

Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

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

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelli Wilkins	X				
2. Chairperson – Carmen Mendez				X	
3. Fred Brunzell		X			
4. Paula Schlueter		X			
5. Steve Jordan		X			
6. Andrew Rodaniche		X			
7. Lourdes Herrera			X		
8. Margarita Espinoza				X	
9. Alejandra Mendez				X	
10. Yvonne Diaz				X	
11. Natalie Wallis				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 3/19/2019.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelli Wilkins	<i>Kelli Wilkins</i>	3-20-19
SSC Chairperson	<i>Carmen Mendez</i>	<i>Carmen Mendez</i>	03-20-2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$55,930 *
7090	LCFF Supplemental & Concentration	\$201,655
7091	LCFF for English Learners	\$31,242
		\$288,827
TOTAL 2019/20 ON-SITE ALLOCATION		\$288,827

* 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	\$1,785
Remaining Title I funds are at the discretion of the School Site Council	\$54,145
Total Title I Allocation	\$55,930

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	21.414 %	4.587 %	2017-2018	11.587 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.549 %	32.075 %	2017-2018	39.075 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.143 %	23.659 %	2017-2018	30.659 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Target was nearly met for the 2018/2019 school year.

- Actions were implemented and targets in ELA were nearly met. The following actions were implemented
 - Lead Teachers received intensive Profession Learning in implementation of Blended Learning model
 - Materials and supplies were provided, as needed, to support instruction
 - Substitutes were provided for teachers to participate in intensive planning and data analysis
 - Principal and Vice Principal monitored CCI cycle, teachers monitored student progress by aligning assessment cycles and developing next steps for intervention
 - Goal Setting chats took place between teachers and students
 - Tiered systems of Intervention, based on data collected by AC's assessment cycle
 - Tier 3 Interventions were provided by CT, TSA, SpEd team and classroom teachers.
- Actions will continue for the 2019/2020 school year

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

Target was nearly met for the 2018/2019 school year.

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

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

Disproportionality of sub groups in ELA that scored proficient/advanced

- High suspensions rates, classroom interruptions, and social/emotional needs maybe interfering with learning needs
 - AA students scored 25%
 - White students scored 18.5%
 - Foster Youth 10%
 - Homeless 4.5%

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

- 5 new staff members
- Analysis of formative assessments, during the Cycle of Continuous Improvement, and Tier 1 and Tier 2 interventions may have been a mismatch.
 - AA students scored 18%
 - White students scored 23%

EL Reclassification Rate (All grade levels)

- Actions were implemented and targets in Math were nearly met
 - Goal Setting chats took place between teachers and students
 - Teachers participated in Bullard Regional Math PL
 - Tier 1 Interventions took place in classrooms, based on CCI data
- Lack of completion of frequent assessment cycles to form intervention groups
- Inconsistent analysis of data to form intervention

EL Reclassification Rate (All grade levels)

- Not on target to reach goal,
 - ELPAC camp did not take place
 - Not on target, EL coaches did not provide professional learning to staff members

- Lack of implementation of RTI with fidelity
 - 8% of SPED students were redesignated.
 - 14% of Asian students were redesignated.

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

- Library Funds were not utilized due to inability to provide staffing for positions of the program.
 - All staffs members will be given the opportunity to participate in the Library Tutoring Program
 - Admin will continue to work with the VPSA that supports the program, to find provide assistance with staffing for the 2019/2020 school year, if positions are unfilled
- Certificated Tutor was utilized to provide interventions to Tier 3 students.
 - Continue to build and refine Tier 1 and 2 interventions in order to systemically build complete tiered system of intervention.
 - Continue to monitor effects of interventions through assessment cycle, by setting SMART goals, utilizing CAT tool and AC feedback
- Substitute Time for teachers to support: 1) refinement of instructional plans 2) coaching - lesson study 3) Data Chats/Goal Setting
 - This practice will continue in order to provide larger blocks of time to work with colleagues, coaches and support staff.
- ELPAC Camp and EL Coaches Plans
 - Plans for Camp and Coaches were not implemented, due to staff absences

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

Lesson Study with AC's, with support from ELA coaches to support instruction and student learning. This action was added in Professional Learning, under Goal 1, Action 1.

Lesson Study with AC's, with support from Math coaches to support instruction and student learning. This action was added in Professional Learning,, under Goal 1, Action 2

ELPAC and EL coaches will be found in Action 1, Goal 1, under direct supports to EL students.

- Principal and VP will oversee implementation of ELPAC Camp
- EL Coaches will be scheduled to assist with PL
- EL Chats and ELPAC Camp will be scheduled and held for the 2019/2020 school year.

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:
<ul style="list-style-type: none"> Certificated Tutor Technology Blended Learning 	<ul style="list-style-type: none"> Certificated Tutor Technology Blended Learning Resources 	<ul style="list-style-type: none"> AR Headphones RTI Resources/programs Demo lessons

Action 1

Title: ELA

[Action Details:](#)

In order to increase the number of 3 -6 grade students meeting or exceeding proficiency on SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD Instructional Practice Guide for Literacy. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

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

Explain the Progress Monitoring and data used for this Action

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

District ELA Interim Assessments, Grades 1-6
 AC Common Assessment Cycles
 Classroom observations/feedback (IPG Tool/Data Summary Report)
 ELASBAC results
 Data Chats/Goal Setting Conferences

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

ILT
 Accountable Communities
 Principal & Vice Principal
 School-wide
 Admin Team/Teachers/Students

[Timeline:](#)

October 2019, January 2020
 CFAs ongoing throughout Unit/Chapter
 IPG Report - quarterly
 SBAC, June 2020
 Quarterly

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

- CORE Instruction:
 - All students will be provided an extended school day with an additional 30 minutes of instruction.
 - Materials and supplies such as: Supplemental materials, and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.

- Provide intensive professional learning and support in order to build and implement instructional model in collaboration with Educational Elements.
- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk, and technology and in the implementation of accountable communities.
- Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, teacher input at SSTs, or provide other parent engagement opportunities.
- All classroom teachers will monitor student progress on Essential Standards in ELA & through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
- Quarterly Goal Setting Chats will be conducted between teachers and admin team.
- Goal Setting chats will be held quarterly between teachers and students to discuss their DRP goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Tiered System of Intervention:
 - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
 - A systemic tiered system of intervention will be in place for all ACs. As part of instructional planning process ACs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
 - As identified through assessment data, students will receive Tier 3 intervention through a deployment model with the certificated tutor, TSA, SPED Team and classroom teachers.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
 - Opportunities for extended learning outside the school day for students will be provided through district funded Library Grant.
 - COST referrals will be used to monitor tiered system of intervention prior to Student Success Team.
 - Principal, VP, TSA, School Social Worker and Resource Campus Assistant will monitor ongoing action plans for COST students.
 - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
 - School will provide additional school psychologist time in order to further support student needs with intensive academic needs.
- Technology:
 - Copy machine lease
 - Graphics
 - Technology to support instruction in the classroom (hardware & software)
 - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available,
 - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
 - Purchase technology devices and tools for students and teachers to enhance learning.
 - Increase the digital literacy of students with activities in the classroom and/or computer lab that align with the State Standards for Technology.

Specify enhanced services for EL students:

- Certificated Tutor and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- EL students will receive Designated ELD instruction during instructional day and may receive additional intervention time as needed.
- EL students will receive Integrated ELD instruction during classroom instruction. Professional Learning will be provided with support of District EL Coach: Deconstruction of EL Standards Specific EL Strategies Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Teachers will review the EL Goal Setting Report and CELDT scores with students, set goals, and monitor progress.
- Through intervention model, EL levels 1-3 will receive designated ELD focused on supporting ELs with the vocabulary, comprehension, and oral language necessary to enable students to engage in the complex text utilized in classrooms.
- Provide integrated ELD throughout the day in every lesson/content area.
- goals. Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.

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

Specify enhanced services for low-performing student groups:

Focus for the 2019/2020 School Year will be Special Education Students and African American Students

- Certificated Tutor and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.
- SDC student will be provided with differentiated instruction, based on assessment data from SBAC, Interim and IEP goals

Describe Professional Learning related to this action:

- Teachers will meet with parents to review each child's data, at minimum during Back to School Night and fall parent conferences.
- Teachers will send home student goal setting forms following teacher-student goal setting chats.
- School Social Worker will review student achievement data as part of scheduled meetings with parents, home visits, as well facilitate partnerships between home and school in order to improve school attendance and achievement.
- School Social Worker and district funded RCA will work collaboratively to engage families of students who are identified as attendance, behavior or academic concerns (as identified through COST process).
- Monthly Parent Newsletters will be sent home by each classroom teacher to communicate current learning, upcoming assessments, and classroom events.
- Principal and VP will send home quarterly school Newsletter to highlight school success and share information.
- School Messenger will be utilized by classroom teachers and support staff to inform parents of school news.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Chats and fall Parent Conferences.
- Slater families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first SSC/ELAC meeting of the 2015-16 school year.
- Title One Parent Meeting and Back to School Chats will be scheduled in August with notifications going home prior to the end of the 2016-17 school year, during the summer break, and School Messenger reminders.
- Back to School Chats will be scheduled prior to the start of school as well as traditional parent conferences will be scheduled at the end of the first quarter.
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Slater to offer on-going parent education provided by the district office.
- Spring Open House will be held to highlight student learning throughout the year.
- The following will be provided to further support students and families:
 - Student Success Team (SST) Meetings.
 - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
 - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.
- Professional Learning Plan will allocate time for topics supporting complex text, task, talk: Essential Learnings Deconstruction of Standards Culture of Learning Text Analysis Rigor and Challenging Tasks Questioning strategies
- Increased PL will be devoted to ongoing development of Essential Learnings for ELA and aligning Adopted Curriculum and FUSD Scope & Sequence and Slater instructional maps.
- AC time will be allocated for quarterly instructional Planning using identified Essential Learnings, FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data.
- Teachers will develop backwards map of Unit plan, develop common formative assessments and culminating performance tasks.
- AC teams will meet to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments, deconstruct standards and set short and long term goals.
- Vertical A/C Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards will occur quarterly through cycle of review process and ongoing through the use of the Common Core Companion.
- Slater Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis.
- LTs will:
 - be guardians of the Slater mission and vision
 - develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
 - analyze data, determine needs, and plan for action engage in planning in order to support the leading of their Accountable Community
 - provide professional learning to staff engage in professional learning that supports PLC practices
 - be trainer of trainers for school initiative of blending learning in partnership with Education Elements
- School-wide CCI process will be implemented to:
 - Ensure vertical alignment of challenging content
 - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
 - Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
 - Vertically collaborate on successful instructional strategies Identify "expert teachers"
 - Ensure lesson progression and rigor across grade levels
 - Peer observations and co-teaching opportunities will be identified and planned for, beginning with Leadership Team.
- Provide training and opportunities to determine and align site-wide grading policies.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content including attending conferences/travel.
- ELA coaches will work with grade level AC's to provide support in instruction, standards and GVC.

Action 2

Title: Mathematics

[Action Details:](#)

In order to increase the number of 3 -6 grade students meeting or exceeding proficiency on SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD

Instructional Practice Guide for Math. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

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

Explain the Progress Monitoring and data used for this Action

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

District Math Interim Assessments, Grades 1-6

AC Common Assessment Cycles

Classroom observations/feedback (IPG Tool/Data Summary Report)

Math SBAC results

Data Chats/Goal Setting Conferences

Owner(s):

ILT

Accountable Communities

Principal & Vice Principal

School-wide

Admin Team/Teachers/Students

Timeline:

October 2019, January 2020

CFAs ongoing throughout Unit/Chapter

IPG Report - quarterly

SBAC, June 2020

Quarterly

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

- CORE Instruction:
 - All students will be provided an extended school day with an additional 30 minutes of instruction.
 - Materials and supplies such as: Supplemental materials, and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
 - Provide intensive professional learning and support in order to build and implement instructional model in collaboration with Educational Elements.
 - Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk, mathematics, and technology and in the implementation of accountable communities.
 - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, teacher input at SSTs, or provide other parent engagement opportunities.
 - All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
 - Quarterly Goal Setting Chats will be conducted between teachers and admin team.
 - Goal Setting chats will be held quarterly between teachers and students to discuss their, as applicable.
 - Math Coach will support teachers with lesson design and Tier 1 instruction of GVC
- Tiered System of Intervention:
 - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
 - A systemic tiered system of intervention will be in place for all ACs. As part of instructional planning process ACs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
 - As identified through assessment data, students will receive Tier 3 intervention through a deployment model with the certificated tutor, TSA, SPED Team and classroom teachers.
 - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
 - Opportunities for extended learning outside the school day for students will be provided through district funded Library Grant. Tutoring will be focused on building math fluency.
 - COST referrals will be used to monitor tiered system of intervention prior to Student Success Team.
 - Principal, VP, TSA, School Social Worker and Resource Campus Assistant will monitor ongoing action plans for COST students.
 - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
 - School will provide additional school psychologist time in order to further support student needs with intensive academic needs.
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 - Copy machine lease
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- Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
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Explain the actions for Parent Involvement (required by Title I):

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- Teachers will send home student goal setting forms following teacher-student goal setting chats.
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- Slater families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
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- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Slater to offer on-going parent education provided by the district office.
- Spring Open House will be held to highlight student learning throughout the year.

Specify enhanced services for low-performing student groups:

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Describe Professional Learning related to this action:

- AC time will be allocated for quarterly instructional Planning using identified Essential Learnings, FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data.
- Teachers will develop backwards map of Unit plan, develop common formative assessments and culminating performance tasks.
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- Slater Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis.
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 - analyze data, determine needs, and plan for action engage in planning in order to support the leading of their Accountable Community
 - provide professional learning to staff engage in professional learning that supports PLC practices
 - be trainer of trainers for school initiative of blending learning in partnership with Education Elements
- School-wide CCI process will be implemented to:
 - Ensure vertical alignment of challenging content
 - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
 - Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
 - Vertically collaborate on successful instructional strategies Identify "expert teachers"
 - Ensure lesson progression and rigor across grade levels
 - Peer observations and co-teaching opportunities will be identified and planned for, beginning with Leadership Team.
- Provide training and opportunities to determine and align site-wide grading policies.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content including attending conferences/travel.
- Bullard Regional Plan supports a focus around mathematics and connecting ACs across the region to engage in professional learning around coherence, focus and common planning.

- The following will be provided to further support students and families:
 - Student Success Team (SST) Meetings.
 - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
 - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.
- Professional Learning related to the Next Generation Science standards will be provided through FCOE in order to connect all students with hands on learning experiences related to literacy, math, science, technology, and engineering.
- AC's will participate in Lesson Study in Mathematics and Language Arts, with a focus on lesson planning, instructional delivery (classroom foundations/ 5 Es) Math will support AC's and Administration with Lesson Study. AC's will commit to debriefing the learning, sharing insights, creating new lessons, based on the learning - with a focus on Tier 1 instruction.
- Math coaches will work with grade level AC's to provide support in instruction, standards and GVC.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			PL opportunities to support AC development and work; peer observations; AC Lesson study; planning days G1A2	6,360.00
G1A1	Title 1 Basic	Instruction	Travel			Conference/Travel G1A2	8,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements Action G1A2	5,320.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (includes EL) G1A2 - No Food/Incentives	1,785.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		20,664.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies; Newsletters, parent meetings, literacy night, math night, RTI G1A2	8,791.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies; Incentives	6,174.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	6,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance of student and staff technology	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Signs, banners	1,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement G1A2	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		27,551.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	1,691.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies G1A1 - No Food/Incentives	3,940.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			PL opportunities to support AC development and work; peer observations; AC lesson study; planning days G1A1	6,360.00

\$115,136.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	21.843 %	39.968 %	2017-2018	46.968 %

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.

<p>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.</p> <p>Goal 2 Participation Rate</p> <p>The target for Goal 2 was met and surpassed.</p> <p>All actions will continue for 2019/2020 school year.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>Foster Youth has a participation rate of 37.5% which is below the school average</p> <p>The sub-group "other" has a participate rate of 36.4%, is just below the school average.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Previous target was met. Actions will continue towards meeting news goal.

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

Social Worker, will work with students in the Foster Youth sub-group to determine the needs of the students and why they are not participating in Goal 2 activities.

Principal and VP will analyze the sub-group "other" and determine next steps to increase involvement in Goal 2 activities.

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:
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- Social Worker
- Materials and Supplies

- Clubs (i.e., lego club)
- Student leadership
- Opportunities for parents to help during sports games
- Student of the month awards

- Student Leadership
- More social skills group
- Additional club activities

Action 1

Title: School Connectedness

Action Details:

School will increase school connectedness for students and parents by providing activities and athletics during school and through extra-curricular activities.

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

Explain the Progress Monitoring and data used for this Action

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

Goal 2 Monitoring (data entry)
School Culture & Climate Surveys

Owner(s):

Misty Maldonado (School Social Worker)
Culture & Climate Team/Students
Daniel Lopez (ASP Coordinator)

Timeline:

Quarterly
Yearly

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

- Provide School Social Work services to support students in need of school connectedness.
- Provide wider array of options during recess: including clubs, art, intramurals, legos, and additional play equipment. Resource Counseling Assistant will be provided through district grant in order to support alternative recess location for students in grades 1-6 during morning/lunch recess and/or de-escalation room for short "time-aways" from class. Materials will be purchased to support these activities.
- Tier II Intervention Specialist will work under SSW in order to align supports for Tier 2 & 3 students. All classrooms will implement weekly Classroom Meetings and Second Step lessons.
- OLWEUS Anti-Bully Campaign Implementation of school-wide expectations: School Rules, Guidelines for Success, STOIC, CHAMPS Safe & Civil Team will continue to implement CCI process in order to support school-wide efforts for a positive climate.
- Students will have opportunities to participate in Meaningful Work through student jobs and participate in a mentoring relationship with their supervisor.
- All students have the opportunity to receive awards and incentives to encourage participation and attendance in various school activities.
- Character Counts Pillars will be emphasized in order to develop a positive school culture. Students will continue to earn charms for their "achievement necklace" by demonstrating character, kindness and through participation in activities.

Specify enhanced services for EL students:

EL students had a participation rate of 40%

- Social Work will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to attend grade level field trips.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home, monthly to advise parents of upcoming events.

Specify enhanced services for low-performing student groups:

The over all participate rate for School Contentedness was 46%. The following sub-groups had lower attendance in activities than other groups:

Asians: 41%
Other: 36%

Foster Youth: 38%

Homeless: 41%

- Social Work will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to attend grade level field trips.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home, monthly to advise parents of upcoming events.

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

- Slater families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. The Student/Parent Handbook outlines student and parent opportunities for school connectedness including student extra curricular activities, and parent activities to support sense of belonging. Also included are expectations for support, student behavior expectations and consequences..
- Parents will be invited to school activities including, student presentations, awards assemblies, open house, back to school night, student programs, athletic events, etc.
- Teachers will include discussion related to Goal 2 activities during Back to School Chats/Night, Science STEMNight (FCOE) and at other informal/formal parent conferences.
- Parents will be notified prior to each SOAR (Positive Behavior/Attendance Activity) whether or not their student is able to participate in the activity.
- Parents will receive a monthly newsletter from classroom teacher and quarterly from school to provide information about school events.

Describe Professional Learning related to this action:

- School Culture & Climate Team will support staff learning/activities as needed to further develop a wide array of engagement opportunities for all students.
- Staff will receive professional learning around the importance of school engagements, including sponsoring students for meaningful work and/or student clubs.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies; Incentives; SOAR	6,000.00
G2A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Involvement/Babysitting	625.00

\$6,625.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	94.736 %	95.652 %	2017-2018	100 %
Exposure to Careers - 4th Grade	90.333 %	94.318 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	96.386 %	2017-2018	100 %

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

<p>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.</p> <p>Exposure to Careers - 3rd Grade Actions were implemented and target was surpassed</p> <p>Exposure to Careers - 6th Grade Actions were implemented and target was not met.</p> <p>Exposure to Careers - 4th Grade Actions were implemented and target was surpassed.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade None</p> <p>Exposure to Careers - 6th Grade Attendance is a contributing factor to lack of participation in Fresno City College Tour</p> <p>Exposure to Careers - 4th Grade None</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Attendance and personal factors may be contributing to lack of engagement in field trips.

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

Social Worker and teachers will work with students to ensure students have opportunities to attend field trips.

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:
None provided	<ul style="list-style-type: none"> • School wide Leadership opportunities • Career Day 	<ul style="list-style-type: none"> • Leadership opportunities for students • Career Day

Action 1

Title: Exposure to Careers

Action Details:

Slater will provide opportunities for all students to be exposed to a variety of future career options.

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

Explain the Progress Monitoring and data used for this Action

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

Atlas/Attendance Report

Goal 2 report

Owner(s):

Vice Principal/Attendance Clerk

Vice Principal/School Social Worker

Timeline:

Quarterly

Quarterly

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

- Students will participate in CTE study trips/experiences designated by the district.
- All students will participate in school-wide activities such as, Drug Prevention Week, Read Across America which include opportunities to meet various community members from a variety of career fields.
- Students may apply for a job assignment through Meaningful Work each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community.
- Student Leadership Team will be formed to promote leadership on campus, contentedness and provide opportunities for students to engage in a variety of activities that could lead to future careers (event planning, charity work, fund raising, etc.)
- Students will all have the opportunity to participate in field trips provided by the Goal 2 office.
- Students will have the opportunity to participate in Science STEMNight.

Specify enhanced services for EL students:

All students will have exposure to careers.

See actions in direct service to students.

Specify enhanced services for low-performing student groups:

?All students will have exposure to careers.

See actions in direct service to students.

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

Describe Professional Learning related to this action:

- Parents will receive a monthly newsletter from classroom teacher and quarterly from school to provide information about school events.

- Partnership with FCOE to provide a Science STEM Night related to careers.
- Kids Invent professional learning for 5th & 6th grade students.
- Meaningful Work assignments supervised by School Social Worker, RCA and teachers.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : FCOE Contract; Science STEM Night; Staff PL opportunities	5,000.00

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	20.861 %	24.128 %	2017-2018	22.128 %
Suspensions Per 100	19.478 %	19.427 %	2017-2018	18.427 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Based on SPSA data, attendance percentages have not changed over the past 3 years, holding consistently at 93%.

- School Social Worker will hold attendance conferences with parents, develop incentive contracts for students with chronic or severely chronic attendance.
- Incentives will be provided for perfect attendance.

Suspensions Per 100

- According to SPSA data, suspensions have decreased from 23% to 17% over the past 3 years.
- There are a significant number of students being suspended in grades 4th-6th. Large class sizes in grades 4 and 6 may contribute to this. It is more difficult for teachers to meet social emotional needs of more than 30 students.
- RCA and SSW have focused on a targeted group of students based on behavior and academic data which have decreased the overall number of suspensions.

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

Chronic Absenteeism

- White and African American students' attendance is slightly below other subgroups a 30% and 32%.
- While Homeless students are at 33%.

Suspensions Per 100

- Suspensions for white subgroup are significantly higher than all other subgroups and overall percentage (27% per hundred).
- Suspensions for SPED subgroup are significantly higher than all other subgroups and overall percentage (29% per hundred).
- Factors contributing may include that there is a need to provide more social emotional support to students who are experiencing trauma in the home, which result in aggressive behaviors at school.

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

- COST - This is an effective system of intervention for some students, however, there are more students that need intensive monitoring/support than Intervention Team can effectively support.
- Climate & Culture Team have done outstanding job of increasing opportunities to develop kindness, empathy, school connectedness through a variety of activities.
- District Funded RCA position with targeted interventions/supports

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

No changes will be made.

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:

- Social Worker
- School Psychologist

2 ELAC:

- Attendance Incentives (i.e., medals)
- Prepare 5th and 6th grade students to transition to middle school.

3 Staff:

- Incentives
- Additional home visits (SSW/Teacher)
- Attendance Challenges

Action 1

Title: Attendance

Action Details:

In order to support and monitor school-wide attendance, staff will meet with chronically absent students and parents, in order to discuss the importance of attendance and setting goals for improved attendance. School Social Worker will work closely with school office clerk and classroom teachers in order to support parent involvement, improved attendance, school connectedness, and provide community resources.

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

Owner(s):

Timeline:

- Atlas
- COST
- Classroom Attendance Log
- Data Chats and Goal Setting Conferences

- Attendance clerk, School Social Worker
- School Social Worker, Principal, VP, TSA
- Teachers
- Admin, Teachers, Students

- Monthly
- Monthly
- Daily
- Quarterly

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

- Support foster and homeless youth, including enrollment, placement, and access to support services.
- Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.

- The School Social Worker will contact/make home visits to families of students who are chronically absent to encourage improved attendance.
- Additional time for School Psychologist will be purchased in order to support school administrators in planning Tier 2 and 3 interventions, as well as educational assessments for identified students.
- Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data.
- Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how to access ATLAS
- The school will implement a school-wide reward/incentive attendance program for the classroom with the highest weekly attendance rate, students with perfect attendance, and an attendance mentor program for students with chronic or severely chronic attendance.
- School Social Worker will provide quarterly reports to staff in order to develop school-wide actions, structures around school attendance.
- Slater Principal, VP, School Social Worker will be assigned "Focus Students" who are identified as chronically/severe absent students, identified as having failing grades, or identified as unengaged in school.
- School Social Worker will hold regular parent conferences following 3 attendance letter. This may include home visits and/or parent conferences. Classroom Teachers will make parent contact following 2 consecutive day of a student absence in order to develop positive and frequent parent teacher connections.
- Positive incentives for attendance will be provided at student awards assemblies.
- Monthly School-wide positive behavior/attendance activity will be developed in order celebrate and reward positive behavior and school attendance.

Specify enhanced services for EL students:

- School Social Worker will support EL students and their families through outreach, home visits, and other related services.

Specify enhanced services for low-performing student groups:

AA students: 92%

White students 91%

SpEd students 91%

- Awards and incentives to encourage attendance.
- Adult Attendance Mentors make weekly contact with mentees.
- Social Worker Attendance Contracts
- Criteria for SOAR participation will now include attendance

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

- Letters are sent home to families of students who missed SOAR, based on criteria.
- Teachers make monthly, personal phone calls to families to discuss opportunities for improvements

Describe Professional Learning related to this action:

- Admin will continue to monitor and provide feedback to teachers on Second Step and Classroom Meetings.
- Optional PL will be offered to new teachers and teachers that want a refresher
- ILT and Climate and Culture team will work together to communicate new incentives and attendance programs to staff.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		30,525.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies; incentives; SOAR	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		129,541.00

\$162,066.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0420 Slater Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			PL opportunities to support AC development and work; peer observations; AC Lesson study; planning days G1A2	6,360.00
G1A1	Title 1 Basic	Instruction	Travel			Conference/Travel G1A2	8,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements Action G1A2	5,320.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (includes EL) G1A2 - No Food/Incentives	1,785.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		20,664.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies; Newsletters, parent meetings, literacy night, math night, RTI G1A2	8,791.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies; Incentives	6,174.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	6,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance of student and staff technology	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Signs, banners	1,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement G1A2	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		27,551.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	1,691.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies G1A1 - No Food/Incentives	3,940.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			PL opportunities to support AC development and work; peer observations; AC lesson study; planning days G1A1	6,360.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies; Incentives; SOAR	6,000.00
G2A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Involvement/Babysitting	625.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : FCOE Contract; Science STEM Night; Staff PL opportunities	5,000.00
G4A1	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000		30,525.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies; incentives; SOAR	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		129,541.00

\$288,827.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,930.00
Sup & Conc	7090	\$201,655.00
LCFF: EL	7091	\$31,242.00
Grand Total		\$288,827.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$115,136.00
G2 - All students will engage in arts, activities, and athletics	\$6,625.00
G3 - All students will demonstrate the character and competencies for workplace success	\$5,000.00
G4 - All students will stay in school on target to graduate	\$162,066.00
Grand Total	\$288,827.00