

Forkner Elementary

10621666101109

Principal's Name: Ryan Duff

Principal's Signature:

A handwritten signature in black ink, appearing to read "Ryan Duff", written in a cursive style.

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

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances


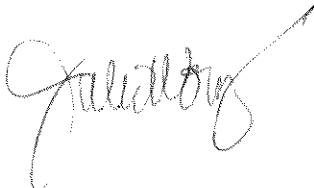
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Ryan Duff	X				
2. Chairperson - Julie Wong				X	
3. Adam Chalokian				X	
4. Christina Badwell				X	
5. Margarita Matoian				X	
6. Wanetta Graves				X	
7. Joe Lang		X			
8. Nicole Pellegrino		X			
9. Kevin Mcgensy		X			
10. Mary Ann Stewart			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> voted to consolidate with the SSC. Date .

Required Signatures

School Name: Forkner 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	Ryan Duff		11 May 2021
SSC Chairperson	Julie Wong		11 May 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Forkner - 0165

ON-SITE ALLOCATION

3010	Title I	\$24,541
7090	LCFF Supplemental & Concentration	\$93,291
7091	LCFF for English Learners	\$5,670
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$10,537</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$134,039

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$759
Remaining Title I funds are at the discretion of the School Site Council	<u>\$23,782</u>
Total Title I Allocation	\$24,541

Forkner Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		56.68 %	2020-2021	63.68 %
I-Ready Math D2 On Level		40.05 %	2020-2021	47.05 %

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

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

I-Ready ELA D2 On Level

- All Forkner PLC teams mapped out and planned quarterly teaching cycle maps that identify focus standards. Due to the district distance learning schedule and decreased instructional time we were not able to meet our targets. Although we did not meet our goal, we did maintain 57% of students being at/above grade level.
- The school wide Response to Intervention (RTI) was intended to be utilized 30 minutes-3 days a week in person to support all students needs. The district distance learning schedule required us to pivot and provide online intervention the last 45 minutes of the day for the first semester. It was difficult to get students to attend the online RTI sessions consistently. The second semester district schedule given to teachers did not required teachers to provide instruction the last 45 minutes.
- Teaching fellows were originally planned to support our primary ELA RTI during the morning blocks. Due to the Distant Learning schedule given to us, we pivoted and attempted to use them in the afternoons as a support to RTI. It was a constant struggle to get students to attend the afternoon virtual RTI block.

I-Ready Math D2 On Level

- PLC and individual teachers utilized i-Ready Diagnostics and Common Formative Assessment (CFA) data to identify students who needed additional support. Due to the district's distance learning schedule and decreased instructional time, we were not able to meet our targets. Teachers did

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

I-Ready ELA D2 On Level

- 49.4% of Hispanic students scored 1-2 years below in 2019-20. In 2020-21 the same group had 49.1%. This is our largest subgroup.
- African American students scoring 1-2 years below grade level in 2019-20 increased in 2020-21 by 10%.
- Due to the move to distance learning and having our instructional time decreased, there were inequities in providing a Response to Intervention (RTI) for all students. It was very difficult to get students to login for RTI during the scheduled afternoon time. Students who didn't have parental support or supervision often missed scheduled RTI.

I-Ready Math D2 On Level

- 65.5% of Hispanic students scored 1-2 years below in 2019-20. In 2020-21 the same group had 70.1%. This is our largest subgroup.
- 74.9 % of African American students scored 1-2 years below grade level in 2019-20. In 2020-21 they scored 73.53%.
- Due to the change to distance learning and having our instructional time decreased there were inequities in providing a Response to Intervention (RTI) for all students. It was very difficult to get students to login for RTI during the scheduled afternoon time. Students who didn't have parental support or supervision often missed scheduled RTI

- attempt to meet with students who needed extra support through break out groups within lessons.
- We had a decrease in i-Ready math results from 2019-20 to 2020-21. We dropped from 44% of students being at/above grade level to 40%.
- After i-Ready Diagnostic 1 teachers did work with students on setting goals for i-Ready Diagnostic 2.
- All teachers provided students who received a D or F on CFA's an opportunity to retake assessments.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major difference between our intended and actual implementation was the fact we went from in person learning to virtual learning. There were not any actions adjusted around budgets. We quickly pivoted and focused on how to teach virtually and engage students in grade level standards using this format.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- The plan for 2021-22 will be to implement a school wide RTI model that will support all students needs regardless if we are in a hybrid or fully in person instructional model.
- 5th & 6th grade teachers will be provided professional learning and coaching to implement SWUN Math.

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

1 SSC:
Approved plan as written

2 ELAC:
Folded into SSC

- 3** Staff:
- Provide initial assessment ELPAC and/or i-READY Diagnostic to assess gaps for students to start year.
 - Plan and set goals based off initial assessment.
 - Provide small group RTI
 - Provide funding for in-person / virtual tutoring
 - Increase COST/SST release subs

Action 1

Title: ELA Improvement

Action Details:

To demonstrate continuous progress and mastery of standards, Forkner will continually improve ELA/Literacy teaching and student learning, by ensuring that all students receive effective instruction necessary while providing Systematic Response to Intervention (RTI) support. We will create learning opportunities that support a wide range of abilities by providing high quality of instruction through a three-tiered approach to literacy. Tier One will include a

focus on good first teaching using complex text and lessons that employs questions and tasks, both orally and written, which integrates the standards and builds students' comprehension of the text(s) and its meaning. Tier Two will be opportunities for strategic grouping and use of standards aligned resources including technology resources to support students in mastering grade level essential standards. Tier Three will include RTI pullout/pushin small group support to build foundational literacy skills.

Forkner Elementary staff is committed to having high expectations and a growth mind-set by providing all students with high quality instruction and working towards a goal of every student reading at or above grade level. The actions listed below will be implemented to help close the achievement gap in our school and bring us closer to achieving our goal of every student reading at or above grade level.

1. The school will continue to implement research based best practice instructional strategies in teaching reading foundations and reading comprehension. Strategies will include but not be limited to Write Tools Active reading strategies, close reading strategies, cloze reading strategies, Marzano vocabulary development, Making Thinking Visible strategies, Notice and Note close reading strategies, and guided reading strategies.
2. All teachers and grade levels will implement a comprehensive reading program with the fidelity to the district adopted core curriculum, Wonders. Each Professional Learning Community (PLC) team will create quarterly teaching cycle maps which identifies focus standards, common formative assessments (CFA), team CFA analysis days, and reteach days.
3. School will provide a 30 minute Response to Intervention instructional block to address all K-6 students individual needs. The RTI block will take place 4 days a week. i-Ready diagnostics will be used the first two weeks of school to identify students current levels. During the 30 minute block all students will receive instruction at their assessed learning level. Students who need extended learning opportunities will participate in small group instruction, project based learning activities, literature circles and i-Ready extended learning activities. Each grade level will receive push-in or pull-out support during their scheduled 30 minute block. Additional support during RTI block will come from RSP Team, and Teaching Fellows.
4. Teaching Fellows will be contracted to support our Response To Intervention block. Teaching Fellows will primarily support foundational skills during primary grades' ELA-RTI block.
5. Grade level planning and professional development release days will be provided for Professional Learning Community Teams. This time will allow teachers/teams to collaborate, co-plan, develop common formative assessments, develop and adjust grade level interventions, develop teaching cycle calendars, and create grade level SMART goals.
6. Students who need additional support to work towards being at or above grade level will be identified to participate in after or before school tutoring. This will be done in-person, virtually and/or simultaneously.
7. The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
8. After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
 Grade Level Common Formative Assessments (CFA) of identified essential reading standards.

- Student Responsive to Intervention (RTI) needs and groups will be based on grade level CFA mastery results.

Owner(s):

- Teacher
- Grade level AC
- Administration

Timeline:
 Bi-Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
 District Interim Benchmark Assessments (i-Ready Diagnostic)

Student progress will be monitored using;

- Baseline: Diagnostic 1
- Diagnostic 2 growth
- Diagnostic 3 growth

Owner(s):

- Teacher
- Grade level AC
- Administration

Timeline:
 August 2021
 October 2021
 February 2022

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

SBAC

Owner(s):

- Teacher
- Grade level AC
- Administration

Timeline:

August 2021

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

Interim Assessment Blocks (IAB)

Frequent Interim Assessment Blocks (FIAB)

- Student Responsive to Intervention (RTI) needs and groups will be based on grade level mastery results.

Owner(s):

Teacher
Grade level AC
Administration

Timeline:

Monthly

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

1. Instruction will begin with the use of FUSD adopted curriculum. (Tier 1)
2. Teachers will utilize the FUSD Scope & Sequence to align instruction with the Common Core State Standards. (Tier 1)
3. Grade level Common Formative Assessments will be used to monitor students mastery of grade level standards. (Tier 1)
3. Small group instruction using guided reading and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-6 grade levels intervention block. RSP Teacher, Instructional Aides, Teaching Fellows and Parent Volunteers. (Tier 2)
4. During the 30 minute block all students will receive differentiated instruction based on their assessed learning level. Students who need extended learning opportunities will participate in small group instruction, project based learning activities, literature circles and i-Ready activities. (Tier 2 & 3)
5. SPED identified students will receive direct services from the RSP Team. (Tier 3)
6. Coordination of Service Teams (COST) /Student Success Team (SST) meetings will take place for students who continue to struggle and the team will develop a plan to support improvement. (SPED and GE teachers will participate through sub-release). School Psychologist will conduct psycho-educational assessments for students identified with intensive academic needs. (Tier 2 & 3)
7. Supplemental contracts will be provided to certificated or classified staff to lead tutoring groups before or after school. (Tier 2)
8. Administration will hold Student Achievement Conferences with PLC grade level teams quarterly to monitor all students progress and teachers' SMART Goals. (Tier 1)

Materials & Supplies: Classroom materials and supplies - including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs. Student planners/agendas will be purchased for all students in grades 3-6.

Purchases for the school library may include the following materials to support Common Core implementation of complex text, talk, & tasks.

RTI materials to support students needs

Online and print subscriptions

Student and classroom technology

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- English Learners students will participate in daily lessons using but not limited to FUSD Guaranteed Viable Curriculum in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support focusing on vocabulary, comprehension, and oral language necessary to

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional supports and interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive instructional supports and intervention provided for students one year or more below grade level with the support of RSP Team.
- Student Success Team Meetings will be held for students not showing efficient progress after interventions

enable students to engage in complex text utilized in class.

have been in place for a period of time.

- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners.
- English Learners who need extended learning support will participate in virtual, in-person and/or simultaneous tutoring before or after school

Action 2

Title: Math Improvement

Action Details:

To demonstrate continuous progress towards mastering grade level standards, Forkner teachers will continually improve mathematics teaching and students' learning, by ensuring all students receive effective instruction, necessary supports and Systematic Response to Intervention (RTI).

1. Grades levels will utilize i-Ready Diagnostics and Common Formative Assessments to identify students needs and provide a Response to Intervention.
2. The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
3. All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting to develop academic and study skills goals and plan strategies to attain the goals.
4. i-Ready Diagnostics, Common Formative Assessments, Frequent Interim Assessment Blocks (FIAB) and Interim Assessment Blocks (IAB) will be utilized to identify students progress in mastering grade level math standards. Results of assessments will be used to address learning gaps in essential grade level standards.
5. The school will develop and provide before or after school intervention to support students who are receiving a D or F in math. Students will have opportunity to review and retake assessments they fail.
6. After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.
7. The school will establish a Math Master Club to recognize students who have mastered their grade level basic math facts. It will also include a challenge club to motivate students who need acceleration in math.
8. 5th & 6th Grade teachers will participate in SWJN math professional development and implementation. Sub release days will be provided to allow each teacher to participate in cycle of improvement process.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Grade Level Common Formative Assessments

Owner(s):

Teachers
Grade Level PLCs

Timeline:

Bi-Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Grade Level Common Summative Assessments

Owner(s):

Teachers
Grade Level PLC's

Timeline:

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

District Interim Assessments (i-Ready Diagnostic)

[Owner\(s\):](#)

Teachers
Grade Level PLCs
Administration

[Timeline:](#)

August 2021
October 2021
February 2022

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student Achievement Data Chats

[Owner\(s\):](#)

Administration
Teachers
Grade Level teams

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

SBAC

[Owner\(s\):](#)

Administration
Teachers
Grade Level teams

[Timeline:](#)

August 2021

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Frequent Interim Assessment Blocks (FIAB)

Interim Assessment Blocks (IAB)

i-Ready Standards Mastery Diagnostic

[Owner\(s\):](#)

Administration
Teachers
Grade Level teams

[Timeline:](#)

Monthly

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

1. All students will receive quality Math instruction aligned to Common Core State Standards, using the District's Guaranteed and Viable Curriculum (GVC), focus on challenging content, student ownership, and ongoing improvement (Tier 1).
2. All students in grades K-6 will receive differentiated Math instruction (Tier 2), based on students' assessed needs, as determined by frequent Common Formative Assessments (CFAs).
3. Identified students (based on established criteria) will be referred to the COST/Student Success Team in order to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through sub release).
4. Tutoring and Supplemental contracts will be provided to teachers and/or classified to support Tier 2 & Tier 3 students with before or after school tutoring.
5. PLCs will create and administer CFAs aligned to Essential Learnings (minimum of 1 per chapter). Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and access to rigorous content.
6. School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs.
7. Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions or software.

[Specify enhanced services for EL students:](#)

- Assessment results will be shared with parents during conferences, School Site Council and other parent meetings.
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support their individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as an ongoing parent/student education efforts.

[Specify enhanced services for low-performing student groups:](#)

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.
- Student Success Team Meetings will be held for students not showing efficient progress.

- English Learners students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support using but not limited to FUSD Guaranteed Viable Curriculum.
- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing student's academic needs.

Action 3

Title: English Learners

[Action Details:](#)

Forkner Elementary staff is committed to implementing the following strategies to support our English Language Learners.

1. All teachers will support English Learners through integrated ELD throughout the day.
2. All teachers will support English Learners through implementation of Academic Discourse by using Talk Moves and other researched based best practices.
3. Small group instruction including RFEP students will use guided reading and other research based strategies.
4. Before or After School Tutoring will be available to all English Learner students including RFEP students.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

1. ELPAC Reports

Owner(s):

Administration
Teachers

Timeline:

August/September

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Annual Re-designation Rate

Owner(s):

Administration
Teachers

Timeline:

August

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

i-Ready (District Interim Assessment)

Owner(s):

Administration
Teachers
Grade Level PLC Teams

Timeline:

October
January
March/April

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Grade Level Common Formative Assessments- ELA and Math Assessments

[Owner\(s\):](#)

Administration
Teachers
Grade Level PLC Teams

[Timeline:](#)

Bi-Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

EL Goal Setting Report

[Owner\(s\):](#)

Administration
Teachers
Grade Level PLC Teams

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Grades - Report Cards

[Owner\(s\):](#)

Administration
Teachers
Grade Level PLC Teams

[Timeline:](#)

Quarterly

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

- Through an RTI model, EL students in K-6 will receive 30-45 minutes of designated instruction focused on supporting ELs with vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class.
- Classroom teachers will support and provide integrated ELD throughout the day in all content areas.
- Conduct Student Achievement Chats with targeted students.
- Teachers will review the EL goal setting Report and ELPAC scores with students, and set goals. Teachers will utilize the EL Goal Setting Tool to set goals with EL students.
- Classroom teachers will support English Learners through student discourse by using Talk Moves and other researched based best practices.
- Provide Substitutes for administering the ELPAC assessment.

[Specify enhanced services for EL students:](#)

1. EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (Tier 2) in addition to ELD support.
2. English learners will participate in daily lessons in which the teacher has gained the depth of clarity around the requirements of the ELD standards and how to assess student success.
3. All English Learners will receive Designated and Integrated English Language Development using FUSD Guarantee Viable Curriculum through small group instruction.
4. English Learners students will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
5. English Learners students will engage in their learning using a wide range of tools, including technology.

[Specify enhanced services for low-performing student groups:](#)

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.
- English Learner Students will receive small group instruction from classroom teacher during designated Response To Intervention time weekly.
- English Learner Students who need additional support to work towards being at grade level will be identified to participate in after or before school tutoring through the library tutoring program.
- Student Success Team Meetings will be held for students not making efficient progress..

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated subs for SST ** NO IEPS **	1,406.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A1 & G1A2 Technology needs for students	1,376.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : G1A1 Teaching Fellows to support RTI	19,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly planning days	12,529.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			August PLC planning days	5,268.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A1 Teacher M&S funds \$200 each	4,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: RTI supplemental resources	4,047.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A1 & G1A2 Classroom tech	3,487.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A1 & G1A2 Tech maintenance or installation	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: ELA & Math supplemental resources	2,000.00
G1A2	One-Time School	Instruction	Teacher-Subs			5th & 6th grade teacher SWUN math	2,501.00
G1A2	One-Time School	Instruction	Teacher-Supp			Certificated tutoring contracts	4,501.00
G1A2	One-Time School	Instruction	Direct-Maint			: Tech maintenance	1,535.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC	1,173.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			certificated contracts EL tutoring	2,036.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental for EL tutors	634.00
G1A3	LCFF: EL	Attendance & Social Work Service	Mat & Supp			G1A3 EL supplies & resources to support instruction or tutoring	1,827.00

\$69,220.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	60 %

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

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

Student-centered real world learning experience - Site Defined

Due to the immediate transition into distance learning, there was limited implementation of actions for this goal. Providing students with exposures to real world learning experiences through career pathways, had all been planned through Goal 2 field trips. We needed to adjust and provide virtual field trips and they were very limited. On campus real world learning experiences such as, student jobs and student council did not take place this school year.

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

Student-centered real world learning experience - Site Defined

During 'in-person' learning, our group of low SES were unable to participate in our after school Goal 2 activities due to not having a 'late bus', thus making it an inequity for them. Having to pivot to distance learning, due to restrictions from the COVID pandemic, also limited all of our students to real world learning experiences outside of the virtual classroom setting. Some of the factors included staff and administration putting all their effort and focus into how to adapt to distance learning while still providing high quality instruction. Another factor was, the distance learning daily schedule provided limited instructional time.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major difference between our intended and actual implementation of actions was pivoting from 'in-person learning' to 'virtual learning'. Before transitioning to virtual learning we were able to perform all planned actions for Goal 2, such as, student jobs, student councils, sport teams, music, lunch time clubs. Once 'Shelter in Place' and 'virtual learning' occurred we were unable to provide or attend 'in-person' activities

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

To support the decrease in student centered and real world-learning experiences the plan for the 2021-2022 school year will be to implement Goal 2 activities / experiences for all students regardless of in-person or 'hybrid' instructional model.

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

1 SSC:
Approved actions

2 ELAC:
Folded into SSC

3 Staff:
Teacher provided feedback to continue funding for clubs, student rewards/incentives and more school pride/celebration/rallies to promote a sense of belonging

Action 1

Title: Student Engagements

[Action Details:](#)

Forkner Elementary Staff is committed to providing and expanding a positive student centered school climate and culture along with real-world world experiences which will enable students to feel connected to school. To help Forkner Students prepare for college and career, the following actions will be implemented by engaging students in promoting intellectual curiosity, critical thinking and problem solving activities.

The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students.

1. Safe and Civil programs & procedures
2. Guidelines for Success (S.P.I.R.I.T) & Character Counts Program
3. Kindness campaign or Positivity Project
4. Student Council
5. Safety Patrol
6. Student Jobs/Careers for Cowboys & Cowgirls
7. Athletic Teams
8. Grades 4-6 will participate in Band, Strings, Choir or Recorders
9. Grades 2-3 will participate in introduction to music
10. Clubs at lunchtime
11. Hour of Code
12. Minecraft Team
13. College visits
14. District provided 'Exposures to Careers'
15. Multi-cultural Celebration- grade levels celebrate various cultural traditions

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Student Engagements (Goal 2) Data of activities participant record

Owner(s):

Administration
Teachers
Coaches

Timeline:

Monthly

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

Response to School Culture and Climate Student and Parent Surveys

Owner(s):

Administration
Teachers

Timeline:

On going

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

- School will create student jobs to engage students in activities that make them feel connected and part of our school. (Tier 1)
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connectedness to school, their community, and future careers. (Tier 1)
- Student will have the opportunity for earning S.P.I.R.I.T. tickets to be entered into weekly drawing for demonstrating Criteria for Success for behavior and academics.
- All students in grades 3rd - 6th will participate in district provided 'Exposures to Careers' (Tier 1)
- All students will participate in weekly Positivity Project class meetings (Tier 1 and Tier 2)
- The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students. (Tier 2)
- Goal 2 funds will be used to purchase equipment for sports teams and items for clubs.
- School will provide Peer Mediation Conflict resolution for students TK-6 grade. This will include but not be limited to the following subgroups: socioeconomically disadvantaged, Foster Youth, SPED, Hispanic and African American. (Tier 2)
- School will strategically select students in significantly disproportionate significant subgroups, SPED, Foster Youth from grades 3-6 to participate in our, after school sports, lunchtime clubs, Careers for Cowboys program, student council, safety team, and other activities to get them more engaged in the school community. (Tier 1,2 &3)
- Students from disproportionality/significant groups will receive first priority for student jobs. (Tier 3)

MATERIALS & SUPPLIES

- sports equipment
- games for clubs --ie. board games, cards
- art / craft supplies- crayons, pens, paint, paper, glue, craft items
- Rewards for SPIRIT winners-- food, school supplies, toys
-

Specify enhanced services for EL students:

- English Learners students will be provided opportunities to engage in Goal 2 activities.
- Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		7.79 %	2020-2021	5.79 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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

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

Chronic Absenteeism

To support good attendance our School Social Worker, Resource Counseling Assistant, Office Assistant, and Administration worked together to support students with chronic attendance issues. Attendance Conferences were consistently held and support needed was offered to families. The team was able to help troubleshoot issues that were affecting attendance and help support their needs. We provided families with technology needs, counseling for emotional issues, contracts to motivate students, daily and weekly follow up calls to check in. These helped increase Forkner's overall attendance. Below is most current yearly attendance data.

Excellent= 52%; Satisfactory= 22%; Manageable = 11%; Chronic = 5.6%; Sever = 4.4%

Suspensions students with 1 or more

The pivot from in-person to distance learning eliminated school suspension. There were zero school suspensions this school year.

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

Chronic Absenteeism

Overall: Chronic- 5% (24 students); Severely Chronic 3.38%(16 students)
 African American/Black: 10% (5 students); Chronic- 8.8% (4 students); Severely Chronic
 Hispanic- Chronic: 3% (14 students); Severely Chronic 5% (11 students)

The pivot from in-person learning to distance learning caused inequities for students for a variety of reasons:

- No access to technology or internet connection.
- Live in homes where there is no quiet space for learning.
- Students in daycares with many distractions--lots of movement and noise around them.
- Students with limited parental support.
- Students in homes with family members sick with Covid-19 or even lost family members to Covid-19.

Suspensions students with 1 or more

The pivot from in-person to distance learning eliminated school suspension. There were zero school suspensions this school year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The only difference in our actions in this goal, was having to pivot to doing everything virtually in order to support students and families. The only in-person supports were the delivery of tablets, laptops, and hot spots to families in need.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We are anticipating as we transition back to in-person learning, we will have more students needing support to remain engaged in school. We believe this will require more social emotional learning supports from all of us. We will continue to fund our .4375 RCA and .40 Social Worker positions to support students, families and staff when needed.

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

1 SSC:

- Would like to see student recognition for good attendance.
- Questioned why FUSD doesn't pay for Social Worker for all schools.

2 ELAC:

Folded into SSC

3 Staff:

Forkner staff all approved of actions in place to continue for 2021-22 school year.

Action 1

Title: Social Emotional Supports

Action Details:

Forkner Elementary staff is committed to building positive relationships with every student and providing every student with the social emotional support they need in order to succeed both socially and academically. Forkner Elementary staff is committed to increasing student engagement in both our school and community. The following actions will be implemented to support with building all students' engagement.

1. Continue to provide all staff with Cultural Proficiency Professional Learning Opportunities.
2. One (.40) School Social Worker (SSW) will be hired to support students, parents, and teachers in increasing all students engagement in school.
3. One (.4375) Resource Counseling Assistant will be hired to assist in building student's engagement in school.
4. Forkner teachers will utilize Second Step curriculum to teach and provide social emotional supports for all students.
5. All teachers will consistently hold Morning Meetings to build classroom culture and climate. The "Positivity Project" as a teaching tool to help empower, inspire and build positive student relationships.
6. School will provide a quarterly incentive to all students who make the "Cowboy Honor Roll" for meeting the established criteria for success. The criteria will include demonstrating positive behavior traits, respect for others, school service, academic success.
7. Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block F.
8. The school will establish a variety of lunch time and after school clubs to motivate and engage students in school.
9. Peer Mediation Program will be utilized to support teaching students conflict resolution skills.
10. Administration will hold a new student welcome orientation to welcome new students to Forkner. This will take place in August and January.
11. Culture & Climate Team will identify priorities, common trends, disproportionalities and develop systems and structures to connect individual students with available supports and interventions.

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

Explain the Progress Monitoring and data used for this Action

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

Student Surveys - Forkner

District - School Climate Surveys

Owner(s):

Culture Climate Team

Administration

Timeline:

September

December

April

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

ATLAS Behavioral referrals

Owner(s):

Administration

Teachers

Climate Culture Team

Timeline:

Weekly

Monthly

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

Celebrate students who demonstrate positive character traits and met personal goals.

Owner(s):

Administration

Teachers

Climate Culture Team

Timeline:

Monthly

Quarterly

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

Student grades

Owner(s):

Teachers

Timeline:

Weekly

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

- All students will be provided instruction on the 24 Positive Psychology Character Strengths and Virtues through The Positivity Project Curriculum. (TIER 1)
- All students will be provided with daily/weekly social/emotional lessons focus on the four social-emotional competencies through the Positivity Project 24 Positive Psychology Character Strengths and Virtues. (Tier 1)
- Second Step & Olweus Bullying Prevention curriculum will be utilized weekly. (Tier 1)
- Peer Mediators will be trained in conflict resolution and be utilized at lunch recess to support teaching students how to work through minor conflicts. (TIER 1)
- Identified 5th & 6th grade students will be provided an adult mentor or group mentoring through Young Men of Character and Girls Power programs. The mentor program will focus on character, leadership development, self-management, and a positive growth mindset. (Tier 2)
- Resource Counseling Assistants will organize lunch alternative recess activities that support identified students social emotional competency needs.(Cowboy Corral room)
- School Social Worker will work with administration to address Tier 2 & 3 Social-Emotional supports needs. This will consist of putting appropriate support structures in place, providing counseling, and possible referrals to appropriate local agencies that can support students and family's needs.

Specify enhanced services for EL students:

- English Learners will be provided with necessary supports to ensure they succeed both in the academic and social emotional realm.
- English Learners students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from School Social Worker and RCA

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school. This will include but not be limited to foster youth, socio-economically disadvantaged students, and others in need.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- Students will participate in weekly Second Step lessons and Class meetings.

- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from School Social Worker and RCA

Action 2

Title: Improve Attendance through engagement

Action Details:

Forkner Elementary staff will implement the following actions to encourage all students to attend school every day.

Our School Social Worker (SSW) and Resource Counseling Assistant (RCA) will assist in providing supports for students and families of students with chronic attendance issues.

The school will encourage good attendance through the following activities:

- Teachers, Vice Principal, Principal, Social Worker, RCA will conduct regular check-ins with identified students, hold conferences, and develop incentive contracts for students with chronic or severe chronic attendance.
- Recognition of students meeting attendance goals at our monthly morning blacktop rallies.
- Encourage all students to participate in the variety of Goal 2 opportunities that are offered.
- Principal and School Social Worker will hold conferences with parents of students who have chronic absenteeism.
- Goal setting and incentives for improved attendance will take place at the conferences.
- Students/Classes meeting attendance goals will receive 5 minutes of extra recess monthly.
- One class from each grade level with highest attendance rate and lowest tardy rate will be honored with the SPIRIT Award.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Student Attendance data on ATLAS

Owner(s):

Administration
Office Assistant
Teachers

Timeline:

Daily
Weekly
Monthly

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

Report Cards

Owner(s):

Administration
Teachers

Timeline:

Quarterly

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

- Incentives will be provided to students with positive attendance/tardy rates as determined by the school climate team. (Tier 1)
- Incentives and recognition will be given to students and families with improved attendance and tardy rates. (Tier 2)
- Students with poor attendance will be assigned to the Resource Counseling Assistant (RCA). RCA will develop a contract incentive for improved attendance. Targeted students will include our significantly disproportionate subgroups, but not only be limited to only that group. (Tier 2)
- Students in significantly disproportionate subgroups with poor attendance will be offered a school job that they are interested in. (Tier 2)
- Students in significantly disproportionate subgroups with habitual chronic attendance will be referred to School Social Worker for supports. Social Worker and administration will hold conference with parents to provide necessary supports and develop an attendance contract. (Tier 3)
- Will explore possibility of virtual attendance options for students who are ill or otherwise not able to attend in person.

MATERIALS AND SUPPLIES:

- Awards for attendance
- Incentives for positive behavior contracts

Specify enhanced services for EL students:

- English Learners students will be provided opportunities to engage in Goal 2 activities. Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.
- English Learners will participate in weekly class meetings and second step lessons around the four social-emotional competencies of self management, self-efficacy, growth mindset and social awareness.
- Principal and Vice Principal will communicate directly with parents of EL students.

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- COST/SST Meetings
- Recieve services from RCA
- Foster youth, socioeconomically disadvantaged and other students will be provided opportunities to engage in Goal 2 activities.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Positivity project ** NO FOOD OR INCENTIVES **	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,651.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time	1,496.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000		47,413.00

\$64,060.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	10 %

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

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

Staff Goal - Site Defined

Over the past few years the student population of Forkner has become more diverse. To better support all students, we have implemented the following actions:

- When hiring for certificate and classified positions we intentionally interview candidates from a variety of cultural backgrounds that represent our student body.
- We have successfully recruited and hired staff members that represent our students ethnicities.
- This year we utilized the DEI PRAXIS Collaborative to provide Cultural Proficiency Teacher Training.
- Over the past two years Forkner teachers and administrations, participated in 3 days of professional learning on how to create a culturally responsive classroom with Dr. Sharoky Hollie.
- Site Culture Climate Team creates activities for staff members to celebrate each others contributions.

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

Staff Goal - Site Defined

Hispanic = 45.7% (221 students)
 White= 28.5% (138 students)
 African American= 9.9% (48 students)
 Asian = 4.3% (21 students)
 Two or More = 8.4% (41 students)
 Pilipino =1.8% (9 students)

- Due to the FTA contract and overage process, it has been a challenge to retain staff members that represent our students. These staff members were overaged to other sites.
- A lack of student representation in staff is also due to the high retention rate of employees at Forkner.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Although we have hired staff members that represent our student population, there is still a lack of student representation in staff.
- School closure and distance learning schedules reduced the amount of professional learning time available with all staff. This had a negative effect and limited the amount of professional learning we could provide.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-22 School Year:

- Continue to provide Cultural Proficiency training to all staff members during the 2021-22 school year.
- Include a diverse representation of Teaching and Classified Staff on Hiring Panels.
- Increase recruitment of diverse parent participation for the School Site Council.
- When we have open staff positions we will be mindful of our diversity needs, when interview qualified candidates.

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

1 SSC:
approved as written

2 ELAC:
Folded into SSC

3 Staff:
<ul style="list-style-type: none">• Continue to provide professional learning opportunities.

Action 1

Title: Staff Engagement

[Action Details:](#)

Forkner Administration is committed to creating a welcoming, safe and inclusive climate which all stakeholders are valued, informed and treated with respect. Administration will strive to help all staff members grow intellectually, while accepting individual values and cultural diversity. To increase retention and recruit staff that reflects the diversity of our community the following actions will be implemented:

- Provide teachers with learning opportunities to gain social emotional learning skills
- Ensure the environment of the school has a positive and growth mind-set culture
- Monthly Professional Learnings and collaborations focusing on Cultural Proficiencies and academic teaching strategies
- Provide grade level release days for beginning of year, and each quarter to focus on instructional planning
- Monthly trainings for Noon Time Assistants and Para-Professionals
- Continue to provide Cultural Proficiency training to all staff members during the 2021-22 school year.
- Include a diverse representation of Teaching and Classified Staff on Hiring Panels.
- Increase recruitment of diverse parent participation for the School Site Council.
- When we have open staff positions we will be mindful of our diversity needs, when interview qualified candidates.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

District-Climate/Cultural Staff Survey

Owner(s):

Administration

Timeline:

February/March

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

- Continue Professional Development to deepen knowledge of IPG tenets.
- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.
- Weekly grade level Professional Learning Community meetings to collaborate, co-plan, develop teaching cycle calendars, develop CFAs, develop/adjust intervention.
- Revisit *Learning By Doing - A Handbook for Professional Learning Communities at Work* by DuFour, Eaker, Many and Matto.
- Positivity Project
- Book Study / PLs focusing on 'how to' and strategies to meet students' social-emotional needs and build responsibility, relationships, and respect in the classroom (possibly- *Cultural Proficiency, Discipline with Dignity, Heart!, Social Emotion Learning, Distance Learning Playbook*).

Materials and Supplies:

- Books for Professional Learning

Specify Professional Development or Staff Services to support EL students:

- Professional Learnings focusing on - RFEP monitoring & interventions, integrating ELD standards, EL monitoring and intervention.
- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.

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

- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.
- CHAMPS training for classroom teachers.
- Response to Intervention Strategies
- Training for Para Professionals

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		98.99 %	2019-2020	100 %
Parent Survey - Safe and secure		99.49 %	2019-2020	100 %

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

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

Family Goal - Site Defined

Parent Survey - Respected and welcomed

We continue to have a high percentage of our families who feel respected and welcomed (97% of parents surveyed feel their child's background is valued at Forkner). We will continue to work on keeping our families and community pleased with our school. Our goal 2 actions with getting students involved in activities outside the classroom and supporting our parents feeling respected and welcomed is important. Additionally, our PTA sponsors monthly events which also helps in connecting families and the community.

Parent Survey - Safe and secure

According to the District's Climate/Culture Survey 96% of our parents surveyed believe Forkner provides a safe and secure environment. We will continue to implement the practices that have led to a high number of families that feel the school provides a safe and secure environment. The commitment to structures and routines we have put in place allows for a continued safe environment.

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

Family Goal - Site Defined

Parent Survey - Respected and welcomed

97% of families surveyed (100% Hispanic, 95% White, 100% Confidentiality Protected) felt welcomed and 92% (Hispanic-90%, White- 93%, Confidentiality protected- 98%) felt the staff welcomes their suggestion.

- Parents who do not have transportation to site, have not been involved as parents who do have transportation.

Parent Survey - Safe and secure

97% Hispanic, 95% White, and 98% Confidentiality Protected believe Forkner provides a safe and secure environment for students to learn. Since transitioning to a virtual platform and the increased use of technology, cyber safety and use of online edict needs to be included in everyday learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- School closure and distant learning has reduced our ability to have 'on-site' activities for families to participate.
- Although we use a variety of means of communication to parents (phone messages, social media, school website, written communication) we still have a difficult time reaching all our families.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-22 School Year:

- All staff members will focus on building trust and the importance of parent and staff relationships by continuing to receive Cultural Proficiency training during the 2021-22 school year
- Increase recruitment of diverse parent participation for the School Site Council and PTA
- In-person and virtual "Parent Coffee" will be set up with a variety of topics centered on engaging families in their child's education
- Continue to communicate and inform families through written communication, social media and school messenger.

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

1 SSC:

approved as written

2 ELAC:

3 Staff:

Approved as written

Action 1

Title: FAMILY ENGAGEMENT

Action Details:

Forkner will increase inclusive opportunities for families to engage in their student's education while creating a welcoming place where they feel respected, valued, informed and heard. Forkner staff is committed to establishing engagement opportunities and an environment where culturally proficient two-way communication is provided by:

- Back to School Night Presentations
- Student Award Assemblies
- Performing Arts Performances
- Athletic teams games
- Teachers and Staff will enter positive behaviors on ATLAS
- Teachers and Staff will make phone calls home and/or send postcard to report something positive to parents to encourage students and parents.
- Parents will receive weekly School Messengers phone calls informing parents of upcoming week activities, Peach Jar fliers, Bi-Monthly Cowboy Corral Parent newsletter and video updates.
- Other forms of parent communication will include updates on school website and social media platforms.
- Teachers will inform parents of students learning expectations for the week through Week At A Glance (WaaG)
- Teachers will send home parent reports after each KAIG, BAS and/or i-Ready Diagnostic
- ATLAS Parent Portal and EDUTEXT will be available for all parents.
- Student Success Team (SST) Meetings
- Parent / Teacher Conferences
- Art Docents- parent led classroom art lessons
- Parent Coffee Hour (Monthly)
- Encourage participation in School Site Council and PTA to discuss and help make social activities and educational needs decisions for students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

ATLAS Student Portfolio- Positive Entries

Owner(s):

Administration
Teacher

Timeline:

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

District- School Culture/Climate Parent Survey

Owner(s):

Administration
Teachers

Timeline:

Jauary

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Parent Attendance Verification

Owner(s):

PTA
Administration
Teachers
Office

Timeline:

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Bi-Monthly Cowboy Corral Parent Newsletter Analytics

Owner(s):

Administration

Timeline:

Bi-Monthly

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

- Face to face meetings with parents through SSTs of identified TK-6 graders who are struggling academically and/or social emotionally.
- Parents of students identified to work with our School Social Worker or Resource Counseling Assistant will be informed and asked to be involved in the process.
- In person and or virtual Parent Teacher Conferences to discuss students academic success and needs.
- Monthly coffee hour trainings with administration and school social worker.
- Preforming Arts Performances.
- Attend athletic team events.

MATERIALS/SUPPLIES:

- postage for note cards
- Paper for note cards, invitations
- Refreshments and food for school site council, Preforming Arts Performances, Parent Volunteer Appreciation and Parent 'coffee' hour.
- Subscription to Smore for Cowboy Corral

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

- Student Awards will be given for ELP growth and redesignation.

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

- Parent University Classes
- Support from School Social Worker
- Attend student extra curricular activities
- Parents will receive Progress Reports after each ELPAC and i-Ready Diagnostic
- Parents will be invited to SST meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.

- Student Success Team Meetings
- Parent University Courses
- Parent/Teacher Conferences
- School Social Worker and RCA to support with needs outside of school
- Virtual / in-person 'coffee hour'
- Office assistant will notify administration of support families of low performing students may need when contacting them about attendance.
- Administration will set up Parent/Teacher/Admin conference to support families and students in need.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent participation ** NO FOOD OR INCENTIVES **	759.00

\$759.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0165 Forkner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated subs for SST ** NO IEPS **	1,406.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A1 & G1A2 Technology needs for students	1,376.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : G1A1 Teaching Fellows to support RTI	19,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly planning days	12,529.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			August PLC planning days	5,268.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A1 Teacher M&S funds \$200 each	4,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: RTI supplemental resources	4,047.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A1 & G1A2 Classroom tech	3,487.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A1 & G1A2 Tech maintenance or installation	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: ELA & Math supplemental resources	2,000.00
G1A2	One-Time School	Instruction	Teacher-Subs			5th & 6th grade teacher SWUN math	2,501.00
G1A2	One-Time School	Instruction	Teacher-Supp			Certificated tutoring contracts	4,501.00
G1A2	One-Time School	Instruction	Direct-Maint			: Tech maintenance	1,535.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC	1,173.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			certificated contracts EL tutoring	2,036.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental for EL tutors	634.00
G1A3	LCFF: EL	Attendance & Social Work Service	Mat & Supp			G1A3 EL supplies & resources to support instruction or tutoring	1,827.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Positivity project ** NO FOOD OR INCENTIVES **	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,651.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time	1,496.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4000		47,413.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent participation ** NO FOOD OR INCENTIVES **	759.00

\$134,039.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$24,541.00
Sup & Conc	7090	\$93,291.00
LCFF: EL	7091	\$5,670.00
One-Time School	7099	\$10,537.00
Grand Total		\$134,039.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$69,220.00
G3 - Increase student engagement in their school and community	\$64,060.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$759.00
Grand Total	\$134,039.00