groups for 45 min. including a push-in model with support from trained paras/A4 tutors. 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 through the cycle of continuous improvement. 3rd-6th grade 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. All Teachers will receive professional learning through Nancy Akhavan with a focus on foundational skills in k-2, vocabulary and morphology in 3rd-6th. All students will be assigned lessons based on their need through iready and 3rd-6th will have access to Standards Mastery on iready, and teacher toolkit to further support comprehension. **Tier 2:** All teachers k-2 will utilize Wonders resources to support small group instruction guided by weekly progress monitoring. All K-2 teachers/paras will be OG trained and implement strategies in small group instruction. All King K-4 teachers will use LETRS strategies, all TK teachers will use Heggerty strategies to address phonological and phonemic awareness. Students will have the opportunity to learn through blended strategies and use of technology(subscriptions) in whole groups, collaborative task, small groups and independent practice. Students will receive additional support from a trained para/A4 tutors 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 Waterford in TK. **Tier 3:** Students will be identified for small groups based on iready data, DIBLES, FSA+ and weekly progress monitoring. Site Coach will progress monitor Tier 2 intervention and district assessment. After school tutoring contracts will be available for teachers/paras to extend support in ELA instruction. Site coach and district coach will provide PL based on student data and need. 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, literacy walks and coaching with Nancy Akhavan. All teachers will progress monitor in the cycles of continuous improvement during PLCs. This will include Edison Regional assessments and site assessments. Funds will also be used for supplies to support instruction in the classroom and teacher training.

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):

- Students in K-2 will have a teacher and para in the classroom to support small group instruction.
- Grades Kinder-2nd most at risk will receive targeted support from their teacher & para trained in OG for at least 30 min a day.
- TK teachers will be trained in Heggerty through early learning department.
- 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, RTI tiered 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 lesson completion 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 supportive services, 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.

While Schoolwide all student groups were in the red. English learners & Hispanic students maintained & Socio-economic disadvantaged and students with disabilities declined.

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 trained paraprofessionals.

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/Certificated Supplemental Contracts for tutoring
- Materials and Supplies
- Additional Paras
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.

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, coaching, planning and goal setting
- 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)

- Use formative assessments and progress monitoring tools to track student growth.
- Data Chats with grade level teams and individual teachers.
- Adjust instructional strategies and intervention plans based on student progress and identified students.
- Certificated Supplemental contracts for tutoring
- Classified supplemental contracts for tutoring
- Certificated Substitute Salary for SST, Literacy walks, and goal setting
- Two additional 6-hour paraprofessionals for Grades 1-2

- Materials and Supplies
- Technology
- Graphics
- Technology subscriptions

Family Engagement

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

- Literacy nights
- Parent conferences
- Coffee/engagement hours
- Translation services
- Parent square

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities for para's supporting foundational skills.
- Professional development opportunities around differentiated instruction around multi-tiered systems of supports.
- DIBLES
- Nancy Akhavan "The Lit Six"
- Orton Gillingham

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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

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

- 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.

Shape these behaviors...

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

- 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% proficiently 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.

And ultimately achieve these impacts.

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

- Decrease distance from standard from 82.1 to -67. Increase students on grade level from.
- AA/SPED/Soc. Dis. students decrease distance from standard.

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

Math Progress

Action Details

Equitable Access

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 using go math curriculum 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 will support in coaching/learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and aligned to the rigor of CAASPP/SBAC. Students will demonstrate ownership in problem solving skills 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 an additional 15-30 min of daily instruction and practice on grade level Math fluency skills and strategies utilizing the fluency guiding documents and 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, 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 and Next Gen Math. Students will have access to the iReady program lessons & 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 iReady Lessons, district iReady and CFA data. Site Coach will 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, analyzing data and planning/strategic lesson planning.

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):

- All 3rd-6th grade students receive math instruction from a teacher utilizing state standards and the Go Math adoption.
- 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, Lessons assigned and standards mastery.
- 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 supportive services, 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 orange in mathematics. African American students performed in the red, ELL performed in the orange, Asian performed in the yellow.

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.

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
- Tutoring after school with teacher contracts

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
- 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
- Materials and Supplies
- Technology
- Graphics
- Technology subscriptions

Family Engagement

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

- Literacy nights
- Parent conferences
- Coffee Hours

Professional Learning

Describe Professional Learning related to this action.

- FCOE
- Math Coaches w/ CIPL

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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, CFA's and math fluency. Fluency will increase 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. -85.8 distance from standard to -70.8. Increase students on grade level.
- AA students & Socioeconomic disadvantaged students decrease distance from standard.

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

EL Redesignation

Action Details

Equitable Access

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 newcomers less than 2-3 years in language support of initial language development through ASP Summit K-12. 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 as well and recommendations for EL lessons in the curriculum. 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 utilizing the guidance documents to ensure students are developing literacy skills. This will be progress monitored through walks and feedback. This will be progress monitored through IAB/FIAB & CFA's. **Tier 2:** All ELL students will be identified by levels, and they will be monitored daily through checking for understanding and quarterly for progress. All ELL students will attend quarterly redesignation counseling where they will goal set. **Tier 3:** All ELL students will receive integrated whole group and designated small group instruction to meet their academic needs. Students will be frontloaded on lessons to include understanding of key vocabulary and comprehension. 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.

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):

- 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

Family Engagement

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

- More opportunities for families to attend bilingual engagements.
- Support families understanding of EL designation.

Professional Learning

Describe Professional Learning related to this action.

- Ensure all teachers understand how to meet students needs based on their EL level and use of the curriculum.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 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.

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.

- 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. Feedback from walks will be progress monitored.

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 percentage of students who improved at least one ELPI level (Long-Term English Learner) will increase from 32%-47%. Decrease the students that decreased in their level from 26%-11%.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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 subs for data chat, PL, SST, coaching cycles, instructional walks **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	35,811.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental- Tutoring **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental-tutoring **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2325	Funding change (0.2325) from 4129 to 3010 - RV 1.16.26 0.5175 funded in Literacy Grant/6211 **Budget lines for personnel include salaries and related benefits	17,032.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			classified supplemental-tutoring **Budget lines for personnel include salaries and related benefits	3,901.00
G1A1	Sup & Conc	Instruction	Bks & Ref			subscriptions- starfall, summit k-12, reflex	7,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	38,864.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1,020.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Next Gen Math, EdCite, Starfall Subscriptions	11,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC testing/Tutoring **Budget lines for personnel include salaries and related benefits	3,067.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.5100	RTI para for 1st/2nd grade. Split funded 0.51 LCFF/7091 and 0.24 Literacy Grant/6211 **Budget lines for personnel include salaries and related benefits	37,908.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for para **Budget lines for personnel include salaries and related benefits	3,901.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,454.00

\$178,830.00

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

Increase Attendance for all student groups

Action Details

College & Career Readiness

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:** Attendance Coordinator will host parent/student meetings with our manageable and chronic students. HSL will target and progress monitor high risk students in particular AA students and Students with Disabilities. HSL & Tier 2 specialist will meet during TST to discuss high needs attendance students. 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.

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):

- 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 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 & Tier II.

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 Independent Service Contract
- 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.

Family Engagement

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

- Parent Coffee Hours
- Attendance Meetings
- SART Meetings
- Parent Teacher Conferences

Professional Learning

Describe Professional Learning related to this action.

- DPI Meetings on Attendance
- AMA meetings on Power BI/ATLAS
- Team TST Meetings

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

- 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.

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.

- 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.

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 chronic and severely chronic attendance by 1%.
- Increase overall attendance of all students with a focus on our students with disabilities.

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

Decrease Suspensions

Action Details

Life Skills

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/TST teams. Classrooms with patterns of referrals will receive support Admin, coach, mentors & CC specialist. Classroom management plans will be reviewed. Schoolwide we will increase Goal 2 activities to support student engagement and connectiveness. Tier 2 specialist will support students with small group meetings to resolve conflicts. 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 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 student's needs. A lead 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 and3) 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.

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):

- All Students will participate in classroom meetings, morning meetings & 2nd Step. Admin team will progress monitor implementation.
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations.
- 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 to shadow. Mentors 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 Power BI 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. 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.

ELL 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.

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 Independant 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

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

Family Engagement

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

- Parent coffee Hours
- SST's
- Parent, teacher conferences

Professional Learning

Describe Professional Learning related to this action.

- PL on Discipline levels
- CHAMPS expectations
- SEL Support trainings

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

- Students will feel a sense of belonging and a way to express themselves through daily morning meetings, classroom meetings, Second Step, Tier II 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.

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.

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

Prop 28/Student Engagement

Action Details

Health & Wellness

Tier 1: King Elementary will continue to fund using prop 28 funds Arts Integration program as a catalyst for whole child development, reinforcing academics and literacy through art and creativity. Integrating art will allow students to learn better, think deeper, and connect more meaningfully with what they are learning daily in ELA. Students that are able to create meaning through art will develop a sense of belonging at the school, through class presentations and art nights with families. 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 26-27 school year to help build a sense of community. 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. **Tier 2:** Students will be targeted and encouraged to enroll in ASP to engage in Academic, art 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, arts, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, art, 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.

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):

- Students will have access to an art, music, band/orchestra & choir teacher.
- 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 recognized for their creativity in art through displays and art nights.
- 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. Contracts for extra support 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. ?

Family Engagement

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

- Concerts
- Art Night
- Coffee hour
- Family engagement nights

Professional Learning

Describe Professional Learning related to this action.

- Teachers will be educated on the need and impact of educating the whole child.
- How arts integration can have a direct impact on students learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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%.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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 Services	Crt Pupil-Sup			Attendance Coordinator **Budget lines for personnel include salaries and related benefits	36,810.00
G2A1	LCFF: EL	School Administration	Cl&Tech-Reg	Assistant, School Office	0.1250	Funding OA to 8 hours: 7 hours district funded and 1 hour site funded. **Budget lines for personnel include salaries and related benefits	10,870.00
G2A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage	500.00
G2A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers :	20,069.00
G2A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Generation Changers :	76,553.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Field Trips replacing Goal 2	30,000.00

\$174,802.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Family Engagement

Action Details

Community Engagement

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 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 regard 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.

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):

- 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.

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

Family Engagement

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

- 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

Professional Learning

Describe Professional Learning related to this action.

- Arts integration learning
- Character Counts conferences/SEL skill building and learning
- Family Engagement skill building and strategies.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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

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

- 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

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.

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%

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Community/Student Liaison

Action Details

Community Engagement

King will continue to expand on the projects and work that the community school's liaison is currently supporting with 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, 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, A4 office, and EL office with outreach to parents.

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):

- 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):

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

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

Socio-economically Disadvantaged (SED):

African American (AA)

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

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.

Family Engagement

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

- Advisory Committees
- Literacy/Math nights
- Parent conferences
- Coffee Hours

Professional Learning

Describe Professional Learning related to this action.

- Community School Meetings
- Advisory committee training

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			babysitting **Budget lines for personnel include salaries and related benefits	2,730.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement and babysitting activities **No food or Incentives**	2,276.00
G3A2	LCFF: EL	Parent Participation	Mat & Supp			food for meetings	4,000.00
G3A2	LCFF: EL	Parent Participation	Direct-Food			Direct food services	3,000.00

\$12,006.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0260 King Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0260	1110	1000	1120	Teacher-Subs					G1A1	Teacher subs for data chat, PL, SST, coaching cycles, instructional walks **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	35,811.00
060	3010	0260	1110	1000	1160	Teacher-Supp					G1A1	Teacher supplemental- Tutoring **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,136.00
060	3010	0260	1110	1000	4200	Bks & Ref					G1A2	Next Gen Math, EdCite, Starfall Subscriptions	11,500.00
060	3010	0260	1110	2495	2960	Oth Cls-Supp					G3A1	babysitting **Budget lines for personnel include salaries and related benefits	2,730.00
060	3010	0260	1110	2495	4300	Mat & Supp					G3A1	: Materials and Supplies for Parent Involvement and babysitting activities **No food or Incentives**	2,276.00
060	3010	0260	1110	3110	5110	Subagreements					G2A2	Generation Changers :	20,069.00
030	7090	0260	1110	1000	1160	Teacher-Supp					G1A1	Teacher supplemental-tutoring **Budget lines for personnel include salaries and related benefits	6,136.00
030	7090	0260	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Fox, Melanie	0.2325	G1A1	Funding change (0.2325) from 4129 to 3010 - RV 1.16.26 0.5175 funded in Literacy Grant/6211 **Budget lines for personnel include salaries and related benefits	17,032.00
030	7090	0260	1110	1000	2160	Ins Aide-Sup					G1A1	classified supplemental-tutoring **Budget lines for personnel include salaries and related benefits	3,901.00
030	7090	0260	1110	1000	4200	Bks & Ref					G1A1	subscriptions- starfall, summit k-12, reflex	7,600.00
030	7090	0260	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies	38,864.00
030	7090	0260	1110	1000	4300	Mat & Supp					G2A3	: Field Trips replacing Goal 2	30,000.00
030	7090	0260	1110	1000	4400	Nc-Equipment					G1A1	Technology	1,020.00
030	7090	0260	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
030	7090	0260	1110	3110	5110	Subagreements					G2A2	Generation Changers :	76,553.00
030	7090	0260	1110	3130	1260	Crt Pupil-Sup					G2A1	Attendance Coordinator **Budget lines for personnel include salaries and related benefits	36,810.00
030	7091	0260	4760	1000	1160	Teacher-Supp					G1A3	ELPAC testing/Tutoring **Budget lines for personnel include salaries and related benefits	3,067.00
030	7091	0260	4760	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Burton, Anaiya	0.5100	G1A3	RTI para for 1st/2nd grade. Split funded 0.51 LCFF/7091 and 0.24 Literacy Grant/6211 **Budget lines for personnel include salaries and related benefits	37,908.00
030	7091	0260	4760	1000	2160	Ins Aide-Sup					G1A3	Supplemental contracts for para **Budget lines for personnel include salaries and related benefits	3,901.00
030	7091	0260	4760	1000	4300	Mat & Supp					G1A3	Materials and Supplies	3,454.00
030	7091	0260	4760	2495	4300	Mat & Supp					G3A2	food for meetings	4,000.00
030	7091	0260	4760	2495	5767	Direct-Food					G3A2	Direct food services	3,000.00
030	7091	0260	4760	2700	2410	Cl&Tech-Reg	Assistant, School Office	W060	Santacruz, Belia	0.1250	G2A1	Funding OA to 8 hours: 7 hours district funded and 1 hour site funded. **Budget lines for personnel include salaries and related benefits	10,870.00
030	7091	0260	4760	3130	5211	Local Mileag					G2A1	HSL Mileage	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,522.00
Sup & Conc	7090	\$220,416.00
LCFF: EL	7091	\$66,700.00
Grand Total		\$365,638.00

\$365,638.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$178,830.00
G2 - The Whole Child (SEL and Engagement)	\$174,802.00
G3 - Operational Excellence	\$12,006.00
Grand Total	\$365,638.00