

Slater Elementary

106216660851381

Principal's Name: Kelli Wilkins

Principal's Signature: *Kelli Wilkins*

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected 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. Lourdes Herrera			X		
7. Margarita Espinosa					
8. Alejandra Mendez				X	
9. Yvonne Diaz				X	
10. Doris Baches				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 3/29/2016

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		3-21-18
SSC Chairperson	Carmen Mendez		03-21-2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	\$47,260 *
7090	LCFF Supplemental & Concentration	\$189,125
7091	LCFF for English Learners	\$36,195
TOTAL 2018/19 ON-SITE ALLOCATION		\$272,580

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,112
Remaining Title I funds are at the discretion of the School Site Council	\$46,148
Total Title I Allocation	\$47,260

Slater Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	14.414	21.414
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.549	32.549
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.143	26.143

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

- Professional learning and AC time focused on implementing formative assessment cycles
- Weekly AC time to analyze student outcomes, adjust instructional plans, plan for intervention, develop common assessments and deconstruct standards
- School-wide use of performance tasks (ELA & Math)
- Increased use of technology

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

- Professional learning and AC time focused on implementing formative assessment cycles
- Weekly AC time to analyze student outcomes, adjust instructional plans, plan for intervention, develop common assessments and deconstruct standards
- School-wide use of performance tasks (ELA & Math)
- Increased use of technology

EL Reclassification Rate (All grade levels)

- Professional learning and AC time focused on implementing formative assessment cycles
- Weekly AC time to analyze student outcomes, adjust instructional plans, plan for intervention, develop common assessments and deconstruct standards
- Increased focus on analyzing EL student outcomes during each assessment cycle and identifying specific next steps to decrease gaps.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

- Lack of implementation of frequent assessment cycles with challenging smart goals
- Lack of implementation of all levels of RTI

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

- Lack of implementation of frequent assessment cycles with challenging smart goals
- Lack of implementation of all levels of RTI

EL Reclassification Rate (All grade levels)

- Lack of implementation of all levels of RTI

Step 2: 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:

Our 2017-18 SPSA Goal in ELA and Math is to increase by 7%. Our interim 2 data indicates growth of at least 7% (in each area), as compared to Interim #2 last year. Based on that, the focus on implementing consistent assessment cycles and focusing on essential learnings are working and we are on track to meet our goal.

Budget Priorities:

- Continue to fund Certificated Tutor to support intervention
- Increase school psychologist time
- Improve parent/school communication at classroom to parent level

2 ELAC:

Combined with SSC

3 Staff:

Budget Priorities:

- Continue to fund Certificated Tutor, School Social Worker, and district funded RCA and CA
- Increase school psychologist time
- Implement partnership with Education Elements to support differentiation in the classroom

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Certificated Tutor was utilized to provide interventions to Tier 3 students.
 - There is a need to build and refine Tier 1 and 2 interventions in order to systemically build complete tiered system of intervention.
 - Better monitoring systems need to be in place to monitor impact of all levels of intervention.
- Parent participation funds were utilized to provide Math/Literacy Nights for parents in order to build fluency skills.
 - There is a need to continue to improve parent attendance at all school functions
 - Principal, VP and OM will work on developing more consistent communication system with parents.
- 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.

Action 1

Title: ELA and Math

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 and 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 ELA and Math Interim Assessments, Grades 1-6

AC Common Assessment Cycles

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

ELA & Math SBAC results

Data Chats/Goal Setting Conferences

Owner(s):

ILT

Accountable Communities

Principal & Vice Principal

School-wide

Admin Team/Teachers/Students

Timeline:

October 2018, January 2019

CFAs ongoing throughout Unit/Chapter

IPG Report - quarterly

SBAC, June 2019

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 ELA & 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 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.

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.
- 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.

- 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.
- Technology:
 - Copymachine 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.

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

- 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.

Describe Professional Learning related to this action:

- 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:

- 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.
- 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.
- 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.

Action 2

Title: Subgroups

[Action Details:](#)

Slater will increase the percentage of students in our significant subgroups (ELL, African American and Sped) in meeting/exceeding standards in ELA and Math by ensuring that students receive the needed instructional supports that target their identified needs.

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 and Math Interim Assessments

EL Goal Setting Report

Data Chats/Goal Setting Chats

ELPAC

ELA and Math subgroup data

Common Formative Assessments

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

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with all students and provide clear learning targets for students in significant subgroups.
- District funded Resource Counseling Assistant will mentor and support African American students navigate educational setting, in order to develop positive connections at school.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- Collaboration with Educational Elements will support ILT in professional learning, coaching and developing structures to increase differentiation and blending learning for all students.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- School Social Worker will provide monthly updates to teachers and administrators on Foster and Homeless Youth so that these students are consistently connected to staff, resources and services available.

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

- School wide assessment results will be shared with parents during meetings, including School Site Council/ELAC, and Parent Coffee Hour.
- Family Literacy Night and Family Math Night will target engagement of parents specifically identified as a significant subgroup.
- Parent University Courses will be offered to support parents with how to help their children with school success, improved communication with school, and resources that are available to the community.

Owner(s):

Vice-Principal, SSW, RCA

TSA, Certificated Tutor

Admin/Teachers/Students

Vice-Principal

Principal & Vice-Principal

Teachers, ILT

Timeline:

October 2018, January 2019

August 2018, October 2018, Jan. 2019, May 2019

Quarterly

May 2019

June 2019

Ongoing

Specify enhanced services for EL students:

- Certificated Tutor to focus on EL student progress and monitoring in order to support with Tier 2 and Tier 3 interventions.
- Collaboration with Education Elements will support classroom teachers with structures and strategies for differentiation (Tier 1 instruction).
- COST team will monitor and analyze data (CFA, grades, behavior, attendance) for EL students that are not showing continued progress.

Describe Professional Learning related to this action:

- Teachers will receive support in disaggregating data and how to identify each subgroup's assessed area of need. Teachers will plan actions to target specific areas of need.
- Professional Learning will include: ELD strategies, student engagement, technology, and professional readings related to working with Special Ed students, African American students, and students of poverty.
- ILT members will analyze school-wide results to determine needs and plan for action in support of improving the school-wide program to address the needs of all students.

- School Social Worker and Resource Counseling Assistant will work together to develop stronger connections between home and school, through Parent Outreach.

2018-2019 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; planning days	10,893.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies *no food/incentives	2,495.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	3,760.00
G1A1	Title 1 Basic	Instruction	Travel			Conference/Travel	8,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Fresno County Office of Education : Fresno County Office of Education: FCOE Contract - Staff Professional Learning Opportunities	5,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements	16,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Meetings/Newsletters;materials and supplies for parent meetings/literacy and math nights *no food/incentives	1,112.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,954.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh copy machine	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent involvement	122.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		20,651.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		27,536.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,464.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Technology	1,195.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent involmnet	500.00

\$115,682.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	14.843	21.843

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

Due to being a designated site we find it difficult to recruit staff to run clubs and/or extra curricular activities. Generally these activities are run by support staff. There is also a need to have a specific staff member follow-up in entering student engagements.

- Approx. 50% of 5th/6th graders are engaged a Goal 2 activity (choir, band, sports)
- Currently 0% of K-3 students have reported to participate in an activity
- Many students are involved with Meaningful Work, however it hasn't been consistently documented.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

The limited activities that are offered don't show disproportionality for any significant subgroups. Disproportionality does occur however in regards to TK-3, who receive less opportunities to engage in school activities vs. 4th-6th graders. In addition, we feel our data is misconstrued due to lack of entry.

Step 2: 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:

- Parents are supportive of athletic programs and wish they were opened up to a wider grade range.
- Parents liked the increased opportunities for student performance this year. School staff will continue to make this a priority.

2 ELAC:

Same as SSC.

3 Staff:

- Staff agrees that more students should be involved with activities, however, there is still a need to recruit additional staff to implement activities.
- School Social Worker is working with a neighborhood church to begin to start up some after school tutoring. SSW is working out details to ensure church members are fingerprinted, etc.

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> 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

Jaime Turner (ASP Coordinator)

Timeline:

Quarterly

Yearly

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

Specify enhanced services for EL students:

- 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.
- RCA 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.

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

Describe Professional Learning related to this action:

- 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, and at other informal/formal parent conferences.
- Parents will be notified prior to each SOAR (Positive Behavior/Attendance Activity) whether or not their

- 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.

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.

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	87.736	94.736
Exposure to Careers - 4th Grade	83.333	90.333
Exposure to Careers - 6th Grade	96.203	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
Attendance is a contributing factor to lack of participation in Brickz for Kids.

Exposure to Careers - 6th Grade
Attended Fresno City College Tour

Exposure to Careers - 4th Grade
Attendance is a contributing factor to lack of participation in Nutrition Center Tour

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
None

Exposure to Careers - 6th Grade
None

Exposure to Careers - 4th Grade
None

Step 2: 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:

- Continue to hold Family Literacy and Math Nights - perhaps include guest speakers around possible career choices

2 ELAC:

None provided

3 Staff:

- Hold Family Science on non-back to school night or other school function (competing interests)

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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, connectedness 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.)
- 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 science, technology, engineering and math.

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

Specify enhanced services for EL students:

Describe Professional Learning related to this action:

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	22.861	20.861
Suspensions Per 100	20.478	19.478

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- White and African American students' attendance is slightly below other subgroups at 91% and 92%.
- While Foster Youth students are significantly below average at 88%.

Suspensions Per 100

- Suspensions for AA subgroup are significantly higher than all other subgroups and overall percentage (52% per hundred). AA students make up approximately 25% of school population.
- 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: 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:

Budget Priorities:

- School Social Worker
- District Funded RCA and CA
- Increased school psych time

2 ELAC:

3 Staff:

Budget Priorities:

- School Social Worker
- District Funded RCA and CA
- Increased school psych time

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- 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

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

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

Owner(s):

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

Timeline:

- 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

Specify enhanced services for EL students:

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

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

- Awards and incentives to encourage attendance.

Describe Professional Learning related to this action:

- The school will implement a school-wide reward/incentive attendance program for the classroom with the

- Adult Attendance Mentors make weekly contact with mentees.
- Social Worker Attendance Contracts

- 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.

2018-2019 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	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		127,147.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Psychologist, School	0.2000		29,751.00

\$156,898.00

2018-2019 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; planning days	10,893.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies *no food/incentives	2,495.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	3,760.00
G1A1	Title 1 Basic	Instruction	Travel			Conference/Travel	8,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Fresno County Office of Education : Fresno County Office of Education: FCOE Contract - Staff Professional Learning Opportunities	5,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements	16,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Meetings/Newsletters;materials and supplies for parent meetings/literacy and math nights *no food/incentives	1,112.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,954.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh copy machine	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent involvement	122.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		20,651.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		27,536.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,464.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Technology	1,195.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent involment	500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		127,147.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Psychologist, School	0.2000		29,751.00

\$272,580.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,260.00
Sup & Conc	7090	\$189,125.00
LCFF: EL	7091	\$36,195.00
Grand Total		\$272,580.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$115,682.00
G4 - All students will stay in school on target to graduate	\$156,898.00
Grand Total	\$272,580.00