

**King Elementary**

10621666088546

Principal's Name: Joy Nunes

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

Comprehensive Support and Improvement

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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Joy Nunes</b>	X				
2. <b>Chairperson – Mayra Gutierrez</b>		X			
3. <b>Sue Jones</b>		X			
4. <b>Maria Buendia Renobato</b>		X			
5. <b>Letanya Patilla</b>			X		
6. <b>Vittoria Molina</b>				X	
7. <b>Sylvia Trujillo</b>				X	
8. <b>Alice White</b>				X	
9. <b>Susana Ramirez</b>				X	
10.					
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**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Joy Nunes	<i>Joy S. Nunes</i>	April 28, 2020
<b>SSC Chairperson</b>	Mayra Gutierrez	<i>Mayra Gutierrez</i>	April 28, 2020

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 2020/21

King - 0260

**ON-SITE ALLOCATION**

3010	Title I	\$66,674 *
7090	LCFF Supplemental & Concentration	\$226,000
7091	LCFF for English Learners	\$62,484
3182	Comprehensive Support and Improvement	<u>\$223,924</u>
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$579,082</b>

\* 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	\$1,887
Remaining Title I funds are at the discretion of the School Site Council	<u>\$64,787</u>
Total Title I Allocation	\$66,674

## Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - 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 any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

## King Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.399 %	17.933 %	2018-2019	24.933 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27 %	17.134 %	2018-2019	24.134 %

**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 2019-20 SPSA:

##### Professional Learning Communities

- A site Instructional Leadership Team met monthly. The Climate Culture Team and ILT met together each month; however, we determined that this is not the most effective model for our site. In 2020-21, the site ILT and CC teams will meet together once per quarter and separately the other months.
- Grade level PLCs met 1-3 times per week during 2019-20.
- In grades 3-6, our focus for planning shifted from essential standards to planning using SBAC claims and targets.
- K-2 PLCs continued to plan around essential standards
- PLCs in grades 3-6 also began moving from just CFAs to including a Common Summative Assessment each quarter.
- We began a shift from using CSAs from Wonders to beginning to use SBAC IABs as summative assessments. This was not yet required for all 3rd-6th grades; our request was for grade levels to try it out. For 2020-21 we will be using IABs as Common Summative Assessments in grades 3-6.
- There was minimal data available to monitor progress throughout the school year toward meeting SBAC targets so our 2020-21 SPSA will include a requirement for IABs to monitor progress.
- There is a need for grade level and school targets to be set at the beginning of the school year and more systematic schoolwide progress monitoring to determine whether students are moving toward

**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)

##### The greatest percentage of students not meeting standards on SBAC were:

- Students with Disabilities (100%)
- English Learners (73%)
- African-American (68%)

##### The subgroups with the greatest distance from standard were according to the California Dashboard:

- Students with Disabilities (171.4 points)
- African American (96.4 points)
- English Learners (78.9 points)
- Hispanic (73.7 points)

##### Resource inequities and Key factors include the following:

##### Students with Disabilities

The chronic absenteeism for our Students with Disabilities is 30% compared to 21% schoolwide. Factors contributing to the high absenteeism are:

- High suspension rates
- Lack of engagement and connections to school
- Need for increased parent connection



meeting the targets.

#### Good First Instruction

- Site leadership developed a classroom observation and feedback tool that included IPG Tenets, 1, 2 and 3.
- The feedback tool was used in 90% of classroom visits that were 10 minutes or longer.
- Each week, teachers were given instructional focus areas. Overall school data from those areas was shared via the weekly staff bulletin (411).
- Grades 1-3 implemented an Intervention Block that included support from a 3.5 hour Certificated Tutor and Instructional Fellows. The goal was to increase the percentage of students reading at grade level as measured by percentage of students in Tier 1 on iREADY. Below are the growth results from Fall to Spring:
  - 1st grade +15%
  - 2nd grade +16%
  - 3rd grade +18%

#### Student Technology

- King was able to achieve 1:1 student to technology ratio in grades 1st-6th. Each TK and kindergarten class has at least 5 student tablets.
- There is not a need for a separate student technology action in our SPSA. Technology will be included as a tool that will be used of instruction and assessment.

#### Acceleration Programs

- King was not successful in developing our acceleration program. For 2020-21, our ILT identified acceleration as an area in need of development and implementation.
- An obstacle in implementing acceleration is the availability of our teaching staff. Because our grade level PLCs meet 1-2 times most weeks (3 times per week for quarterly planning each quarter), there is little time for our teachers to work on acceleration even with the availability of supplemental contracts.

#### Teaching Fellows

- Instructional Fellows (formerly known as Teaching Fellows) were successfully used to support Tier 2 intervention. Our Certificated Tutor trained our IFs in ELA intervention strategies to use with 1st-3rd grade students. In addition, our TSA trained our IFs in Math fluency strategies to provide intervention for 4th-6th grade students.
- For 2020-21, our ILT identified ELA intervention for 4th-6th grades as an area of need.

#### Designated Schools TSA

- Our Designated Schools TSA was primarily responsible for the continued development and oversight of our Tier 2 Intervention Program. In 1st-3rd grades, we saw progress in the structure of the program. Our TSA and CT met with grade level PLCs to identify student intervention needs and group students to receive intervention from either the classroom teacher, CT or IFs. Tier 2 Intervention in ELA in all grade levels continues to be a great need. Below are the percentage of students who are reading at grade level according to iREADY-Spring 2020:

1st = 28%

2nd = 29%

3rd = 34%

- Need for staff member dedicated to promoting positive attendance and connections to school

The suspension rate for our Students with Disabilities is 21% compared to 11% schoolwide. Factors contributing to high suspension rates are:

- Need for engagement
- Need for coping strategies related to trauma
- Need for increased parent connection
- Need for conflict resolution, peaceful problem-solving and positive relationship building

Alignment of tasks and support to grade level requirements. There needs be a focused progression from students' current levels toward grade level.

#### African-American Students

- The chronic absenteeism rate for our African American Students is 31% compared to 21% schoolwide, Factors contributing to the high absenteeism are:
  - High suspension rates
  - Lack of engagement
  - Need for increased parent connection
  - Need for staff member dedicated to promoting positive attendance and connections to school
- The suspension rate for our African American students is 25% compared to 11% schoolwide. Factors contributing to high suspension rates are:
  - Lack of engagement
  - Need for coping strategies related to trauma
  - Need for increased parent connection
  - Need for conflict resolution, peaceful problem-solving and positive relationship building

#### English Learners

During the 2018-19 schoolyear, the principal made the decision to pause on the work that had been done with Leading for Learning during the previous years. The reason for pausing this work was due to 13 new teachers to the site who had not received the previous training and the need to develop foundational skills in lesson planning and instruction (objectives, instruction aligned to the objective, checking for understanding, closure).

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

##### **The greatest percentage of students not meeting standards on SBAC were:**

- Students with Disabilities (94%)
- English Learners (71%)
- African American (62%)
- Hispanic (61%)

##### **The subgroups with the greatest distance from standard were according to the California Dashboard:**

- African American (96.5 points)
- English Learners (87.3 points)
- Hispanic (86.5 points)

**Resource inequities and Key factors include the following:**

4th = 9%

5th = 13%

6th = 20%

- As our data clearly indicates, there is also a great need in grades 4-6 for ELA Tier 2 Intervention with a lead staff member coordinating the ongoing development.
- In addition, our current Designated Schools TSA has classroom expertise in the use of the Close Reading Cycle as a Tier 1 strategy for ELA in grades 4-6.

#### **Overall we did not meet our goals according to the metrics for 2018-19**

2018-19 SBAC Results:

ELA-Cohorted

% of students who did not meet standards:

African-American = 68%

Asian = 47%

Hispanic = 58%

2 or more races = 50%

RSP = 100%

SDC = 100%

EL = 73%

42% of students declined in ELA compared to 2017-18

55% of students increased in ELA compared to 2017-18

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#### **Hispanic Students**

- Lack of engagement
- Need for increased parent connection
- Need for decrease in number of students walking out of class due to frustration, lack of problem-solving skills, avoidance of task

more systematic schoolwide progress monitoring to determine whether students are moving toward meeting the targets.

- As a result of regional Math Professional Learning, our grade levels began focusing more on conceptual understanding and academic discourse in Math. In addition, grade levels began to analyze tasks more closely to determine if the rigor matched the standard.
- The classroom observation tool used by the administrative team provided feedback to teachers on implementation of Mathematics strategies being learned through professional learning.
- 2 Instructional Fellows (formerly known as Teaching Fellows) provided intervention for 4th-6th grade students in Math Fluency
- Using iReady data to determine the percentage of students who were at grade level during the Spring administration, there continues to be a need for continued Tier 1 instruction that builds conceptual understanding and promotes academic discourse. In addition, in 4th-6th grades, lack of Math Fluency creates an obstacle for students.

iReady3 Math % of Students at Grade Level (Tier 1):

1st grade = 17%

2nd grade = 17%

3rd grade = 23%

4th grade = 19%

5th grade = 14%

6th grade = 18%

**Overall we did not meet our goals according to the metrics for 2018-19**

2018-19 SBAC Results

Math-Cohorted

% of Students who did not meet standards:

African-American = 62%

Asian = 38%

Hispanic = 61%

2 or more races = 33%

RSP = 88%

SDC = 100%

54% of students declined compared to 2017-18

44% of students increased compared to 2017-18

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

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- Site ILT-**Implemented and Effective**
- Grade Level PLCs-**Implemented; Effectiveness continues to develop**
- Student Progress Conferences 1st and 3rd Quarters-**Not Implemented; Included in 2020-21 SPSA**
- Supplemental Contracts for Grade Level PLCs to meet above/beyond required time-**Implemented; Effectiveness continues to develop**
- Administrative Substitute to Assure Admin Team can Observe Classrooms Together-**Implemented and Effective**
- Identification and Close Work with Targeted Teachers-**Not fully implemented**
- K-3rd RTI Block with Certificated Tutor and Instructional Fellows-**Implemented in 1st-3rd grades; Effective**
- 4th-6th RTI Block-**Not Implemented as Intended; Revised and further developed in 2020-21 SPSA**
- Integrated and Designated ELD-**Not fully implemented; continued in 2020-21 SPSA**
- Edison Region Mathematics Professional Learning-**Implemented and Effective in Grades 1-6**
- Student participation in goal-setting-**Not implemented; will be continued in 2020-21 SPSA**
- General Ed and Special Ed teachers meet quarterly to discuss common students-**Not fully implemented**
- Student Technology-**Implemented**
- Acceleration Programs-**Not Implemented; will be revised and further developed in 2020-21 SPSA**
- Teaching Fellows (now Instructional Fellows)-**Implemented and Effective for 1st-3rd RTI and 4th-6th Math Fluency**
- Designated Schools TSA-**Implemented and Effective**

**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.

Changes for 2020-21 SPSA

**Action 1-Professional Learning Communities**

- Use of IABs will be required for grades 3-6 to monitor student progress in meeting SBAC Targets. Administration and Analysis of IABs will be calendared by grade level PLCs with results shared with site Administration and/or CSI Guiding Coalition
- Site ILT (CSI Guiding Coalition) will meet for 1 full day during 1st and 3rd quarter for in-depth analysis of student progress and determination of next steps needed to assure academic growth
- Grades 3-6 will be required to use SBAC Targets as quarterly essential learning
- As part of quarterly planning around SBAC Targets, grade level PLCs will analyze curriculum and assure that tasks are aligned with the rigor of the standards
- ELD will be required essential learning for EL students. Grade levels will need to specifically identify and plan for implementation of designated and integrated ELD. Additional professional learning may be needed for this action
- Teachers will be given the opportunity to observe each other and give feedback as part of their grade level PLC work
- Grade Level PLCs will meet with the Principal and/or Vice Principal at the end of 1st quarter and beginning of 3rd quarter for student progress conferences to include current assessment results, identification and progress of focus students and differentiation that will be provided to focus students
- Cross Functional Pivot Team will meet with site's Guiding Coalition (ILT)

**Action 2-Good First Instruction-ELA (Tier 1)**

- All students will use iREADY for a minimum of 45 minutes per week in ELA
- Grades K-2 will participate in regional Professional Learning for Foundational Skills for Literacy
- 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
- All students, including Special Education students, will participate in goal-setting with recognition and opportunities to participate in special activities for meeting goals
- Substitutes will be provided so each teacher can meet 1:1 with students for goal-setting and goal-monitoring once per quarter
- General Education and Special Education teachers will meet together quarterly, via PLC meetings, to review goals and progress of shared students
- Teachers will be given the opportunity to observe colleagues in the district with strong results in "good first teaching".

**Action 3-Good First Instruction-Math (Tier 1)**

- Math Instruction will use the 5E's or Lesson Design for planning and implementation
- Math Instruction will include conceptual understanding, application/problem-solving and procedural/computation fluency
- All students will receive 15-20 minutes of daily instruction and practice on grade level Math fluency skills
- All students will use iReady for a minimum of 45 minutes per week in Mathematics
- Grades 3-6 will continue to collaborate with coaches and regional colleagues on Mathematics

**Action 4-Academic Interventions (Tier 2)**

- Kindergarten intervention in ELA will begin during 2nd quarter
- Grades 4-6 will have a 40 minute intervention block to give students additional time and practice with essential learning and to provide students who are reading 2 years below grade level with intervention using Wonder Works
- A 3.5 hour Certificated Tutor will be hired to provide support during 4-6 Intervention Blocks
- 2 Instructional Fellows will support additional Math Fluency practice for 4th-6th grade students who are below grade level in Math

**Action 5-Tier 3 -No new actions**

**Action 6-Acceleration Programs**

- Supplemental contract for 1-2 teachers to train Instructional Fellows in use of STEM activities
- Acceleration programs will use STEM activities, coding, Science and Social Studies, Literacy Circles, Odyssey of the Mind and other engaging and challenging learning programs
- Students participating in acceleration programs will be given the opportunity to showcase their work
- Academic Discourse, Collaboration, Hands-on Activities and Presentation Skills will be emphasized

**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:**

**Data Shared with SSC:**

**Sept. 25, 2019**

**Nov. 6, 2019**

**Jan. 29, 2020**

**SSC discussed and determined effectiveness of 2019-20 SPSA actions on Jan. 29, 2020.** They made the following suggestions:

Keep the following highly effective actions:

- Weekly grade level PLC meetings
- Use of iReady
- Edison Region Math Focus
- Hand in Hand Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block

**2 ELAC:**

**Information shared with ELAC on Mar. 10, 2020**

ELAC had the following suggestions:

- Provide more counselors
- Provide bilingual and friendly staff
- More qualified substitutes

**3 Staff:**

**Grade Level PLCs discussed and rated the effectiveness of 2019-20 SPSA actions during Feb. 2020.**

The following actions were rated "Highly Effective":

- Weekly grade level PLC collaboration
- Quarterly planning around essential learning
- Use of iReady
- Edison Region Math Focus
- On-Site Counseling
- Certificated Tutor
- Instructional Fellows
- Hmong HSL
- Spanish HSL
- TSA
- Goal 2 Activities
- Hand in Hand Mentors
- Restorative Practices Counselor

- Certificated Tutor
- Instructional Fellows
- Monthly SST Day
- Spanish HSL
- Hmong HSL
- TSA

Strongly Consider:

- Roving Sub so teachers can have 1:1 conferences with students
- Increase days per week of Restorative Practices Counselor
- 4th-6th Gr Intervention

Add:

- Students participating in goal-setting Provide opportunities for younger students to participate in extra-curricular activities
- Provide more supervision on the playground during recess
- Provide more playground equipment
- Assure that there are speakers in all classrooms
- Add activities such as Folklorico and Movie Night

- Designated Intervention Block
- Administrative sub to allow Principal and VP to visit classrooms

The following suggestions were made:

- In-school suspension or detention room
- Roving sub for teachers to meet with students 1:1 for goal-setting once per quarter
- Full time Restorative Practices Counselor

**Site Instructional Leadership Team met on Mar. 11, 2020 to analyze data for 2019-20. The following suggestions were made for "Stop, Keep, Start":**

**Stop**

- Using Hand in Hand Mentors ineffectively
- (Pause) on Mathematical Language Routines
- Software Programs
- Saturday School

**Keep**

- Quarterly planning
- Weekly Grade Level PLCs
- iReady
- Regional Math Focus
- Mathematical Language Routines
- Second Step
- Restorative Practices
- Effective Use of Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Roving Sub for SSTs
- Monthly Behavior SSTs
- Technology
- Spanish HSL
- Hmong HSL
- TSA
- Celebrations
- Goal 2 Activities

**Start**

- Full time Restorative Practices Counselor
- African American HSL
- 4th-6th Gr Certificated Tutor
- Tough Kids Training
- Grade Level Student Progress Conferences
- Goal setting conferences

- Transitional 1st grade
- Looking as SEL as framework bs. program

## 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 TSAs, and the Vice Principal (**Tier 1**). The ILT will meet at least once per month and focus on:

- Developing Lead Teacher capacity and ownership to lead the work of Professional Learning Communities.
- Analyzing schoolwide data, setting schoolwide and grade level targets, monitoring progress and identifying next steps
- Identify, train and calendar use of IABs with 3rd-6th grades.
- Function as a Professional Learning Community by examining evidence of PLC work and analyzing CFA and IAB results to problem solve actions to address student needs.

The ILT will meet for more in-depth analysis and planning for a full day during the 1st quarter and during the 3rd quarter.

Before each quarter, Grade Level PLC teams will:

1. Deconstruct standards (K-2) or SBAC Targets, including ELD, to identify Essential Learning 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. Identify and calendar time to administer and monitor Common Summative Assessments for each essential standard (K-2) or SBAC Target (3-6) as well as Common Formative Assessments to track progress toward meeting the essential learning target. This will include identifying tools to capture and analyze data, by student and 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. Backwards map the quarter as a team, including CFAs, CSAs, dates to analyze the CFAs and CSAs and dates to respond with intervention/ acceleration after data analysis.
7. Align the rigor of instruction to the rigor of the Essential Learning Standards or Targets.

During Professional Learning Community time, grade level teams, along with the RSP and SDC 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 or Targets, Criteria for Success, CFAs, CSAs and SMART Goals
2. How will we know if they learned it?
  - Weekly student artifact review, based on Essential Learning Standards or Targets
  - CFA and CSA 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. Teachers will be given the opportunity to observe each other and give feedback as part of their grade level PLC work. A district coach, site TSA or site administrator will also participate and help facilitate collaborative conversations before and after observations.
6. Grade level PLCs 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.
7. The Climate and Culture Team will also function as a Professional Learning Community. The will meet together with the ILT at least once per quarter.
8. Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the school's Comprehensive School Improvement (CSI) work in tandem with site team (Guiding Coalition) as a Professional Learning Community (PLC) to complete a root cause analysis and determine focus related to the academic progress of our 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:

Grade Level PLCs will analyze ELD standards and develop a grade level plan for implementing integrated and specific ELD.

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.

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

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

Specify enhanced services for low-performing student groups:

RSP and SDC Teacher will be members of a grade level PLC, participating in the grade level PLC at least 2 times per month. The RSP and SDC teacher will meet together as a PLC at least 2 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.

Describe Professional Learning related to this action:

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

Use of Claims and Targets

Effective use and data analysis of IABs



## Action 2

**Title:** Tier 1 Good First Instruction-ELA

### Action Details:

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- Site Leadership and Teachers will utilize the Instructional Practice Guides (IPG) to ensure good first instruction in all classrooms. **(Tier 1)**
  - Planning and Instruction will cover all aspects of the IPG, but will focus on the following tenants:
    1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?
    - 2A. Challenging Content (Complex Text)
    - 2B. Challenging Content: (Complex Task)
    - 2C. Foundational Skills (Grades TK-2)
    3. Ownership: Are students responsible for doing the thinking in this classroom?
- All students will receive a minimum of 120 minutes of grade level ELA instruction
- All students will use iReady for a minimum of 45 minutes per week in ELA
- 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.
- 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.
- 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 ELA?
  - 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.
- Grades K-2 will participate in regional professional learning for Foundational Skills for Literacy.
- K-3 Classroom instruction will include foundational skills as well as grade level Reading Comprehension based on grade level texts and grade level standards and rigor.
- Grades 4-6 will implement Close Reading Cycles utilizing best practices. Students will receive Reading Comprehension instruction based on grade level texts and grade level standards and rigor. In addition, grade level Science and Social Studies texts will be used to further develop students Reading comprehension skills as well as content knowledge. 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.
- 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.
- All students, including Special Education students, will participate in Goal-setting with recognition and opportunities to participate in special activities for meeting goals.
- Substitutes will be provided so each teacher can meet with students 1:1 for goal-setting and goal-monitoring once per quarter.
- General Education and Special Education teachers will meet at least quarterly to review the goals and progress of shared students.
- Teachers will be given the opportunity to observe colleagues in the district with strong results in "good first teaching". When possible a grade level PLC, along with a district coach, TSA or site administrator will observe together and have a collaborative conversation after the observation so that learning can be applied at the school site.

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 and Feedback

KAIG: Kindergarten

iReady

CFA's, CSAs , IABs

IPG Data Report

Student goal-setting and progress toward goals

Root Cause Analysis Support

Cross Functional (CF) Pivot Teams

CSI Guiding Coalition Teams

Instructional Practice Walks (IPW)

ELPAC Assessors

Owner(s):

Principal & Vice Principal

Instructional Leadership Team

TSA

Classroom Teachers

Instructional Superintendent

CF Pivot Team

Timeline:

Daily

Weekly

Quarterly

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

- A focus on IPG Tenents 1, 2A,B,C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction.
- Materials & Supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals
- Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other.

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 participate in goal-setting and incentive activities

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

EL students will be assessed annually using ELPAC to monitor progress in English Language Development

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in foundational skills teaching, academic discourse and close reading to improve Reading, Writing, Listening and Speaking skills.

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities

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.

Parents will be given a copy of student goals

Describe Professional Learning related to this action:

Foundational Reading Skills Instruction

Use of iReady

Use of a Close Reading Cycle

Cornell note-taking

Text deconstruction/reconstruction

Strategies to promote the academic progress of students with Learning Disabilities

Strategies for student engagement

### Action 3

**Title:** Tier 1 Good First Instruction-Mathematics

Action Details:

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Site Leadership and Teachers will utilize the Instructional Practice Guides (IPG) to ensure good first instruction in all classrooms. **(Tier 1)**

Planning and Instruction will cover all aspects of the IPG, but will focus on the following tenants:

1 Culture of Learning

2A. Challenging Content (Complex Text)

2B. Challenging Content: (Complex Task)

2C. Foundational Skills (Grades TK-2)

3. Ownership: Are students responsible for doing the thinking in this classroom?

- All students will receive a minimum of 90 minutes of grade level Math instruction that includes whole class and small group instruction for differentiation. **(Tier 1)**
- Math instruction will use the 5E's or Lesson Design for planning and implementation
- Math instruction will include conceptual understanding, application/problem-solving and procedural/computation fluency
- All students will receive 15-20 min of daily instruction and practice on grade level Math fluency skills
- All students will use iReady for a minimum of 45 minutes per week in Math.
- Grades 3-6 will participate in Regional Math Professional Learning that will include continued learning from district Math coaches, collaboration with district Math coaches during quarterly planning and collaboration from grade level colleagues throughout the Edison region.
- All grade levels will have the opportunity to plan with district Math coaches during their grade level PLC time
- 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.
- 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.
- 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 Math?
- All students, including Special Education students, will participate in Goal-setting with recognition and opportunities to participate in special activities for meeting goals.
- Substitutes will be provided so each teacher can meet with students 1:1 for goal-setting and goal-monitoring once per quarter.
- General Education and Special Education teachers will meet at least quarterly to review the goals and progress of shared students.
- Teachers will be given the opportunity to observe colleagues in the district with strong results in "good first teaching". When possible a grade level PLC, along with a district coach, TSA or site administrator will observe together and have a collaborative conversation after the observation so that learning can be applied at the school site.

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 and Feedback  
 KAIG: Kindergarten  
 iReady  
 CFA's, CSA's , IABs  
 Student goal-setting and progress toward goals  
 IPG Data Report  
 Root Cause Analysis Support  
 Cross Functional (CF) Pivot Teams  
 CSI Guiding Coalition Teams  
 Instructional Practice Walks (IPW)

Owner(s):

Principal & Vice Principal  
 Site ILT  
 TSA  
 Classroom Teachers  
 Instructional Superintendent  
 CF Pivot Team

Timeline:

Daily  
 Weekly  
 Quarterly

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

- A focus on IPG Tenents 1, 2A,B,C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction.
- Materials & Supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals
- Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other.

Specify enhanced services for EL students:

- English Learners will participate all Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application
- EL students will participate in goal-setting and incentive activities
- EL students will have a goal related to ELD progress as part of their goal-setting.

Specify enhanced services for low-performing student groups:

- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in all Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application
- Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in goal-setting and incentive activities

- 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.

Parents will be given a copy of student goals

**Describe Professional Learning related to this action:**

Regional Math Professional Learning

Use of iReady

Strategies to promote the academic progress of students with Learning Disabilities

Strategies for student engagement

**Action 4**

**Title:** Tier 2 Academic Interventions

**Action Details:**

- Grades K-3 will implement a Response to Intervention (RTI) Block for Foundational Skills instruction. **(Tier 2)**

The RTI Block will have the following components:

1. iReady Diagnostic data along with classroom progress monitoring will be used to identify students needing Tier 2 Foundational Skills intervention
2. Small group instruction will address skills gaps through leveled Reading, specific skills instruction and use of iReady resources
3. Progress monitoring will take place at least twice per month with the goal of ensuring all students are assessed a minimum of one time per month.
4. Flexible student grouping based on progress monitoring
5. Foundational skills instruction will be supported with application of skills to authentic literacy in reading and writing
6. A 3.75 hour Certificated Tutor and 2 Interactive Fellows will support small group RTI Instruction through either a push-in or pull-out model during each grade level's RTI Block

- Kindergarten intervention will begin during 2nd quarter.
- Grades 4-6 will have an RTI block that will focus on giving students additional time and practice on essential learning in ELA or Math based on CFA and CSA results. During the RTI block, teachers can work with whole class or small group according to needs. The 4-6 RTI block will be coordinated so that additional support, such as a CT works with students during this time rather than during core instruction.
- CSI - A 3.5 hour CT will be assigned to grades 4-6 to target students who are 2 years below grade level in Reading.
- CSI - Wonder Works will be used to provide Intervention to 4th-6th grade students who are 2 years below grade level in Reading.
- 1 TSA paid for from designated school funds will coordinate Tier 2 intervention, district assessment (surveys, iReady, 5<sup>th</sup> grade P.E testing), provide PL to 4<sup>th</sup>-6<sup>th</sup> grade teachers on the Close Reading Cycle, supervise the Instructional Fellows and CTs and facilitate the effective use of designated intervention blocks

**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

iREADY  
Classroom Progress Monitoring such as BPST, BAS  
CFAs  
Math Fluency Assessment

Owner(s):

TSA  
Classroom Teachers  
CTs

Timeline:

3 times per year  
Minimum of twice per month

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

Small group intervention  
Wonders, Go Math, iReady  
Wonder Works  
Math Fluency Spiral Books  
Materials and supplies for intervention (whiteboards, markers, chartpaper, manipulatives)  
Technology hardware such as document cameras, video projectors, projector bulbs, printers, ink cartridges and tech repairs

Specify enhanced services for EL students:

All EL students will participate in Tier 2 intervention as needed  
Grade level PLCs and TSA will assure that LTEL and At Risk EL students participate in interventions targeting specific areas that are preventing them from making progress

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in Tier 2 interventions as needed

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

SSC will be informed of budget expenditures and student progress data  
Parents will be informed of student progress data

Describe Professional Learning related to this action:

Effective use of iReady  
Structuring RTI Block  
Structuring 4th-6th Intervention Block

**Action 5**

**Title:** Tier 3 Intensive Interventions

Action Details:

Students who do not show academic progress after participating in Tier 1 and 2 interventions will be referred to the Student Success Team (SST) to review concerns, progress, interventions attempted (including length of time) and to determine next steps.

The SST will meet monthly. The SST will consist of an administrator or TSA, the school psychologist, the classroom teacher, RSP teacher, Certificated Tutor who has been working with the student, parent

Aroving substitute will be provided so that classroom teachers can attend the SST meeting

A specific date for follow-up will be calendared

<b>Reasoning for using this action:</b>	<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

iReady  
Tier 2 Intervention Progress Monitoring  
Classroom Work/Assessments

Owner(s):

Classroom Teacher  
Certificated Tutor  
TSA/Vice Principal

Timeline:

Monthly

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

Progress Monitoring Tools

Specify enhanced services for EL students:

Long-term EL and At-Risk EL will participate in Tier 3 interventions if they continue to not show progress so that all factors can be considered and additional intervention and support can be identified.

Specify enhanced services for low-performing student groups:

Low performing groups of students such as African-American students, Hispanic students and Asian students will participate in Tier 3 interventions if they continue to show no progress in ELA and/or Mathematics.

Students with Learning Disabilities who continue to show no progress will have their current levels, interventions and next steps addressed through the IEP process.

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

Parents will be members of the SST

Describe Professional Learning related to this action:

SST referral process

**Action 6**

**Title:** Acceleration Programs

Action Details:

- Funds will be allocated for Teacher Supplemental Contracts , beyond the instructional day, for students who are identified as at or above grade level.
- Supplemental Contract for 1-2 Teachers to train Instructional Fellows in STEM activities to use with at/above grade level students during their grade level Intervention Block
- Acceleration programs will use STEM activities, Coding, Science and Social Studies, Literacy Circles, Odyssey of the Mind and other engaging and challenging learning programs.
- Students participating in Acceleration activities will be given the opportunity to showcase their work via Open House or other community-attended events.
- Acceleration will not mean beginning work for the next grade level.
- Academic Discourse, Collaboration, Hands-on Activities and Presentation Skills will be emphasized

**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**

Most recent district and classroom data will be used to identify participants. From this list, Special Education, African American, English Learners, and Foster Students will have priority.

iReady

**Owner(s):**

TSA  
Grade Level PLCs

**Timeline:**

Quarterly

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

- Student Laptops
- Instructional materials and supplies
- STEM materials

**Specify enhanced services for EL students:**

English Learners will be a target group for the Acceleration.

**Specify enhanced services for low-performing student groups:**

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will be given priority for participating in acceleration opportunities.

**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 in activities beyond the regular school day.

**Describe Professional Learning related to this action:**

Professional Learning on Curriculum selected for use  
Professional Learning on STEM activities



## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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	ESSA-CSI	Instruction	Teacher-Supp			Supp contracts; PLC/tutoring	28,057.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Goal Book : Site Licenses for Goal Book (\$5,000) & Starfall (\$270)	5,270.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: G1A3 Technology	2,672.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics to support student instruction	3,000.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Subs-Goal setting; Teacher observations	15,450.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			Technology	7,321.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin subs	26,143.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for students, teachers, and site needs. Applies to all Goals and Actions in SPSA	13,580.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repairs	2,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	9,622.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A4	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4688		53,836.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		45,287.00
G1A4	ESSA-CSI	Instruction	Bks & Ref			Wonders : Wonder Works; 4th-6th gr intervention	3,960.00
G1A4	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : E.L.F- 4 Fellows	45,000.00
G1A5	ESSA-CSI	Instruction	Teacher-Subs			Subs; Academic/Behavioral SSTs	15,450.00

**\$278,648.00**

**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	30.077 %	22.188 %	2018-2019	29.188 %

**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**

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

**Arts**

K-3rd Grade Music

4th Grade Recorders

5th/6th Grade Band, Strings

Multicultural Celebrations

African-American Dance Troupe

**Activities**

After School Program

Clubs

Parent/Student Dances

Peach Blossom Festival

**Athletics**

Football

Volleyball

Soccer

Basketball

Cross Country

Wrestling

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

**Goal 2 Participation Rate**

- Students with chronic misbehaviors, suspensions or absenteeism miss opportunities to participate in Goal 2 activities.
- There is a need for positive incentive activities to support goal-setting and meeting goals.

Softball  
Track and Field

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

All grade levels were provided Study Trips using district funds. No additional funding was needed from our site budget.

**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.

Positive Incentive activities will be offered that promote positive character, school behaviors and meeting goals.

**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:

**Data Shared with SSC:**

**Sept. 25, 2019**

**Nov. 6, 2019**

**Jan. 29, 2020**

**SSC discussed and determined effectiveness of 2019-20 SPSA actions on Jan. 29, 2020.** They made the following suggestions:

Keep the following highly effective actions:

- Weekly grade level PLC meetings
- Use of iReady
- Edison Region Math Focus
- Hand in Hand Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Instructional Fellows
- Monthly SST Day

**2** ELAC:

**Information shared with ELAC on Mar. 10, 2020**

ELAC had the following suggestions:

- Provide more counselors
- Provide bilingual and friendly staff
- More qualified substitutes

**3** Staff:

**Grade Level PLCs discussed and rated the effectiveness of 2019-20 SPSA actions during Feb. 2020.**

The following actions were rated "Highly Effective":

- Weekly grade level PLC collaboration
- Quarterly planning around essential learning
- Use of iReady
- Edison Region Math Focus
- On-Site Counseling
- Certificated Tutor
- Instructional Fellows
- Hmong HSL
- Spanish HSL
- TSA
- Goal 2 Activities
- Hand in Hand Mentors
- Restorative Practices Counselor
- Designated Intervention Block
- Administrative sub to allow Principal and VP to visit classrooms

- Spanish HSL
- Hmong HSL
- TSA

Strongly Consider:

- Roving Sub so teachers can have 1:1 conferences with students
- Increase days per week of Restorative Practices Counselor
- 4th-6th Gr Intervention

Add:

- Students participating in goal-setting Provide opportunities for younger students to participate in extra-curricular activities
- Provide more supervision on the playground during recess
- Provide more playground equipment
- Assure that there are speakers in all classrooms
- Add activities such as Folklorico and Movie Night

The following suggestions were made:

- In-school suspension or detention room
- Roving sub for teachers to meet with students 1:1 for goal-setting once per quarter
- Full time Restorative Practices Counselor

**Site Instructional Leadership Team met on Mar. 11, 2020 to analyze data for 2019-20. The following suggestions were made for "Stop, Keep, Start":**

**Stop**

- Using Hand in Hand Mentors ineffectively
- (Pause) on Mathematical Language Routines
- Software Programs
- Saturday School

**Keep**

- Quarterly planning
- Weekly Grade Level PLCs
- iReady
- Regional Math Focus
- Mathematical Language Routines
- Second Step
- Restorative Practices
- Effective Use of Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Roving Sub for SSTs
- Monthly Behavior SSTs
- Technology
- Spanish HSL
- Hmong HSL
- TSA
- Celebrations
- Goal 2 Activities

**Start**

- Full time Restorative Practices Counselor
- African American HSL
- 4th-6th Gr Certificated Tutor
- Tough Kids Training
- Grade Level Student Progress Conferences
- Goal setting conferences

## Action 1

**Title:** Arts, Activities, and Athletics

### Action Details:

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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
- Peach Blossom Festival
- Band, Music
- Pokemon Club
- Reading Clubs
- Chess Club
- etc...

Athletics::

- 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)
- Cheerleading

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](#)

Goal 2 Participation Tool

[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:](#)

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

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

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students 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.

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

Coaches will be expected to have First Aide Certification.

**Action 2**

**Title:** Positive Incentive Activites

[Action Details:](#)

Positive Incentive Activities will be offered in the following areas:

Students who have met their goals (via quarterly goal-setting)

Students who had no referrals during each quarter

Principal's 200 Club

Quarterly Awards

Students who meet challenges such as the Kindness Challenge

**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](#)

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 \(curriculum and instruction\):](#)

Supplies for positive incentive activities

Supplemental Contracts for additional supervision or assistance with positive incentive activities

Specify enhanced services for EL students:

English Learner Students will have access to all activities.

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

Parents will be invited to community focused events and awards celebrations

Parents will receive a copy of their students goals.

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will have access to all 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
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**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.

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

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

We believe that character traits and competencies for workplace success include the development of positive character, positive behaviors that allow all students in a classroom to learn, ability to follow directions, ability to collaborate with others and ability to resolve problems peacefully. For this reason, we have included actions in Goal 3 that will develop these skills in our students. Metrics to measure success in these areas will include:

1. Reduction in Number of Level 3 Msbehaviors using a quarterly comparison from 2019-20 to 2020-21
2. Reduction in suspensions
3. IPG Data for Tenet 1

**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.

Changes to this goal and metrics:

**Action 1**

- The Climate and Culture Team will revise/develop specific lessons to teach Guidelines for Success, Line Standards, Schoolwide Rules and Common Area Expectations
- The Climate and Culture Team, along with the site administrative team will review and revise the Tiered Levels of Responses to Msbehavior

**Action 2**

- Second Step Lessons or Class Meetings (different from Morning Meetings) to take place once per week
- Fund a Restorative Practices Counselor for 3 additional days per week

**Action 3**

- Hand in Hand Mentors move to more of a push-in model vs. pull-out



- Mentors participate in Morning Meetings
- Communication system between Mentors and Classroom Teachers
- Facilitate structured activities with students during recess and lunch
- Lead Mentor participates on Climate and Culture Team and Tier 2 Team
- Mentors promote goal-setting with students

**Action 4**

- Continue On-site Counseling

**Action 5**

- Tier 2 and 3 Team Members (including administrative team) will meet twice per month
- Tier 2 and 3 Team Members (including administrative team) will hold monthly Behavior Support Meetings (similar to SSTs) for students who continue to show minimal progress with Tier 2 interventions

**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:**

**Data Shared with SSC:**

**Sept. 25, 2019**

**Nov. 6, 2019**

**Jan. 29, 2020**

**SSC discussed and determined effectiveness of 2019-20 SPSA actions on Jan. 29, 2020.** They made the following suggestions:

Keep the following highly effective actions:

- Weekly grade level PLC meetings
- Use of iReady
- Edison Region Math Focus
- Hand in Hand Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Instructional Fellows
- Monthly SST Day
- Spanish HSL
- Hmong HSL
- TSA

Strongly Consider:

- Roving Sub so teachers can have 1:1 conferences with

**2 ELAC:**

**Information shared with ELAC on Mar. 10, 2020**

ELAC had the following suggestions:

- Provide more counselors
- Provide bilingual and friendly staff
- More qualified substitutes

**3 Staff:**

**Grade Level PLCs discussed and rated the effectiveness of 2019-20 SPSA actions during Feb. 2020.**

The following actions were rated "Highly Effective":

- Weekly grade level PLC collaboration
- Quarterly planning around essential learning
- Use of iReady
- Edison Region Math Focus
- On-Site Counseling
- Certificated Tutor
- Instructional Fellows
- Hmong HSL
- Spanish HSL
- TSA
- Goal 2 Activities
- Hand in Hand Mentors
- Restorative Practices Counselor
- Designated Intervention Block
- Administrative sub to allow Principal and VP to visit classrooms

The following suggestions were made:

- In-school suspension or detention room
- Roving sub for teachers to meet with students 1:1 for goal-setting once per quarter

students

- Increase days per week of Restorative Practices Counselor
- 4th-6th Gr Intervention

Add:

- Students participating in goal-setting Provide opportunities for younger students to participate in extra-curricular activities
- Provide more supervision on the playground during recess
- Provide more playground equipment
- Assure that there are speakers in all classrooms
- Add activities such as Folklorico and Movie Night

- Full time Restorative Practices Counselor

**Site Instructional Leadership Team met on Mar. 11, 2020 to analyze data for 2019-20. The following suggestions were made for "Stop, Keep, Start":**

**Stop**

- Using Hand in Hand Mentors ineffectively
- (Pause) on Mathematical Language Routines
- Software Programs
- Saturday School

**Keep**

- Quarterly planning
- Weekly Grade Level PLCs
- iReady
- Regional Math Focus
- Mathematical Language Routines
- Second Step
- Restorative Practices
- Effective Use of Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Roving Sub for SSTs
- Monthly Behavior SSTs
- Technology
- Spanish HSL
- Hmong HSL
- TSA
- Celebrations
- Goal 2 Activities

**Start**

- Full time Restorative Practices Counselor
- African American HSL
- 4th-6th Gr Certificated Tutor
- Tough Kids Training
- Grade Level Student Progress Conferences
- Goal setting conferences
- Transitional 1st grade
- Looking as SEL as framework bs. program

## Action 1

**Title:** Tier 1 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

The Climate and Culture team will identify and/or develop lessons to teach Guidelines for Success, Line Standards, Schoolwide Rules and Common Area Expectations.

The Climate and Culture team, along with the site administrative team will review and revise, as needed, the Tiered Levels of Responses to Misbehavior

<b>Reasoning for using this action:</b>	<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

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

Misbehavior and Suspension Data

IPWs

IPG data

School/classroom observations and feedback

#### Owner(s):

Climate and Culture Team

Administrative Team

TSA's

CF Pivot Team

Instructional Superintendent

Climate and Cultural Specialist

#### Timeline:

Monthly at 3:00.

August, January

Misbehavior and Suspension data reviewed Quarterly

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

Teach Common Area Expectations in August and January with reteaching as needed

Schoolwide rules taught in August and January with reteaching as needed

Line Standards taught in August and January with reteaching as needed

Teachers teach CHAMPS expectations in August and January with reteaching as needed. CHAMPS expectations reviewed daily.

Additional supervision during arrival, recesses and dismissal

Posters, Laminating

Signage for school buildings, hallways, cafeteria, parking lot

Materials & Supplies

Parent Handbook

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.

Aschool site parent handbook will be sent home with each student at the beginning of the school year or new enrollees after the beginning. The parent handbook will explain school rules, expectations and positive incentives

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will be included in all Safe & Civil Schools structures.

Data will be disaggregated by at risk sub-groups with next steps determined based on analysis of needs

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 or Fostering Resilient Learner PL will be offered

CHAMPs/Fostering Resilient Learners Check-ins will be offered as optional PL at least quarterly

## 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 & Noontime Assistants (NTAs) 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
- The Restorative Practices Counselor will facilitate re-entry meetings for students who have been suspended. The re-entry meeting will include the student, parent, teacher and administrator or TSA

**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  
Misbehavior and Suspension Data  
Culture and Climate Team Data Collection  
IPWs  
Root Cause Analysis

Owner(s):

Climate and Culture Team  
TSA  
Vice Principal

Timeline:

At least monthly

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

Restorative Questions/Process  
Restorative Circles and Agreements  
Conflict Resolution Skills Teaching  
Site license for Mind Yeti  
Second Step Curriculum and materials  
Class Meeting Resources  
Materials and Supplies for Peer Mediators

Specify enhanced services for EL students:

English Learners will participate with all Restorative Practices

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will participate in all Restorative Practices.

Students in at risk sub-groups will be encouraged to be peer mediators or trainers of other students on Mind Yeti and positive conflict resolution practices

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

Parents will learn about Restorative Practices during ELAC and SSC Meetings.  
Parents will be informed of restorative agreements and skills teaching that their students are participating in  
Restorative Practices Counselor will provide Parent Education

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:** Tier 2 Hand in Hand Mentors

Action Details:

Six hand in hand Mentors will be funded as an intervention/ support for identified **Tier 2 & 3 students**. Two mentors will be district-funded and 4 mentors will be site-funded. Mentors will:

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

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

3. Structured activities at morning and lunch recess

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

4. Career/ Goal Setting Activities

- 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 or TSA 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.

Misbehavior and Suspension Data

Attendance Data

Data collected on effective use of mentors

**Owner(s):**

Vice Principal

Tier 2 Specialist

Mentors

**Timeline:**

Tier 2 Meetings twice per month

Mentor meetings with site administration once per quarter

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  
Climate and Culture Team  
Restorative Practices Counselor  
Mentors

Timeline:

At least monthly

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

Hand in Hand Independent Service Contract  
Specific caseload for mentors  
Push in support

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:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will have access to mentor support as needed.  
Students in at-risk subgroups will have first priority to be identified as part of the Hand in Hand mentors caseload

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:** Tier 2 and 3 Onsite Counselor

Action Details:

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

<b>Reasoning for using this action:</b>	<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

Msbehavior and Suspension Data

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.

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.

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will have access to Onsite Counseling Services as needed.

Describe Professional Learning related to this action:

Restorative Practices

Onsite Counseling Referral Process

## Action 5

**Title:** Tier 2 and 3 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.

Members of the TST who are providing services to students will communicate regularly with classroom teachers regarding student goals, progress and concerns via face to face conferencing, communication log or e-mail.

Behavior Support Meetings (similar to SSTs with a focus on behavior) will be held for Tier 3 students who continue to show minimal progress after Tier 2 interventions. The targeted support team will facilitate these meetings with participation by students and parents.

**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):

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Identified students will work with Tier 2 Specialist

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

Behavior Support Meetings for students making minimal progress

Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings

Specify enhanced services for EL students:

English Learners 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.

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will be included in Tier 2 structures.

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

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instructional Supervision & Admin	Direct-Maint			Structural Items and Repairs for school site	500.00
G3A4	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling Services	46,368.00

**\$46,868.00**

**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	13.142 %	19.699 %	2018-2019	17.699 %
Suspensions Per 100	19.648 %	23.705 %	2018-2019	22.705 %

**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**

10-2 Mentoring-*Not implemented* because teachers focus was on promoting positive Tier 1 behaviors with all students.

Home School Liaisons Hmong and Spanish-*Implemented*

Home School Liaison African-American-*Not Implemented*

Monthly Rallies-*Not Implemented*

**Suspensions Per 100**

10-2 Mentoring-*Not implemented* because teachers focus was on promoting positive Tier 1 behaviors with all students.

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

**Chronic Absenteeism**

Students with Disabilities

The chronic absenteeism for our Students with Disabilities is 30% compared to 21% schoolwide. Factors contributing to the high absenteeism are:

- High suspension rates
- Lack of engagement and connections to school
- Need for increased parent connection
- Need for staff member dedicated to promoting positive attendance and connections to school

African-American Students

- The chronic absenteeism rate for our African American Students is 31% compared to 21% schoolwide, Factors contributing to the high absenteeism are:
  - High suspension rates
  - Lack of engagement
  - Need for increased parent connection
  - Need for staff member dedicated to promoting positive attendance and connections to school

**Suspensions Per 100**

Students with Disabilities

The suspension rate for our Students with Disabilities is 21% compared to 11% schoolwide. Factors contributing to high suspension rates are:

- Need for engagement
- Need for coping strategies related to trauma
- Need for increased parent connection
- Need for conflict resolution, peaceful problem-solving and positive relationship building

**African-American Students**

The suspension rate for our African American students is 25% compared to 11% schoolwide. Factors contributing to high suspension rates are:

- Lack of engagement
- Need for coping strategies related to trauma
- Need for increased parent connection
- Need for conflict resolution, peaceful problem-solving and positive relationship building

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

10-2 Mentoring-**Not implemented** because teachers focus was on promoting positive Tier 1 behaviors with all students.

Home School Liaison African-American-**Not Implemented**

Monthly Rallies-**Not Implemented**

*Due to the number of chronic misbehaviors, a focus was put on the following actions rather than those we originally felt we could implement in our SPSA:*

- 1. Teach School Rules and develop a positive incentive system for promoting following school rules*
- 2. Teach and consistently implement classroom expectations*
- 3. Find ways to decrease the number of incidents of defiance*
- 4. Find ways to decrease the number of physically aggressive behaviors in the classroom and on the playground*
- 5. Build positive relationships with students and families*

**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.

Changes for 2020-21 SPSA:

**Teacher on Special Assignment**

- Focus on building positive student behaviors and habits through work with individual and small groups of students
- Facilitate positive home-school connections by facilitating teacher/student/parent conferences, parent education
- Focus on our highest needs populations

**Cultural Proficiency Training**

- All teachers will participate in a minimum of 3 hours of Cultural Proficiency Training
- A "Coalition of Champions" will attend more in-depth Cultural Proficiency Training and share learning and practices with staff through professional learning

**Eliminate HSL-Hmong**

Due to a decrease in need, the Hmong HSL position will be eliminated.

**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:**

**Data Shared with SSC:**

**Sept. 25, 2019**

**Nov. 6, 2019**

**Jan. 29, 2020**

**SSC discussed and determined effectiveness of 2019-20 SPSA actions on Jan. 29, 2020.** They made the following suggestions:

Keep the following highly effective actions:

- Weekly grade level PLC meetings
- Use of iReady
- Edison Region Math Focus
- Hand in Hand Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Instructional Fellows
- Monthly SST Day
- Spanish HSL
- Hmong HSL
- TSA

Strongly Consider:

- Roving Sub so teachers can have 1:1 conferences with students
- Increase days per week of Restorative Practices Counselor
- 4th-6th Gr Intervention

Add:

- Students participating in goal-settingProvide opportunities for younger students to participate in extra-curricular activities
- Provide more supervision on the playground during recess
- Provide more playground equipment
- Assure that there are speakers in all classrooms
- Add activities such as Folklorico and Movie Night

**2 ELAC:**

**Information shared with ELAC on Mar. 10, 2020**

ELAC had the following suggestions:

- Provide more counselors
- Provide bilingual and friendly staff
- More qualified substitutes

**3 Staff:**

**Grade Level PLCs discussed and rated the effectiveness of 2019-20 SPSA actions during Feb. 2020.**

The following actions were rated "Highly Effective":

- Weekly grade level PLC collaboration
- Quarterly planning around essential learning
- Use of iReady
- Edison Region Math Focus
- On-Site Counseling
- Certificated Tutor
- Instructional Fellows
- Hmong HSL
- Spanish HSL
- TSA
- Goal 2 Activities
- Hand in Hand Mentors
- Restorative Practices Counselor
- Designated Intervention Block
- Administrative sub to allow Principal and VP to visit classrooms

The following suggestions were made:

- In-school suspension or detention room
- Roving sub for teachers to meet with students 1:1 for goal-setting once per quarter
- Full time Restorative Practices Counselor

**Site Instructional Leadership Team met on Mar. 11, 2020 to analyze data for 2019-20. The following suggestions were made for "Stop, Keep, Start":**

**Stop**

- Using Hand in Hand Mentors ineffectively
- (Pause) on Mathematical Language Routines
- Software Programs
- Saturday School

**Keep**

- Quarterly planning
- Weekly Grade Level PLCs
- iReady

- Regional Math Focus
- Mathematical Language Routines
- Second Step
- Restorative Practices
- Effective Use of Mentors
- On Site Counseling
- Tier 2 Counselor
- K-3 Intervention Block
- Certificated Tutor
- Roving Sub for SSTs
- Monthly Behavior SSTs
- Technology
- Spanish HSL
- Hmong HSL
- TSA
- Celebrations
- Goal 2 Activities

**Start**

- Full time Restorative Practices Counselor
- African American HSL
- 4th-6th Gr Certificated Tutor
- Tough Kids Training
- Grade Level Student Progress Conferences
- Goal setting conferences
- Transitional 1st grade
- Looking as SEL as framework bs. program

## Action 1

**Title:** Teacher on Special Assignment

[Action Details:](#)

A Teacher on Special Assignment position will be added to focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. This TSA, different from Designated Schools TSA, will focus on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. The TSA will also help facilitate conferences between teacher, student and parents to lead to productive learning outcomes for students. In addition, the TSA will work with small groups of students to improve social skills and will promote activities that lead to positive connections to school and staff for students and the community. The TSA will also work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

**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

Absences, tardies  
Misbehaviors and Suspensions  
Grades  
Parent, student and staff surveys  
Root Cause Analysis

Owner(s):

TSA  
Principal

Timeline:

TSA and Admin Team Meetings at least twice per month  
Data analysis monthly  
Participation in TST Meetings twice per month

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students needing additional support to access learning due to attendance and behavior will be supported by the TSA.

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

SSC and ELAC will be informed of the work of the TSA, targeted sub groups and progress monitoring  
Parent Education classes or conferences with students, parents and teachers will be facilitated by the TSA with a focus on building positive behaviors and habits leading to school success

Describe Professional Learning related to this action:

Role and Use of TSA  
Productive Student/Parent Meetings  
Positive Community Building  
Fostering Resilient Learners

## Action 2

**Title:** Home School Liaison-Spanish

Action Details:

A 3.5 hour Spanish Home School Liaison will be funded.. The Spanish HSL will

- Engage in parent outreach
- Organize parent meetings (SSC, ELAC, Parent University, other)
- Assist in Home-School communication
- Ensure all 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, Wonders and GoMath Online and others
- Translate/ interpret for school functions.
- Engage in other duties to 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 quarterly with the Office, HSL 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 quarterly

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

Materials & Supplies and food for Parent Meetings.

Babysitting/ Translating Contracts

Mileage for Home Visits

Specify enhanced services for EL students:

This activity provides direct services to Hispanic families.

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students and their families will be provided with HSL services as needed.

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

This activity provides direct services to Hispanic students.

Describe Professional Learning related to this action:

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

The Home School Liaison will facilitate or co-facilitate parent education classes

**Action 3**

**Title:** Cultural Proficiency Training

Action Details:

All teachers will participate in a minimum of 3 hours of Cultural Proficiency Training

A coalition of champions to include a minimum of 2 teachers, the TSA and 1 administrator will attend Cultural Proficiency Training and share learning and practices with staff through site professional learning.

Substitutes will be provided for champion teachers to attend district-provided professional learning

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 PL Agenda with 3 hours of Cultural Proficiency Training

Attendance at district-provided professional learning (a minimum of 8 hours)

Site professional learning agendas indicating knowledge and practices being shared by champions with site teachers and staff

**Owner(s):**

Principal or VP

TSA

Champion Teachers

**Timeline:**

3 hours of PL for all teachers in August

PL for King Team of Champions according to district schedule

Site PL at least twice per school year

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

Application of practices as appropriate based on district-provided training

Substitutes for classroom teachers to attend professional learning as King Team of Champions

**Specify enhanced services for EL students:**

All students, including EL students, will benefit from knowledge and practices for Cultural Proficiency.

**Specify enhanced services for low-performing student groups:**

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will benefit from knowledge and practices for Cultural Proficiency.

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

Cultural Proficiency and the knowledge and practices being implemented at the school site will be shared with SSC as well as parents participating in site-based parent education classes.

**Describe Professional Learning related to this action:**

Cultural Proficiency

## Action 4

**Title:** Tier 2-Hand in Hand Mentors

**Action Details:**

Six hand in hand Mentors will be funded as an intervention/ support for identified **Tier 2 & 3 students**, ?direct services to support CSI. 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.
- o 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 or is first responder for classroom behavior referrals and determines if mentor support is needed

<b>Reasoning for using this action:</b>	<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

**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.

Misbehavior and Suspension Data

Attendance Data

Data collected on effective use of mentors

Owner(s):

Vice Principal

Tier 2 Specialist

Mentors

Timeline:

Tier 2 Meetings twice per month

Mentor meetings with site administration once per quarter

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

Hand in Hand Independent Service Contract

Specific caseload for mentors

Push in support

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:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will have access to mentor support as needed.

Students in at-risk subgroups will have first priority to be identified as part of the Hand in Hand mentors caseload

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 5**

**Title:** Tier 2 and 3 Onsite Counseling

Action Details:

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

<b>Reasoning for using this action:</b> <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

Msbehavior and Suspension Data

Owner(s):

Principal, Vice-Principal

Timeline:

Quarterly

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

On-Site Counseling Service Independent 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.

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.

Specify enhanced services for low-performing student groups:

Students receiving special education services, African-American students, Hispanic students, Asian students and Socio-economically disadvantaged students will have access to Onsite Counseling Services as needed.

Describe Professional Learning related to this action:

Restorative Practices  
Onsite Counseling Referral Process

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8500		120,808.00
G4A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500		21,318.00
G4A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation (translation/babysitting)	1,896.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			Food for meetings	8,000.00
G4A2	LCFF: EL	Parent Participation	Direct-Food			Food Services	4,389.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,155.00
G4A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			: HSL Mileage - Student support/Parent participation	1,000.00
G4A4	ESSA-CSI	Attendance & Social Work Service	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	37,256.00
G4A4	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors	42,744.00

**\$253,566.00**

## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0260 King Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supp contracts; PLC/tutoring	28,057.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Goal Book : Site Licenses for Goal Book (\$5,000) & Starfall (\$270)	5,270.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: G1A3 Technology	2,672.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics to support student instruction	3,000.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Subs-Goal setting; Teacher observations	15,450.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			Technology	7,321.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin subs	26,143.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for students, teachers, and site needs. Applies to all Goals and Actions in SPSA	13,580.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repairs	2,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	9,622.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A4	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4688		53,836.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		45,287.00
G1A4	ESSA-CSI	Instruction	Bks & Ref			Wonders : Wonder Works; 4th-6th gr intervention	3,960.00
G1A4	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : E.L.F- 4 Fellows	45,000.00
G1A5	ESSA-CSI	Instruction	Teacher-Subs			Subs; Academic/Behavioral SSTs	15,450.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Direct-Maint			Structural Items and Repairs for school site	500.00
G3A4	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling Services	46,368.00
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8500		120,808.00
G4A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500		21,318.00
G4A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation (translation/babysitting)	1,896.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			Food for meetings	8,000.00
G4A2	LCFF: EL	Parent Participation	Direct-Food			Food Services	4,389.00
G4A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,155.00
G4A2	LCFF: EL	Attendance & Social Work Servic	Local Mileag			: HSL Mileage - Student support/Parent participation	1,000.00
G4A4	ESSA-CSI	Attendance & Social Work Servic	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	37,256.00
G4A4	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors	42,744.00

\$579,082.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,674.00
ESSA-CSI	3182	\$223,924.00
Sup & Conc	7090	\$226,000.00
LCFF: EL	7091	\$62,484.00
<b>Grand Total</b>		<b>\$579,082.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$278,648.00
G3 - All students will demonstrate the character and competencies for workplace success	\$46,868.00
G4 - All students will stay in school on target to graduate	\$253,566.00
<b>Grand Total</b>	<b>\$579,082.00</b>