

King Elementary

10621666088546

Principal's Name: Summer Gaston-Gehris

Principal's Signature: 

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

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

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

Consolidated Program Assurances


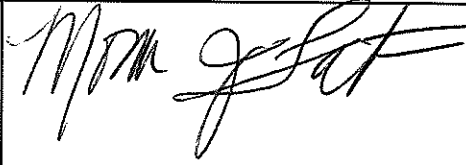
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Summer Gaston-Gehris	X				
2. Chairperson -Mona Tatum		X			
3. Alyssa Sosa		X			
4. Claudia Silva		X			
5. Kenneth Morgan				X	
6. Vittoria Molina				X	
7. Farm Saephanh				X	
8. Sylvia Trujillo				X	
9. LeTanya Patilla			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

School Name: King Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Summer Gaston-Gehris		5/14/21
SSC Chairperson	Monat Tatum		5/14/21

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

King - 0260

ON-SITE ALLOCATION

3010	Title I	\$65,895 *
7090	LCFF Supplemental & Concentration	\$209,451
7091	LCFF for English Learners	\$59,535
3182	Comprehensive Support and Improvement	\$220,605
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$23,657</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$579,143

* 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	\$1,719
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$64,176</u>
	Total Title I Allocation	\$65,895

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

King Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		6.9 %	2019-2020	13.9 %
I-Ready ELAD2 On Level		24.13 %	2020-2021	31.13 %
I-Ready Math D2 On Level		18.29 %	2020-2021	25.29 %

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

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

I-Ready ELAD2 On Level

- All teachers set aside block time for ELA and Math. All teachers set up MTSS groups based on iready data to meet students needs and close the gap. Students had targeted support in reading with certificated tutors and EL students had EL support with English Learners Services and Rosetta Stone through the district.
- All actions in 20-21 SPSA were not implemented due to all online learning model. Actions were modified to meet online needs.

I-Ready Math D2 On Level

- All teachers set aside block time for ELA and Math. All teachers set up MTSS groups based on iready data to meet students needs and close the gap. Students had targeted support in reading with certificated tutors and EL students had EL support with English Learners and Rosetta Stone through the district.
- All actions in 20-21 SPSA were not implemented due to all online learning model. Actions were modified to meet online needs.

EL Reclassification Rate

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

I-Ready ELA D2 On Level

- King Elementary made growth from iready fall at 18% to iready winter 23 %. All Grade levels made growth except 3rd grade. However 48% of all King students are 2 or more grade levels behind.
- Specific students groups (AA, SPED) underperformed. Some contributing causes may be due to poor attendance in these subgroups. Only 12% AA students were on grade level and 0% homeless and SDC were on grade level.

I-Ready Math D2 On Level

- King Elementary made growth from iready fall 13% to iready winter 18%. All grade levels made growth except for 2nd grade which did not make growth but remained level. Overall 48% of all King students were 2 or more grade levels behind.
- Specific students groups (AA, SPED) underperformed. Some contributing causes may be due to poor attendance in these subgroups. Only 10% of AA students were on grade level 0% homeless and SDC. EL 7% and Foster youth 6% both underperformed as well.

EL Reclassification Rate

- EL students had minimal growth for the 20-21 school year of 1.2% redesignation rate. Only 2 students were redesignated. Students did not have the same access to designated and integrated

- All teachers set aside block time for ELA and Math. All teachers set up MTSS groups based on iReady data to meet students needs and close the gap. Students had targeted support in reading with certificated tutors and EL students had EL support with English Learners and Rosetta Stone through the district.
- All actions in 20-21 SPSA were not implemented due to all online learning model. Actions were modified to meet online needs.

EL learning due to the online structure. Our Spanish speakers had the lowest performance of .8%(1 student).

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

- Due to the online learning model there were gaps in implementation of curriculum and students outcomes. Teachers adjusted based on iReady data and set up MTSS groups however attendance was poor. Not all teachers conducted data chats with students and families in a timely manner. The site readjusted again to include incentives for attendance. Once students began attending on a regular basis district decisions were made again to change the schedule. This caused teachers and student to pivot and adjust again. This Also resulted in another dip in our attendance.

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

- As a result teacher have a clearer understanding of how to meet students needs with simultaneous teaching. Teachers are better able to support synchronous and asynchronous time and schedule appointed time for assessments without outside interference.

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:

SSC had the following suggestions:

- Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students,
- Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day,
- Spanish HSL, TSA ,
- 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 guest speakers in all classrooms, Add activities such as Folkloric and Movie Night.
- Student of the Month attached to Character Counts Pillars.

2 ELAC:

ELAC had the following suggestions:

- Provide more counselors, SEL supports
- Provide bilingual and friendly staff
- More qualified substitutes
- Certificated Tutors for intervention
- Student incentives, Field trips, Assemblies
- Instructional Materials (books, paper, copies)

3 Staff:

ILT Team had the following suggestions:

- Roving sub for teachers to meet with students 1:1 for goal setting once per quarter.
- Quarterly planning days, Weekly Grade Level PLCs
- iReady, Regional Math Focus MLD, Claims/Targets
- Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs,
- K3 Intervention Block, Certificated Tutors 1st-6th, IF's
- Technology,
- Spanish HSL, TSA, CA, AA community Liaison, Contract w/ Hmong HSL.
- Celebrations, Goal 2 Activities

Student academic and sports awards.

- King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

- Campus beautification w/ signs banners and schoolwide expectations.
- Broaden King Library selection of text to include a resource room.

Action 1

Title: EL Redesignation

[Action Details:](#)

Tier 1: Tier 1: King Elementary School will continue with a focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Interventions will be based on EL Student need and data trends. We will provide appropriate supports for new comers less than 2-3 years in language support of initial language development. Teachers and leaders will continue to plan and utilize the keystone pedagogues with purposeful content and include modeling, PL and implementation cycles with EL Coaches. King Elementary School will identify and target second language learners who have been continuously enrolled for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation. Teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills and an awareness of how English works. **Tier 2:** All ELL students will be identified and assigned a case manager(teacher, vp, tsa) to monitor their progress. All ELL students will attend quarterly redesignation counseling where they will goal set. **Tier 3:** All ELL students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum. Students will receive extra support in EL ASP through FUSD.

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](#)
 Students will be counseled on achievement gaps. Criteria for success goals will be set for students to advance at least one proficiency level and documented on ATLAS with communication with parents and families

Owner(s):
 Teachers, TSA,VP

Timeline:
 Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)
 VP, CT, TSA team will implement the ELPAC assessment. Prior to testing Teachers will have data chats with students. Students will be updated on their current EL status and set goals to progress at least one proficiency level.

Owner(s):
 VP, CT, TSA, Teachers

Timeline:
 Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)
 Kings ILT team will work with the Guiding Coalition to process and progress monitor student achievement data.

Owner(s):
 ILT Team, CSI Guiding Coalition

Timeline:
 Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)
 Newcomer students will receive designated daily intensive instruction in ELA through Wonders EL curriculum and a trained teacher. Newcomer EL's less than two years will receive appropriate language support for initial language development.

Owner(s):
 Teacher

Timeline:
 Daily

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

All staff will have the opportunity to engage in PL to plan for ELL students utilizing the core curriculum and EL frameworks and standards. This will include integrated/designated strategies for in person and distance learning.

Owner(s):

District Coaches, VP, TSA

Timeline:

Quarterly

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

Site based interventions will align to needs of struggling RFEP students.

Owner(s):

TSA's

Timeline:

Quarterly

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

- Students will have their teacher counsel them as well as progress monitor them.
- Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed for designated intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional tutoring.
- Students will have teachers that are provided additional professional learning through CSI funding to participate EL PL with district coaches.
- Students will have teachers that will receive training on integrated and designated strategies to meet ELL students needs. Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Wonders and Go Math curriculum to meet students needs. Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract. Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. 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 will participate all EL/ELA/Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application EL students will participate in goal-setting and incentive activities EL students will have a goal related to ELD progress as part of their goal-setting.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum.
- Materials, Supplies, subs and assessors for ELPAC

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 ELA & 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
- All students will be provided with integrated ELD in all content areas through strategic, skilled lessons planning and delivery.
- All EL students will receive designated instruction.
- All students will meet one on one to review grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After School tutorials

Action 2

Title: Meet/Exceed ELA

Action Details:

Tier 1: King Elementary will implement a comprehensive reading support through K-2 foundational skills & Wonders. All students will receive 120min of ELA instruction daily. Students will have the opportunity for flexible learning with tiered MTSS groups. Lesson implementation will offer challenging content focused on high quality text, intervention in small groups and acceleration during class and outside of class to support students who need more time and support. Instructional time will be spent reading, writing and listening to complex text. K-2 classrooms will include foundational skills as well as grade level Reading comprehension. 3rd-6th Content in all classes will include strategies to promote critical thinking through complex text, talk and task based on grade level standards, essential standards and learning targets. All lessons will have learning targets focused on IAB claims. Students will have access reading comprehension and skills and content knowledge through social studies and science text. **Tier 2:** Students will receive additional support with certificated tutors and Instructional Fellows during the instructional day and outside of the instructional day through tutoring. Additional resources will include the iready program being used a minimum of 45 minutes weekly. We will measure students success based on growth in 2A, 2B, and 3 on IPG well as district iready, IAB's and CFA data. **Tier 3:** Students will be pulled out for small groups based on student work and CFA data based on standards being met. CSI - A3.5 hour CT will be assigned to grades 4-6 to target students who are 2 years below grade level in Reading. CSI -Wonder Works/ELF will be used to provide Intervention to 4th-6th grade students who are 2 years below grade level in Reading. 1-3 grade will receive support in K-2 foundational skills from CT and IFs. from CT in TSA paid for from designated school funds will coordinate Tier 2 intervention, district assessment, provide PL to 4 -6 grade teachers on the Close Reading Cycle, supervise the Instructional Fellows and CTs and facilitate the effective use of designated intervention blocks. A4 Springboard will be used and implemented to target our 1st-3rd AA students. CSI funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/reflection.

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
 Contracts for reading clubs, reading week celebrations to encourage literacy across the grade levels all year long.

Owner(s):
 teacher

Timeline:
 Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
 Admin team & ILT team will attend workshops, trainings, standards institute when available based on funding.

Owner(s):
 Admin Team, ILT Team

Timeline:
 Semester

Details: Explain the data which will specifically monitor progress toward each indicator target
 Kindergarten intervention will begin during 1st 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.

Owner(s):
 CT, Teachers, TSA

Timeline:
 Weekly/Monthly/Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target
 Teachers will use SBAC, IAB claims & Targets, iready and CFA's assessments to be strategic in their planning for reading and reading comprehension. Teachers will include the iready program as a resource and intervention.

Owner(s):
 Teachers, AC's & Admin

Timeline:
 Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
 Academic literacy across the curriculum using claim, evidence and reasoning to focus on and promote challenging content and increase student reading level. ELA will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work protocol to calibrate proficiency

Owner(s):
 Teachers, AC's, ILT & Admin

Timeline:
 Daily

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

Full implementation of ownership where students are responsible for doing the cognitive lift and thinking in the classroom through persistence with challenging tasks, text evidence, productive struggle, sharing of developing thinking, elaboration of initial thoughts, student discourse, and independence in reading and writing as measured by walkthrough data and collection of assessments as evidence.

Owner(s):

Teachers, AC's, ILT & Admin

Timeline:

Daily/Weekly

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

Accountable communities collaborate to create, evaluate and analyze data to increase student performance through complex text, talk and tasks around challenging content and student ownership to promote reading comprehension at higher levels.

Owner(s):

Teachers, AC's, ILT & Admin

Timeline:

Daily/Weekly

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

AC teams will create common formative assessments, common questions, common exit tickets, common performance tasks based on the CCSS, Scope and Sequence, essential standards & questions, Claims & Targets, foundational skills, and Wonders.

Owner(s):

Teachers, AC's, ILT & Admin

Timeline:

Weekly/Quarterly

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

Ongoing training in k-2 foundational skills & 3rd-6th claims & targets through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text through district adopted curriculum. Engage students in grade level standards through the use of CCSS and scope and sequence planning. Engage students in higher level thinking. Implementation of common formative assessments that are SBAC aligned with instructional practice guide.

Owner(s):

Teachers, AC's, ILT & Admin

Timeline:

Monthly/Quarterly

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

Student goal setting will be based on iready and SBAC, Classroom progress monitoring assessments through CFA's, IAB's & iready. Teachers will meet with students individually and as a whole class to goal set. Students and Individual classes will receive an incentive for reaching their goals. Teachers will have data chats with administration and goal set.

Owner(s):

Teachers, AC's, ILT

Timeline:

Quarterly

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

All King ILT teams will work with the Guiding Coalition to process and progress monitor student achievement data. 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.

Owner(s):

ILT, Admin

Timeline:

Monthly/ Quarterly

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

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. Make agreements on Criteria for Success and exemplars. Develop SMART Goals. 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. Develop a protocol to analyze the data that includes tracking of significant subgroups including African American, English Learner, and SPED students. 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. Align the rigor of instruction to the rigor of the Essential Learning Standards or Targets.

Owner(s):

AC's, ILT, Admin

Timeline:

Weekly/Quarterly

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

- Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, MTSS tiered intervention, CT intervention, and after school tutoring by their teacher (extra pay contract) based on grades and test scores to close the achievement gap.
- Students will utilize digital resources in literacy and math through flexible grouping.
- Library will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level.
- All students will participate in grade tracking and goal setting and mentoring support through morning meetings. 6th grade Students will have academic planners for goal setting, well as organize assignments, calendar and provide parent communication.
- Students will receive recognition for meeting growth goals or scoring proficient on district iready.
- All students will be able to progress monitor and goal set through iready technology.
- A focus on IPG Tenants 1, 2A,B,C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction based on Admin walks (paid sub).
- All students will have access to materials & supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- All students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals
- Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other

Planning days for teachers, Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. 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 will participate in foundational skills instruction, close reading and academic discourse with a focus on improving Reading, Writing, Listening and Speaking Skills.
- EL students will participate in goal-setting and incentive activities
- EL students will have a goal related to ELD progress as part of their goal-setting.
- EL students will be assessed annually using ELPAC to monitor progress in English Language Development
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning and
- incorporate these strategies with identified ELD students.
- Implementation of site EL Plan and ACEL Plan components. ELD Classes for newcomers.
- Technology use for EL's
- Fund additional intervention as needed.

Specify enhanced services for low-performing student groups:

- Parents will be notified and given the opportunity to meet with teachers to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After school tutorial.
- Student groups that are not meeting standards based on adaptive diagnostics on the iready program.
- Focus student groups: SWD, Hispanic, African American along with any other groups that starts to show disproportionality.
- 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.

Action 3

Title: Meet/Exceed Math

[Action Details:](#)

Tier 1: King Elementary School will implement a comprehensive mathematics program utilizing Math Lesson Design Model(Swun Math group) in 5th & 6th grade(CSI funded) and K-4 Go Math utilizing CCSS with an emphasis on students scoring significantly below grade level as measured by the SBAC, iready, CFA's, and SBAC IAB data. King Elementary will implement the GVC with fidelity and to the depth of the grade level standard. Admin team and district math team will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics. 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 k-4 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 as part of MLD. All students will use iReady for a minimum of 45 minutes per week in Math. **Tier 2:** Core teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iready. Students will receive access from the iready program as an intervention and resource. Students that continue to perform below grade level based on grade data, common formative assessments will continue to be strategically targeted for small group instruction in class through a blended learning mode. Intervention will be based on specific grade level clusters/standards. **Tier 3:** Students will be pulled for small group intervention based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth in 2A, 2B, and 3 on IPG's well as district iready and CFA data. TSA paid for from designated school funds will coordinate Tier 2 intervention, district assessment provide PL. CSI funds will be allocated for teachers to have subs in order for them to attend academic/behavior SST's, subs for goal setting, and MLD planning/reflection Swun Math group. Any unallocated CSI funds can be used to continue summer PL in math with the TNTP group.

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](#)

Teachers will be given the opportunity to observe colleagues (paid sub day) 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.

Owner(s):

Teachers, PLC's, Coaches, Admin

Timeline:

Quarterly

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

Teachers 5th & 6th will fully implement all the components of Math Lesson Design with Implementation of IPG monitored weekly by admin. Teachers will engage in four coaching cycles (paid sub day) to continue building capacity with MLD.

Owner(s):

Teachers, Coaches, Admin

Timeline:

Weekly/Quarterly

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

Teachers will support a blended learning model of (intervention, remediation, acceleration) in differentiated instruction in mathematics through digital content, collaboration and targeted small groups

Owner(s):

Teachers

Timeline:

Daily

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

Common formative assessments will be monitored. Students receiving a failing grade on this assessment will receive intervention with their teacher based on the grade level clusters/standards tested in small group. Students who pass this assessment will receive enrichment through Go Math online tools as well as the iready program as a resource and intervention.

Owner(s):

Teachers, AC's, ILT's , Admin

Timeline:

Bi-Weekly

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

Weekly walkthrough data will chart implementation of student ownership with a focus on student discourse in mathematics. Students will be responsible for doing the thinking in the classroom through mathematical practices. This will include students relating problems, displaying perseverance, opportunities for productive struggle, share developing thinking, elaborate on initial thoughts, talk and ask questions about each other's thinking, justify their conclusions, communicate conclusions to others and respond to arguments, revise work, use mathematical language and appropriate tools.

Owner(s):

Teachers, AC's, Admin

Timeline:

Weekly

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

All King ILT teams will work with the Guiding Coalition to process and progress monitor student achievement data. 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.

Owner(s):

ILT, Admin

Timeline:

Monthly

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

Admin & ILT team will attend PL, conferences and Standards Institute as they are available and pending budget cuts.

Owner(s):

Admin Team, ILT Team

Timeline:

Semester

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

Contracts for family math nights, clubs to encourage math fluency all year long.

Owner(s):

Teacher

Timeline:

Monthly

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

- All 5th & 6th grade students receive math instruction from a teacher utilizing MLD(Swun Math group) , state standards and the Go Math adoption.
- Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day by their teacher(extra pay contract).
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their teacher.
- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of Go Math will include Math Personal Trainer and be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.
- Targeted intervention to students after CFU&CFA
- Intervention schedules will be implemented to allow time for math intervention.
- All students will be able to progress monitor and goal set through iready technology.
- A focus on IPG tenants 1, 2A,B,C and 3 as well as a focus on academic discourse and student engagement will ensure all students will receive good first instruction based on admin walks(paid sub)
- Students will have access to materials & supplies when their teachers attend Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...

- Students will have access to materials & supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other.
- All students will have access to teachers that have had PL and planning time with district coaches.

Planning Days for teachers, Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEMmaterials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. 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 will participate all Mathematics instruction including opportunities to use academic discourse, conceptual understanding, problem-solving/application
- EL students will participate in goal-setting and incentive activities
- EL students will have a goal related to ELD progress as part of their goal-setting.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- EL students not meeting goals for redesignation will be identified and will be placed in flexible intervention groups until they reach the level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Teachers will incorporate reading, writing, speaking and listening into daily instruction.
- Fund additional intervention as needed.

Specify enhanced services for low-performing student groups:

- 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.
- All students will meet one on one with teachers where grades and goals will be reviewed. Parents will be notified and given the opportunity to met with teachers to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring, mentoring, homework help.
- 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors; possibly use site Certificated Tutors to assess	2,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services	3,711.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4688		52,733.00
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			Technology	4,173.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics	2,000.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		42,672.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Extra Support Tutoring (Split Funded with 7090)	9,741.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			Wonders: Wonder Works; 4th-6th gr intervention	833.00
G1A2	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : E.L.F.- 4 Fellows	45,661.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Extra Support Tutoring (Split Funded with 3182)	5,824.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	412.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repairs	485.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials/Supplies for Opening of School	10,500.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Technology to support opening of school	10,657.00
G1A3	ESSA-CSI	Instruction	Teacher-Subs			Also Goal 1, Action 2. Teacher subs for Academic/Behavioral SSTs; Teacher subs for goal setting and MLD 5th/6th grade (Regional Math PL) -**NO IEPS**	23,419.00
G1A3	ESSA-CSI	Instruction	Cons Svc/Oth			Swun Math Group : Professional Learning for 5th/6th grade teachers. To support MLD. Region focus.	6,000.00

\$226,091.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	85 %

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

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

Student-centered real world learning experience - Site Defined

- College and Career Readiness experiences College and Career office pays for each grade levels experiences in the areas of STEM education, Career Readiness Tours, and Community College Tours. This year due to the pandemic tours were not done. All field trips were cancelled. Virtual tours and field trips were not promoted.

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

Student-centered real world learning experience - Site Defined

- All subgroups participation dropped significantly due to the online model. However there was an increase in our 5th & 6th grade AA student participation in BSU and Black History Month program. The online format allowed for multiple students from various grade levels to participate together. Students attended several online programs together as a group that were district sponsored through A4 and Goal 2.
- Other students such as EL and SPED did not have the same access to clubs or district sponsored events. However they did have equal access to site events that were hosted due to attendance.
- Sped participation was 2% where AA was 6.4% and Hispanic was 9.8%.
- 5th grade participation was 24% 6th was 34%.

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

- The pandemic made it difficult to utilize all of our resources for students in all intended areas. Participation was disproportionate based on grade level. Participation increased in 5th 24% and 6th 34%(virtual camp). No other grade level had significant participation this may be due to ability to use technology. King Elementary also does not have procedures in place to accurately document student participation which is evident in the 6th grade participation rate(all 6th grade participated in virtual camp yet in power bi overall 6th grade participation is documented at 34%)

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

- Procedures for accurate documentation.
- Full implementation of all goal 2 activities with access available to all student groups.

- One on one counseling with high needs student groups to engage in activities.
- Continue to offer a diverse selection of clubs for students to engage in.
- More frequent club rush opportunities.
- Continue to survey students, parents and teachers for needs assessments.
- Offer more technology based clubs
- Offer more clubs at lunch k-6

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:

SSC had the following suggestions:

- Continue to offer the clubs that are diverse. Fund where student interest is. Specifically in technology and STEM.
- Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies
- 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 guest speakers in all classrooms, Add activities such as Folkloric and Movie Night.
- Student of the Month attached to Character Counts Pillars. Student academic and sports awards.

2 ELAC:

- Continue to fund for student participation. Please invite parents when students have finished projects for a parent night.
- Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies.

3 Staff:

- Continue to fund extra pay contracts to encourage teachers to be advisers of clubs at lunch and after school.
- Fund for teachers to go to goal 2 training in order to be more effective in advising clubs and goal 2 participation.

Action 1

Title: Real World Learning Experiences

Action Details:

Tier 1: All students will have an opportunity to be counseled on their grades, data and 4th-6th graders for middle school readiness criteria and beyond. All students at King Elementary K-6 will have the opportunity to go on a real world field trip in order to learn about the world around them from text to tangible based on their grade level and subject matter. All students will have the opportunity to daily morning meeting check ins to develop an awareness of self. All students will be knowledgeable of schoolwide and classroom expectations for success. **Tier 2:** 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. Academic Discourse, Collaboration, Hands-on Activities and Presentation Skills will be emphasized. Students will have opportunities to problem solve following the discipline guidelines and restorative practices daily to resolve conflicts. **Tier 3:** Students will be exposed to guest speakers, readers, and influential community members. Representations of 93706 will expose students to the representation in their own community. 6th grade students will receive agendas prior to their middle school moving up to learn how to self check grades, attendance, data, homework and calendar. Students will work directly with RP/Tier 2 counselors, Hand in Hand mentors.

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

Students for the STEM/Acceleration will be identified by their most recent district and classroom data. From this list, Special Education, African American, English Learners, and Foster Students will have priority

Owner(s):

TSA

Timeline:

Quarterly

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

Lesson plans pre/post real world field trips will identify the growth and learning of student experiences. This will allow teachers to follow up on student gaps and needs for more content. Teachers will also counsel students on grades/data for middle school readiness and beyond.

Owner(s):

Teachers

Timeline:

Yearly

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

All students will be surveyed on topics and people they would like to know in their community. Students will engage in discourse with community members that represent the school ethnically and culturally.

Owner(s):

TSA

Timeline:

Monthly

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

The Culture Climate 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. Classroom CHAMPS Expectations, Schoolwide Rules, Common Area. Climate and Culture team will identify and/or develop lessons.

Owner(s):

CC Team

Timeline:

Monthly

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

King teachers and staff will implement the following Restorative Practices Schoolwide: (Tier 1) Daily Morning Meetings Transition activities, Second Step Lessons or Classroom Meeting. Mentors & Noontime Assistants (NTAs) utilize Restorative Questions: . 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

Owner(s):

Teachers, RP/Tier 2 Counselors, Admin

Timeline:

Daily

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

- Student Laptops
- Instructional materials and supplies
- STEM materials
- Agendas
- Vendor contracts with outside services to bring onsite.
- RP Counselor
- Tier 2 Specialist
- Second Step
- Structured Morning Meetings

Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-

setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. 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 will be a target group for the Acceleration.
- English Learners will have opportunities to engage in discourse with community members that represent them culturally and linguistically.

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 and restorative opportunities.

Action 2

Title: Student Engagement

Action Details:

Tier 1: All teachers will be trained in best practices in cultural proficiency to ensure all students feel part of the school and welcomed at King Elementary School to increase students sense of belonging. King Elementary School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school. King will implement strategies learned at CADA or other goal 2 trainings with Culture Climate Team. Continue to plan PL around morning meetings, second step and SEL with emphasis on building students citizenship and kindness within student population. Classroom intermural activities will begin to create a sense of classroom community and participation. Items will be purchased to support safe and civil guidelines and practices on campus. **Tier 2:** School wide campus culture will be implemented and be reinforced through classroom meetings. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. All students will be given the opportunity to participate in music, band, orchestra or choir. Teachers will identify students of the Month who demonstrate Pillars of Character. All teachers will have an opportunity to select two students a month to honor as Pharaohs of the Month for demonstration of good character in the classrooms. **Tier 3:** Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are new or high risk will be counseled one on one to identify goal 2 interest. TSA will seek out Character Strong and Character Counts trainings and develop PL around strategies learned to increase student engagement.

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

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

Extra pay contract campus culture will be developed to plan monthly schoolwide activities to create a culture with a sense of belonging for all. VP & TSA will collaborate with outside vendors to plan schoolwide engagements.

Owner(s):

CC Advisor, VP, TSA

Timeline:

Monthly

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

Engagements and participation will be documented on ATLAS weekly. Students involved in clubs with ASP & at lunch will be monitored. VAPA club roster will be updated and monitored Club Sponsors and advisors will document attendance in engagements.

Owner(s):

VP, Club Advisors

Timeline:

Weekly

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

All teachers will implement morning meetings, second step for students to develop a sense of character and implement kindness on campus. Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):

Teachers, RP Counselor, Tier 1 specialist, Admin

Timeline:

Daily

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

All King ILT team will work Guiding Coalition to process and progress monitor student achievement data.

Owner(s):

ILT, Admin

Timeline:

Monthly

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

TSA & CC will attend CADA to bring back new ideas to create connectedness at King Elementary.

Owner(s):

TSA, CC team

Timeline:

Semester

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

- Morning Meetings, Second Step, School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality, meaningful program for student engagement.
- Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.
- Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)
- Students will be recognized for their participation in athletic programs/clubs
- Students will be allowed opportunities to participate in clubs that direct interest them.
- Support for Girl Power & Boys to Men program, instruction, curriculum, materials (backpacks, shirts, food etc.), community service projects, study trips and other aspects of engagement that would encourage full participation.
- Mentoring during lunchtime activities, community service projects, leadership activities on and off campus, and assisting with campus projects,
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Student Union, Spanish Club, Folkloric, EL Club for newcomers, Hmong student union, etc.)
- Cultural Fairs
- Students not engaged in a goal 2 activities will be identified and counseled. Encouraged at club rush to join.
- Assemblies in the arts to foster school participation and interest. Mentoring for at most risk students.

Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. 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:

- EL students will have the opportunity to engage in opportunities in their home language. Spanish club, Hmong club ect.

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 goal-setting and incentive activities

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-Time School	Instruction	Cons Svc/Oth			Fun Works : Funworks: Incentives/Rewards for student achievement and behavior	2,500.00
G2A2	Sup & Conc	Instructional Supervision & Admin	Direct-Maint			Structural Items and Repairs for school site	500.00

\$3,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		32.99 %	2020-2021	30.99 %
Suspensions students with 1 or more		0 %	2020-2021	20 %
Chronic Absenteeism (Students with Disabilities)		43.75 %	2020-2021	41.75 %
Chronic Absenteeism (Homeless)		0 %	2020-2021	15 %
Chronic Absenteeism (African American)		40.71 %	2020-2021	38.71 %
Chronic Absenteeism (Hispanic)		33.33 %	2020-2021	31.33 %
Chronic Absenteeism (White)		60 %	2020-2021	58 %
Chronic Absenteeism (English Learner)		20.28 %	2020-2021	18.28 %

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

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

Chronic Absenteeism

- King Elementary saw an overall increase in absenteeism. This is due to: all students moving to the virtual model, All students needing access to technology, All students needing to be proficient on teams, and access to WIFI and engaging online lessons. King has encourage students to come to school by offering incentives, such as attendance rewards through our Attendance=Engagement Campaign. Teachers have also offered MTSS time to assist students in small groups. Our HSL, OA and Mentors conducted home visits during our Operation Every Child to reach all students. Attendance submitted before first break so phone calls can go out in a timely manner. All teachers will call home for absent identified manageable students. Attendance begins making phone calls. After 3 absences with no contact a home visit is conducted. Attendance=Engagement Campaign w/ flip grid, promotion, snacks.

Chronic Absenteeism (African American)

- Our AA TSA and Tier 2 specialist identified and did outreach to our high needs AA students that were chronically absent with phone calls, teams calls and home visits.

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

Chronic Absenteeism

- King Elementary School did not have all students online day one. Not all students had the appropriate technology needed to start school. Not all students had access to wifi. Parents thought school would be in person. Parents also did not know how to access teams for their students. Disproportionally primary k-2 (under 90%) had chronic attendance over 3rd-6th grade (over 90%).

Chronic Absenteeism (African American)

- AA students had a drop in attendance from 94% to 89%. Parents did not pick up needed technology and students did not have access to WIFI. Parents and students did not have tech knowledge to access Microsoft teams adequately.

Chronic Absenteeism (English Learner)

- AA students had a drop in attendance from 95% to 92%. Parents did not pick up needed technology and students did not have access to WIFI. Parents and students did not have tech knowledge to access Microsoft teams adequately. Language barriers in school to home communication affected access. Parents did not have access to the sites Spanish/Hmong Speaking HSL.

Chronic Absenteeism (English Learner)

- Our HSL, Spanish speaking mentors and OAs reached out and targeted with phone calls, teams calls and home visits our students that were high risk.

Chronic Absenteeism (Hispanic)

- Attendance Manager begins making phone calls home before first break to get student to at least log in late to class. After 3 absences with no contact a home visit is conducted. Attendance=Engagement Campaign w/ flip grid, promotion, snacks.

Chronic Absenteeism (Homeless)

- All Homeless and foster youth were targeted for Kings cohort group of students. All Homeless students were offered the opportunity to use the school site facility with the supervision of site staff. Outreach was done during operation every child to find all of Kings homeless students and logged on to class.

Chronic Absenteeism (Students with Disabilities)

- Case managers did outreach to all families and students with disabilities to offer supports.

Chronic Absenteeism (White)

- Attendance Manager begins making phone calls home before first break to get student to at least log in late to class. After 3 absences with no contact a home visit is conducted. Attendance=Engagement Campaign w/ flip grid, promotion, snacks.

Suspensions students with 1 or more

- Teachers receiving PL on Restorative Practices with staff to be revisited quarterly. Documentation of behaviors appropriately in ATLAS as well as interventions.
- Staff reviewed previous readings on "Restorative Practices in Schools and Circle Processes".
- Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives, strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, class meetings, Character Counts, levels of misbehavior response.
- Students have opportunities for restorative meetings, respect agreements and community service to repair the harm done.
- Identifying our top tier misbehaviors. Making a matrix of options that are alternatives to suspension and include interventions. Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students.
- Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. Admin team will monitor suspension rates on ATLAS. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices.
- TNT Team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations-engagement, mentors, parent conferences and restorative measures, and targeted small groups.

Chronic Absenteeism (Hispanic)

- Hispanic students dropped from 94% to 89.5%. Students did not have all students online day one. Not all students had the appropriate technology needed to start school. Not all students had access to WiFi. Parents thought school would be in person. Parents also did not know how to access teams for their students.

Chronic Absenteeism (Homeless)

- Homeless students attendance increased from 85% to 86%. This may be due to our cohort of students. Students had the necessary access to log into class regardless of distance from school. Although it was a slight increase students were still overall severely chronic.

Chronic Absenteeism (Students with Disabilities)

- Students with disabilities dropped from 93% to 88%. Students with disabilities were more likely to log into class late or leave early. Students had difficulty logging on and staying online as a whole.

Chronic Absenteeism (White)

- White students overall had the lowest attendance rate going from 91.5% to 84%. They are a small subgroup at King and are part of our homeless foster youth subgroup and student with disability group.

Suspensions students with 1 or more

- King historically has high disproportional rate of suspension with African American and SPED students. Because of the online learning model 20-21 data does not reflect this.
- Lack of adequate mentoring access to our SPED subgroups & alternatives to suspension.

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

- HSL facilitates home visits to students who become chronically absent
- Target chronic or close to chronic students and invite them to attend Saturday Academy.
- Early outreach to manageable students.

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

- Effectiveness is measured student referrals, suspensions, tracking of behaviors and interventions Students have access to counseling on attendance and incentives.
- Attendance clerk makes appointments with parents to discuss attendance.
- 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 continue the work of Cultural Proficiency Training

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:

SSC had the following suggestions:

- Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students,
- Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day,
- Spanish HSL, TSA ,
- 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 guest speakers in all classrooms, Add activities such as Folkloric and Movie Night.
- Student of the Month attached to Character Counts Pillars. Student academic and sports awards.
- King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

2 ELAC:

ELAC had the following suggestions:

- Provide more counselors, SEL supports
- Provide bilingual and friendly staff
- More qualified substitutes
- Certificated Tutors for intervention
- Student incentives, Field trips, Assemblies
- Instructional Materials (books, paper, copies)

3 Staff:

ILT Team had the following suggestions:

- Roving sub for teachers to meet with students 1:1 for goal setting once per quarter.
- Quarterly planning days, Weekly Grade Level PLCs
- iReady, Regional Math Focus MLD, Claims/Targets
- Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs,
- K3 Intervention Block, Certificated Tutors 1st-6th, IFs
- Technology,
- Spanish HSL, TSA, CA, AA community Liaison, Contract w/ Hmong HSL.
- Celebrations, Goal 2 Activities
- Campus beautification w/ signs banners and schoolwide expectations.
- Broaden King Library selection of text to include a resource room.

Action 1

Title: Increase Attendance

Action Details:

Tier 1: Monitor attendance data by-Satisfactory, Manageable, Chronic and Severely Chronic and assign these categories for targeted action. All students will be counseled as part of back to school on the tiered levels of attendance. Where they are on the tier and goal set. King Elementary will create an awareness of what satisfactory attendance will look like. **Tier 2:** Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by teachers and TSA on how to improve with attendance contracts, supports and agreements. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by HSL, TSA, Mentors. HSL will daily monitor students being targeted for attendance. If students are absent HSL will call or visit the home daily to offer family school supports. **Tier 3:** Tier 2 specialist will target and progress monitor high risk students in particular AA students. T2 parent meeting with Attendance Clerk & HSL/TSA, SART process with Admin, SARB referrals. EOY chronic will be reduced and our severe chronic will be eliminated. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place. Students will be given opportunities to remedy attendance through possible return of Saturday Academy as an intervention. A Teacher on Special Assignment will focus on building positive behaviors, promoting positive attendance and building positive relationships between home and school. 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. CSI money will be designated towards and attendance officer to assist with increasing student attendance and engagement, outreach, collect data to inform strategies to decrease chronic absenteeism. An additional 2 hours will be site funded for Office Assistant to support with Attendance outreach.

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

Daily Review ATLAS for ADA Review, all attendance submitted before first recess.

Owner(s):

Admin, OA, HSL, TSA, Teachers

Timeline:

Daily

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

Power BI Chronic Absenteeism data analyzed to identify students at risk by AA, EL, Hispanic, Homeless, Disabilities, & White. Students will be progress monitored.

Owner(s):

Admin, OA, HSL, TSA, Teachers

Timeline:

Weekly/Monthly

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

Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at least one absent student for the teacher home connection & building accountability with manageable students.

Owner(s):

Admin, OA, HSL, TSA, Teacher

Timeline:

Daily

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

1,2,3 Policy will be implemented consistently. Absences will have documented phone call and home visit for possible intervention after 3 absences. 1 phone call, 2 home visit, 3 offer supports.

Owner(s):

Admin, OA, HSL, TSA, Teacher

Timeline:

Daily/Weekly

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

Students will be strategically targeted based on attendance to attend Saturday Academy to remedy absences. Letters and phone calls will be sent home to notify students and parents on dates, times and curriculum offered on Saturday.

Owner(s):

Admin, HSL, TSA

Timeline:

Weekly

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

All King ILT team will work Guiding Coalition to process and progress monitor student achievement data.

Owner(s):

Admin, ILT

Timeline:

Monthly

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

TSA will strategically target high risk student absences, tardies Misbehaviors and Suspensions Grades Parent, student and staff surveys Root Cause Analysis.

Owner(s):

TSA, Admin, ILT

Timeline:

Monthly

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

Tier 2 specialist will create small cohorts of students to progress monitor, meet with and counsel on attendance and provide ongoing support.

Owner(s):

Tier 2 specialist

Timeline:

Weekly

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

Attendance officer will support attendance and engagement by supporting students and parents with outreach for attendance and collect data to inform strategies to decrease chronic absenteeism.

Owner(s):

Attendance Officer

Timeline:

Daily

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 visit
- Students will be given the opportunity to attend Saturday Academy.
- Monitor and track attendance progress weekly with Teacher/TSA
- Students will participate in rallies and expectation talks on attendance.
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Students will be honored quarterly for perfect attendance and 95% attendance improvement.
- Students will receive incentives for improved attendance weekly by the Principal.

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

Action 2

Title: Decrease Suspensions

Action Details:

Tier 1: All teachers will participate in continued Cultural Proficiency Training to ensure all students feel part of the school and welcomed at King Elementary School. Referrals, behaviors will be monitored by tiers as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices and discipline guidelines. Schoolwide Tier I expectations, Classroom Tier I expectations and monitoring by CC Team. Schoolwide we will increase Goal 2 activities and student engagement. TSA, RP counselor, Tier 2 cwas will prep incoming students for restoratives and meeting with other students, teachers, and admin. Students will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. VP and TSA will monitor suspension rates on ATLAS. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices. **Tier 2:** Strategic interventions will be put in place for at risk students. Team TST meetings will be held and interventions including, BSP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. All referrals will be handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times. **Tier 3:** SSTs will be held for students at High risk and referrals will be made for outside agencies (Onsite Counseling will address students & families specific needs) as recommended by the team. Hand in Hand Mentors will be funded as an intervention/ support for identified Tier 2 &3 students. Mentors will work with identified Tier 2 and 3 students needs. 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. A Targeted Support Team will meet twice per month to identify and progress monitor at risk (Tier 2 and3) students based on attendance, referrals/suspensions and other factors that are determined to be negatively impacting student success. A 3 1/2 hour Campus Security Assistant will be hired to help with level 1&2 students to de-escalate behaviors.

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

Implementation schoolwide: reflections, restorative conferences, respect agreements, circles, conflict mediation, re-entry meetings.

Owner(s):

Admin, RP counselor, Tier 2 CWAS, TSA, Teachers

Timeline:

Daily

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

Students will prepped for restoratives and meetings with other students, teachers, and admin. Students will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting

Owner(s):

TSA, Mentors, RP Counselor, Tier 2 CWAS, Admin

Timeline:

Daily

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

Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):

Admin, RP Counselor

Timeline:

Monthly

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

Teacher referrals will be monitored through ATLAS.VP/TSA will collaborate with TST team when tracking student referrals to transition based on ed.Code.CA & mentors will also work with level 1 &2 students to ensure they are able to staying class. This will ensure de-escalation and further disciplinary action.

Owner(s):

VP, TSA

Timeline:

Daily

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

DREAMCenter students' academic progress and assignment completion will be monitored. TSA, Mentors, RP counselor & Tier 2 specialist will provide strategies to include time management, study skills, social emotional coping strategies, reflections and restoration for reentry.

Owner(s):

TSA, Mentors, RP Counselor, Tier 2 CWAS

Timeline:

Daily

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

Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice. Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through Atlas.

Owner(s):

VP, TSA

Timeline:

Monthly

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

RP Counselor and Tier 2 cwas will identify students for small group SEL intervention groups based on needs.

Owner(s):

RP Counselor, tier 2 cwas

Timeline:

Weekly

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

- Students will participate in classroom meetings & Step 2 .
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations
- King will continue to support and allocate money to an FTE TSA Funding for an African American Student Advisor, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program. Continue with implementation of mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a mentor to meet with on a regular basis and shadow who will be reimbursed for incentives.
- TSA will be assigned a caseload of high risk student to help monitor and foster connections.
- High risk students will be assigned mentors.
- Students will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each quarter.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will be given the opportunity to participate in goal 2 engagements and clubs.
- Students will be eligible to attend school wide activities for EIS green zone behaviors.
- Breakfast & lunch celebrations for improved behavior.

Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Mat & Supp			: Materials/Supplies - ** NO FOOD OR INCENTIVES **	2,547.00
G3A1	ESSA-CSI	Attendance & Social Work Services	Crt Pupil-Sup			Attendance Officer; Retiree Contract for Carla Hartunian; to assist with attendance; CSI- to increase attendance	28,732.00
G3A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500	1.0 FTE Split Funded .75 FTE District Funded .25 FTE Site Funded to assist with attendance	14,453.00
G3A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	61,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: Hand in Hand Mentors	8,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling	53,424.00
G3A2	Sup & Conc	Security	ClS Sup-Reg	Assistant,Campus Safety	0.4375		16,319.00

\$184,475.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		71.9 %	2019-2020	78.9 %
Staff Survey – Overall Positive in Belonging Domain		67.27 %	2019-2020	67.27 %
Staff Goal - Site Defined		0 %	2020-2021	75 %

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

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

Staff Goal - Site Defined

20-21 School Site got 100% staff buy in the mission and vision with certificated employees. The King Culture Climate team lead the PL in this area. King Elementary wants to move forward with practicing its vision in order to reach its mission goal of all students will move at least one grade level or more.

Staff Survey – Overall Positive in Belonging Domain

43% of staff answered favorably which is a 9% increase. The staff has had 3 principals in 5 years. They need consistency in leadership.

Student Survey - Caring adult

Students rated this favorably however they rated very low that other students care about one another at 43%. There has been inconsistency with morning meeting in classrooms as well as consistency in RP work schoolwide.

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

Staff Goal - Site Defined

The classified staff has felt a disconnect as to what is occurring on the King campus as the teachers receive more information in PD/staff meetings. Once a week an email will go out to classified staff providing them with updates of school business/activities. A classified staff meeting will occur Quarterly. This will help with buy in whole staff with mission and vision.

Staff Survey – Overall Positive in Belonging Domain

The culture and climate team has monthly created connection and engagement activities. The principal has set up office hours/coffee hours with staff to drop in. Weekly updates are sent to the entire staff by principal to keep staff connected.

Student Survey - Caring adult

There has not been consistent class meetings/circles. There has not been consistent RP work and discipline guidelines. Not all teachers were trained in CHAMPS. Tier 1 practices not observed and data collected for continuous improvement.

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

The pandemic made it difficult to utilize our Resource counselor in all intended areas. He was a one on one resource for students needing emotional support and was a liaison for the community when they were frustrated with distance learning. Next year we would like him to be able to support small groups and focus on cultural awareness and appreciation. We did not have a HSL all year (we had a sub). We recently hired someone. Next year she will be responsible for putting together "Parent Meetings" and organizing ELAC meetings, as well as providing interpreting support for staff and families, phone calls, and home visits. Class meetings and tier 1 practices will be observed and data collected for effectiveness. Our Site TSA conducted home visits for all students and in particular made connections with our AA students and families. TSA and Tier 2 specialist collaborated to run a BSU and

Black History Month. Money needs to be set aside for cultural training for entire staff. In particular curriculum for our AA population.

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

The HSL will meet with parents and provide more extensive communication. Teaching Fellows will support intervention groups and English learners. Money will be used for assemblies to promote connectedness with an emphasis on cultural assemblies. Align all professional learning through a Cultural Proficiency & RP lens needs to: The Instructional Practice Guide with an emphasis on engagement and student ownership, The Edison Regional Plan with a focus on Professional Learning Communities State Standards with an emphasis on K-2 foundational skills, Claims & Targets, Math fluency, and MLD. After-school tutoring with priority given to African American students and English Learners Recruit Parents for hiring of key staff members (i.e Admin) Invite parents and other community members to share information about their culture with their child's class.

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:

SSC had the following suggestions:

- Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students,
- Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day,
- Spanish HSL, TSA ,
- 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 guest speakers in all classrooms, Add activities such as Folkloric and Movie Night.
- Student of the Month attached to Character Counts Pillars. Student academic and sports awards.
- King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

2 ELAC:

ELAC had the following suggestions:

- Provide more counselors, SEL supports
- Provide bilingual and friendly staff
- More qualified substitutes
- Certificated Tutors for intervention
- Student incentives, Field trips, Assemblies
- Instructional Materials (books, paper, copies)

3 Staff:

ILT Team had the following suggestions:

- Roving sub for teachers to meet with students 1:1 for goal setting once per quarter.
- Quarterly planning days, Weekly Grade Level PLCs
- iReady, Regional Math Focus MLD, Claims/Targets
- Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs,
- K3 Intervention Block, Certificated Tutors 1st-6th, IF's
- Technology,
- Spanish HSL, TSA, CA, AA community Liaison, Contract w/ Hmong HSL.
- Celebrations, Goal 2 Activities
- Campus beautification w/ signs banners and schoolwide expectations.
- Broaden King Library selection of text to include a resource room.

Action 1

Title: Recruit and Retain Staff Representative of the Community

[Action Details:](#)

Tier 1: As a site we will purchase supplemental diverse curriculum to build capacity at our site to create a welcoming environment to everyone from all backgrounds. We will partner with vendors and guest speakers to bring diversity to our campus. HSL & TSA will partner with parent university and AA Acceleration Parent Program. Build connections through Fresno State and Fresno Pacific University teacher credentialing programs. Mentor and recruit through the teacher pathways at FUSD High Schools. Build Connections in FUSD Teacher Development to mentor new recruits or identified classified candidates. Identify parent groups to volunteer/NTA to have a representative presence on campus. **Tier 2:** A Teacher on Special Assignment representative of the community and will focus on building positive relationships with students, family and community. Promoting positive attendance/behaviors 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. **Tier 3:** 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

TSA will track attendance, behaviors and home connections of all students with a focus on our AA, Hispanic and Hmong population. Creating connection opportunities for parents and the school.

Owner(s):

TSA

Timeline:

Weekly

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

diversity curriculum will be sought out and utilized in classrooms. In particular curriculum geared toward the diversity at King Elementary with a large Hispanic and African American Population. This will include using outside vendors for PL for staff and assemblies for students.

Owner(s):

Principal, Admin Team, ILT

Timeline:

Quarterly

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

Conferences for staff and admin team to attend in diversity and equity when available based on budget.

Owner(s):

Admin team, ILT

Timeline:

Semester

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

There will be a continued focus on Cultural Proficiency Frameworks and guidelines. Daily lessons and practices will be evaluated with an equity lens.

Owner(s):

Admin, Teachers

Timeline:

Daily

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

King will become a school where diverse employees feel welcomed and supported by creating an environment that is culturally responsive with access to diverse curriculum. In conjunction with Teacher Development, building capacity of all teachers in culturally responsive with all curriculum

Owner(s):

Admin

Timeline:

Monthly

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

Curriculum, outside vendors, Materials & Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc... Materials & Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEM materials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so

classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits

Specify Professional Development or Staff Services to support EL students:

- Restorative Practices
- restorative agreements and skills teaching that their students are participating in
- Restorative Practices Counselor will provide Parent Education
- English Learners needing additional support to access learning will be supported by the TSA
- Teachers will receive training on integrated and designated strategies to meet ELL students needs.
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Wonders and Go Math curriculum to meet students needs.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.
- Teachers will receive PL in "Talk Moves" that engage students in listening and speaking skills across all content areas.

Specify Professional Development or Staff Services to support 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
- Teachers will have the opportunity to collaborate with their team as well as teams from other schools to conduct peer lesson observations to support in specific identified areas based on student assessment results.
- Staff will have opportunities for peer observations on/off campus with subs provided quarterly to empower their knowledge as use of engaging students in grade level complex texts through RWSL tasks that are aligned to state standards
- District Coaches will provide opportunities for training of best practices each cycle to include: clarity, close reading, student discourse and ownership.
- Instructional leadership team will develop and implement PL opportunities which will include: complex text, task, talk, accountable talk, writing strategies, academic vocabulary for content area support, classroom foundations, four essential questions, how to increase literacy and performance in content areas, data analysis and action planning of standards, scope and sequence and district adopted curriculum.
- Common planning time will be designed around departmental needs through the CCI, reviewing data, setting target goals, and action plans, identifying best teaching practices, strengths, challenges, and teachers will develop a strategic approach to teaching.
- Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroup.
- PL with an emphasis on literacy skills across the curriculum through Lab School training
- 5th & 6th grade teachers will begin PL in MLD with regional schools. Time will be allocated for observations of model lessons, debriefing and planning.
- Regional PL include a review of the State Standards in Mathematics and the eight mathematical practices, unpacking standards, identifying learning targets, lesson planning using best practices to involve students in the learning and taking ownership of thinking and discussion.
- PL to integrate all digital components of Go Math, Math personal Trainer to support the needs of students. Additional support from district math coaches as well a cycle of observation and review.
- Teachers will discuss instructional practices related to student performance of each CFA and plan actions to improve instruction.

Action 2

Title: TSA Community/Student Liaison

Action Details:

A Teacher on Special Assignment position will 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. TSA will work with parent university, A4 office, and EL office with outreach to 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

- Absences, tardies
- Misbehaviors and Suspensions
- Grades
- Parent, student and staff surveys
- Root Cause Analysis
- Calendar meetings and trainings w/ Parent university, EL Services & A4

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
- Parent meetings Monthly

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

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

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000		110,034.00
G4A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000		27,509.00

\$137,543.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	15 %

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

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

Family Goal - Site Defined

King Elementary has a goal for 95% attendance at schoolwide events (conferences, back to school night, dances, academic & athletic assemblies, open house ect.) King Elementary seeks 15% regular attendance and participation in parent meetings, coffee hours, ELAC, A4 meetings, parent university PL ect.)

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

Family Goal - Site Defined

There has been a lack of clear communication between staff, school and home. King wants to establish multiple sources of communication with families along with a welcoming environment for all families and students.

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

The pandemic made it very difficult to offer meetings that parents felt comfortable attending due to technology issues or lack of technology experience. As sites open back up parents will be able to attend in person meetings on the King campus. There has also a lack of having correct phone numbers and emails to connect with families.

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

HSL, OA, & TSA will seek out correct parent information on a revolving basis as phone number tend to change often. Therefore outreach will be more successful.

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

1 SSC:

2 ELAC:

3 Staff:

SSC had the following suggestions:

- Weekly grade level PLC meetings, Use of iReady, Edison Region Math Focus, Roving Sub so teachers can have 1:1 conferences with students,
- Hand in Hand Mentors, On Site Counseling, Tier 2 Counselor, K-6 Intervention Block, Certificated Tutor, Instructional Fellows, Monthly SST Day,
- Spanish HSL, TSA ,
- 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 guest speakers in all classrooms, Add activities such as Folkloric and Movie Night.
- Student of the Month attached to Character Counts Pillars. Student academic and sports awards.
- King Coffee Hour community, Family School connections. Social Media with updated information to connect school, community and families.

ELAC had the following suggestions:

- Provide more counselors, SEL supports
- Provide bilingual and friendly staff
- More qualified substitutes
- Certificated Tutors for intervention
- Student incentives, Field trips, Assemblies
- Instructional Materials (books, paper, copies)

ILT Team had the following suggestions:

- Roving sub for teachers to meet with students 1:1 for goal setting once per quarter.
- Quarterly planning days, Weekly Grade Level PLCs
- iReady, Regional Math Focus MLD, Claims/Targets
- Restorative Practices, Mentors, On Site Counseling, Tier 2 Counselor, Discipline guidelines, in school suspension/detention room, second step, Roving Sub for SSTs, Monthly Behavior SSTs,
- K3 Intervention Block, Certificated Tutors 1st-6th, IF's
- Technology,
- Spanish HSL, TSA, CA, AA community Liaison, Contract w/ Hmong HSL.
- Celebrations, Goal 2 Activities
- Campus beautification w/ signs banners and schoolwide expectations.
- Broaden King Library selection of text to include a resource room.

Action 1

Title: Family Engagement

[Action Details:](#)

Tier 1: All Parents will have the opportunity to connect with the school, staff and teachers through: Back to School Night, SSC, ELAC, Parent Coffee Hours, Open House, student Goal 2 activities in Arts & Athletics, ASP Club activities, awards celebrations. All Parents will have access to Parent Portal ATLAS, Edu text, & Parent University trainings. All Parents will have access to the school website, messenger, remind app/class dojo. All parents will have access to childcare and interpreters for parent meetings. All parents will have access and be notified of parent surveys to help inform school wide needs. Parents will be recognized for their involvement through a parent awards program. **Tier 2:** Parents will be notified of student's SBAC, SBAC IAB, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train them in linked learning through Khan as well as other digital resources to support students at home. King will offer school of choice informational meetings and assistance families in completing documents before due dates. **Tier 3:** Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL will contact parents for SART meetings. VP will contract manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to tardies. Parent surveys. TSA/ HSL communicate through phone calls and home visits TST Team meeting. Parent contact through tiered referral system. Parents will be educated on restorative practices. Parents will have opportunities for Admin, Teacher and student meetings with high risk students. Parent meetings prior to reentry back to school .

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

Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills. There will be at least 4 meetings a year. District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support.

Owner(s):

VP, HSL

Timeline:

Quarterly

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

SSC will review student data, Schoolwide Data, Parent Agreements/compact, SPSA ect. SSC will meet at least 4 times a year.

Owner(s):

Principal, TSA

Timeline:

Quarterly

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

Parent University will be given a platform for King parents to have access to workshops. King VP/HSL will collaborate to ensure parent preferred topics are offered.

Owner(s):

HSL, VP, TSA

Timeline:

Monthly

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

RP Counselor, Tier 2 specialist, TSA will communicate with students and parents options for RP, tiered systems of support, tier 1 schoolwide practices, surveys, survey data.

Owner(s):

RP Counselor, Tier 2 Specialist, TSA

Timeline:

Monthly

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

HSL & VP will communicate expectations for attendance, hold attendance meetings, make phone calls, home visits and offer tiered support.

Owner(s):

HSL, VP

Timeline:

Monthly

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

Supports: All students and families will have access to material and supplies to support student success in the listed areas. This includes, curriculum, technology, materials, and food for events.

- Student Academics
- Student Centered and Real-World Learning
- Student Engagement
- Student Attendance
- Student Behavior

Materials &Supplies for Professional Learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks &water, etc... Materials &Supplies for Goal-setting (tag-board, laminating film, folders) and incentives for meeting goals. Technology Hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other Student Laptops Instructional materials and supplies STEMmaterials. Supplemental Contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, Parent Handbook Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes. Additional supervision during arrival, recesses and dismissal Posters, Laminating. Hand in Hand Independent Service Contract, Specific caseload for mentors Push in support. Substitutes will be provided so classroom teachers can participate in Behavior Support Meetings. Contract for RP Counselor, Onsite counselor & Campus Assistant. Materials and supplies for student incentives, goal-setting, group work Materials and supplies for parent education classes Mileage for home visits

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

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

- Students receiving special education services, African-American students, Asian students and Socio-

- EL students will be assessed annually using ELPAC to monitor progress in English Language Development
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills. There will be at least 4 meetings a year. District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support.
- HSL to support parents and outreach.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	761.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials/Supplies for parent involvement and babysitting activities ** NO FOOD OR INCENTIVES**	958.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental contracts for translating/interpreting	2,028.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for Meetings & Activities	8,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Rosa Hernandez ID# 107427	15,287.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage-Student support/parent participation	1,000.00

\$28,034.00

2021-2022 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	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors; possibly use site Certificated Tutors to assess	2,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services	3,711.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4688		52,733.00
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			Technology	4,173.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics	2,000.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		42,672.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Extra Support Tutoring (Split Funded with 7090)	9,741.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			Wonders: Wonder Works; 4th-6th gr intervention	833.00
G1A2	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : E.L.F.- 4 Fellows	45,661.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Extra Support Tutoring (Split Funded with 3182)	5,824.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	412.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repairs	485.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials/Supplies for Opening of School	10,500.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Technology to support opening of school	10,657.00
G1A3	ESSA-CSI	Instruction	Teacher-Subs			Also Goal 1, Action 2. Teacher subs for Academic/Behavioral SSTs; Teacher subs for goal setting and MLD 5th/6th grade (Regional Math PL) -**NO IEPS**	23,419.00
G1A3	ESSA-CSI	Instruction	Cons Svc/Oth			Swun Math Group : Professional Learning for 5th/6th grade teachers. To support MLD. Region focus.	6,000.00
G2A1	One-Time School	Instruction	Cons Svc/Oth			Fun Works : Funworks: Incentives/Rewards for student achievement and behavior	2,500.00
G2A2	Sup & Conc	Instructional Supervision & Admi	Direct-Maint			Structural Items and Repairs for school site	500.00
G3A1	ESSA-CSI	Instruction	Mat & Supp			: Materials/Supplies - ** NO FOOD OR INCENTIVES **	2,547.00
G3A1	ESSA-CSI	Attendance & Social Work Service	Crt Pupil-Sup			Attendance Officer; Retiree Contract for Carla Hartunian; to assist with attendance; CSI- to increase attendance	28,732.00
G3A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500	1.0 FTE Split Funded .75 FTE District Funded .25 FTE Site Funded to assist with attendance	14,453.00
G3A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	61,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: Hand in Hand Mentors	8,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling	53,424.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375		16,319.00
G4A2		Instruction	Teacher-Regu		0.8000		110,000.00

G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000		110,034.00
G4A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000		27,509.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	761.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials/Supplies for parent involvement and babysitting activities ** NO FOOD OR INCENTIVES**	958.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental contracts for translating/interpreting	2,028.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for Meetings & Activities	8,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Rosa Hernandez ID# 107427	15,287.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage-Student support/parent participation	1,000.00
							\$579,143.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,895.00
ESSA-CSI	3182	\$220,605.00
Sup & Conc	7090	\$209,451.00
LCFF: EL	7091	\$59,535.00
One-Time School	7099	\$23,657.00
Grand Total		\$579,143.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$226,091.00
G2 - Expand student-centered and real-world learning experiences	\$3,000.00
G3 - Increase student engagement in their school and community	\$184,475.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$137,543.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$28,034.00
Grand Total	\$579,143.00