


King Elementary

10621666088546

Principal's Name: Joy Nunes

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the Single 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 Involvement 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 Single 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 - Joy Nunes	X				
2. Chairperson – Deona Braxton				X	
3. Vice Chairperson- Alice White				X	
4. Blanca Castro				X	
5. Leticia Gonzalez				X	
6. Vacant				X	
7. Maria Jovita Buendia		X			
8. Mayra Gutierrez		X			
9. Sue Jones		X			
10. Sean Stell			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Joy Nunes		3/29/19
SSC Chairperson Vice-Chairperson	Alice White		3/29/19

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 2019/20

King - 0260

ON-SITE ALLOCATION

3010	Title I	\$62,886 *
7090	LCFF Supplemental & Concentration	\$228,460
7091	LCFF for English Learners	\$75,438
TOTAL 2019/20 ON-SITE ALLOCATION		\$366,784

* 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	\$2,007
Remaining Title I funds are at the discretion of the School Site Council	\$60,879
Total Title I Allocation	\$62,886

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

King Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	17.471 %	1.914 %	2017-2018	8.914 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.122 %	24.399 %	2017-2018	31.399 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.245 %	20 %	2017-2018	27 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-175.4 pts	2017-2018	-160.4 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-199.6 pts	2017-2018	-184.6 pts

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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Actions from 2018-19 SPSA:

King Grade Level Teams will continue developing into Professional Learning Communities by implementing the following practices:

(Implemented) The Principal will create an Instructional Leadership Team composed of grade level Leads, the TSA, and the Vice Principal. The ILT will meet twice a month and focus on:

- Developing Lead Teacher capacity and ownership to lead the work of Professional Learning Communities.
- Function as an Accountable Learning Community by examining evidence of PLC work from each grade level and determining next steps for PLC growth.

(Implemented) Before each quarter, teams will:

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Low Performing Student Groups in ELA:

Students with Disabilities:

175.4 points below standard on CA Dashboard in ELA

Decline of -4.1 on Interim 2 compared to 2017-18 2018-19 only 4.8% meeting/exceeding standards)

African American Students:

86.1 points below standard on CA Dashboard in ELA

Decline of -0.8 on Interim 2 compared to 2017-18 (only 20.6% meeting/exceeding standards)

Hispanic Students:

78.1 points below standard on CA Dashboard in ELA

No growth or decline on Interim 2 compared to 2017-18 (only 24.5% meeting/exceeding standards)

1. Deconstruct standards, including ELD, to identify Essential Learning Standards for the quarter and develop a common understanding of the rigor of the standards.
2. Make agreements on Criteria for Success and exemplars
3. Develop SMART Goals
4. Develop Common Formative Assessments and tools to capture and analyze data, by student, by skill.
5. Develop a protocol to analyze the data that includes tracking of significant subgroups including African American, English Learner, and SPED students.
6. Agree to analyze student work artifacts weekly to assess student learning and make instructional pivots as required.
7. Backwards map the quarter as a team, including CFAs, dates to analyze the CFAs, and dates to respond with intervention/ acceleration after data analysis.
8. Align the rigor of instruction to the rigor of the Essential Learning Standards.

(Implemented) During Professional Learning Community time, grade level teams will spend their time focused on the four grounding questions:

1. What do we want our students to learn?
 - o Based on previously identified/ developed Essential Learning Standards, Criteria for Success, CFAs and SMART Goals
2. How will we know if they learned it?
 - o Weekly student artifact review, based on Essential Learning Standards
 - o CFAs and Data Analysis Process
3. What do we do if they already learned it (Tier 1)?
 - o Teachers and teams will reflect on the effectiveness of their instructional practices based on data and make instructional shifts according to practices which are having the best success.
 - o Teams will agree on how to intervene for those who did not get it and further challenge those who did get it.
4. What do we do if they have not learned it (Tier 2-3) ?
 - o Teachers and teams will reflect on the effectiveness of their instructional practices based on data and make instructional shifts according to practices which are having the best success.
 - o Teams will agree on how to intervene for those who did not get it and further challenge those who did get it.

Implementation and Effectiveness of this Action:

Grade Level ACs have met twice per week (except for monthly PL meeting) for the school year. Except for kindergarten, every grade level has 1-2 new teachers on the team. Grade levels have consistently planned what they want students to learn by looking at the standards and district-adopted curriculum. All teams have identified essential standards and calendared CFAs. In addition to their weekly work, each grade level AC meets for additional planning prior to the start of each quarter to identify essential learning, calendar CFAs and dates to analyze CFAs.

Results:

End of 2nd Qu KAIG results show that 2 of 4 classes are surpassing the district average in % of ELA standards/skills assessed that have been met and 3 of 4 classes are surpassing the district average in Math.

- Student engagement is low in approximately 50% of classrooms. Low engagement is the result of inconsistent classroom expectations, routines and responses to misbehavior and tasks that do not require the students to do the thinking.
- Students are frequently out of class for disciplinary issues, missing core instruction.
- Although grade levels consistently meet to participate in a Cycle of Continuous Improvement, there are inconsistencies in planning around the rigor of the standard rather than the curriculum, alignment of the rigor of Common Formative and Common Summative Assessments to the rigor of the standard and analysis and determination of next steps
- Special Education Teachers do not regularly participate in Grade Level ACs
- 2/3 Special Education Teachers were new to their positions this school year and learning curriculum and standards.
- There is not a systematic response to intervention in which all students, including Special Education students, receive intervention or acceleration for gaps in specific skills or standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Low Performing Student Groups in Math:

Students with Disabilities:

199.6 points below standard on CADashboard in Math

No growth or decline on Interim 2 compared to 2017-18 (only 2.3 % meeting/exceeding standards)

African American Students:

99.5 points below standard on CADashboard in Math

Only 0.3 growth on Interim 2 compared to 2017-18 (only 19.2% meeting/exceeding standards)

- Student engagement is low in approximately 50% of classrooms. Low engagement is the result of inconsistent classroom expectations, routines and responses to misbehavior and tasks that do not require the students to do the thinking.
- Students are frequently out of class for disciplinary issues, missing core instruction.
- Although grade levels consistently meet to participate in a Cycle of Continuous Improvement, there are inconsistencies in planning around the rigor of the standard rather than the curriculum, alignment of the rigor of Common Formative and Common Summative Assessments to the rigor of the standard and analysis and determination of next steps
- Special Education Teachers do not regularly participate in Grade Level ACs
- 2/3 Special Education Teachers were new to their positions this school year and learning curriculum and standards.
- There is not a systematic response to intervention in which all students, including Special Education students, receive intervention or acceleration for gaps in specific skills or standards.

EL Reclassification Rate (All grade levels)

End of 1st Quarter BAS results show that only 25% of King 1st grade students are on track compared to the district average of 36%. End of 2nd quarter BAS results show that only 28% of assessed 1st graders were at a BAS level F or higher. One class did not have results.

Interim 2 Results:

ELA

1st Grade = 2 of 5 classrooms exceeded the district average percent correct. 1 of 5 classrooms exceeded the district average percent meeting/exceeding standards.

2nd Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

3rd Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

4th Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

5th Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

6th Grade = 1 of 3 classrooms exceeded the district average percent correct. 1 of 3 classrooms exceeded the district average for meeting/exceeding standards.

1st, 2nd, 3rd and 5th grades had a slightly higher average percent correct on Interim 2 compared to average percent correct in 2017-18.

2nd, 3rd and 5th grades had a higher percentage of students meeting/exceeding standards compared to 2017-18.

According to the the California Dashboard, the following groups are significantly below standards:

Students with Disabilities- 175 points below in ELA

On Interim 2, Students with Disabilities decreased from 8.9% Meeting or Exceeding in 2017-18 to 4.8% Meeting or Exceeding in 2018-19.

Gaps:

1. Although grade levels consistently meet to participate in a Cycle of Continuous Improvement, there are inconsistencies in planning around the rigor of the standard rather than the curriculum, alignment of the rigor of Common Formative and Common Summative Assessments to the rigor of the standard and analysis and determination of next steps. The site principal has also been inconsistent in collecting the results of CFAs and CSAs and using that data to analyze the progress of students.

2. Student engagement is low in approximately 50% of classrooms. Low engagement is the result of inconsistent classroom expectations, routines and responses to misbehavior and tasks that do not require the students to do the thinking.

3. In approximately 50% of classrooms, there is not a clear learning objective related to the standard, frequent checking for understanding with specific student feedback and frequent opportunities to participate in Academic Discourse.

4. There is not a systematic response to intervention in which all students, including Special Education

A more efficient system needs to be developed to identify and monitor English Learner acquisition of English. Suggested systems include:

- Use of the Language Team to periodically lead all teachers in a cycle of continuous improvement focused on EL Students.
- Grade level teams intentionally identify EL students during the ELA and Math Common Formative Assessment Data Analysis, with determination about next steps for these students.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

175.4 points

SBAC Math Distance from Level 3 (Students w/Disabilities)

199.6 points

students, receive intervention or acceleration for gaps in specific skills or standards.

5. The implementation of English Language Development and alignment of instruction to the ELD standards is inconsistent .

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Math

End of 2nd Quarter KAIG results show that 3 of 4 classes are surpassing the district average in Math.

1st Grade = 3 of 5 classrooms exceeded the district average percent correct. 2 of 5 classrooms exceeded the district average percent meeting/exceeding standards.

2nd Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

3rd Grade = All classrooms were below the district average percent correct. 1 of 4 classrooms exceeded the district average for meeting/exceeding standards.

4th Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

5th Grade = All classrooms were below the district average percent correct. All classrooms were below the district average for meeting/exceeding standards.

6th Grade = 1 of 3 classrooms exceeded the district average percent correct. 1 of 3 classrooms exceeded the district average for meeting/exceeding standards.

1st, 2nd, 3rd and 5th grades had a slightly higher average percent correct on Interim 2 compared to average percent correct in 2017-18.

1st and 3rd grades had a higher percentage of students meeting/exceeding standards compared to 2017-18.

According to the California Dashboard, the following groups are significantly below standards: Students with Disabilities-105 points below in Math

On Interim 2, Students with Disabilities showed no growth in percent of students meeting or exceeding standards when compared to 2017-18. 2.3% of Students with Disabilities were meeting standards in Math on Interim 2 in both years.

Gaps:

1. Although grade levels consistently meet to participate in a Cycle of Continuous Improvement, there are inconsistencies in planning around the rigor of the standard rather than the curriculum, alignment of the rigor of Common Formative and Common Summative Assessments to the rigor of the standard, criteria for success prior to instruction and analysis and determination of next steps. The site principal has also been inconsistent in collecting the results of CFAs and CSAs and using that data to analyze the progress of students.

2. Student engagement is low in approximately 50% of classrooms. Low engagement is the result of inconsistent classroom expectations, routines and responses to misbehavior and tasks that do not require the students to do the thinking.

3. In approximately 50% of classrooms, there is not a clear learning objective related to the standard, frequent checking for understanding with specific student feedback and frequent opportunities to participate in Academic Discourse

EL Reclassification Rate (All grade levels)

(Implemented in some classrooms) Specific Instructional Strategies including:

- Vocabulary Development
- Text Deconstruction Reconstruction
- Joint Construction of Writing
- Text Analysis
- Language Stems

(Implemented) Imagine Learning Blended Learning Program (After School)

Results:

2017-18 SBAC results indicate that EL students are 105.3 points below standard but are making gains.

On Interim 2, EL students showed a slight decline in percentage of students meeting or exceeding standards in both ELA and Math. ELA decreased from 11.9 to 10.9. Math decreased from 14.7 to 14.6.

During the 2018-19 school year, 33 EL students (approximately 20%) have been redesignated.

Gaps:

Student Ownership of the Learning

Student Discourse Structures in all classrooms in ELA and Math

SBAC ELA Distance from Level 3 (Students w/Disabilities)

175.4 points below standard

SBAC Math Distance from Level 3 (Students w/Disabilities)

199.6 points below standard

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Student Technology: **Effective**... Currently King has a 1-1 ratio of student laptops - students in grades 3-6. We need to continue building down through grade 1. In addition, we need to allocate funds for replacements, repairs and equipment.
2. Teacher Technology: **Effective**... Document Cameras and projectors need to be maintained and replaced as needed.
3. Materials & Supplies to support instruction: **Effective**... We need to continue providing teachers with all necessary materials and supplies to support instruction.
4. Technology Software (ELA & Math): **Effective**... Continue funding Imagine Learning, Headsprout, Sokikam, Learning A-Z and consider funding iREADY.
5. Clubs, Activities, Sports: **Effective**... Continue funding (NOT TITLE I FUNDS)
6. Teaching Fellows: **Effective**... Continue Funding
7. Counseling/ Mentors/ Socio-emotional Supports: **Effective**... Continue funding.

8. Study Trips: **Effective**... Continue funding additional Study Trips.
9. Contracts for Tutoring (Saturdays and After School): **Somewhat Effective**... We need to start these acceleration programs right after Interim 1.
10. Home School Liaisons (Hmong and Spanish): **Somewhat effective**... Continue funding Hmong HSL. We need to fund as Spanish HSL, it was not effective to try to have the front office staff fill this gap. We also need to continue to fund a new HSL focused on the African American Community to bridge cultural gaps families may be facing.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Action 1:

RSP Teacher will be a member of a grade level AC and participate in the grade level's AC meetings at least 3 times per month.

Asite Special Education teacher will be a member of the Instructional Leadership Team

Grade level ACs will meet with the Principal or Vice Principal at the end of 1st quarter and beginning of 3rd quarter for Student Progress Conferences (Data Chat) that will include current assessment results, focus students how focus students will be progress monitored and differentiation that will be provided to focus students.

Action 2:

An administrative substitute will be funded to assure that the Principal and Vice Principal can observe classrooms and give teachers specific feedback as part of a cycle of continuous improvement at least 1 day per week.

In addition to a focus on the IPG, administration will also gather data and provide teacher feedback on the following during classroom observations: Learning Objectives, Checking for Understanding, Specific feedback to students, Engagement and Academic Discourse

All students will receive a minimum of 120 minutes of grade level ELA instruction and 90 minutes of grade level Math instruction.

All 1st-3rd grade students will be assessed using BAS or iREADY at the beginning of 1st quarter, end of 2nd quarter and end of 3rd quarter.

All 1st-3rd grades will have a designated intervention block.

A 3.5 hour Certificated Tutor will help provide intervention during the designated intervention block for 1st-3rd grades.

2 Teaching Fellows will help provide intervention during the 1st-3rd grade intervention block

All 4th-6th grades will have a designated intervention block.

2 Teaching Fellows will help provide intervention during the 4th-6th grade intervention block.

The Edison Region will participate in an intensive 2 year Math Focus that will include professional learning, regional AC learning and site monitoring of implementation

All students will participate in goal setting (Academics, Attendance, Behavior)

General Education and Special Education teachers will meet together at least quarterly to review goals and progress of shared students.

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:

2 ELAC:

3 Staff:

SBAC, Interim and Suspension and Referral Data was shared with SSC on January 23 and February 27, 2019. SSC members and visitors were given the opportunity to comment, ask questions, give feedback and add ideas to current SPSA actions and actions to consider for 2019-20 on February 27, 2019.

SSC had the following questions:

- What incentives are in place for students following school rules and meeting expectations?
- What is the role of the TSA?
- Can Smartboards that aren't working be updated or replaced?
- Do we have arts and activities to support social emotional growth?

SSC made the following suggestions:

- Provide more celebrations for positive behaviors
- Have a layered reward system (biweekly, monthly, trimester)
- Continue using Funworks
- Update Smartboards
- Use iREADY in all grade levels
- Hold rallies but structure them differently
- Provide more money for classroom materials per teacher
- All in support of adding Spanish Home School Liaison

SSC approved draft of SPSA on March 13, 2019

Current SPSA actions and actions to consider were shared with ELAC on February 27, 2019. ELAC Parents were given the opportunity to comment, ask questions, give feedback and add ideas for the 2019-20 SPSA. ELAC parents made the following suggestions:

- Provide intervention during the day instead of after school
- Hire a Spanish Home School Liaison
- Continue having Saturday Academy
- Continue activities with Funworks
- Have monthly rallies
- Hire an extra NTA to help with supervision

SBAC, Interim and Suspension and Referral Data has been shared with teachers quarterly. Teachers were given the opportunity to review current SPSA actions and ideas to consider in the areas of:

1. Professional Learning Communities
2. Academic Achievement
3. Student Social-emotional
4. School Safety
5. Other

Teachers had the following questions:

- Can we consider peer coaching?
- Can we have Teaching Fellows and a Certificated Tutor to support intervention?
- What is the role of the TSA?

Teachers made the following suggestions:

- Professional Learning to help teachers understand why students react the way they do and how to properly address it
- "Tough Kid" training for staff
- We need to restructure intervention so the children with the most intensive need receive intervention from the person with the most qualifications and experience
- A roving sub each month so SST meetings can be scheduled during the day
- Inclusion of our SDC students in regular ed setting where appropriate
- More celebrations for positive behaviors
- Consistent responses to misbehaviors
- Better communication regarding responses to misbehaviors when a student has been referred to the office
- Second Step
- Agree with hiring a Spanish HSL
- More art education
- More money for materials and supplies
- Opportunities for all students to participate in dance
- P.E-use to build self-responsibility, leadership and group dynamics
- Update Smartboards, purchase classroom speakers
- More tablets for K-2
- iREADY
- Continue Funworks contract for activities
- Monthly rallies
- Structured activities during recess

Action 1

Title: Professional Learning Communities

Action Details:

King Grade Level Teams will continue developing into Professional Learning Communities by implementing the following practices (**Tier 1**)

The Principal will create an Instructional Leadership Team composed of grade level Leads, the TSA, and the Vice Principal (**Tier 1**). The ILT will meet once per month and focus on:

- Developing Lead Teacher capacity and ownership to lead the work of Professional Learning Communities.
- Identify, train and calendar use of IABs with at least 3 grade levels.
- Function as an Accountable Learning Community by examining evidence of PLC work and analyzing CFA and Interim results to problem solve actions to address student needs.

Before each quarter, Grade Level AC teams will:

1. Deconstruct standards, including ELD, to identify Essential Learning Standards for the quarter and develop a common understanding of the rigor of the standards.
2. Make agreements on Criteria for Success and exemplars
3. Develop SMART Goals
4. Create, administer and monitor Common Formative Assessments between interim assessments. This will include identifying tools to capture and analyze data, by student, by skill.
5. Develop a protocol to analyze the data that includes tracking of significant subgroups including African American, English Learner, and SPED students.
6. Agree to analyze student work artifacts weekly to assess student learning and make instructional pivots as required.
7. Backwards map the quarter as a team, including CFAs, dates to analyze the CFAs, and dates to respond with intervention/ acceleration after data analysis.
8. Align the rigor of instruction to the rigor of the Essential Learning Standards.

During Professional Learning Community time, grade level teams, along with the RSP teacher, will spend their time focused on the four grounding questions:

1. What do we want our students to learn?
 - Based on previously identified/ developed Essential Learning Standards, Criteria for Success, CFAs and SMART Goals
2. How will we know if they learned it?
 - Weekly student artifact review, based on Essential Learning Standards
 - CFAs and Data Analysis Process. RSP students will be included in the data analysis process.
3. What do we do if they already learned it (Tier 1)?
 - Teachers and teams will reflect on the effectiveness of their instructional practices based on data and make instructional shifts according to practices which are having the best success.
 - Teams will agree on how to intervene for those who did not get it and further challenge those who did get it.
4. What do we do if they have not learned it (Tier 2-3)?
 - Teachers and teams will reflect on the effectiveness of their instructional practices based on data and make instructional shifts according to practices which are having the best success.
 - Teams will agree on how to intervene for those who did not get it and further challenge those who did get it. RSP students will be included in the identification of and participation in interventions or acceleration.
 - Students who have not responded to Tier 1 interventions may be referred to the Student Success Team. A roving substitute will be provided once per month to allow classroom teachers to participate in SST meetings and follow-up monitoring.
5. Grade level ACs will meet with the Principal or Vice Principal at the end of 1st quarter and beginning of 3rd quarter for Student Progress Conferences (Data Chat) that will include current assessment results, focus students how focus students will be progress monitored and differentiation that will be provided to focus students. SPED teachers will be included in goal setting and Student Progress Conferences (Data Chats) with the Principal and Vice Principal.
6. The Climate and Culture Team will also function as a Professional Learning Community.
7. Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC) to complete a root cause analysis and determine focus related to the academic progress of our Special Education students. The school site team and the CF Pivot team will learn together using an

inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

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

Site administration will work with the Instructional Leadership Team to develop Lead Teacher capacity and ownership of Professional Learning Communities.

Learning by Doing Rubrics

Owner(s):

Principal, Vice Principal

Lead Teachers

ILT

Timeline:

Weekly during grade level meetings.

During regularly scheduled Instructional Leadership Meetings (1 time per month).

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

Supplemental contracts: For PLC work above and beyond designated time.

PLC work will determine next steps to support Tier 1, 2 & 3 students through the use of Common Assessments.

Specify enhanced services for EL students:

Teachers will disaggregate data on CFA, IAB and Interim for all EL students.

English Learner students will be called out by student, by skill and by need during the data analysis process.

Specify enhanced services for low-performing student groups:

RSP Teacher will be a member of a grade level AC, participating in the grade level AC at least 3 times per month.

A Special Education Teacher will be included as a member of the Instructional Leadership Team.

Students receiving special education services will be specifically identified by skill need and participate in intervention for that skill including progress monitoring.

Explain the actions for Parent Involvement (required by Title I):

Parents will be informed of PLC Site focus during SSC and ELAC Meetings.

Describe Professional Learning related to this action:

Regional, District and Site Professional Learning will be provided to build high functioning Professional Learning Communities.

Action 2

Title: Good First Instruction

Action Details:

- Site Leadership and Teachers will utilize the Instructional Practice Guides (IPG) to ensure good first instruction in all classrooms. **(Tier 1)**
 1. Site administration will create a weekly classroom observation schedule. At least one administrator will be assigned to conduct classroom observations for a minimum of 1 hour per day. Time will also be allocated for joint Principal/ VP observations for calibration purposes for a minimum of 2 hours per week. An administrative substitute will be funded to assure that the VP and Principal can observe classrooms together at least 1 day each week.
 2. Site administrators will assign a specific day and time for data analysis of Classroom Observation/ IPG Data and to determine next steps for grade level teams and for individual teacher support.
 3. Site administrators will identify "target" teachers based on IPG, Interim, and SBAC data. Administrators will create weekly cycles of classroom observations and conferences with the target teachers focused on continuous improvement of good first teaching.
 4. IPG Data will cover all aspects of the IPG, but will focus on the following three tenants:
 - 1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- 2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- 3. Ownership: Are students responsible for doing the thinking in this classroom?

5. In addition to a focus on the IPG, administration will also gather data on the following during classroom observations:

- Learning Objectives: Can students articulate what they are learning? How will they know they have learned it? And why is this important?
- Checking for Understanding: Does the teacher regularly Check for Understanding and adjust instruction based on CFU?
- Feedback to students: Does the teacher provide on-the spot feedback based on Checking for Understanding of the Essential Learning Standards?
- Engagement: Are students engaged in the learning?
- Academic Discourse: Are students participating in Academic Discourse in both ELA and Math?
- Daily implementation and monitoring of integrated and designated ELD instruction for EL students. Teachers will use specific ELD strategies guided in the Wonders ELD sections.

6. Site 6-8 week plans will target good 1st instruction, including implementation of regional Math work and IPG Tenet 1 including instruction and progress monitoring for students with disabilities.

- All students will receive a minimum of 120 minutes of grade level ELA instruction and 90 minutes of grade level Math instruction that includes whole class and small group instruction for differentiation. **(Tier 1)**
- Grades 1-3 will implement a Response to Intervention (RTI) Block for Foundational Skills instruction. An additional instructional block will focus on Reading Comprehension based on grade level texts and grade level standards & rigor. **(Tier 2)**

The RTI Block will have the following components:

1. All 1st-3rd grade students will be assessed using the BPST as part of progress monitoring throughout the year with each student assessed at least once per month.
2. All 1st-3rd grade students will be assessed using BAS or iReady at beginning of 1st quarter, end of 2nd quarter and end of 3rd quarter
3. Small group instruction will address skills gaps through Guided Reading and specific skills instruction.
4. Progress monitoring will take place every Friday with the goal of ensuring all students are assessed a minimum of one time per month.
5. Flexible student grouping based on progress monitoring
6. Foundational skills instruction will be supported with application of skills to authentic literacy in reading and writing
7. The TSA, SPED Team, 3.5 hour Certificated Tutor and Teaching Fellows will support small group RTI Instruction through either a push-in or pull-out model.

- Grades 4-6 will implement Close Reading Cycles utilizing best practices from Wonders, West Ed, and other. The following model will be used: **(Tier 1)**

1. Read aloud – introduce genre – essential question/ topics. (SL Standards)
2. Vocabulary Development: Students determine the meaning of words using context clues (R.4)
3. First Read: Independent Read (Productive Struggle)
4. Second Read: Read-aloud with Cornell Note-taking/ Summarizing (R.2). Students will be provided with specific instruction on how to summarize with language-stem resources.
5. Third Read: Independent read with Text Dependent Questions (Surface, Below the surface and Deeper Dive Questions). (R.1 & R.3-R.9). Students will be expected to cite evidence directly from the text.
6. Text Deconstruction-Reconstruction/ Text Analysis (SL. 1-4)
7. Teachers will integrate technology by having students word process either TDQ's or Summaries from Cornell Notes.
8. During the Close Reading Cycles, teachers will be checking for understanding and providing immediate feedback based on the standards.
9. Small group support, strategic grouping, and other scaffolds may be provided for students who are below grade level.

- Grades 4-6 will have an RTI block that will focus on giving students additional time and practice on essential standards in ELA or Math. 2 Teaching Fellows will provide support in addition to classroom teachers and the SpEd team during the RTI block. **(Tier 2)**
- A school-wide block schedule will be created to ensure key instructional blocks and support services (TSA, CT, Teaching Fellows) are aligned.
- Grade level teams will work within the PLC process to determine how to best utilize designated and integrated ELD strategies to support English Learner Students.
- The Edison Region will participate in an intensive 2 year Math focus that will include professional learning by the FUSD Math Department, regional AC learning and site monitoring of implementation
- All students, including Special Education students, will participate in Goal-setting with recognition and opportunities to participate in special activities for meeting goals.
- General Education and Special Education teachers will meet at least quarterly to review the goals and progress of shared 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

Classroom Observations utilizing the IPG.

KAIG: Kindergarten

BPST Progress Monitoring, BAS, Fluency, CFA's, Interim Assessment: Grades 1-3

CFA's, Interim Assessments, SBAC: Grades 4-6

ELPAC/ Assessors

Regional Work in Math

Owner(s):

Principal & Vice Principal

Grade Level Leads

Timeline:

Daily

Quarterly

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

- A focus on IPG Tenets 1, 2B, and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction.
- Materials & Supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- 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.

Specify enhanced services for EL students:

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 have a goal related to ELD progress as part of their goal-setting.

Specify enhanced services for low-performing student groups:

Students receiving special education services will participate in foundational skills teaching, academic discourse and close reading to improve Reading, Writing, Listening and Speaking skills.

Special Education students will participate in goal-setting

General Education and Special Education teachers will meet quarterly to review student goals and progress.

Explain the actions for Parent Involvement (required by Title I):

SSC Parents will be informed of all budget expenditures during School Site Council Meetings.

Describe Professional Learning related to this action:

The following topics will be a focus for Professional Learning:

Mathematics standards and instruction

Quarterly cycles for identifying, instructing and progress monitoring Tier 2 Interventions

"Engagement by Design"

Mathematical Language Routines

Strategies to promote the academic progress of students with Learning Disabilities

Action 3

Title: Student Technology

Action Details:

- Technology hardware (tablets and laptops, speakers, projectors, document cameras) will be funded to support student achievement in ELA and Mathematics.

- **Word Processing:** Teachers in grades 3-6 will require students to word process extended responses and/ or summaries and/or Text Dependent Questions as part of their ELA instructional units/ cycles. Word processed student writing will be displayed in classroom for review by students, staff, and parents. Each time a new piece of writing is completed, it will be added to the display in order to show progress over time. Grades 1-3 will utilize blended learning tools and Type to Learn to build keyboarding, technology, literacy and math skills.
- **ELA/ Math Software:** ELA and Math software will be funded to support student achievement in ELA and Math through a blended learning approach. Priority will be given to software from the adopted Wonders and GoMath Programs. Additional software may include Headsprout, Sokikam, Type to Learn, Starfall, MobyMax, Imagine Learning, iReady and/or other. Data will include KAIG, BPST Progress Monitoring, Interim Assessments, SBAC ELPAC

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

Word Processing: Student work samples.
iReady: Student progress in Reading skills

Owner(s):

Teachers

Timeline:

Word processing will be required for each unit of instruction.

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

ELA/ Math Software:

- KAIG
- BAS
- Fluency
- Interim Assessments
- SBAC

Owner(s):

Teachers
Intervention TSA

Timeline:

BPST Progress Monitoring (Grades 1-3): Each Friday, with the expectation that all students are progress monitored at least 1 time per month.
KAIG (Kinder): Quarterly
Interim Assessments (Grades 1-6): 2 times per year
SBAC (Grades 3-6): Yearly

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

- Student tablets and laptops.
- Technology Software
- Technology Repairs

Specify enhanced services for EL students:

- EL students will be provided with the technology to be able to word process required texts.
- Imagine Learning will be utilized after school and possibly during Saturday acceleration sessions focused on EL students.

Specify enhanced services for low-performing student groups:

Students participating in special education services will receive priority placement in afterschool or Saturday sessions

Explain the actions for Parent Involvement (required by Title I):

Parents will be able to review student progress over time in the classroom writing wall displays. Parents will also be provided access to technology via the Home School Liaisons.

Describe Professional Learning related to this action:

PLC Grade Level Teams will build teacher capacity by sharing student work samples and making instructional adjustments based on classrooms that are experiencing success.

Action 4

Title: Acceleration Programs

Action Details:

- Funds will be allocated for Teacher Supplemental Contracts and Teaching Fellows to provide Acceleration Programs, beyond the instructional day, for students who are identified as "Nearly Met Standards" in ELA & Math". The target groups will be Special Education, African American, English Learner, and Foster Students. Acceleration Programs can take place after school or on Saturdays.
- Teachers who have been identified as high performing based on Interim and SBAC Data will be encouraged to provide academic acceleration.
- Acceleration Sessions will align to Close Reading Cycles. Additional high-interest text may be used to maintain student motivation.
 - Read aloud – introduce genre – essential question/ topics. (SL Standards)
 - Vocabulary Development: Students determine the meaning of words using context clues (R.4)
 - First Read: Independent Read (Productive Struggle)
 - Second Read: Read-aloud with Cornell Note-taking/ Summarizing (R.2). Students were provided with specific instruction on how to summarize with language-stem resources.
 - Third Read: Independent read with Text Dependent Questions (Surface, Below the surface and Deeper Dive Questions). (R.1 & R.3-R.9). Students were expected to cite evidence directly from the text.
 - Text Deconstruction-Reconstruction/ Text Analysis (SL. 1-4)
 - Teachers will integrate technology by having students word process either TDQs or Summaries from Cornell Notes.
 - During the Close Reading Cycles, teachers will be checking for understanding and providing immediate feedback based on the standards.
 - Small group support, strategic grouping, and other scaffolds may be provided for students who are below grade level.
- Teaching Fellows may facilitate additional Blended Learning Acceleration Programs focused on Math and/ or ELA. Blended Learning Programs might include Sokikam (Math), Khan Academy (Math & ELA).
- Students in Kinder will be identified for Acceleration after each KAIG. Students will receive Acceleration Support beyond the instructional day. The target groups will be Special Education, African American, English Learner, and Foster Student. The focus of the Acceleration Camp will align to the Essential Learning Standards identified by the Kindergarten PLC.

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

Data will be used after the Interim 1 District Assessment/ KAIG to identify students who "Nearly Met Standards" in ELA and/ or Math. From this list, Special Education, African American, English Learners, and Foster Students will have priority.

Owner(s):

Principal & Vice Principal

TSA

Timeline:

Session 1: After Interim Assessment 1

Session 2: After Interim Assessment 2

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

- Student Laptops
- Blended Learning Programs: Such as *iReady*, Khan Academy, Go Math, Wonders, Sokikam, Headsprout. Other blended learning programs may be considered. Goal Book
- Instructional materials and supplies

Specify enhanced services for EL students:

English Learners will be a target group for the Acceleration.

Explain the actions for Parent Involvement (required by Title I):

Parents of students who have been identified will be contacted to provide consent for student participation.

Specify enhanced services for low-performing student groups:

Special education students will be given priority for participating in acceleration opportunities.

Describe Professional Learning related to this action:

Teaching Fellow Training: Blended Learning Programs.

Action 5

Title: Teaching Fellows

Action Details:

Four Teaching Fellows will be hired. Two will help provide small group Foundational Skills intervention/ acceleration for students in grades 1-3 in the morning; Two will help provide small group support during a 4th-6th grade intervention block in the afternoon and Imagine Learning for EL students after school.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

- Kinder: Progress monitoring during CFAs and after each KAIG.
- Grades 1-3: Foundational skills progress monitoring: Measurement tools may include BPST, BAS, Fluency or iReady.
- Grades 3-6: After each District Interim Assessment and progress monitoring using CFAs and CSAs, including SBAC Interim Assessment Blocks is some grade levels.

Owner(s):

Teacher on Special Assignment
Teachers

Timeline:

Every Friday will be used for progress monitoring with the goal of ensuring every student in grades 1-3 is progress monitored at least one time per month.

Grade levels in which teachers have been trained to use SBAC IAB will use quarterly data to help identify students needing extra time and practice in targeted standards or claims.

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

- Teaching Fellows Independent Service Contract
- Instructional Materials and supplies for intervention/ acceleration programs

Specify enhanced services for EL students:

Teaching Fellows will facilitate an after school ELD Blended Learning Intervention using the Imagine Learning Program.

Explain the actions for Parent Involvement (required by Title I):

Parents will be notified when their children have been identified for intervention and/ or acceleration programs.

Specify enhanced services for low-performing student groups:

Students receiving special education services will participate in blended learning intervention.

Describe Professional Learning related to this action:

The site Designated Schools TSA will coordinate Teaching Fellow services and provide professional learning. District Early Learning personnel may also be used to provide professional learning.

Action 6

Title: Designated Schools TSA

Action Details:

The duties of the Designated Intervention TSA will align to site goals and objectives:

1. Oversee Foundational Skills RTI in grades 1-3.
 - o Training of teaching staff/ Teaching Fellows on Guided Reading, Foundational Skills instruction, BPST Progress Monitoring, etc...
 - o Monitor small group instruction
 - o Coordinate and collect data on BPST, BAS and other assessments used for progress monitoring and determining intervention needs.
2. Oversee the use of Teaching Fellows and the Certificated Tutor to support ELA and Math instruction, Intervention, and Acceleration.
3. Direct services to students
4. Coordinate site technology
 - o Computer inventory
 - o Assign technology to classrooms
 - o Maintain, Trouble-shoot and work with the District Technology Department for repairs.
 - o Oversee the Computer Lab
 - o Coordinate Blended Learning Intervention and Acceleration Programs
5. Assist site test coordinator in test coordination, staff training, and administration

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

Meetings with site administration 2 times per month to participate in a cycle of continuous improvement on Foundational Skills RTI and School-wide Technology.

Owner(s):

TSA Intervention

Timeline:

- Start of the Year: Assess all 1-3 grade students using BPST/ BAS
- Progress Monitoring every Friday
- Two Meetings per month with Site Administration to participate in a Cycle of Continuous Improvement.

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

- Direct student intervention/ acceleration services.
- Student technology (software and hardware)
- Teaching Fellow support

Specify enhanced services for EL students:

Imagine Learning Intervention for EL Students beyond the regular school day.

Specify enhanced services for low-performing student groups:

Special Education students will participate in progress monitoring, intervention and acceleration as appropriate for their needs.

Special Education students will have access to all services provided by the TSA.

Explain the actions for Parent Involvement (required by Title I):

Parents will be informed of services of the Designated TSA at SSC and ELAC Meetings.

Describe Professional Learning related to this action:

TSA will participate in district provided professional learning. The TSA will participate in or assist with providing site based professional learning. The TSA will provide coaching and professional learning to site teachers.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	6,536.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Material and Supplies Parent Involvement (No Food/Incentives)	500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes	11,764.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Educational Software/Books	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,632.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	42,494.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Repairs	1,374.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease	8,722.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		33,152.00
G1A2	Title 1 Basic	Parent Participation	Local Mileag			Mileage for Home Visits	500.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tech purchases	3,743.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	2,570.00
G1A3	Sup & Conc	Instruction	Travel			Travel and Conferences	32,737.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	7,805.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Substitute Salaries for ELPAC Testing	2,288.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,206.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,721.00

\$178,744.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	36.302 %	23.077 %	2017-2018	30.077 %

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.

Goal 2 Participation Rate

(Implemented) King creates opportunities for students to be involved in a wide array of Goal 2 activities including:

Arts

- Southeast Asian Celebration
- African American History Celebration
- Hispanic Heritage Celebration

Activities:

- Friday Morning Rallies-**Did not implement in 2018-19**
- Student Leadership Club
- After School Program
- African American Dance Troupe
- Study Trips
- Reading Challenges
- Mother-Son Dance
- Father Daughter Dance
- King Carnival
- Donuts with Dads
- Hmong Dancers
- Peach Blossom
- Safety Patrol
- Pokemon Club
- Reading Clubs
- Chess Club
- etc...

Sports:

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

Goal 2 Participation Rate

After analyzing the current school data, the team determined that the data does not reflect true participation in Goal 2 activities. There is a need to create a more efficient system of monitoring and inputting Goal 2 data into the ATLAS System.

- Football
- Volleyball
- Soccer (Girls and Boys)
- Basketball (Girls and Boys)
- Softball (Girls and Boys)
- Cross Country (Girls and Boys)
- Track (Girls and Boys)
- Wrestling (Girls and Boys)

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A better system of recording Goal 2 participation is still needed.

Weekly rallies were not implemented due to new principal identified need to postpone until school structures and expectations were in place and as a result of teacher input.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Principal, Vice Principal and Office Manager will develop a system to assure that Goal 2 participation is more accurately recorded.

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:

SBAC, Interim and Suspension and Referral Data was shared with SSC on January 23 and February 27, 2019. SSC members and visitors were given the opportunity to comment, ask questions, give feedback and add ideas to current SPSA actions and actions to consider for 2019-20 on February 27, 2019.

SSC had the following questions:

- What incentives are in place for students following school rules and meeting expectations?
- What is the role of the TSA?
- Can Smartboards that aren't working be updated or replaced?
- Do we have arts and activities to support social emotional

2 ELAC:

Current SPSA actions and actions to consider were shared with ELAC on February 27, 2019. ELAC Parents were given the opportunity to comment, ask questions, give feedback and add ideas for the 2019-20 SPSA. ELAC parents made the following suggestions:

- Provide intervention during the day instead of after school
- Hire a Spanish Home School Liaison
- Continue having Saturday Academy
- Continue activities with Funworks
- Have monthly rallies
- Hire an extra NTA to help with supervision

3 Staff:

SBAC, Interim and Suspension and Referral Data has been shared with teachers quarterly. Teachers were given the opportunity to review current SPSA actions and ideas to consider in the areas of:

1. Professional Learning Communities
2. Academic Achievement
3. Student Social-emotional
4. School Safety
5. Other

Teachers had the following questions:

- Can we consider peer coaching?
- Can we have Teaching Fellows and a Certificated Tutor to

growth?

SSC made the following suggestions:

- Provide more celebrations for positive behaviors
- Have a layered reward system (biweekly, monthly, trimester)
- Continue using Funworks
- Update Smartboards
- Use iREADY in all grade levels
- Hold rallies but structure them differently
- Provide more money for classroom materials per teacher
- All in support of adding Spanish Home School Liaison

SSC approved draft of SPSA on March 13, 2019

support intervention?

- What is the role of the TSA?

Teachers made the following suggestions:

- Professional Learning to help teachers understand why students react the way they do and how to properly address it
- "Tough Kid" training for staff
- We need to restructure intervention so the children with the most intensive need receive intervention from the person with the most qualifications and experience
- A roving sub each month so SST meetings can be scheduled during the day
- Inclusion of our SDC students in regular ed setting where appropriate
- More celebrations for positive behaviors
- Consistent responses to misbehaviors
- Better communication regarding responses to misbehaviors when a student has been referred to the office
- Second Step
- Agree with hiring a Spanish HSL
- More art education
- More money for materials and supplies
- Opportunities for all students to participate in dance
- P.E-use to build self-responsibility, leadership and group dynamics
- Update Smartboards, purchase classroom speakers
- More tablets for K-2
- iREADY
- Continue Funworks contract for activities
- Monthly rallies
- Structured activities during recess

Action 1

Title: Arts, Activities, and Athletics

[Action Details:](#)

King will provide opportunities for all students to engage in arts, activities, and sports included but not limited to:

Arts:

- Southeast Asian Celebration
- African American History Celebration
- Hispanic Heritage Celebration
- African American Dance Troupe

- Hmong Dancers
- Peach Blossom

Activities:

- Student Leadership Club
- After School Program
- Academic Awards Assemblies
- Students of the Month
- Study Trips
- Reading Challenges
- Mother-Son Dance
- Father-Daughter Dance
- King Carnival
- Donuts with Dads
- Muffins with Mom
- Peach Blossom Festival
- Band, Music
- Safety Patrol
- Pokemon Club
- Reading Clubs
- Chess Club
- etc...

Sports:

- Football
- Volleyball
- Soccer (Girls and Boys)
- Basketball (Girls and Boys)
- Softball (Girls and Boys)
- Cross Country (Girls and Boys)
- Track (Girls and Boys)
- Wrestling (Girls and Boys)

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

Principal & Vice Principal will work with the Office Manager to develop a system to monitor and input Goal 2 Data into the ATLAS System.

Owner(s):

Vice Principal

Timeline:

Ongoing

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

Materials, supplies and equipment including but not limited to sports equipment, project and instructional materials & supplies, sound system equipment, etc...

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

English Learners will participate in arts, activities and/ or sports.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Parents will be notified of opportunities for their children to participate in arts, activities, and sports.

Students receiving Special Education services will participate in arts, activities and/or sports.

[Describe Professional Learning related to this action:](#)

Coaches will be expected to have First Aide Certification.

Action 2

Title: Study Trips

[Action Details:](#)

Funds will be allocated to fund Study Trips, above and beyond those provided by the district Goal 2 Office.

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](#)

Calendar of Activities.

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

Vice Principal

Grade Level Lead Teachers

[Timeline:](#)

Calendared at the beginning of the year.

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

- P.O.'s for entry costs
- Bus Fees
- Other Study Trip Related Expenses

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

English Learners will engage in all Study Trip opportunities.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Parents will be informed of Study Trips and be given an opportunity to chaperone.

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

Students receiving Special Education services will engage in all Study Trip opportunities.

[Describe Professional Learning related to this action:](#)

N/A

Action 3

Title: Funworks

[Action Details:](#)

Funworks will be funded to provide student engagement in activities that will help build positive student-school connections. Activities could include:

- Mother-son dance
- Father-daughter dance
- Talent show
- Lipsync contest
- Dances

- Character Assemblies
- Celebrations for students who are meeting goals or Guidelines for Success
- other

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

Events will be calendared at the beginning of the year. Certain events may be targeted for students that meet certain criteria.

Quarterly celebrations for students meeting their goals for academics, attendance and behavior

Owner(s):

Vice Principal

Timeline:

Monthly

Quarterly

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

Independent Service Contract - Funworks

Specify enhanced services for EL students:

English Learner Students will have access to Funworks activities.

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited to community focused events such as the mother-son and father-daughter dances.

Parents will receive a copy of their students goals.

Specify enhanced services for low-performing student groups:

Students receiving Special Education services will have access to Funworks and quarterly goal-meeting activities.

Describe Professional Learning related to this action:

Restorative Practices

PL related to student goal setting and determining criteria for success in order to participate in goal-meeting activities

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 6th Grade	99.771 %	92.424 %	2017-2018	99.424 %

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.

Exposure to Careers - 6th Grade

King has developed collaborative partnerships with the Fresno Rotary Club to provide Career Exposure activities to students in grades 5-6. **(To be implemented)**

Grade 6 Team plans yearly trips to local universities and colleges. **(Implemented)**

Grade 6 conducts student Goal Setting/ Career Awareness Activities at the end of the school year as culminating activities. **(To be implemented)**

Safe and Civil Schools Structures (Implemented)

Schoolwide teaching of expectations for SAFER lines, playground, arrival, dismissal and cafeteria

Professional Learning on Tiered Levels of Misbehaviors, effective use of Mentors, CHAMPS

Identification and Teaching of Schoolwide Rules **(To be implemented)**

Restorative Practices (Partially Implemented)

80% of classrooms report that they are holding morning meetings daily.

67% of classrooms use a transition activity after recess and lunch

We have not been consistently using restorative questions schoolwide

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

Exposure to Careers - 6th Grade

Some students are excluded from fieldtrips because behavior, particularly consistent refusal to follow the directions of adults, raises concerns about student safety on the fieldtrip.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Greater focus was placed on defining and teaching Safe and Civil Schools structures due to number of discipline referrals, misbehaviors and suspensions. This continues to be a need for 2019-20. As of 3/1/19, there were 385 office referrals or misbehaviors. 272 of these referrals and misbehaviors were in the classroom during instructional time. There were 89 suspension incidents. 22% of the suspensions were Students with Disabilities. 48%

were African American Students and 37% were Hispanic students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Action 1:

Professional Learning such as "Tough Kid Training" and/or Trauma Informed Practices will be provided

Action 2:

Teachers will be trained in the use of "Mind Yeti" by our Restorative Practices counselor

Second Step Curriculum or Weekly Class Meetings with Professional Learning to be provided to teachers

Training and use of Peer Mediators

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:

SBAC, Interim and Suspension and Referral Data was shared with SSC on January 23 and February 27, 2019. SSC members and visitors were given the opportunity to comment, ask questions, give feedback and add ideas to current SPSA actions and actions to consider for 2019-20 on February 27, 2019.

SSC had the following questions:

- What incentives are in place for students following school rules and meeting expectations?
- What is the role of the TSA?
- Can Smartboards that aren't working be updated or replaced?
- Do we have arts and activities to support social emotional growth?

SSC made the following suggestions:

- Provide more celebrations for positive behaviors
- Have a layered reward system (biweekly, monthly, trimester)
- Continue using Funworks

2 ELAC:

Current SPSA actions and actions to consider were shared with ELAC on February 27, 2019. ELAC Parents were given the opportunity to comment, ask questions, give feedback and add ideas for the 2019-20 SPSA. ELAC parents made the following suggestions:

- Provide intervention during the day instead of after school
- Hire a Spanish Home School Liaison
- Continue having Saturday Academy
- Continue activities with Funworks
- Have monthly rallies
- Hire an extra NTA to help with supervision

3 Staff:

SBAC, Interim and Suspension and Referral Data has been shared with teachers quarterly. Teachers were given the opportunity to review current SPSA actions and ideas to consider in the areas of:

1. Professional Learning Communities
2. Academic Achievement
3. Student Social-emotional
4. School Safety
5. Other

Teachers had the following questions:

- Can we consider peer coaching?
- Can we have Teaching Fellows and a Certificated Tutor to support intervention?
- What is the role of the TSA?

Teachers made the following suggestions:

- Professional Learning to help teachers understand why students react the way they do and how to properly address it
- "Tough Kid" training for staff

- Update Smartboards
- Use iREADY in all grade levels
- Hold rallies but structure them differently
- Provide more money for classroom materials per teacher
- All in support of adding Spanish Home School Liaison

SSC approved draft of SPSA on March 13, 2019

- We need to restructure intervention so the children with the most intensive need receive intervention from the person with the most qualifications and experience
- A roving sub each month so SST meetings can be scheduled during the day
- Inclusion of our SDC students in regular ed setting where appropriate
- More celebrations for positive behaviors
- Consistent responses to misbehaviors
- Better communication regarding responses to misbehaviors when a student has been referred to the office
- Second Step
- Agree with hiring a Spanish HSL
- More art education
- More money for materials and supplies
- Opportunities for all students to participate in dance
- P.E-use to build self-responsibility, leadership and group dynamics
- Update Smartboards, purchase classroom speakers
- More tablets for K-2
- iREADY
- Continue Funworks contract for activities
- Monthly rallies
- Structured activities during recess

Action 1

Title: Safe & Civil Schools Structures

[Action Details:](#)

Aschool Climate and Culture Team will meet at least monthly. The team will analyze school data including surveys, discipline and suspension data and observation data to determine climate and safety needs and next steps. The focus of their work will be on the following Safe and Civil Schools Best Practices (**Tier 1**):

- Guidelines for Success
- Tiered Levels of Responses to Misbehavior
- SAFER Line Standards
- Classroom CHAMPS Expectations
- Schoolwide Rules
- Common Area Expectations: Cafeteria, Arrival, Dismissal, Playground
- Others as determined by the Culture Climate Team
- Supplemental Contracts to provide additional supervision for school safety

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

Monthly Culture Climate Team Meetings (**Tier 1**)

Owner(s):

Vice Principal

Timeline:

Monthly at 3:00.

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

- Additional supervision during arrival, recesses and dismissal
- Posters
- Materials & Supplies
- Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes.

Specify enhanced services for EL students:

English Learners will be included in all Safe & Civil Schools structures.

Explain the actions for Parent Involvement (required by Title I):

Parents will provide input into school safety through ELAC and the School Site Council.

Specify enhanced services for low-performing student groups:

Special Education students will be included in all Safe & Civil Schools structures.

Describe Professional Learning related to this action:

District Culture Climate Team will provide Professional Learning side by side with site staff and the Restorative Practices Coach.

Tough Kid Training or other District-provided Professional Learning will be offered to all staff.

Trauma-informed Practices

Action 2

Title: Restorative Practices

Action Details:

King teachers and staff will implement the following Restorative Practices Schoolwide: (**Tier 1**)

- Daily Morning Meetings
- Transition activities such as Mind Yeti after morning and lunch recess
- Second Step Lessons or Classroom Meetings will take place at least once per week.
- Mentors & NTA's utilize Restorative Questions:
 - What happened?
 - How do you feel?
 - Who was hurt? How?
 - What was the hardest part for you?
 - What needs to happen now to make things right?
 - Agreements.
- Peer Mediators will be trained to provide assistance with student to student conflict resolution

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

Culture Climate Team Meetings

Owner(s):

Vice Principal

Timeline:

At least monthly

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

Site license for Mind Yeti

Second Step Curriculum and materials

Class Meeting Resources

Specify enhanced services for EL students:

English Learners will participate with all Restorative Practices

Explain the actions for Parent Involvement (required by Title I):

Parents will learn about Restorative Practices during ELAC and SSC Meetings.

Specify enhanced services for low-performing student groups:

Students receiving Special Education services will participate in all Restorative Practices.

Describe Professional Learning related to this action:

Restorative Practice training by the RP Coach.

Peer Mediation Training

Trauma-informed Practices

Second Step Training

Class Meeting Training

Action 3

Title: Hand in Hand Mentors

Action Details:

Six hand in hand Mentors will be funded as an intervention/ support for identified **Tier 2 & 3 students**. Mentors will:

1. 1.Work with identified at- risk Tier 2 and 3 students

- o Push-in model: focused on academics; may help other students as well as those identified
- o Assigned to specific grade levels
- o Highly visible in classrooms
- o Participate in Morning Meetings
- o Communication system between mentor and teacher
- o Positive communication with families

3. Structured activities at morning and lunch recess

- o Sports and games with groups of students (model sportsmanship and recess procedures and expectations)
- o Assist with transitions to lines and classrooms

4. Career/ Goal Setting Activities

- o Support site administration in coordinating Career Day(s) at King. Career Days will include speakers from a variety of vocations, services, trades, etc... Students in grades 5 & 6 will participate in the fair by circulating

through the different presenters, asking pre-determined questions, and taking notes.

- Sixth grade students will participate in an end of the year goal setting project, outlining what their career aspirations are, what educational path they will need and what workplace character competencies they have to develop.

5. Other duties as assigned

- Support site social-emotional needs: Steps to working with students:
 1. De-escalation
 2. Four Restorative Practice Questions
 3. Communication with Families
 4. Transition all the way back to class - remain with student for 5-10 minutes to ensure successful transition.
 5. Communication and coordination of support with administration
 6. Participate in goal-setting
- Lead Mentor meets with School Culture Team and Tier 2 Team monthly. Cycle of Continuous Improvement.
- Administrator is first responder for classroom behavior referrals and determines if mentor support is needed

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

Tier 2 Support Team Meetings: The Vice Principal will meet with the Tier 2 Intervention Specialist, Lead Mentor, the RP Coach, and any other behavior support staff to identify students at Tier 2 and Tier 3. The team will ensure that interventions and support are in place for students at the different levels.

Owner(s):

Vice Principal

Timeline:

Tier 2 Meetings twice per month

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

School Culture Climate Team Meetings: The Vice Principal will meet with the site Culture Climate Team, Restorative Practices Coach, and the Lead Mentor to identify/ monitor school-wide positive behavior supports and structures. The team will use the cycle of continuous improvement to adjust and modify school-wide Safe & Civil Schools Structures and Restorative Practices.

Owner(s):

Vice Principal

Timeline:

At least monthly

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

Hand in Hand Independent Service Contract

Specify enhanced services for EL students:

English Learner Students will have access to mentor services if they are identified as Tier 2 or Tier 3.

Specify enhanced services for low-performing student groups:

Special Education students will have access to mentor support as needed.

Explain the actions for Parent Involvement (required by Title I):

Mentors will communicate with parents of students they are supporting.

Describe Professional Learning related to this action:

Effective use of Mentors
Understanding of Tier 2 Support

3 Levels of Response to Misbehaviors

Trauma-informed Practices

Tough Kids Training

Action 4

Title: Onsite Counselor

Action Details:

An onsite Counselor will be funded to provide 1-1 counseling/ therapy to identified **Tier 2 and Tier 3** students.

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

Quarterly Check-in with counselors re: number of students and families being served

Owner(s):

Principal, Vice Principal

Timeline:

Quarterly

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

Onsite Counseling Independent Service Contract.

Specify enhanced services for EL students:

English Learners will have access to the Onsite Counselor if they are Tier 2 or 3 students and have been identified for services.

Specify enhanced services for low-performing student groups:

Special Education students will have access to Onsite Counseling Services as needed.

Explain the actions for Parent Involvement (required by Title I):

Parents of students who have been identified for counseling services will be contacted for consent.

Describe Professional Learning related to this action:

Restorative Practices

Onsite Counseling Referral Process

Action 5

Title: Targeted Support Team

Action Details:

A Targeted Support Team will meet twice per month to identify and progress monitor at risk (**Tier 2 and 3**) students based on attendance, referrals/suspensions and other factors that are determined to be negatively impacting student success. The Targeted Support Team will consist of at least 1 administrator, Tier 2 Specialist, Restorative Practices Counselor, School Psychologist, TSA, and head mentor.

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

Suspension/Referral Data

Attendance Data

Tier 2 Progress Log

Owner(s):

TST Team

Timeline:

At least twice per month

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

Identified students will work with Tier 2 Specialist

Referrals and Progress Monitoring with other resources as appropriate (Restorative Practices Counselor, Mentor, Tier 3 Specialist)

Specify enhanced services for EL students:

English Learners will be included in Tier 2 structures.

Specify enhanced services for low-performing student groups:

Students with Learning Disabilities will be included in Tier 2 structures.

Explain the actions for Parent Involvement (required by Title I):

Parents of students receiving services from the Tier 2 Specialist or other resources such as the Tier 3 Specialist, Restorative Practices Counselor or Mentors will be contacted for permission.

The role of the Targeted Support Team will be explained to parents at SSC and ELAC meetings.

Describe Professional Learning related to this action:

Role of Targeted Support Team, Tier 2 Specialist, Tier 3 Specialist, Restorative Practices Counselor and Mentors will be explained to staff

Review of MTSS structures

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	17.572 %	15.142 %	2017-2018	13.142 %
Suspensions Per 100	20.649 %	20.648 %	2017-2018	19.648 %
Chronic Absenteeism (Students with Disabilities)		31.6 %	2017-2018	29.6 %
Suspension Rate (Students w/Disabilities)		10 %	2017-2018	7 %

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.

Chronic Absenteeism

MBK Success Mentors (**Not implemented**)

Suspensions Per 100

Mentors (**Partially implemented**)

Onsite Counseling (**Implemented**)

Restorative Practices (**Partially Implemented**)

Chronic Absenteeism (Students with Disabilities)

In 2017-18, 31.6% of Students with Disabilities were chronically absent.

Suspension Rate (Students w/Disabilities)

The suspension rate for Students with Disabilities was 10% in 2017-18.

22% of suspension incidents during 2018-19 (as of 3/1/19) were Students with Disabilities

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

Chronic Absenteeism

Outside School Factors:

- Lack of parental support
- Breakdown of family structure
- Students coming from Trauma/ multiple adverse childhood experiences
- Negative influences in the immediate community
- Lack of positive adult connections/ role models
- Lack of academic language development at early childhood

Internal School Factors:

- Lack of staff capacity to work with at-risk students such as responding to misbehaviors in an effective manner.
- Cultural gap between certain staff members and our at-risk population, especially African American students.
- Ineffective classroom management in certain classrooms.
- Insufficient support structures for students with socio-emotional needs (mentors, counselors).
- School-wide structures and expectations are not always enforced consistently or effectively. STOIC

Suspensions Per 100

2017-18 = 20.648%

2018-19 (as of 3/1/19) = 20.53%

Chronic Absenteeism (Students with Disabilities)

2017-18 = 31.6%

Suspension Rate (Students w/Disabilities)

2017-18 = 10%

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

My Brother's Keeper-Not Implemented
Home School Liaison-Partially implemented, African-American Community HSL not hired as of 3/1/19
Friday Morning Rallies-Not Implemented

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Action 1**
Instead of "My Brother's Keeper", King will implement 10-2 Mentoring. This will involve school staff being assigned 1 or 2 students who are at risk due to chronic absences and/or suspensions.
- Action 2**
A Spanish speaking Home School Liaison will be hired
- Action 4**
Rallies will be held monthly to recognize students, staff and community members for Academics, Positive Behavior and Contributions, Attendance

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:

SBAC, Interim and Suspension and Referral Data was shared with SSC on January 23 and February 27, 2019. SSC members and visitors were given the opportunity to comment, ask questions, give feedback and add ideas to current SPSA actions and actions to consider for 2019-20 on February 27, 2019.

2 ELAC:

Current SPSA actions and actions to consider were shared with ELAC on February 27, 2019. ELAC Parents were given the opportunity to comment, ask questions, give feedback and add ideas for the 2019-20 SPSA. ELAC parents made the following suggestions:

3 Staff:

SBAC, Interim and Suspension and Referral Data has been shared with teachers quarterly. Teachers were given the opportunity to review current SPSA actions and ideas to consider in the areas of:

1. Professional Learning Communities

SSC had the following questions:

- What incentives are in place for students following school rules and meeting expectations?
- What is the role of the TSA?
- Can Smartboards that aren't working be updated or replaced?
- Do we have arts and activities to support social emotional growth?

SSC made the following suggestions:

- Provide more celebrations for positive behaviors
- Have a layered reward system (biweekly, monthly, trimester)
- Continue using Funworks
- Update Smartboards
- Use iREADY in all grade levels
- Hold rallies but structure them differently
- Provide more money for classroom materials per teacher
- All in support of adding Spanish Home School Liaison

SSC approved draft of SPSA on March 13, 2019

- Provide intervention during the day instead of after school
- Hire a Spanish Home School Liaison
- Continue having Saturday Academy
- Continue activities with Funworks
- Have monthly rallies
- Hire an extra NTA to help with supervision

2. Academic Achievement
3. Student Social-emotional
4. School Safety
5. Other

Teachers had the following questions:

- Can we consider peer coaching?
- Can we have Teaching Fellows and a Certificated Tutor to support intervention?
- What is the role of the TSA?

Teachers made the following suggestions:

- Professional Learning to help teachers understand why students react the way they do and how to properly address it
- "Tough Kid" training for staff
- We need to restructure intervention so the children with the most intensive need receive intervention from the person with the most qualifications and experience
- A roving sub each month so SST meetings can be scheduled during the day
- Inclusion of our SDC students in regular ed setting where appropriate
- More celebrations for positive behaviors
- Consistent responses to misbehaviors
- Better communication regarding responses to misbehaviors when a student has been referred to the office
- Second Step
- Agree with hiring a Spanish HSL
- More art education
- More money for materials and supplies
- Opportunities for all students to participate in dance
- P.E-use to build self-responsibility, leadership and group dynamics
- Update Smartboards, purchase classroom speakers
- More tablets for K-2
- iREADY
- Continue Funworks contract for activities
- Monthly rallies
- Structured activities during recess

Action 1

Title: 10-2 Mentoring

[Action Details:](#)

Students with chronic absences, tardies and/or suspensions will be assigned to a staff member who will act as their mentor. **(Tier 2)**

The 10-2 Mentor Model will be as follows:

- 10-2 Mentors will include teachers and other site personnel
- Each 10-2 mentor will receive 2 students.
- 10-2 Mentor Actions:
 - Build Strong, Caring Relationships with identified students. For 10 days, mentors will spend at least 2 min/day with their assigned students to talk about anything other than behavior, grades or attendance
 - After the 10 days, mentors will continue to check in with students weekly for at least 10 min. Check-ins can then include how student is doing in meeting goals, attendance, behavior.
 - A roving sub will be provided quarterly so that classroom teachers can visit their mentees in their classroom learning environment.

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

Absences, tardies
Suspensions, Behavior referrals
Grades

Owner(s):

Principal & Vice Principal
Teachers, Other Staff

Timeline:

Teachers will receive names of students they will be mentoring prior to 1st day of school. All other staff will receive the names of students they will be mentoring by the end of the 1st week of school.

Check-in by end of August to assure that all assigned students have been met with for at least 2 min per day for 10 consecutive days.

Quarterly check in and progress monitoring of attendance, behavior and grades.

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

- Goal cards
- Snacks or small incentives for mentors to give mentees
- Awards for goal accomplishments

Specify enhanced services for EL students:

English Learners meeting criteria for receiving a mentor will be able to fully participate in this activity.

Explain the actions for Parent Involvement (required by Title I):

Each mentor will make a positive parent contact at least quarterly.

Specify enhanced services for low-performing student groups:

Special Education students meeting the criteria for receiving a mentor will be able to fully participate in this activity.

Describe Professional Learning related to this action:

10-2 Mentoring Training provided by site or Climate and Culture TSA

Action 2

Title: Home School Liaisons - Hmong and Spanish

Action Details:

A 3.5 hour Hmong Home School Liaison and a 3.5 hour Spanish Home School Liaison will be funded.. The Hmong and Spanish HSLs will

- Engage in parent outreach
- Organize parent meetings (SSC, ELAC, Parent University, other)
- Assist in Home-School communication

- Ensure all Hmong and Spanish Families are aware of Tablet Availability for Students, Edu-text, ATLAS Parent Portal, School/ District Communication links
- Ensure all parents are aware of educational resources such as Khan Academy
- Translate/ interpret for school functions.
- Engage in other duties to connect Hmong and Spanish families to King.

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

Admin/ Office Team Meetings: Administration will meet at least monthly with the Office, HSLs, and Plant Manager to set vision, to calendar, and to oversee school services to students and parents.

Owner(s):

Principal and/ or Vice Principal

Timeline:

At least monthly

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

Materials & Supplies and food for Parent Meetings.

Babysitting/ Translating Contracts

Specify enhanced services for EL students:

This activity provides direct services to Hmong and Hispanic families.

Explain the actions for Parent Involvement (required by Title I):

This activity provides direct services to Hmong and Hispanic students.

Specify enhanced services for low-performing student groups:

Students with disabilities and their families will be provided with Hmong and Spanish HSL services as needed.

Describe Professional Learning related to this action:

The Home School Liaisons will attend all district level training sessions.

Action 3

Title: Home School Liaison - African American

Action Details:

A Home School Liaison will be hired to focus on African American Families: The Home School Liaison will

- Engage in parent outreach
- Organize parent meetings (SSC, Parent University, other)
- Assist in Home-School communication
- Ensure all African American Families are aware of Tablet availability for students, Edu-text, ATLAS Parent Portal, School/ District Communication links and resources
- Ensure all parents are aware of educational resources such as Khan Academy
- Encourage active participation in school functions
- Engage in other duties to connect African American families to King.

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

Admin/ Office Team Meetings: Administration will meet monthly with the Office, HSLs, and Plant Manager to set vision, to calendar, and to oversee school services to students and parents.

Owner(s):

Principal or Vice Principal

Timeline:

At least monthly

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

Materials & Supplies and food for Parent Meetings.

Babysitting Contracts

Specify enhanced services for EL students:

This service is not specifically directed to English Learners.

Specify enhanced services for low-performing student groups:

Students with Disabilities and their families will receive services from the African American Home School Liaison as needed.

Explain the actions for Parent Involvement (required by Title I):

This activity will provide direct services to Title 1 Parents.

Describe Professional Learning related to this action:

The Home School Liaison will attend all district level training sessions.

Action 4

Title: Monthly Rallies

Action Details:

Monthly school-wide rallies will be held for school-wide celebrations in the following areas:

1. Attendance competition: One class will be celebrated from TK-1, 2-3, 4-6. The class will be chosen for best attendance the previous month. The class will get to keep a "travelling trophy" in their class for the next month.
2. Individual Attendance: 20 students will be randomly selected who have had perfect attendance for the last month. These students will receive prizes.
3. Academic Recognition or Competitions: Students and/or classrooms will be recognized for academic success or academic challenges such as Reading or Math Fact Challenges.
4. Students who have modeled King School Expectations or Guidelines for Success will be recognized and receive awards.
5. Staff/ Community Member Recognition: Individuals will be recognized for exemplary service to King by receiving recognition and an award.
6. Community-building

Parents and community members will be invited to attend. The rally should take no more than 20 minutes to minimize impact on instructional time.

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

Attendance will be monitored by the Office Assistant and/or Home School Liaisons. They will provide Principal and Vice Principal with data to be used to recognize students and classrooms at the rallies.

Academic Challenges will be monitored by Principal, Vice Principal, TSA or Library Tech.

Positive Behavior will be monitored by Principal, Vice Principal

Home School Liaisons will assist with identifying **Parents and Community members for recognition.**

Principal, Vice Principal and TSA will identify **staff members** for recognition.

Owner(s):

Principal & Vice Principal

Office Assistant, Home School Liaisons

TSA

Library Tech

Timeline:

Monthly-day of the week to be determined and calendared in August (considering Mondays to start month off in a positive way)

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

Attendance

Office Referrals

Academics

Owner(s):

Principal & Vice Principal

Timeline:

Monthly

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

- Travelling Trophies
- Principals Medals
- Principals Coins
- Prizes for attendance/ Academic Competitions (treats, snacks, King pennants)
- Banners & posters
- Cordless microphone for sound system

Specify enhanced services for EL students:

EL Students will be included in all of the recognition categories.

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited to participate. Parents can also be recognized for services such as volunteering, participating in ELAC & SSC, or other services to the King.

Specify enhanced services for low-performing student groups:

Special Education students will be included in all of the recognition categories.

Describe Professional Learning related to this action:

This activity will align to Restorative Practices training.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	390.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling	24,184.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating and Babysitting for Parent Participation	1,205.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		45,206.00

\$70,985.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0255 Jefferson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	6,536.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Material and Supplies Parent Involvement (No Food/Incentives)	500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes	11,764.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Educational Software/Books	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,632.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	42,494.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Repairs	1,374.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease	8,722.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		33,152.00
G1A2	Title 1 Basic	Parent Participation	Local Mileag			Mileage for Home Visits	500.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tech purchases	3,743.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	2,570.00
G1A3	Sup & Conc	Instruction	Travel			Travel and Conferences	32,737.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	7,805.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Substitute Salaries for ELPAC Testing	2,288.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,206.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,721.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	390.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling	24,184.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating and Babysitting for Parent Participation	1,205.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		45,206.00

\$249,729.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,078.00
Sup & Conc	7090	\$153,025.00
LCFF: EL	7091	\$55,626.00
Grand Total		\$249,729.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$178,744.00
G4 - All students will stay in school on target to graduate	\$70,985.00
Grand Total	\$249,729.00