

Powers-Ginsburg Elementary

10621666006068

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Balliet	X				
2. Chairperson – Linda Samaniego		X			
3. Kimberly Deslauriers		X			
4. Linda Herman		X			
5. Courtney Spalliero			X		
6. Jason Stevens				X	
7. Yuritzi Camarillo				X	
8. Amanda Davenport				X	
9. Rosalinda Valencia				X	
10. Yoko Rodriguez				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 <u>2/9/24</u> .

Required Signatures

School Name: Powers-Ginsburg Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet	<i>Angela Balliet</i>	4/4/24
SSC Chairperson	Linda Samaniego	<i>Linda Samaniego</i>	4/4/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$47,250 *
7090	LCFF Supplemental & Concentration	\$150,002
7091	LCFF for English Learners	\$39,744

TOTAL 2024/25 ON-SITE ALLOCATION

\$236,996

* 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	\$1,400
Remaining Title I funds are at the discretion of the School Site Council	\$45,850
Total Title I Allocation	\$47,250

Powers-Ginsburg Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-43 pts	-45.8 pts	2023-2024	-30 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-72 pts	2023-2024	-57 pts
SBAC ELA - percentage of students met/exceeded standard	✓	34 %	32.8 %	2023-2024	37.9 %
SBAC Math - Average distance from standard	✓	-60 pts	-50.2 pts	2023-2024	-35 pts
SBAC Math - percentage of students met/exceeded standard	✓	27 %	27 %	2023-2024	32.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

ELA & Math - The following actions were implemented:

- All students were provided tier 1 (universal) and tier 2 (targeted support) Literacy and Math instruction in their classrooms. Identified students received tier 3 small group push-in/pull-out intensive support on below grade level skills.
- Teachers engaged in job-embedded instructional coaching cycles and were provided support with resources, technology, assessment, and intervention support.
- K-1 teachers received a series of professional development focused on implementation of Foundational Reading Skills to apply in their daily Literacy instruction.
- All teachers in grades 3-6 received on-going professional learning and coaching support in math, including Swun Math/MLD, BTBF, and strategic use of IAB/FIABs to inform instruction.
- All teachers in grades 3-6 consistently administered Math IABs/FIABs, adjusted instruction, and intervened, based on identified needs.
- All K-6 classrooms utilized iReady Diagnostics to determine students' areas of Literacy and Math

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

On the CA Dashboard 2023, our EL student group fell in the Very Low/RED performance category because on SBAC ELA 2023, EL students' (43 students) average distance from standard was -72 points, as compared to -46 points for all students. This was a decline of 4.2 points.

- On SBAC ELA 2023, only 9.5% of EL students met/exceeded standards, as compared to 32.8% of all students.
- On EL PAC 2023, 8.6% of EL students earned a score of a 4.
- On SBAC Math 2023, EL students' average distance from standard was -65 points, as compared to -50 points for all students and only 8.9% met/exceeded standards, as compared to 27% of all students.
- On ELA iReady D2, Dec. 2023 - 12.9% of EL students were on/above grade level, compared to 27.7% overall. However, 67.1% of EL students demonstrated typical growth, compared to 59% of all students.

strengths and deficiencies, develop small flexible groupings to target needed skills, identify each students' individualized learning pathway, and to set and monitor learning goals.

- TSA provided daily targeted small group designated ELD instruction to identified EL students at levels 2 and 3 to specifically target their language needs.
- Literacy Mentors supported early literacy skills for identified student groups in primary grades.
- Grade level daily schedules were intentionally designed to ensure that all students with RSP services in the areas of Reading, Writing, or Math were present in their classrooms to receive tier 1 and tier 2 instruction (with some push-in support). Additionally, identified students with special needs receiving RSP support, received tier 3 intervention to address their IEP goals, provided by SPED staff.

Current student performance:

- Our 2023-24 target is 34% of students meeting/exceeding standards in ELA. On iReady Reading D2 (Dec. 2023): 27.7% of students performed on/above grade level. 59.1% are meeting typical growth and 45.9% are meeting stretch growth.
- Our 2023-24 target is 27% of students meeting/exceeding standards in Math. On iReady Math D2 (Dec. 2023): 21% of students performed on/above grade level. 66.8% are meeting typical growth and 51.3% are meeting stretch growth.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Actions we intended to implement, but did not fully implement:

- Consistent administration and analysis of Literacy IABs/FIABs to inform instruction did not occur. We remained focused on systematic implementation and action from Math FIABs, but found limited time to build our capacity in using Literacy FIABs in a scope and sequence aligned with the Wonders curriculum.
- The TSA provided daily targeted small group designated ELD instruction to identified EL students at levels 2 and 3 to specifically target their language needs, but only for about 4 months (Oct.-Jan) prior to the ELPAC assessment.
- We continue to struggle with consistent implementation of daily small group designated ELD instruction, designed to specifically target EL students' academic and language needs, and still do not fully utilize available EL data to develop goals and create action plans with EL students to monitor their progress.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Action 1, Tier 1 & 2 – All teachers in grades 3-6 will consistently administer Literacy IABs/FIABs, and adjust instruction based on identified trends.
- Action 1, Tier 2 - We will no longer fund Literacy Mentors to support tier 2 intervention in primary grades, instead we will utilize Teaching Fellows paid for out of the regional literacy budget.
- Action 1, Enhanced Services for EL Students – TSA will provide designated ELD instruction to more EL students in identified grade levels and ELPAC levels.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback/budget priorities (February 28, 2024):

1. TSA to support instructional programs for ELD
2. Instructional Assistant to support tier 3 intervention

2 ELAC:

ELAC (February 9, 2024) top priorities:

1. TSA for targeted small group ELD instruction
2. ELPAC assessors

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff (February 13, 2024 and March 4, 2024) top priorities:

1. TSA for targeted small group ELD instruction
2. Instructional assistant for intervention support

Action 1

Title: Literacy

[Action Details:](#)

Powers-Ginsburg will increase student performance in Literacy and close achievement gaps through standards-aligned effective instruction and intervention practices that meet students' assessed 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](#)

ELA SBAC DFS & Met/Exceeded

I-Ready Diagnostics, Grades K-6

PK DRDP, TK & K FSA

CFAs, IABs/FIABs

Grade Level/Classroom/Student Goal Setting

ELPAC/EL Reclassification Rate

Owner(s):

Principal

Principal

VP

VP

ILT/PLCs/Teachers/Students

VP/TSA

Timeline:

June 2025

Fall, Winter & Spring

Fall, Winter, Spring

Monthly

Fall, Winter & Spring

Fall, Winter & Spring

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

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their literacy needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored by teachers.
- All teachers in grades TK-2 will implement effective early literacy instruction through a progression of foundational literacy skills, use of research-based best practices, ensuring adequate structure of the language arts block, and efficient use of Wonders curriculum resources.
- All teachers will engage students in goal setting for growth in reading skills and monitor their progress using a variety of assessment data, including DRDP, FSA, iReady, CFAs, and IABs/FIABs.
- All PLCs will create/identify and administer Common Formative Assessments (CFAs) for each unit in ELA that are aligned to their grade level claims and targets. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Literacy IABs/FIABs and analyze the data to inform and adjust instruction, based on identified trends and needs.

- All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- The Teacher on Special Assignment (TSA) will support all staff with coordination of Literacy/ELD programs for effective implementation, including support with curriculum, resources, technology, and assessment.
- All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2:

- Teachers/PLCs will identify students who are not responding to tier 1 instruction, identify their targeted learning needs based on CFA data, develop student groupings around like-needs, and create short-term goals and action plans (8-week cycles) to address their specific needs through additional support and targeted intervention within their classroom/grade level.
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in literacy skills towards grade level proficiency.
- Teaching Fellows (funded through the Regional Literacy Plan) will support identified groups of students with development of foundational literacy skills by assisting teachers with targeted literacy instruction/intervention.
- The TSA will assist teachers with providing designated ELD instruction to targeted groups of EL students in order to increase student growth and progress towards English language proficiency.

Tier 3:

- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) may be referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- An Instructional Assistant will assist teachers in providing targeted intensive tier 3 intervention to identified students.
- The VP will coordinate academic interventions and monitor student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in the area of average distance from standard on SBAC ELA (72 points below standard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English Learner students by funding a paraprofessional to support ELA interventions.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English Learner students by funding:

- *TSA who will provide targeted designated ELD instruction to identified groups of EL students to ensure growth in academic and language proficiency skills.*
- *Supplemental curriculum, materials, supplies, resources, and technology will be provided to classrooms in support of ELD instruction to address the academic and language needs of English Learners.*
- *ELPAC assessors will be provided to administer the ELPAC to all EL students in grades TK-6.*

4. As a site: What are planned actions to support English learner students?

- *EL students will receive targeted instruction aligned to the CA ELD Standards daily through integrated and designated ELD instruction.*
- *Academic Coach will support teachers with effective planning of integrated and designated ELD instruction, alignment between ELA and ELD standards, use of ELD curriculum, and ELD instructional strategies.*
- *EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group?

N/A

time.

Action 2

Title: Mathematics

[Action Details:](#)

Powers-Ginsburg will increase student proficiency in Mathematics and close achievement gaps through standards-aligned effective instruction and intervention practices that meet students' assessed needs.

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

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

Math SBAC DFS & Met/Exceeded

I-Ready Diagnostics, Grades K-6

PK DRDP, TK & K FSA

Common Formative Assessments, IABs/FIABs

Grade Level/Classroom/Student Goal Setting

Owner(s):

Principal

Principal

VP

VP

ILT/PLCs/Teachers/Students

Timeline:

June 2025

Fall, Winter & Spring

Fall, Winter & Spring

Monthly

Fall, Winter & Spring

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

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Mathematics instruction.
- All students will receive high-quality effective Mathematics instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their mathematics needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored.
- All teachers will engage students in goal setting for growth in math skills and monitor their progress using assessment data, including TK/K FSA iReady, CFAs, and IABs/FIABs.
- All PLCs will create/identify and administer a minimum of 1 Common Formative Assessment (CFA) per chapter in Math that is standards/SBAC aligned. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Mathematics IABs/FIABs and analyze the data to adjust instruction, based on identified trends and needs.
- All teachers will use effective mathematical lesson designs and instructional strategies, and engage in intentional planning to increase students' understanding of math concepts and use of mathematical practices and tools.
- All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2:

- Students who are not responding to tier 1 instruction will be identified through PLCs/teachers, learning needs will be determined based on CFA data, student groupings will be developed based on like-needs, short-term goals and action plans (8-week cycles) will be created to address their specific needs through additional support and targeted intervention within their classroom/grade level.

- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.

Tier 3:

- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) may be referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- An Instructional Assistant will assist teachers in providing targeted intensive tier 3 intervention to identified students.
- The VP will coordinate academic interventions and monitor student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students?

- All students identified as English Learners (EL) will receive integrated English Language Development (ELD) instruction throughout the day in every lesson, with alignment between grade level content standards and ELD standards, to ensure access to the standard instructional program.
- The site Academic Coach will provide support to teachers with planning Math instruction that integrates ELD standards with math content, curriculum, and instructional strategies.
- Supplemental curriculum, materials, supplies, resources, and technology will be provided to classrooms in support of EL students learning math content, vocabulary, and practices that meet their academic and language needs.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group?

N/A

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A1 3.5 hour Intervention Support	16,175.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	G1A1/2: 1.0 TSA	131,609.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A1/2 Color Copier Lease	3,095.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	G1A1/2: 1.0 TSA	32,901.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1A1 2 ELPAC Supplemental (Cert. Subs) 2 subs, 6 days, 42 hrs. each (\$43.22 p/hr.) (Base: 3632 Total:	4,453.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1/2 EL supplies	2,390.00

\$190,623.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	89 %	82.7 %	2023-2024	85.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

The following actions were implemented:

- All teachers increased implementation of relevant and culturally responsive teaching practices and instruction to increase student engagement, ownership, and connection to content, school, and their lives.
- All students in grades 2-6 had opportunities to engage in Meaningful Work through Student Jobs to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school and community.
- All students had opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- All students received opportunities to participate in grade level enrichment trips, career technical education experiences/fieldtrips, and/or arts education experiences/fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students had opportunities to engage in arts, music, activities, and athletics through classroom instruction, enrichment classes, student clubs, the music program, the athletics program, the After School Program/Extended Year Programs.
- The Climate & Culture Team engaged in monitoring student survey results and planning actions to address identified student needs.

Current Student Results:

- Our 2023-24 Fall CC student survey target is 89% of students will respond favorably in the domain of Student-Centered and Real-World Experiences. On the Fall 2023 Climate & Culture Student Survey (grades 3-6) results, 82.7% of students responded favorably. We did not meet our target (missed it by 6%).

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

There were no student groups showing disproportionality in this area.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions were implemented as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

N/A

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

SSC (February 28, 2024) top priorities:

1. Supplies and materials for student engagement opportunities, such as Jaguar Jobs, clubs, and enrichment.

2 ELAC:

ELAC (February 9, 2024) top priorities:

1. No specific feedback, deferred to SSC.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff (February 13, 2024 and March 4, 2024) top priorities:

1. Continue student engagement opportunities, such as Jaguar Jobs, athletics, clubs, and music/art.

Action 1

Title: Student Centered Real-World Experiences

Action Details:

Powers-Ginsburg will increase the percentage of students who believe our school provides them with student-centered learning and real-world experiences by intentionally designing instruction that is relevant to their lives and providing experiences that allow them to make meaningful connections to the world around them.

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

Climate & Culture Student Survey

Owner(s):

VP/Climate & Culture Team

Timeline:

Fall 2024 & Spring 2025

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

Tier 1:

- All teachers will implement relevant and culturally responsive teaching practices and instruction that increases student engagement, ownership, and connection to content, school, and their lives.
- All teachers will provide students with ongoing feedback and instruct them how to revise their work or make improvements based on feedback they are given.
- All students will be provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students will have opportunities to engage in Meaningful Work through Student Jobs to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school and community.
- All students will have opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- All students will have opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.
- All students will be provided opportunities to participate in grade level enrichment trips, career technical education experiences, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, enrichment classes, student clubs, the music program, the athletics program, the After School Program, and/or extended year opportunities (winter and summer sessions).
- All students in grades 5 and 6 will receive Science Technology Engineering Math instruction (STEM5 and Kids Invent) and have opportunities to participate in annual District competitions.

Tier 2:

- The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities with real-world experiences using Fall & Spring student survey data to identify student groups who may be lacking engagements and will develop ways in which we can connect them to our school, staff, and their peers.

Tier 3:

- Individual students who may be demonstrating a need for increased student centered, real-world experiences will be identified and strategically connected to experiences.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students?

- *EL students will receive additional support by teachers with making meaningful connections to content and their lives by providing scaffolds or building background knowledge using visuals, videos, literature, vocabulary development, and language development.*
- *EL students/families will receive support from the HSL with how to utilize technology to access information, visuals, and audio and visual language and/or translation resources for use at home when doing schoolwork, if needed.*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group?

N/A

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			G2A1 CTE/Enrichment/St. Jobs (\$1,000) G3A1 Student Activ./Awards/Incent. (\$2,000) G1A1/2 Office Depot (\$2,500) G1A1/2 Other (\$1,808) Total: \$7308	7,308.00

\$7,308.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		26.2 %	2023-2024	20.2 %
Chronic Absenteeism - Semester 1 (White)	✓		26.1 %	2023-2024	20.1 %
Suspension Rate - Semester 1	✓	2.45 %	0.4 %	2023-2024	0.5 %
Suspension Rate - Semester 1 (White)	✓		0 %	2023-2024	0.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Action 1 Suspensions - The following actions were implemented:

- All students received direct, explicit Social Emotional Learning (SEL) instruction daily to develop social skills and strategies. Teachers utilized Second Step online curriculum lessons, activities from the books, "Morning Meetings" and "Classroom Meetings", and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All teachers implemented The Positivity Project daily lessons focused on positive psychology's 24-character strengths to empower students to build positive relationships and recognize that other people matter.
- All staff received professional development on suicide awareness and prevention to support students who are struggling with thoughts of self-harm.
- All students had opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, kindness, and positive school connections, such as Jaguar of the Week and "Bucket Filler" Tickets/rewards.
- Schoolwide and classroom structures and expectations for health, safety, and civility were posted and communicated in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior was collaboratively developed, agreed-upon, and implemented by all staff. A menu of alternatives to suspension (Tiered Responses to Misbehavior) was implemented by all staff to support student behavior and success.

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

Action 1 Suspension Rate:

- On the CA Dashboard 2023, our White student group fell into the Red/Very Low performance category, with 8.1% of White students being suspended at least one day, as compared to 4.2% of all students.
- This was an increase of 2.8% of white students suspended from the prior year.
- As of Semester 1 2023-24, 0% of white students have been suspended from school, as compared to 0.4% of all students. So, there currently is no disproportionality.

Action 2 Chronic Absenteeism:

- On the CA Dashboard 2023, our White student group fell into the Red/Very Low performance category, with 36.8% of White students being chronically absent (an increase of 6.2%).
- As of Semester 1 2023-24, 26.1% of White students have been chronically absent from school, as compared to 26.2% of all students. So, there is no disproportionality.
- On the CA Dashboard 2023, 29.6% of all students were chronically absent, an improvement of 11.6% from the prior year.

- The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral needs and social-emotional needs and will develop action plans for improvement.
- Students who exhibited intensive social-emotional needs that negatively impacted their learning were referred for counseling services and the School Psychologist conducted progress monitoring and support, threat assessments, student well-checks, and provided crisis support, as necessary.

Suspension Rates:

- Our 2023-24 Suspension Rate target for semester 1 was 2.45%. As of Dec. 2023 (Semester 1), 0.4% of students were suspended at least one day from school. We met our target.

Action 2 Chronic Absenteeism - The following actions were implemented:

- School-wide attendance policies and practices were communicated to all students, families, and staff, implemented consistently, and monitored to support all students with good attendance for school success.
- All students had opportunities to engage in arts, music, activities, and athletics through classroom instruction, enrichment, student clubs, the music program, the athletics program, the After School Program/Extended Year Programs to foster school connectedness and belonging and increase motivation to attend school.
- The Home School Liaison supported all students and families in the area of attendance by communicating attendance policies and effective practices through parent engagement hours, phone calls, and community outreach efforts to provide information, resources, and accountability.
- Sent out daily automated attendance phone calls to all absent students/parents to report that they had an uncleared absence and request a phone call to clear the absence. HSL/OA followed up with attendance calls to clear absences.
- Parent attendance conferences were held with parents of students who were chronically absent to explain truancy policies, provide supports to increase attendance, and set goals for improvement.
- Identified student groups with high rates of absenteeism/tardies were identified and targeted group interventions were developed, including increased parent contact, rewards/incentives, competitions for improved attendance rates, and increased communication about the importance of attendance.

Student Chronic Absenteeism Rates:

- Our 2023-24 Chronic Absenteeism target for semester 1 was 21%. As of Dec. 2023 (Semester 1), 26.2% of all students have been chronically absent from school. We did not meet our target (missed it by 5.2%)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Action 1 Suspensions

The following tier 2 actions were not fully implemented as intended because hiring of the appropriate personnel was on hold. The school psychologist and HSL worked to fill-in gaps, whenever possible.:

- The Child Welfare and Attendance Specialist (CWAS) will support tier 2 systems and students in the areas of social-emotional well-being.
- The CWAS will coordinate the Targeted Support Team, who will meet to collaboratively develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring.
- The CWAS will provide direct services to identified student groups, such as support with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.

- Weekly check-ins with identified students will be conducted by the CWAS to monitor student progress and provide support.

Action 2 Chronic Absenteeism –

- Tier 1 - We intended for all students to participate in schoolwide attendance incentives to recognize good and/or improved attendance, but instead, we focused on incentives for improving chronic absenteeism.
- Tier 2 - We intended for the Child Welfare and Attendance Specialist (CWAS) to coordinate tier 2 targeted interventions and support identified student needs in the area of attendance, but since we did not have this position, our Home School Liaison served this need.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Action 1 Suspensions

- Tier 2/3 - We will no longer contract with Onsite Counseling services, so we will include actions/budget allocation for a part-time Resource Counseling Assistant to support student social-emotional needs (i.e. social skills, peer conflict, alternatives to recess, structured play, transitioning from one setting to the next, daily check-ins). We will continue to receive All 4 Youth counseling services (zero dollar district contract).

Action 2 Chronic Absenteeism

- Tier 2 - HSL will work to increase family engagement opportunities for targeted student groups who are chronically absent.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback/budget priorities (February 28, 2024):

1. SEL Lessons/Support - Positivity Project/Second Step
2. Counseling Services
3. Attendance Incentives

2 ELAC:

ELAC (February 9, 2024) top priorities:

1. Counseling Services

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff (February 13, 2024 and March 4, 2024) top priorities:

1. Counseling Services/RCA
2. Increase family contact regarding absences
3. Incentives/Rewards for good behavior/attendance

Action 1

Title: Student Engagement - Suspensions

Action Details:

Powers-Ginsburg will create a safe and inclusive climate that promotes relationships, supports students' Social Emotional Learning needs, cultivates character strengths, and fosters sense of community that results in decreased student suspensions.

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

Explain the Progress Monitoring and data used for this Action

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

Suspension/Expulsion/Misbehavior Data (PowerBI/ATLAS)
 Class Circles Documentation/Second Step Usage Reports
 Counseling Referrals
 Behavior Support Plans (Informal & Formal)

Owner(s):

VP/Climate & Culture Team
 VP
 VP
 Tier 2 Targeted Support Team

Timeline:

Quarterly
 Quarterly
 Quarterly
 Monthly

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

Tier 1:

- All students will receive daily direct, explicit instruction on Social Emotional Learning (SEL) skills and strategies. Teachers will utilize Second Step online curriculum lessons and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, and conflict resolution and bullying prevention strategies.
- All teachers will implement The Positivity Project weekly lessons focused on Positive Psychology's 24-character strengths to empower students to build positive relationships and foster a mindset that other people matter.
- All staff will receive professional development on suicide awareness and prevention to support students who are struggling with thoughts of self-harm.
- All teachers will implement culturally responsive instructional practices to increase student engagement and strengthen relationships between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
- All students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, kindness, and positive school connections, such as Jaguar of the Week and "Bucket Filler" Tickets/rewards.
- Schoolwide and classroom structures and expectations for health, safety, and civility will be developed and posted in a variety of school settings, explicitly taught to students, practiced, and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
- All students who demonstrate good citizenship (social skills and work habits) will be recognized with quarterly awards.
- The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral needs and social-emotional needs and will develop action plans for improvement.
- All staff will receive support with SEL teaching/learning through job-embedded professional learning/coaching by the site Academic Coach.

Tier 2:

- Students who demonstrate increasing misbehaviors will be identified by teachers and an informal goal setting/behavior improvement plan for the classroom will be developed through teacher-parent-student collaboration. Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
- The Child Welfare and Attendance Specialist (CWAS) will coordinate the Targeted Support Team (TST), who will meet to collaboratively develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring.
- The CWAS/Resource Counseling Assistant (RCA) will provide direct services to identified student groups, such as support with social skills lessons, peer conflict strategies, offer alternatives to recess/structured play.

Tier 3:

- Individual students who do not respond positively to tier 1/2 interventions will receive more intensive support through a formal Behavior Support Plan.
- Daily/Weekly check-ins with identified students will be conducted by the RCA/CWAS to monitor student progress and provide support.
- The TST, families and students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will be most effective in resulting in changed behavior for the identified student to experience success in the school setting.
- Students exhibiting intensive social-emotional needs that negatively impact their learning and school success will be referred for counseling services, as available.
- A menu of alternatives to suspension (Tiered Responses to Misbehavior) will be implemented, when deemed appropriate by administration, to support students with remaining in school.
- The School Psychologist will conduct threat assessments, student well-checks, and provide crisis support for identified students, as necessary.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students?

- *The Home School Liaison (HSL) will support families of English Learners with how to access district and school communication platforms in a language that is accessible to them, whenever possible.*
- *District translation services will provide language translation support for families to access school communications (conferences, meetings, etc.), when needed.*
- *EL students who demonstrate intensive social-emotional needs will be referred for counseling services, as available.*

The White student population is performing at the lowest level in the area of Suspension Rate according to the CA Dashboard 2023.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support the White student group by funding a Resource Counseling Assistant and purchase The Positivity Project resources to support social-emotional learning and direct support needs.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support the White student group by providing SEL materials and supplies, and rewards/incentives for student behavior progress.

4. As a site: What are planned actions to support this student group?

- The White student group will receive targeted and increased monitoring of misbehaviors that may lead to suspensions to ensure they receive proactive SEL supports that may be necessary.
- The White student group will receive direct explicit instruction on SEL skills and appropriate supports in applying those skills so that students are better equipped with strategies to positively respond to feelings of frustration, anger, etc.
- The White student group with identified counseling service needs will receive priority, when space is available.

Action 2

Title: Student Engagement - Chronic Absenteeism

Action Details:

Powers-Ginsburg will provide a positive school climate and culture, promote relationships, student involvement, and family engagement with school, resulting in decreased student chronic absenteeism.

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

Chronic Absenteeism Data (PowerBI/ATLAS)

Goal Setting/Monitoring w/ Students Chronically Absent

Attendance Contracts

Attendance Contact Logs

Owner(s):

VP/Climate & Culture Team

Home School Liaison

CWAS/HSL

HSL

Timeline:

Quarterly

Monthly

Bi-Weekly

Daily

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

Tier 1:

- School-wide attendance policies and practices will be communicated to all students, families, and staff and implemented consistently to support all students with good attendance for school success.

- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, student clubs, the music program, the athletics program, the After School Program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
- The Home School Liaison will provide monthly opportunities for all families to engage in school through Parent Engagement Hours, offering a variety of high interest topics including the importance of good attendance for school success.
- Daily attendance phone calls will be made to all families of absent students to ensure absences are reported accurately and cleared immediately.

Tier 2:

- The Child Welfare and Attendance Specialist (CWAS)/HSL will coordinate tier 2 targeted interventions and support identified student needs in the area of attendance.
- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school and increased parent contact, communicating the importance of good attendance and a plan for how to improve attendance.
- The Home School Liaison will support student attendance improvement efforts by providing family, staff, and student communications, information, resources, and monitoring.

Tier 3

- The CWAS/HSL will make weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and discuss a plan for improvement.
- Individual student conferences will be held by the HSL/CWAS to establish goals for improvement and incentive contracts for chronically absent students. Weekly/Daily check-ins with students will be conducted to monitor progress and implement rewards.
- Home visits will be made by CWAS and/or HSL to families of students who are chronically absent and unable to be contacted or who are not attending school for extended periods to explore possible interventions or supports needed.
- Students/Families who do not respond positively to tier 1 and 2 interventions by improving attendance will be referred to the District to proceed with the School Attendance Review Board (SARB) process.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students?

- The Home School Liaison (HSL) will support families of English Learners with how to access district and school communication platforms in a language that is accessible to them, whenever possible.
- District translation services will provide language translation support for families to access school communications (conferences, meetings, etc.), when needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The White student population is performing at the lowest level in the area of Chronic Absenteeism according to the CA Dashboard 2023.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support the White student group by providing materials and supplies to support parent involvement.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support the White student group by providing materials and supplies, and rewards/incentives for improvement in attendance.

4. As a site: What are planned actions to support this student group?

- The White student group who are chronically absent and may have serious medical conditions or illness that impact their school attendance will receive monitoring by the School Nurse and the Office Assistant/Manager will be in contact with families to ensure they are informed of the alternative educational options available to them that may best meet the students' needs, such as Home Hospital Instruction or Independent Study Contracts.
- The White student group who are chronically absent will receive targeted monitoring of their attendance progress and increased family contact, intentional connections to school activities/engagements, and increased opportunities to connect to school.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Mat & Supp			: G3A1: +project (\$3,795) G1A1: other (\$8,165) Total: \$11,960 **No food or incentives**	11,960.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	G3A1/2 3.5 hour SEL Support	17,715.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			G3A2/1: Mileage for HSL	200.00

\$29,875.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93 %	90.8 %	2023-2024	95.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

The following actions were implemented:

- All teachers were provided with professional learning opportunities, resources, and support that adequately prepared them to meet the needs of their students and built upon their knowledge and skills in using effective instructional practices.
- All teachers received opportunities for job-embedded professional learning (coaching support), focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
- All teachers actively participated in Professional Learning Communities (PLCs) and engaged in cycles of inquiry and problem solving, focusing on improving student learning.
- All teachers of grades 3-6 implemented Math Lesson Design and Beyond the Basic Facts by Swun Math. 3rd-6th grade teachers received on-going professional learning/coaching support (i.e. demo lessons, co-planning, co-teaching, data analysis), focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards.
- Lead Teachers engaged in PL and job-embedded coaching through the Personalized Learning Initiative (PLI), building their capacity in providing high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches.
- All staff received opportunities to provide feedback and decision-making on school programs and activities through engagement in the ILT, CCT, SSC, PLCs, staff meetings, committees, and surveys.
- All staff had opportunities to participate in school events, committees, community-building activities, and build meaningful relationships with students, staff, and families.

Current Staff Survey Responses:

- Our 2023-24 Fall CC staff survey target was 93% of staff would respond favorably in the Organizational Culture domain. On the Fall 2023 Climate & Culture Staff Survey, 90.8% of staff responded favorably. We did not meet our goal (missed it by 2%).

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

N/A

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions were implemented as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Tier 1 actions that will be revised:

- We will no longer contract with Swun Math to implement Math Lesson Design and Beyond the Basic Facts, rather we will continue to provide sub-release for teachers in grades 3-6 to engage in professional learning, coaching, and PLC data analysis and intentional instructional planning on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards.
- We will not continue our professional learning partnership with Personalized Learning Initiative (PLI) and Education Elements, so a contract and sub release for this purpose will no longer be budgeted.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback/budget priorities (February 28, 2024):

1. Discontinue Personalized Learning initiative (PLi) with Education Elements
2. Discontinue sub release for PLi PL

2 ELAC:

ELAC (February 9, 2024) top priorities:

1. No specific feedback, deferred to SSC.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff (February 13, 2024 and March 4, 2024) top priorities:

1. Continue showing love, positivity, and support
2. Continue staff gatherings and luncheons
3. Continue community building activities

Action 1

Title: Staff Engagement & Professional Learning

Action Details:

Powers-Ginsburg will seek to retain high-quality diverse staff by supporting teaching and learning needs through a positive climate and culture and professional development that meets the social-emotional and academic needs of 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

Climate & Culture Staff Survey

Professional Learning Agendas/Feedback Surveys

Classroom Observations & Feedback

Owner(s):

VP/Climate & Culture Team

Principal/Academic Coach

Principal/VP/Academic Coach

Timeline:

Fall 2024 & Spring 2025

Quarterly

Weekly

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

Tier 1:

- All teachers will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students by building upon their knowledge and skills in using effective instructional practices, creating a culture of learning with high expectations, applying culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through the support of the Academic Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPCs) and creating and maintaining a positive classroom climate and culture.
- All teachers will actively participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support.
- All teachers in grades TK-1 will receive professional learning in literacy foundational skills, implementation of best practices, adequate structure of the language arts block, the effective use of Wonders curriculum resources, and Orton Gillingham or IMSE training, funded by the Regional Literacy Plan.
- Leaders and coaches will have a clear understanding of the characteristics of a proficient reader in each grade level, participate in professional learning with teachers, and will observe teachers and provide targeted feedback to improve instruction.
- All teachers in grades 3-6 will engage in intentional instructional planning, using current and relevant student assessment data, to implement rigorous instruction and curriculum that is aligned to ELA and Math SBAC claims and targets. Teachers will receive professional learning, coaching support (i.e. demo lessons, co-planning, co-teaching), and PLC sub-release to support use of interactive lesson design, mathematical practices, research-based instructional strategies, and curriculum mapping with alignment to standards.
- Lead Teachers, the TSA, the Academic Coach, and the Principal/VP will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program, based on student academic data, to ensure that actions are planned and implemented effectively in response to students' learning needs.
- Certificated staff, classified staff, and the Vice Principal will serve on the Climate & Culture Team (CCT). CCT members will engage in monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, staff, student, and family surveys) and conduct observations in various settings to determine the effectiveness of school-wide structures, policies, operations, and student supports in order to develop actions for improvement.
- All staff will receive weekly digital communications on upcoming events, and other important information in support of school operations.
- All staff will be offered a wide range of voluntary professional learning opportunities to support their growth provided by district and site staff.
- All staff will have opportunities to be involved in planning and decision-making of school programs and activities by joining committees, participating in feedback surveys, and providing ideas and input to classified or certificated reps on ILT, CCT or SSC.
- All staff will have opportunities to participate in school events and activities in order to build meaningful relationships with students, staff, and families.
- Interview questions asked during hiring processes will include questions that focus on culture, equity, diversity, and inclusion.
- All staff will receive materials, supplies, resources, and technology necessary to accomplish their job duties in support of student learning.

Tier 2:

- PLCs and/or individual teachers will receive targeted coaching support and/or PL through site and district instructional coaches in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal setting, progress monitoring, and feedback.

Tier 3:

- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
- Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
- PLCs/Teachers will analyze EL student data and develop instructional plans by strategically aligning ELD standards with ELA and Math curriculum, instruction, and assessment.

N/A

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			G4A1 PL, gr. 3-6, 2 subs 9 days (\$3,690) G4A1 Goal setting/Monit. Conf., 1 sub 4 days (\$820) G4A1 SPSA data, 8 subs, 1 day (\$1,640) G1A1 SST, 2 subs, 4 days (\$1,640) (Base: \$6,522 Total: \$7,790)	7,790.00

\$7,790.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	94 %	85.5 %	2023-2024	90.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

The following actions were implemented:

- All families had opportunities to participate in a wide range of school activities to engage in their students' education (i.e. parent meetings, parent/teacher conferences, student performances, athletics, music programs, award assemblies, Back-to-School-Night)
- All families had access to a wide range of district and school information regarding student expectations, school procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families received on-going communication from school staff regarding progress monitoring of student attendance, behavior, academic achievement, social-emotional well-being, and health (i.e. ATLAS Parent Portal, quarterly progress reports, quarterly report cards, parent/teacher conferences).
- District, school, and classroom communications were available to all families in a variety of formats and through various platforms (i.e. ParentSquare, Website, PeachJar, email/phone/text, printed materials, marquee).
- All families were invited to monthly parent engagement hours, where modules on a variety of topics were presented for on-going parent education support.
- All families were encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- An HSL provided families with access to language support and resources that helped them connect with school staff and participate in school meetings, activities, etc.
- Families of identified students were invited to participate in Student Success Team meetings to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Current Family Survey Responses:

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

N/A

- Our 2023-24 Fall CC family survey target was 94% of families would respond favorably in the Family Engagement domain. On the Fall 2023 Climate & Culture Family Survey, 85.5% of families responded favorably. We did not meet our goal (missed it by 8.5%).
- This is about a 3% decrease in favorable responses compared to fall 2022-23.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions were implemented as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

N/A

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback/budget priorities (February 28, 2024):

1. Materials/Supplies for parent meetings and family engagement activities

2 ELAC:

ELAC (February 9, 2024) top priorities:

1. No specific feedback, defer to SSC

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff (February 13, 2024, and March 4, 2024) top priorities:

1. Increase family engagement opportunities

Action 1

Title: Family Engagement

[Action Details:](#)

Powers-Ginsburg will increase the percentage of families who feel they are engaged with our school by providing on-going communication and a wide array of opportunities to participate in their students' education.

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

Climate & Culture Family Survey

Owner(s):

VP/Climate & Culture Team

Timeline:

Fall 2024 & Spring 2025

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

Tier 1:

- All families will be treated with kindness and respect by school staff.
- All families will have opportunities to participate in a wide range of school activities to engage in their students' education (i.e. parent meetings, parent/teacher conferences, student performances, athletics, music programs, award assemblies, Back-to-School-Night)
- All families will have access to a wide variety of district and school information regarding student expectations, school procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families will receive on-going communication from school staff regarding progress monitoring of student attendance, behavior, academic achievement, social-emotional well-being, and health (i.e. ATLAS Parent Portal, quarterly progress reports, quarterly report cards, parent/teacher conferences).
- District, school, and classroom communications will be available to all families through ParentSquare, FUSD and school websites, email, phone calls, etc.
- Monthly parent engagement opportunities will be offered to all families with information that will be presented on a variety of topics to support family/school success.
- All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, feedback opportunities, and informational presentations.
- All school staff will promote family and community involvement in school activities to assist students in achieving their personal best.
- Materials, supplies, and technology will be provided to support family engagements.

Tier 2:

- The Home School Liaison will recruit families to take part in and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison will refer families to local agencies, services, or resources, as appropriate, to provide students and families with a variety of high-quality options in support of student learning and school success.
- Families of identified student groups in need of language support to access school for parent meetings, conferences, communication with staff, etc. will receive translation assistance from the FUSD Translation Services Dept.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

N/A

- HSL will connect families of EL students to educational and language support resources, and help foster connections between the school and community.
- Families of EL students will receive district and school communications in a language that is accessible to them, when possible.
- Families of EL students will have opportunities to participate in monthly Family Engagement Hours to receive information on a variety of topics to support them with school success.
- The HSL will recruit families of EL students to take part and support decision-making groups, such as the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1: Parent Involvement supplies, communication, etc. no food/incentives (\$1,400 required)	1,400.00

\$1,400.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0365 Powers Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A1 3.5 hour Intervention Support	16,175.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	G1A1/2: 1.0 TSA	131,609.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A1/2 Color Copier Lease	3,095.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	G1A1/2: 1.0 TSA	32,901.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1A1 2 ELPAC Supplemental (Cert. Subs) 2 subs, 6 days, 42 hrs. each (\$43.22 p/hr.) (Base: 3632 Total:	4,453.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1/2 EL supplies	2,390.00
G2A1	Sup & Conc	Instruction	Mat & Supp			G2A1 CTE/Enrichment/St. Jobs (\$1,000) G3A1 Student Activ./Awards/Incent. (\$2,000) G1A1/2 Office Depot (\$2,500) G1A1/2 Other (\$1,808) Total: \$7308	7,308.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: G3A1: +project (\$3,795) G1A1: other (\$8,165) Total: \$11,960 **No food or incentives**	11,960.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	G3A1/2 3.5 hour SEL Support	17,715.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			G3A2/1: Mileage for HSL	200.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			G4A1 PL, gr. 3-6, 2 subs 9 days (\$3,690) G4A1 Goal setting/Monit. Conf., 1 sub 4 days (\$820) G4A1 SPSA data, 8 subs, 1 day (\$1,640) G1A1 SST, 2 subs, 4 days (\$1,640) (Base: \$6,522 Total: \$7,790)	7,790.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1: Parent Involvement supplies, communication, etc. no food/incentives (\$1,400 required)	1,400.00
Total							\$236,996.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,250.00
Sup & Conc	7090	\$150,002.00
LCFF: EL	7091	\$39,744.00
Grand Total		\$236,996.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$190,623.00
G2 - Expand student-centered and real-world learning experiences	\$7,308.00
G3 - Increase student engagement in their school and community	\$29,875.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,790.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,400.00
Grand Total	\$236,996.00