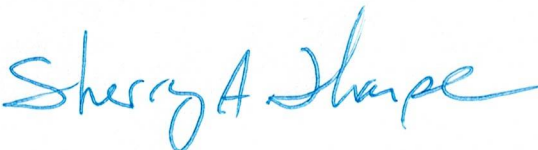


Olmos Elementary

10621666006068

Principal's Name: Sherry Tharpe

Principal's Signature: 

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

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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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sherry Tharpe	X				
2. Chairperson – Aleyda Matos				X	
3. Vice Chairperson- Gabriela Sanchez				X	
4. Secretary-Terrie Spalding		X			
5. Maria Urutia				X	
6. Raul Fernandez Sanchez				X	
7. Syelena Guzman				X	
8. Kelsey Curry		X			
9. Cristel Salsido		X			
10. Samantha Gonzalez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Olmos 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	Sherry Tharpe		4/03/2024
SSC Chairperson	Aleyda Matos		4-3-24.

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

Olmos - 0530

ON-SITE ALLOCATION

3010	Title I	\$73,710 *
7090	LCFF Supplemental & Concentration	\$229,193
7091	LCFF for English Learners	\$98,064

TOTAL 2024/25 ON-SITE ALLOCATION

\$400,967

* 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	\$2,184
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Remaining Title I funds are at the discretion of the School Site Council	\$71,526
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Total Title I Allocation	\$73,710
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Olmos 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	-59.7 pts	2023-2024	40 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30.15 %	24.8 %	2023-2024	33.9 %
SBAC Math - Average distance from standard	✓	-71 pts	-78.7 pts	2023-2024	65 pts
SBAC Math - percentage of students met/exceeded standard	✓	22.83 %	20.7 %	2023-2024	24.8 %

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.

iReady ELA Diagnostic 2 for Kinder through 6th grade reflected an increase of over 11 points from Diagnostic 1. In addition we moved 80% of our students significantly. We utilized our Response to Intervention Program (RtI) in all grade levels. Our Academic coach utilize RACER writing to increase rigor and writing. Our Professional Learning focused on RACER, Student Ownership, Student Voice along with Professional Learning on Scholastic First tools (Ooka Island, Word) for struggling readers. This was effective.

iReady Math Diagnostic 2 for Kinder through 6th grade reflected an increase of approximately 10 points. In addition, we moved over 70% of our students significantly. Our Professional Learning on Student Ownership, Reflex Math, Frax, Fluency, and Student Voice was effective.

2

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

For both ELA and Math, students who are chronically absent are not able to receive all instruction with fidelity. Students cannot learn if they are not in school. Our students with Chronic Attendance has reduced significantly. Our current attendance rate is 92.69%.

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).

Our current outcome is on target but not as high as before school closure. One of the major challenges is effectively providing Tier 1 instruction in classrooms that, due to school closure, have students at a wide range of ability. Some classrooms have students who have up to two years of missing instruction as they rarely participated in online learning and are therefore significantly behind grade level standards. This has stretched our intervention thin and has us continually rethinking basic skills such as Math Fluency, Phonics, Comprehension and Writing. We are focusing on staff receiving training on the Science of Reading but due to lack of clarity on budgets we were not able to send more than two staff members to training in 2023/2024.

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.

We have planned more opportunities throughout the school day and after the school day for student support. We are increasing the amount of blended learning classes as we continue to participate in the Personal Learning Initiative (PLI) for differentiated learning for seven teachers and their students. We will continue to support targeted students and their needs. We will be focusing more on the Science of Reading - developing teachers' skills and understanding of what the Science of Reading is and how to differentiate instruction to meet the individual needs of the students (phonemic awareness, phonics, vocabulary, comprehension). We will continue to utilize iReady Data, Orton-Gillingham assessments, Wonders Assessment to monitor and support student learning. We will continue to utilize Tiered Levels of Support for individual students needs through the use of the Student Success Team, TST (Care Team), Attendance, IEPs, ELPAC, SBAC, iReady Data and CFAs. We are continuing our focus on Writing using the RACER approach. Our TK through 3rd grade teachers will be receiving training from Orton-Gillingham to ensure students receive foundational skills to ensure reading by the end of First Grade and ensuring all students are reading by the end of Third Grade..

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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div>School Site Council stated that they wanted to continue our focus on Writing and our move to training the staff in the Science of Reading. SSC wanted to keep our CYS Counselor as the position has been very effective for our students and families. They wanted to hire a Reading Specialist to work directly with students. They wanted to continue with our EL Coach due to our high reclassification rate and high growth rate on the ELPAC. They were concerned with our Math SBAC and iReady Scores and would like more supports for Math including after school tutoring, Reflex Math and iReady Math. SSC also liked how closely the After School Program was working with our school focus and interventions. SSC appreciated having a strong ASP. They appreciated the opportunities for volunteering at Olmos and how they feel welcome to be onsite.</div>	<div><div>2</div><div>ELAC:</div></div> <div>ELAC seemed to echo the callouts from School Site Council. They wanted to keep the EL Coach due to the high reclassification rate and the high growth rate on the ELPAC. They were also interested in hiring a Reading Specialist to work directly with students to help them read. ELAC was also appreciative of how the After School Program and Olmos worked together to best support the students. ELAC was also interested in pursuing the possibility of Olmos becoming a Dual Immersion School in Spanish. Parents liked the amount of sports and clubs after school to help their child. Parents appreciate helping the school and volunteering.</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div>Staff wanted to keep the EL Coach position due to the high reclassification rate and high growth rate on the ELPAC. Staff wants to keep our CYS Counselor due to the success of the program with our students. They find the CYS Counselor to be very effective and rated the position as the number one most valued position they wanted to keep. Staff was also on board with hiring a Reading Specialist to work with small groups of students to help increase the rate of reading by first grade and to ensure reading by third grade. Staff was very interested in receiving training on the Science of Reading - IMSE Orton-Gillingham and mentioned their frustration that they were not able to receive the training in the 23/24 school year. They were also interested in trainings around grade level supports and how to utilize what FUSD has in the system (ex. Wonders Interventions/Monitoring).</div>
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Action 1

Title: Students Reading at Grade Level or Beyond

Action Details:

Olmos Elementary will implement a comprehensive balanced literacy program which includes RtI, tiered levels of support, and key reading components such as phonemic awareness, phonics, fluency, comprehension, vocabulary. Language arts instruction will be aligned with CCSS across all content areas (Including Appendix C and utilizing the EL Frameworks). We will target our Hispanic, non-EL 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

Teaching Fellows will meet monthly with the site case manager and site administration, academic coach, TSA, Reading Specialist and lead teachers to progress monitor.

*Cross triangulation of the following assessments will ensure accuracy in student support services:

*BAS/Fluency (K - 6th) Quarterly administration

*iReady (K-6th)

*FSA

*Common Core Companion

*Language Arts Grades

*Common Formative Assessments

* Common Assignments

*Progress Monitoring Assessments for SBAC

*Progress Monitoring for SEL/DESSA

*Professional Learning Initiative (PLI)

*CFUs FSAs, and Goal Setting

*EdCite

*Wonders

*IMSE Orton-Gillingham

*Dibbles

*Instructional Practice Guide

*Classroom walk-throughs and feedback

* ELPAC

* Quarterly Writing Assessments - Writing Prompt based on Domain

*Writing PLs provided by Academic Coach - how to set up a successful writing program; how to utilize a rubric to score and next steps, RACER

*Grade Level PLCs score quarterly writing assessments and plan next steps.

Owner(s):

* Administrators

* TSA

* Leadership Team (ILT)

* Teaching Fellows

*Academic Coach

* PLC Teams

*Technology Teacher

* Teachers

*PLI Teachers

*Reading Specialist

Timeline:

Ongoing from September 2024 through June 2025. Students monitored weekly, monthly, quarterly utilizing iReady, BAS, Fluency, CFAs. BPST, Star Testing, Standards Mastery

- *Focus on Tier 1 Instruction
- *Differentiated Instruction
- * CAASP IABs and FIABs
- *Personal Learning Initiative
- *Scholastic First - Ooka Island and Word
- *Reflex and Frax
- *iReady Standards Mastery
- *iReady Teacher Toolbox (Ready Reading, Ready Math, Ready Writing)
- *iReady Phonics for Reading grade 3rd through 6th
- *BPST
- *Staff Book Studies
- *Professional Learning - including but not limited to Orton-Gillingham, Nearpod, iReady, Scholastic First - Ooka Island, Word/ RACER

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

- Our FUSD assessment, iReady.
- *SBAC Assessment
 - *iReady
 - *CFAs
 - *Monthly Data Chats and Review
 - *Review Monthly and Quarterly Data at ILT and shared at PLCs.
 - *iReady Assessment
 - *EdCite
 - *Student Behavior BI
 - *Chronic Absenteeism Power BI
 - *iReady Toolbox
 - *iReady Mastery
 - *BPST
 - *Fluency
 - *Star Testing
 - *AR
 - *Nearpod Assessments
 - *Quarterly Writing Assessments

Owner(s):

- * Administrators
- * TSA
- *Academic Coach
- * Leadership Team (ILT)
- * Teaching Fellows
- * AC Teams
- *Technology Teacher
- * Teachers

Timeline:

Daily, Weekly, Monthly and Quarterly – Ongoing from September 2024 through June 2025, Students monitored utilizing iReady, BAS, Fluency, Benchmarks, Wonders Assessments, CFAs

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

- *Materials and supplies will be provided to support the balance literacy program including but not limited to notebooks, Xerox paper, agendas, pens, pencils, butcher paper, graphics printing, crayons, markers, laminating film, poster paper, and hardware maintenance.
- *Funds will be provided to purchase technology to support the balanced literacy program, including all components, guaranteed and viable curriculum, RtI instructional resources such as iReady Toolbox, Orton Gillingham, iReady, Reading Mastery, and Corrective Reading, Scholastic First (Ooka Island and Word), Dibbles, online learning subscriptions, tablets, projectors, lamps, document cameras, tablet carts, power strips, cables, printers, ink toner, maintenance and repairs for technology, etc.
- *Students will receive targeted instruction from teachers and trained paraprofessionals (Teaching Fellows and Aides).
- *TSA to support Technology usage in classrooms and Student Interventions
- Supplemental contracts for teachers.
- ENP coordinator
- *Professional Learning on Nearpod
- *Olmos Elementary will contract five Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. Teaching Fellows will be embedded into classrooms alongside certificated staff. Teaching Fellows will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students, Teaching fellows, as well as district classroom paraprofessionals will be trained to assess students using all components of the BAS Assessment, Orton-Gillingham, BPST, iReady, Toolbox, Nearpod, etc.
- *Certificated Tutor will provide small group intervention and monitor our English Language Learners.
- *Literature novels will be purchased to support the balanced literacy program
- *Provide Student Incentives such as High Frequency Word T-Shirts for Kindergarten
- *School-Wide Initiatives for Quarterly Writing; and Math Fluency
- *School-Wide Initiative for Weekly, Monthly, Quarterly Reading
- *Added Student Incentives for Student Academic and Social Emotional Growth
- *Substitute teachers will be provided to support SST meetings, data chats, peer observations, Grade Level Planning time and IEP meetings.
- *Tablets and Headphones for tech support and instruction
- *Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principles (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning.
- *Rich, complex texts and chapter books/text sets will be purchased to support the guaranteed and viable curriculum and RIRA/Spiral lessons
- *RtI team to restructure student groupings, based on current assessment data (iReady, Dibbles, Wonders Assessment, BPST, BAS, Read Naturally, Scholastic First, Orton-Gillingham, CFA's, Corrective reading, and Uniform classroom assessments)
- *Classroom instruction will be tied directly to assessment analyzed by PLC teams
- *Professional Learning on Comprehension, Vocabulary and Student Engagement
- *Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- *Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests. Additionally, funds will be provided for web-based learning subscriptions including, but not limited to Accelerated Readers, Star, iReady Toolbox, Moby Max, Starfall, etc.
- *Awards and incentives will be purchased for academic achievement
- *The balanced literacy program will be supported with learning opportunities that extend beyond the classroom via academic field trips (including transportation and admission fees)
- *Local author, Steve Riley, will facilitate writing and illustrating workshops for students during Reading Across America Week.

*Guest Speakers

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.

Our English Learners are in the Blue on the California Dashboard English Learner Progress. 76.9% are making progress - an increase of 21.1%.

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 utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

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

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

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

The following will be provided to support students who are struggling academically, social-emotionally or with health needs.

English Learner students will advance at least one ELPI level each year.

*We will have an English Learner Review Team that will be led by our CT and Academic Coach. The Team will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instruction routines for ELs. A roving sub will be provided to release each teacher for 30-minute data chats with the Team.

*All teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.

*Schoolwide assembly will be implemented for all EL students in January to ensure our EL students understand the purpose of the ELPAC, their personal goal, and the schoolwide goal.

*After school tutoring will be implemented for EL students identified as not making progress.

*Professional Learning for all teachers will be provided with support and guidance from English Learner Services. The PL will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and iReady.

*Student Success Team (SST) Meetings

* Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annual and Triennial

*Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)

*CYS Counseling Services will be offered on site

*Social Worker for Foster Youth

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.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? ?We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

School site teams (ILT, CCT, Care Team/TST, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* DESSA

* Climate and Culture Specialist

* Intervention Specialist

* Restorative Practice Counselor

* CYS Counselor/Social Worker

<p>*Intervention Specialist to support Tier II students</p> <p>*CARE Team (TST) to identify and support Tier II students</p> <p>*DESSA- to identify and monitor Tier II Students</p> <p>*Restorative Practice Counselor will assist with socio-emotional needs of students</p> <p>*English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week. Instruction will be based on recommendations from West Ed Consultants, FUSD English Learners Services, Language Team, EL CT, and EL Department Coaches</p> <p>EL CT to work directly with EL Students</p> <p>*Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)</p> <p>*Identifying and providing appropriate site-based interventions in ELA aligned to struggling RFEP student needs.</p> <p>*Teachers will incorporate RIRASpiral lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension along with the EL Pedagogies</p> <p>*Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measure to design instruction for English Learners</p> <p>*Teachers will utilize the EL Frameworks and Appendix C of the CCSS to guide planning and EL instruction</p> <p>*Subs for ELPAC Assessors or ELPAC Teacher Planning</p> <p>*Redclassification Family Brunch</p> <p>*Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirts</p>	<p>* SST</p> <p>*CARE Team/TST</p> <p>* Alternative Recess/Care and Connect Room (Sun Room)</p> <p>Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.</p> <p>Meaningful work, Check-in/Check-out, STEAM, Clubs</p>
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Action 2

Title: Students meeting or exceeding grade level standards for math

Action Details:

Olmos Elementary will implement a CCI process for math instruction, utilizing coaches and PLCs which will align and support the Go Math Curriculum and the Math Standards. Math Fluency will be addressed through daily fluency instruction plus interventions such as Reflex Math, Frax, Think Central and quarterly progress monitoring.

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

- *Common Formative Assessments (CFAs)
- *Go Math Chapter tests and performance tasks
- *Think Central
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *iReady
- *FSA
- *CFUs
- * Grades
- *Edcite
- *Quarterly Math Fluency
- *Monthly Data Chats and Review
- *Review Monthly and Quarterly Data at ILT and share at PLCs.
- *Daily progress monitoring (walk-throughs, feedback, reflective conversations)
- *Classroom feedback based on the IPG tool
- *iReady Standards Mastery
- *iReady Teacher Toolbox
- *iReady Math
- *iReady Assessments
- *Reflex Math
- *Frax

Owner(s):

- * Administration
- * Classroom Teachers
- *TSA
- *Academic Coach
- *Math Coaches

Timeline:

Ongoing from August 2024 to June 2025. Students monitored weekly for math facts. Students monitored monthly and quarterly for math standards.

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

- *Go Math Curriculum
- *Think Central
- *Reflex Math
- *Quarterly Awards and Incentives for Math Fluency
- *iReady
- *Khan Academy
- * CAASP IABs
- *Monthly Data Chats, focus of ILT and PLCs (IABs, FIABs, Standards Mastery, iReady, Teacher Toolbox, 3rd - 6th Phonics)
- *Calculators
- *Purchase of technology, including, but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, etc.

- *Nearpod and Nearpod Lessons
- *Web-based learning subscriptions and/or publications
- *Individual goal-setting
- *Increase digital literacy of students in alignment with the State Standards for Technology
- *Math Manipulatives
- *Supplemental Service Contracts for teachers to tutor students after school
- *Professional Learning on Comprehension and Vocabulary
- *SSTs to plan interventions based on student progress monitoring
- *Awards and incentives for academic achievement
- *Substitute teachers for teacher walk-throughs
- *Credentialed Teacher to support classroom technology and Intervention
- *Home Depot blanket purchase order to purchase white boards for students to provide immediate feedback during math instruction

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.

Our English Learners are in the Blue on the California Dashboard English Learner Progress. 76.9% are making progress - an increase of 21.1%.

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 utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

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

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

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

English Learner students will advance at least one ELPI level each year.

*We will have an English Learner Review Team that will be led by our CT and Academic Coach. The Team will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instruction routines for ELs. A roving sub will be provided to release each teacher for 30-minute data chats with the Team.

*All teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.

*Schoolwide assembly will be implemented for all EL students in January to ensure our EL students understand the purpose of the ELPAC, their personal goal, and the schoolwide goal.

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.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

- *After school tutoring will be implemented for EL students identified as not making progress.
- *Professional Learning for all teachers will be provided with support and guidance from English Learner Services. The PL will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and iReady.
- *English Learners will be provided with designated instruction at a minimum of 30 minutes fourtimes a week. Instruction will be based on recommendations by English Learner Services and Department Coaches
- *Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- *Identifying and providing appropriate site-based interventions in mathematics aligned to struggling RFEP student needs.
- *English Learners will also receive Integrated ELD through-out the day to support understanding and comprehension
- *Teachers will incorporate RIRASpiral in primary grades and close reading strategies in the intermediate grades to support reading comprehension for math word problems/critical thought
- *Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measurement to help design effective instruction for English Learners.
- *Student Success Team (SSTs) meetings
- *Individualized Education Plan (IEP) Meetings fort students identified with learning discrepancies - Annually and Triennial
- *Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- *CYS Counseling Services will be offered on site/Social Worker
- *Foster Student Social Worker
- *Restorative Practice Counselor will assist with socio-emotional needs of foster students
- *Intervention Specialist for Tier II Students
- *Reclassification Family Brunch
- *Incentives for ELs including but not limited to certificates , plaques, buttons, t-shirts

- School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
- Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.
- * Rtl
 - * Climate and Culture Specialist
 - * Intervention Specialist
 - * Restorative Practice Counselor
 - * CYS counselor/Social Worker
 - * SST
 - *Care Team
 - *DESSA
 - * Alternative Recess/Care and Connect Room (Sun Room)
 - *Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.
 - *Meaningful work, Check-in/Check-out, STEAM Clubs

Action 3

Title: ELs Attaining English Proficiency

Action Details:

Olmos Elementary will implement a comprehensive, balanced language acquisition program in which ongoing assessment and immediate response to assessment will drive student progress

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

Explain the Progress Monitoring and data used for this Action

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

English Learner students will advance at least one ELPI level each year.

*We will have an English Learner Review Team that will be led by our CT and Academic Coach. The Team will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instruction routines for ELs. A roving sub will be provided to release each teacher for 30-minut data chats with the Team.

*All teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.

*Schoolwide assembly will be implemented for all EL students in January to ensure our EL students understand the purpose of the ELPAC, their personal goal, and the schoolwide goal.

*After school tutoring will be implemented for EL students identified as not making progress.

*Professional Learning for all teachers will be provided with support and guidance from English Learner Services. The PL will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and iReady.

*RIRA/Spiral Lesson Feedback during AC Meetings

*West Ed Instructional Strategies/Pedagogies

*Disaggregated BAS and iReady data by EL Subgroup

*Common Formative Assessments (CFAs)

*iReady Targets

*Monthly Data Chats, focus of ILT and PLCs (IABs, FIABs, Standards Mastery, iReady, Teacher Toolbox, 3rd - 6th Phonics)

*Teaching Fellows

*Newcomer Group

*Grades

*iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI

*iReady Assessments

*EL Goal Setting Report

*Classroom Walkthroughs

*ELPAC

*Feedback using the IPG

Owner(s):

Administration

CT - EL Site Rep

Academic Coach

Classroom Teachers

ILT

Students

Timeline:

August 2024 through June 2025 monitored weekly, monthly, quarterly for fluency, BAS Levels, CFAs, iReady, STAR, SBAC, EL Goal Setting Report, ELPAC

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

*A 1. FTE Certificated Tutor will serve as case manager to oversee EL growth. CT will facilitate ELD boot camp for LTELs

*Teachers will work in their PLCs to develop goals for all English learners with a focus on LTELs

- *Teachers will plan lessons with their PLCs around incorporating academic discourse to accelerate language acquisition
- *Primary source of instruction will be provided via implementation of quality instruction based on CCSS and EL standards instruction. Teachers will check for understanding regularly, incorporate foundation principles (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning.
- *Substitute teachers will be provided to support professional learning (Language Team Development), peer observations, Grade Level meetings/trainings/planning
- *Substitute teachers or supplemental contracts will be provided to administer the ELPAC assessment
- *iReady Assessments/Curriculum
- *iReady Toolbox
- *Nearpod
- *Orton-Gillingham Training by IMSE
- *Use of Teaching Fellows to help lower class size during Designated and Nondesignated English Language Development
- *Professional Learning on Comprehension, Vocabulary, and Student Engagement
- *The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- *Technology will be provided to support the English Language development Program
- *Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- *Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests
- *Materials and supplies will be provided to support instruction of EL standards - including, but not limited to: notebooks, Xerox Paper, graphics print jobs, printer tonner, pens, pencils, butcher paper, crayons, markers, carts, laminating film, student agendas, construction paper, and any other associated items to support English Language Development, laminating film, poster paper, early learning role play materials to promote oral language, student agenda planners, and die cut machine
- *Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, ink toner, cables, audio/visual equipment, funds to repair and maintain technology, and other supplies to complete the English Language Development program needs)
- *A supplemental copier will be leased to support EL instruction as well as parent communication
- *Additionally, Supplemental Service contracts will be offered to teachers to service at-risk students and LTELs. Tutoring will be based on research based instructional strategies such as "Words their Way What Works in Schools" and other research-based materials.
- *EL students will participate in designated and integrated EL instruction
- *Home School Liaison to provide communication between school and home
- *TSA, CT and teachers will conduct ELPAC Data chats with targeted LTEL students
- *Teachers will review EL Goal Setting Report and academic assessment results with students, set goals, and monitor progress
- *Teachers will provide integrated English Language instruction throughout the day in every lesson content area
- *LTEL students will be referred to the Student Success Team, as needed.
- *Tablets and Headsets for Tablet Support
- * Reclassification Family Brunch
- *Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirts
- *Paraprofessionals will support Action 3 Smart Goals to increase reclassification eligibility criteria. They will support teachers by ordering materials and supplies for EL instructional program
- *Teachers will receive feedback from administrators and coaches using the West Ed Observation feedback tool. Additional feedback provided by the Lab School Rubric and IPG tool,

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.

Our English Learners are in the Blue on the California Dashboard English Learner Progress. 76.9% are making progress - an increase of 21.1%.

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 utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

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

- *English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week.
- *Daily integrated and designated ELD instruction at appropriate ELP levels for all ELs across all curricula.
- Supplemental time for translation.
- *Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- *Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- *Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- *Teachers will utilize the instructional pedagogies from West Ed
- *PLCs planning with the TCL from West Ed
- *iReady EL Support
- *Afterschool EL Support
- *EL CT to work directly with EL Students

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.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

- * RtI
- * Climate and Culture Specialist
- * Intervention Specialist
- * Restorative Practice Counselor
- * CYS counselor/Social Worker
- * Care Team (TST)
- *EL CT

- * SST
- *DESSA
- * Alternative Recess/Care and Connect Room (Sun Room)
- *Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.
- *Meaningful work, Check-in/Check-out, STEAM Clubs

Action 4

Title: Students in 4th-6th grade will improve their growth mindset

Action Details:

The SEL Team will support a growth mindset in students to promote an increased degree of self-efficacy. This initiative will be led by the SEL team and supported by the Culture and Climate team.

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

- *Data will be monitored by the SEL Team and Culture and Climate Team
- *Include the Restorative Practice Counselor
- *SEL Student Survey
- *SEL Parent Survey
- *SEL Teacher Survey
- *Culture and Climate Rubric
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *DESSA
- *Weekly Saturday Sports
- *Kindness Club
- *Be You Club
- *School-wide monthly Clubs
- *Grade level performances
- *Student Jobs
- *Staff Book Studies
- *Peach Blossom
- *AR
- *Science Olympiad
- *Certificates, Trophies, Plaques and Awards
- *Materials and supplies will be provided to support Growth Mindset through involvement in Goal 2 offerings and purchase of texts
- *Read Across America
- *Transportation
- *Minecraft Club
- *Care and Connect Room (Sun Room)

Owner(s):

- *SEL Team
- *Culture and Climate Team
- *CARE Team (TST)
- *Administration
- *Teachers
- *Classified Staff
- *Noon Time Assistants
- *Intervention Specialist
- CYS Counselor/Social Worker
- *Restorative Practice Counselor
- *Parents
- *Students

Timeline:

Ongoing from August 2024 to June 2025.

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

- *Class Meetings
- *Second Step
- *SHINE
- *SORA Advantage
- *Student Incentives
- *Accelerated Reader

- *Staff Book Studies
- *Data will be monitored by the SEL Team and Culture and Climate Team
- *Data will be monitored by Restorative Practice Counselor
- *Weekly Saturday Sports
- *Campus Clubs
- *Kindness Clubs
- *Grade Level Performances
- *Student Jobs
- *Peach Blossom
- *Science Olympiad
- *Certificates, Trophies, Plaques, Awards
- *Field Trips and educational and cultural assemblies
- *Read Across America
- *Art Club
- *CountryLine Dance
- *Rtl for Social Emotional Support/Skills
- *Computer Coding
- *Student Council
- *Red Ribbon Week
- *Transportation
- *Monthlybike raffles
- *Sunshack Prizes
- *Sun Room Supplies/Activities
- *Cross-aged tutors
- *Book Buddies
- *Talent Show
- *Readers' Theater
- *Parent Lead Cultural Awareness Classes and Performances
- *Black Student Union (BSU)
- *Folklorico Dance
- *Hmong Dance
- *Dance
- *Career Day

*Materials and supplies to support Goal 2 engagements including, but not limited to Radios, high visibility vests, athletics equipment, patio table umbrellas for peer mediation, audio/visual equipment, pop-up tent shades, folding tables, folding chairs, student uniforms, shirts and hats for engagements such as peer mediation, Peach Blossom, Supplies for Clubs, etc.

*Campus Assistant to provide safe environment for all events, shows, sports, family night, assemblies

* Purchase signs to promote positive actions and growth mindset for students, staff, and parents

*T-Shirts for Athletes, Clubs, Reclassification, Kindergarten Sight Words, Student Spirit Days

*Supplemental contracts for Sun Room (Care and Connect Room), Mentoring, Teachers, Extra curricular for SEL

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.

Our English Learners are in the Blue on the California Dashboard English Learner Progress. 76.9% are making progress - an increase of 21.1%.

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 utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

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

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

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

English Learner students will advance at least one ELPI level each year.

*We will have an English Learner Review Team that will be led by our CT and Academic Coach. The Team will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instruction routines for ELs. A roving sub will be provided to release each teacher for 30-minute data chats with the Team.

*All teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.

*Schoolwide assembly will be implemented for all EL students in January to ensure our EL students understand the purpose of the ELPAC, their personal goal, and the schoolwide goal.

*After school tutoring will be implemented for EL students identified as not making progress.

*Professional Learning for all teachers will be provided with support and guidance from English Learner Services. The PL will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and iReady.

*English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week.

*English Learner Reclassification conversation so that ELs will know what it means to be an English

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.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* Climate and Culture Specialist

* Intervention Specialist

learner/emerging bilingual and what it will take to reclassified to English language proficient.

*EL Data Chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and/or ensure expected English Language Proficiency (ELP) growth per year for on-time reclassification.

*Instruction will be based on recommendations from the English Learners Services Department and EL Coaches

*English Learners will be provide with integrated ELD instruction which is woven through-out the day

*Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension

*Teachers will utilize the instructional pedagogies from West Ed

*CARE Team (TST)

*DESSA

* Restorative Practice Counselor

* CYS counselor/Social Worker

* SST

* Alternative Recess/Care and Connect Room (Sun Room)

*Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

*Meaningful work, Check-in/Check-out, STEAM Club

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos 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	Bks & Ref			: Supplemental materials-online subscriptions-Scholastic News	20,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	51,526.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs Data Chats Planning Days etc.	20,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental	30,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Classroom books and subscriptions	31,931.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	25,728.00
G1A1	Sup & Conc	Instruction	Student Incenti			Incentives	15,727.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech/Furniture Refresh	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	1,546.00
G1A1	Sup & Conc	Instruction	Equip Lease			Upstairs Copier Lease	7,497.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	200.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	200.00
G1A1	Sup & Conc	Instruction	Direct-Food			Testing Snacks/Student Achievement Celebrations	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Edgenuity : PLI	2,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.5000		73,163.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000		73,163.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,848.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators/Parent Teacher Conferences	1,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	14,752.00

\$388,583.00

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	✓	95.87 %	88.1 %	2023-2024	90.2 %

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.

Our current target was 90.3% for the Fall climate and Culture Survey for student-centered/real world experiences domain. We exceeded that target as our Spring Climate and Culture Survey was 94%. We added several learning experiences, including Goal 2 trips. Teachers also pre-taught a variety of lessons for students to learn and explore before the learning experience. For example, at the closure of 2nd grade's money unit, the teachers took the students on a walking trip to the local bakery to purchase their own treat with their own money.

2

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

Students who were chronically absent, missed these learning opportunities and were not able to benefit from them.

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).

Our actual implementation of actions and budget expenditures were mostly on target. We did miss out on a few planned activities the first 12 weeks of school due to negotiations and possible strike. We plan to implement all activities for this coming school year.

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.

We will continue our current path as it has proven to be successful. We do know that we need to work on getting our Chronically Absent students here at school through more parent trainings/education and student supports from our Tier 2 and Tier 3 specialists.

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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>School Site Council stated that they wanted to continue our focus on Writing and our move to training the staff in the Science of Reading. SSC wanted to keep our CYS Counselor as the position has been very effective for our students and families. They wanted to hire a Reading Specialist to work directly with students. They wanted to continue with our EL Coach due to our high reclassification rate and high growth rate on the ELPAC. They were concerned with our Math SBAC and iReady Scores and would like more supports for Math including after school tutoring, Reflex Math and iReady Math. SSC also liked how closely the After School Program was working with our school focus and interventions. SSC appreciated having a strong ASP. They appreciated the opportunities for volunteering at Olmos and how they feel welcome to be onsite.</div>	<div>2 ELAC:</div> <div>ELAC seemed to echo the callouts from School Site Council. They wanted to keep the EL Coach due to the high reclassification rate and the high growth rate on the ELPAC. They were also interested in hiring a Reading Specialist to work directly with students to help them read. ELAC was also appreciative of how the After School Program and Olmos worked together to best support the students. ELAC was also interested in pursuing the possibility of Olmos becoming a Dual Immersion School in Spanish. Parents liked the amount of sports and clubs after school to help their child. Parents appreciate helping the school and volunteering.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff wanted to keep the EL Coach position due to the high reclassification rate and high growth rate on the ELPAC. Staff wants to keep our CYS Counselor due to the success of the program with our students. They find the CYS Counselor to be very effective and rated the position as the number one most valued position they wanted to keep. Staff was also on board with hiring a Reading Specialist to work with small groups of students to help increase the rate of reading by first grade and to ensure reading by third grade. Staff was very interested in receiving training on the Science of Reading - IMSE Orton-Gillingham and mentioned their frustration that they were not able to receive the training in the 23/24 school year. They were also interested in trainings around grade level supports and how to utilize what FUSD has in the system (ex. Wonders Interventions/Monitoring).</div>
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Action 1

Title: STEAM/SEL/and/or Athletic Activities for all students

Action Details:

Clubs/Extracurricular will be provided by Olmos staff and will increase student involvement and exposure to Arts, Activities, SEL and/or Athletics

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

SEL Student Survey Data
SEL Parent Survey Data
Student Engagement Metrics
SEL Teacher Survey
iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
DESSA
Culture and Climate Survey
Suspension and Office Referral Data/Atlas

Owner(s):

SEL Team
Culture and Climate Team
ILT
CARE Team (TST)
Administration
Teachers
Classified Staff
Intervention Specialist
Extended Day Coordinator
Extended Day Para
Restorative Practice Counselor
Students Parents

Timeline:

On going August 2024 to June 2025.

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

* Art Club
* Cooking Club
*Art/Music Wheel
*Line Dancing
*Nutrition/Food
*Exposure to Cultural Dance through class rotations
*5th/6th Grade Music/VAPA Wheel
*Exercise
*Yoga
*Guest Artists
*STEAM Room
*Extended Day Para - STEAM Room
*Guest Speakers
* Escape Room
*Spanish Culture and Language Club
*Hmong Culture and Language Club
*Asian Culture Club and Assembly
*Black Student Union (BSU)

- *Student Leadership
- *Student Projects
- *Student Incentives
- *Legos and Building Structures
- *Math Games
- *PE Games
- *Materials for Real-World Experiences such as Life Cycle of a Butterfly
- *Science Kits to Explore a Variety of Concepts
- *Fieldtrips/Transportation of students
- *Supplemental contract for classified staff to assist with clubs beyond their duty day
- *Kennedy Arts Center Presentations and Lessons
- *Talented Tuesdays
- *Mnd Yeti
- *Growth Mindset
- *We have applied an appropriate amount of resources to materials and supplies and to labor costs to implement these services.

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.

Our English Learners are in the Blue on the California Dashboard English Learner Progress. 76.9% are making progress - an increase of 21.1%.

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 utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

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

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

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

- *English Learners will be provided with designated instruction at a minimum of 30 minutes four times per week.
- *English Learners will receive integrated ELD through-out the day to support learning and comprehension.
- *Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- *English Learners will be provide with integrated ELD instruction which is woven through-out the day

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.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

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

The Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillinham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillinham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? ?We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will

- *Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- *Students will have music and art opportunities to help with language
- *Teachers will utilize the instructional pedagogies from West Ed

also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

- School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.
- School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
- Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.
- * RtI
- * Climate and Culture Specialist
- * Intervention Specialist
- *CARE Team
- *DESSA
- * Restorative Practice Counselor
- * CYS counselor/School Social Worker
- * SST
- * Alternative Recess/Care and Connect Room (Sun Room)
- *Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.
- *Meaningful work, Check-in/Check-out, STEAM Clubs

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	✓		22.1 %	2023-2024	20.5 %
Suspension Rate - Semester 1	✓	1 %	0.3 %	2023-2024	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.

Chronic Absenteeism - Our Chronic Absenteeism has gone down during this school year. We had created several incentives for students to encourage attendance. We have also held bimonthly parent attendance meetings. The results was that our overall attendance increased to approximately 92.69% but our Chronic Absenteeism is still too high for our neediest students. We are working with our Intervention Specialist to target our families and students through check-in and check-out goals, Care Team (TST), Home Visits and Phone Calls, SARB and relationships. Our Care Team (TST) is also focused on our students with attendance concerns.

Our Suspension rate is good - less than 1%. We have increased our Social Emotional Supports due to students needs. Our Culture and Climate Team worked with staff regarding implementing Second Step with fidelity. Culture and Climate team also worked with staff on Calming Areas, Recess Supervision, and SEL Best Practices. We also focused on our NTAs. We do try to use the A4 Academy but our parents decline the services.

2

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

Chronic Absenteeism - due to protocols we put in place, our absenteeism has improved but is still not optimal. We need to continue with parent outreach, education and support to encourage student attendance.

Suspensions- At this time, our suspensions have significantly declined due to a variety of resources and supports put into place for both students and staff. We will continue to increase our school connectiveness and our SEL supports.

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).

We were not able to host some of our family functions for the first 12 weeks of school due the the possibility of a strike. We did continue with our STEAM class and our Cultural Dance PE Class in which all classrooms rotate through several times. Otherwise, our planning worked out well as we saw a significant reduction in suspension and an increase in over all attendance with a decrease in Chronic Absenteeism.

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.

We had great success with our check-in/check-out, meaningful work, Professional Learning on Second Step, Sun Room (Care and Connect Room), NTA Training and NTA relationships, along with staff and student relationship building. We are continuing with providing students more opportunities for student voice and belonging.

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).

School Site Council stated that they wanted to continue our focus on Writing and our move to training the staff in the Science of Reading. SSC wanted to keep our CYS Counselor as the position has been very effective for our students and families. They wanted to hire a Reading Specialist to work directly with students. They wanted to continue with our EL Coach due to our high reclassification rate and high growth rate on the ELPAC. They were concerned with our Math SBAC and iReady Scores and would like more supports for Math including after school tutoring, Reflex Math and iReady Math. SSC also liked how closely the After School Program was working with our school focus and interventions. SSC appreciated having a strong ASP. They appreciated the opportunities for volunteering at Olmos and how they feel welcome to be onsite.

2 ELAC:

ELAC seemed to echo the callouts from School Site Council. They wanted to keep the EL Coach due to the high reclassification rate and the high growth rate on the ELPAC. They were also interested in hiring a Reading Specialist to work directly with students to help them read. ELAC was also appreciative of how the After School Program and Olmos worked together to best support the students. ELAC was also interested in pursuing the possibility of Olmos becoming a Dual Immersion School in Spanish. Parents liked the amount of sports and clubs after school to help their child. Parents appreciate helping the school and volunteering.

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

Staff wanted to keep the EL Coach position due to the high reclassification rate and high growth rate on the ELPAC. Staff wants to keep our CYS Counselor due to the success of the program with our students. They find the CYS Counselor to be very effective and rated the position as the number one most valued position they wanted to keep. Staff was also on board with hiring a Reading Specialist to work with small groups of students to help increase the rate of reading by first grade and to ensure reading by third grade. Staff was very interested in receiving training on the Science of Reading - IMSE Orton-Gillingham and mentioned their frustration that they were not able to receive the training in the 23/24 school year. They were also interested in trainings around grade level supports and how to utilize what FUSD has in the system (ex. Wonders Interventions/Monitoring).

Action 1

Title: Improved number and percent of students chronically absent

Action Details:

Number and percentage of students who are chronically absent decrease from 15.3% to 12%. An Intervention Specialist will closely monitor these students and enroll them in clubs such as Girl Power and Boys to Men to increase their interest in school and teach the ways to mitigate age appropriate social, personal, and academic challenges. Sub-group identified was Hispanic males.

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

- *PLC Teams will align their goals with site goals identified in SPSA Actions
- *Monitor Attendance Rate and Student Data
- *Goals will align with RIRA/Spiral Lesson Feedback during PLC Meetings
- *ELPAC
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *Disaggregated Assessment data by EL Subgroup
- *Common Formative Assessments (CFAs)
- *Instructional Practice Guide
- *CCI Model will be utilized to progress monitor
- *Review schoolwide absence data regularly with Climate and Culture Team. Continue the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual with available supports and interventions,
- *Continue with our TST Team and structures. Utilize the Tier II structures such as the referral process, criteria for identifying students in need and progress monitoring

Owner(s):

- *Administration
- *Intervention Specialist
- *Teachers
- *TSA
- *CYS Counselor/Social Worker
- *Home School Liaison
- *Office Staff
- *TST/Care Team

Timeline:

Ongoing from August 2024 through June 2025 through Atlas. Weekly, Monthly and Quarterly.

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

- *Supplemental services contracts will be offered to classified staff to monitor and promote student attendance, assist Intervention Specialist, and update parent contact information
- *Materials and supplies will be purchased to support all efforts to increase student attendance
- *Young Men of Character
- *Technology will be purchased to support student attendance by digitally enhancing the learning environment. Technology use in the classroom will increase interest in school and encourage student attendance. Virtual field trips, guest speakers and clubs.
- *Funds will be provided to support community events and partnerships to promote student attendance.
- *Intervention Specialist will work directly with the office assistant, HSL and parents to reduce the number of students who are chronically absent
- *Student surveys, Health Master, Safe and Civil Surveys, Atlas Reports, and Power BI will serve as the primary data sources for CCI actions
- *Daily Attendance
- *Be You Club
- *ATLAS Attendance Data
- *Intervention Specialist (CWA) Home Visit Log
- *A full-time CYS-SAP Counselor will be funded to assist with students who have experienced traumatic life experiences and/or need to be taught coping skills to mitigate social challenges that keep them from maintaining consistent attendance - or a FUSD Funded Social Worker.
- *A health aide will be provided by the District to support the nurse with the physical well-being of students, The health aide will assist the school nurse with record-keeping such as health assessments
- *A campus assistant to help with safety as student arrive, attend and leave school campus
- *Home School Liaison to assist with school communication

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.

Our English Learners are in the Blue on the California Dashboard English Learner Progress. 76.9% are making progress - an increase of 21.1%.

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 utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

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

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

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

- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- *Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- *English Learners will be provide with integrated ELD instruction which is woven through-out the day
- *Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- *Teachers will utilize the instructional pedagogies from West Ed

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.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

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

The Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gilllinham to utilize in the Science of Reading to work with our Special Needs students during RtI

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gilllinham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

- School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.
- School site teams learn together using an inclusive, improvement sciences. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
- Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.
- * RtI
 - * Climate and Culture Specialist
 - *Care Team (TST)
 - * Intervention Specialist
 - * Restorative Practice Counselor
 - * CYS counselor
 - * SST
 - * Alternative Recess/Care and Connect Room (Sun Room)
 - *Professional learning for site leaders and teachers focused on providing enhanced services for low-

performing groups.
*Meaningful work, Check-in/Check-out, STEAM Clubs

Action 2

Title: STEAM/SEL/and/or Athletic Activities for all students

Action Details:

Clubs/Extracurricular will be provided by Olmos staff and will increase student involvement and exposure to Arts, Activities, SEL and/or Athletics

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

SEL Student Survey Data
SEL Parent Survey Data
Student Engagement Metrics
SEL Teacher Survey
EdCite
iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
DESSA
Safe and Civil Rubric
Suspension and Office Referral Data/Atlas

Owner(s):

SEL Team
Culture and Climate Team
ILT
CARE Team
Administration
Teachers
Classified Staff
Intervention Specialist
Extended Day Para
Restorative Practice Counselor
Students Parents

Timeline:

On going August 2024 to June 2025.

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

* Art Club
* Cooking Club
*Art/Music Wheel
*Line Dancing
*Nutrition/Food
*Exposure to Cultural Dance through class rotations

- *5th/6th Grade Music/VAPA Wheel
- *Exercise
- *Yoga
- *Guest Artists
- *STEAM Room
- *Extended Day Para - STEAM Room
- *Guest Speakers
- *Escape Room
- *Be You Club
- *Spanish Culture and Language Club
- *Hmong Culture and Language Club
- *Asian Cultural Assembly
- *Black Student Union (BSU)
- *Student Leadership
- *Student Projects
- *Student Incentives
- *Legos and Building Structures
- *Math Games
- *PE Games
- *Materials for Real-World Experiences such as Life Cycle of a Butterfly
- *Science Kits to Explore a Variety of Concepts
- *Fieldtrips/Transportation of students
- *Supplemental contract for classified staff to assist with clubs beyond their duty day
- *Kennedy Arts Center Presentations and Lessons
- *Talented Tuesdays
- *Mind Yeti
- *Growth Mindset
- *We have applied an appropriate amount of resources to materials and supplies and to labor costs to implement these services.

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the

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.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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 (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

*English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week.

*English Learners will receive integrated ELD through-out the day to support learning and comprehension.

*Instruction will be based on recommendations from the English Learners Services Department and EL Coaches

*English Learners will be provide with integrated ELD instruction which is woven through-out the day

*Teachers will incorporate RIRASpiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension

*Students will have music and art opportunities to help with language

*Teachers will utilize the instructional pedagogies from West Ed

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

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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 (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* Intervention Specialist

*CARE Team

*DESSA

* Restorative Practice Counselor

* CYS counselor/Social Worker

* SSTs

* Alternative Recess/Care and Connect Room (Sun Room)

*Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

*Meaningful work, Check-in/Check-out, STEAM Clubs

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	✓	92.7 %	98.3 %	2023-2024	98.4 %

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.

Increase staff satisfaction - ensuring staff have what they need to be successful and supported. Teachers requested a variety of Professional Learning driven by student choice. Our staff currently rates overall positive 98.3% which is significantly higher than our target of 92.7%. We will continue to seek input from staff regarding improvements or supports they would like to have.

2

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

As we have fully come back from school closure and health and safety protocols, teachers have struggled with student absenteeism and foundational learning gaps. Our overall attendance rate is approximately 92% but we need to continue to focus on our chronically absent students along with their parents.

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).

Staff is working under normal conditions though it was stressful the first quarter and a half due to negotiations. Staff is still discovering learning gaps within their classrooms along with students needing Social/Emotional supports. Staff worked with students who make significant gains on iReady (Over 10 point growth on both ELA and Math per winter diagnostic).

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.

We have created more opportunities for teacher voice and teacher led Professional Learning. We also created several basic supports for students for foundational skills (Reading Challenge, Scholastic First, Math Fluency support, After School Program Support, RtI and schoolwide focus on writing - RACER. This has created a sense of common connectiveness for each teacher and grade level. Teachers felt more supported and could concentrate more on grade level standards.

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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>School Site Council stated that they wanted to continue our focus on Writing and our move to training the staff in the Science of Reading. SSC wanted to keep our CYS Counselor as the position has been very effective for our students and families. They wanted to hire a Reading Specialist to work directly with students. They wanted to continue with our EL Coach due to our high reclassification rate and high growth rate on the ELPAC. They were concerned with our Math SBAC and iReady Scores and would like more supports for Math including after school tutoring, Reflex Math and iReady Math. SSC also liked how closely the After School Program was working with our school focus and interventions. SSC appreciated having a strong ASP. SSC appreciated having a strong ASP. SSC wanted the continued student support for SEL and behavior. They appreciated the opportunities for volunteering at Olmos and how they feel welcome to be onsite.</div>	<div>2 ELAC:</div> <div>ELAC seemed to echo the callouts from School Site Council. They wanted to keep the EL Coach due to the high reclassification rate and the high growth rate on the ELPAC. They were also interested in hiring a Reading Specialist to work directly with students to help them read. ELPAC was also appreciated of how the After School Program and Olmos worked together to best support the students. ELAC was also interested in pursuing the possibility of Olmos becoming a Dual Immersion School in Spanish. Parents liked the amount of sports and clubs after school to help their child. Parents appreciate helping the school and volunteering.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff wanted to keep the EL Coach position due to the high reclassification rate and high growth rate on the ELPAC. Staff wants to keep our CYS Counselor due to the success of the program with our students. They find the CYS Counselor to be very effective and rated the position as the number one most valued position they wanted to keep. Staff was also on board with hiring a Reading Specialist to work with small groups of students to help increase the rate of reading by first grade and to ensure reading by third grade. Staff was very interested in receiving training on the Science of Reading - IMSE Orton-Gillingham and mentioned their frustration that they were not able to receive the training in the 23/24 school year. They were also interested in trainings around grade level supports and how to utilize what FUSD has in the system (ex. Wonders Interventions/Monitoring).</div>
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Action 1

Title: Hiring and Retaining Diverse Staff

Action Details:

Staff will have a variety of opportunities to feel connected and supported.

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

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

- * Staff Management Portal on iAchieve
- *FUSD Recruitment Interview Form
- *FUSD Exit Interview Form
- *District Staff Survey
- *Inhouse Culture and Climate Staff Survey
- *Staff Attendance
- *Current Staff Breakdown

Ethnicity	Students	Staff
Hispanic	80.2%	35%
Asian	12.3%	39%
African American	5.6%	4%
White	1%	22%

Owner(s):

- * Administration
- *Site Hiring Panel (ILT/Admin)
- *FUSD Human Resource Department
- *Teacher Residency Program

Timeline:

- *On-going
- *Quarterly
- *Lateral Hires
- *Overage Hires
- *New Teacher Hires

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

- *Increase Recruitment/Retention of newly hired staff to reflect diversity of community
- *Provide opportunities for team building with newly hired staff to create a strong connection between the staff to create a strong connection between staff, the campus, and the community.
- *Staff Monthly Gatherings or retreat - optional
- *Motivational Speakers and or Conferences
- *Provide Professional Development to new hired staff in order to build on teacher capacity
- *Provide Effective Professional Learning
- *Use of Academic Coach to Support Individual or Grade Level Teachers
- *Provide Needed Teacher Materials or Special Requests
- *Provide Doug Fisher/Frey Support Materials/Books for teacher support
- *Provide Incentives for Students that Teachers can Leverage
- *Provide Sub Release for Observations or Planning
- *Assign mentor onsite staff support
- *New Teacher Site Mentor - biweekly new teacher meetings
- *Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- *Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs
- *On-going communication with HR for placement of new hires, lateral transfer or overage transfers to help match qualification and diversity of potential candidate to site need
- *Ongoing collaboration with Mangers(s) in the Teacher Residency Program to recruit potential candidates who are pursuing BCLAD certification

*Provide opportunities to network with teachers from other FUSD schools and/or Regions on best practices, common formative assessment, and lesson plans.

*Offer supplemental contracts to new teachers to help build their background knowledge and comfort level of grade-level standards.

*Assign a Mentor (alike grade levels) to newly hired teachers for support with curriculum, district assessments, common formative assessments, and lesson delivery.

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.

* Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, onboarding Lab School Commitments, Keystone Pedagogies, Standards Mastery, Parent Square, Social Emotional Learning, and support with Wonders, Go Math, iReady, AR, and Standards

*PLs designed to provide basic EL information (EL data resources, ELPAC information, reclassification criteria, etc.)

*PLs designed to support effective planning and instruction for (EL data resources, ELPAC information, reclassification criteria, etc.)

*PLs designed to support effective planning and instruction for ELs (designated and integrated ELD, scaffolding strategies, ELPAC-type tasks, etc.)

*Processes for monitoring implementation and feedback on instructional delivery to teachers on selected EL PL topics.

*Provide Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology

*Provide opportunities to network with other teachers from FUSD and Sunnyside Region on best practices, common formative assessments, and lessons plans

*Work with Multilingual Department to provide inservice regarding best practice pedagogy for English Language Learners and the EL State Standards

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 Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard

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

With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI

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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gillingham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.

4. As a site: What are planned actions to support this student group? We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.

Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, onboarding Lab School Commitments, Keystone Pedagogies, Social Emotional Learning, and support with Standards, Wonders, Math/ELA Planning, and PLI

*Provide Professional Learning on Cultural Proficiency, Standards Mastery, iReady, Growth Mindset, Keystone Pedagogies, and Technology

*Provide opportunities to network with teachers from other FUSD schools and/or Regions on best practices, common formative assessments, Standards Mastery, and lesson plans

*Work with DPI to increase knowledge around growth mindset and student engagement

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	✓	96.65 %	94.6 %	2023-2024	95.7 %

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.

Due to the Pandemic, we had to be creative in reaching out and connecting with our parents. In the past we utilize Class Dojo, School Messenger and Flyers Home. We have added Parent Square. This year we were able to have parents onsite for Awards, Parent Cafe/Family Engagement, Parent University Trainings, ELPAC Rally, Saturday Sports, Spring Carnival, Fund Run, Attendance Meetings, Student Success Team meetings, Grandparents Day, Donuts with Grown-Ups, Red Ribbon Week parade, Cultural Performances, Music Performances, IEPs, Read Fresno, Homework Club, Cultural Day, Read Across America, Field Trips, After School Program, Spring Egg Hunts, Parent Conference and Parent Volunteers. We have had great success with connecting with our parents and families.

2

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

Our parent surveys reflect a very positive response to the question of family engagement - 95% which is 10 points higher than the district's average. We will continue with our current parent involvement and also seek new ways to support.

Parents continue to approve and support our safety protocols that we have in place.

Our concern and additional focus will continue to be on the parents/guardians of our chronically absent students and parents/guardians of our Tier 3 students.

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

Current budget and actual implementation of actions were on target. Current actions were effective and beneficial. We were not able to host our Family Nights in Math and Language Arts in the fall due to the possibility of a teachers' strike.

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.

We will be adding Family Literacy Night, Family Math Nights and Family Science Night to our 2024-2025 calendar. We are also looking to add several more parenting classes from both Parent University and ENP.

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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>School Site Council stated that they wanted to continue our focus on Writing and our move to training the staff in the Science of Reading. SSC wanted to keep our CYS Counselor as the position has been very effective for our students and families. They wanted to hire a Reading Specialist to work directly with students. They wanted to continue with our EL Coach due to our high reclassification rate and high growth rate on the ELPAC. They were concerned with our Math SBAC and iReady Scores and would like more supports for Math including after school tutoring, Reflex Math and iReady Math. SSC also liked how closely the After School Program was working with our school focus and interventions. They appreciated the opportunities for volunteering at Olmos and how they feel welcome to be onsite.</div>	<div>2 ELAC:</div> <div>ELAC seemed to echo the callouts from School Site Council. They wanted to keep the EL Coach due to the high reclassification rate and the high growth rate on the ELPAC. They were also interested in hiring a Reading Specialist to work directly with students to help them read. ELAC was also appreciative of how the After School Program and Olmos worked together to best support the students. ELAC was also interested in pursuing the possibility of Olmos becoming a Dual Immersion School in Spanish. Parents liked the amount of sports and clubs after school to help their child. Parents appreciate helping the school and volunteering.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff wanted to keep the EL Coach position due to the high reclassification rate and high growth rate on the ELPAC. Staff wants to keep our CYS Counselor due to the success of the program with our students. They find the CYS Counselor to be very effective and rated the position as the number one most valued position they wanted to keep. Staff was also on board with hiring a Reading Specialist to work with small groups of students to help increase the rate of reading by first grade and to ensure reading by third grade. Staff was very interested in receiving training on the Science of Reading - IMSE Orton-Gillingham and mentioned their frustration that they were not able to receive the training in the 23/24 school year. They were also interested in trainings around grade level supports and how to utilize what FUSD has in the system (ex. Wonders Interventions/Monitoring).</div>
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Action 1

Title: Inclusive Opportunities for ALL Stakeholders

Action Details:

Olmos Elementary School will continue to have opportunities for our parents to participate in to create support and engagement of their students' education. These opportunities include personal growth, parents, English Classes, Volunteering and Student Support.

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	Owner(s):	Timeline:
*Parent Meetings and Sign-In Logs	*Administration	*Ongoing
*Parent Input on Needs Assessments	*Classified/Certificated Staff	*Monthly
*Parent Questionnaire and Surveys	*Parents/Students	*Quarterly
*ELAC-Sign-In Sheets	*Campus Safety Assistant	*Yearly
*Parent Volunteer Sign-In Sheets	*Home School Liaison	
*Offer supplemental contract to staff member who is bilingual to organize and train parents.	*CYS Counselor/Social Worker	
*Family Math Nights		
*Family Literacy Nights		
*Family Game Nights		
*Family Coffee Chats		
*Parent SEL Training		
*Parent Restorative Training		
*Home School Liaison to assist with Parent Communication		
*Parent Square		
*Class Dojo		
*Campus Safety Assistant		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
*Title 1 meeting meeting will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power point will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power point will be streamed via our website to allow parents to play back at their convenience.
*Parent emails, Edu Text, Weekly Parent Square Messages, Class Dojo, School Website, Personal Telephone Calls, Instagram, School Marquee, Parent Monthly Newsletter and Classroom Updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and when possible, Hmong.
*Parent Volunteers - Sign-In Sheets
*Family Game Game Nights
*Family Coffee Chats
*Parent/Guardian SEL Training
*Parent/Guardian Restorative Training
*Family Math Nights
*Family Literacy Nights
Family Science Nights
*Family Craft Nights
*Care Team (TST)

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.

- *English Learners will be provided with designated instruction at a minimum of 30 minutes four days a week.
- *English Learners will receive integrated ELD through-out the day to support learning and comprehension.
- *Instruction will be based on recommendations from the English Learners service Department and EL Coaches.
- *EL Certificated Tutor on-site full time.
- *English Learners will be provided with integrated ELD instruction which is woven through-out the day.
- *Teachers will incorporate RIRASpiral lessons in primary grades and close reading strategies in the intermediate grades to support reading comprehension,
- *Students will have music and art opportunities to help with language.
- *Teachers will utilize the instructional pedagogies from West Ed Trainings.

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 Special Needs student population is performing at the lowest level in areas of Math and ELA on the Data Dashboard*
- 2. Using Title I funds Only: What are the planned expenses to support this student group?**
- With Title I funds we plan to support our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gilllinham to utilize in the Science of Reading to work with our Special Needs students during RtI*
- 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 our Special Needs student population by utilizing Teaching Fellows to work one on one and in small groups. Teaching Fellows will also be trained in IMSE Orton-Gilllinham to utilize in the Science of Reading to work with our Special Needs students during RtI. We will also have a Certificated Tutor to oversee and train the Teaching Fellows. The Certificated Tutor will also work directly with students.*
- 4. As a site: What are planned actions to support this student group?** ?We will continue to work on our MTSS program and our RtI program to ensure our students receive targeted instruction. Our Learning Lab Team (RSP) will continue to work to support students and work in tandem with the regular ed classroom teachers. Our TSA will also be pulling small targeted groups to work with during non core instruction. The Academic Coach will continue to work with Teachers to work on best practices such student voice, student conferences, data chats, and engagement.
- School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.
- School site teams learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
- Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus
- *RtI*
 - *Climate and Culture Specialist
 - *Intervention Specialist
 - *Care Team
 - *DESSA
 - *Restorative Practice Counselor
 - *SSTs
 - *Supplemental Contract for Alternative Recess/Care and Connect Room (Sun Room)
- Professional learning for site leaders and teachers focused on providing enhances services for low-performing groups.
- *Meaningful Work, Check-In/Check-Out; STEAM, Clubs
 - *CYS Counselor/Social Worker

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos 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			Parent Participation *No Food/Incentives*	2,184.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Office Support	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage	200.00

\$12,384.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0530 Olmos Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Supplemental materials-online subscriptions-Scholastic News	20,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	51,526.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs Data Chats Planning Days etc.	20,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental	30,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Classroom books and subscriptions	31,931.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	25,728.00
G1A1	Sup & Conc	Instruction	Student Incenti			Incentives	15,727.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech/Furniture Refresh	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	1,546.00
G1A1	Sup & Conc	Instruction	Equip Lease			Upstairs Copier Lease	7,497.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	200.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	200.00
G1A1	Sup & Conc	Instruction	Direct-Food			Testing Snacks/Student Achievement Celebrations	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Edgenuity : PLI	2,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.5000		73,163.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000		73,163.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,848.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators/Parent Teacher Conferences	1,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	14,752.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food/Incentives*	2,184.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Office Support	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage	200.00
							\$400,967.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,710.00
Sup & Conc	7090	\$229,193.00
LCFF: EL	7091	\$98,064.00
Grand Total		\$400,967.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$388,583.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,384.00
Grand Total	\$400,967.00