

Powers-Ginsburg Elementary

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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 - Angela Balliet	X				
2. Chairperson – Linda Samaniego		X			
3. Sarah Bachar		X			
4. Joseph Chacon		X			
5. Christy Lappe			X		
6. Violet Ballard				X	
7. Jasmine Verdialez				X	
8. Nancy Gutierrez				X	
9. Teresa Villanueva				X	
10. Jason Stevens				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 12/16/22.

Required Signatures

School Name: Powers-Ginsburg Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet		3/27/23
SSC Chairperson	Linda Samaniego		3/27/23

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 2023/24

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$45,630 *
7090	LCFF Supplemental & Concentration	\$148,745
7091	LCFF for English Learners	\$34,560
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$14,555</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$243,490

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,352
Remaining Title I funds are at the discretion of the School Site Council	<u>\$44,278</u>
Total Title I Allocation	<u>\$45,630</u>

Powers-Ginsburg Elementary 2023-2024 - 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	✓		-53 pts	2021-2022	-43 pts
SBAC ELA - percentage of students met/exceeded standard	✓		28.69 %	2021-2022	34 %
SBAC Math - Average distance from standard	✓		-70 pts	2021-2022	-60 pts
SBAC Math - percentage of students met/exceeded standard	✓		21.63 %	2021-2022	27 %

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

1

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

ELA & Math - The following actions were implemented:

- All students were provided tier 1 (universal) and tier 2 (targeted support) instruction in their classrooms. Identified students received tier 3 small group push-in/pull-out intensive support on below grade level skills.
- All teachers in grades 3-6 consistently administered Math IABs/FIABs, adjusted instruction, and intervened, based on identified needs.
- Teachers engaged in job-embedded instructional coaching cycles and were provided support with resources, technology, assessment, and intervention by the TSA
- All K-2 teachers received a series of professional development focused on implementation of Foundational Reading Skills to apply in their daily instruction.
- All teachers in grades 3-6 received on-going professional learning and support in the strategic use of IAB/FIABs to ensure an aligned instructional system.
- All teachers in grades 5 & 6 received monthly professional learning/coaching in Math Lesson Design and Beyond the Basic Facts and implemented these lesson structures, approaches, and strategies

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 with Disability (SWD) - On the CA Dashboard 2022, Students with Disabilities performed in the Very Low category in the areas of ELA & Math, identifying this student group as needing Additional Targeted Support and Improvement (ATSI).

Student w/ Disability (SWD) -

- ELA SBAC 2022 - 7.3% of SWD (3/41 students) met/exceeded standards, as compared to 28.7% of students overall. The average distance from standard was -102 points for SWD, as compared to -53 points for all students.
- Math SBAC 2022 - 7.3% of SWD (3/41 students) met/exceeded standards, as compared to 21.6% of students overall. The average distance from standard was -119 points for SWD, as compared to -70 points for all students.
- ELAiReady D2 - 11.6% of SWD (5/43 students) were on/above grade level, compared to 30.1% overall. 46.5% of SWD demonstrated typical growth.
- Math iReady D2 - 9.3% of SWD (4/43 students) were on/above grade level, compared to 22% overall. 55.8% of SWD demonstrated typical growth.

in their classrooms to support student learning.

- All K-6 classrooms utilized iReadyDiagnostics to determine students' areas of Literacy and Math strengths and deficiencies, develop small flexible groupings to target needed skills, identify each students' individualized learning pathway, and to set and monitor learning goals.

ELAiReadyD2 (Dec. 2022) Outcomes: 30.1% of students performed on/above grade level. 54.5% are meeting typical growth and 38.3% are meeting stretch growth.

Math iReadyD2 (Dec. 2022) Outcomes: 22% of students performed on/above grade level. 55.2% are meeting typical growth and 39.5% are meeting stretch growth.

EL Students -

- ELASBAC 2022 - 5.9% of EL (2/34 students) met/exceeded standards, as compared to 28.7% of students overall. The average distance from standard was -68 points, as compared to -53 points for all students.
- Math SBAC 2022 - 5.7% of EL (2/35 students) met/exceeded standards, as compared to 21.6% of students overall. The average distance from standard was -82 points, as compared to -70 points for all students.
- ELAiReadyD2 - 17.3% of EL (13/75 students) were on/above grade level, compared to 30.1% overall. 52% of EL students demonstrated typical growth.
- Math iReadyD2 - 13.3% of EL (10/75 students) were on/above grade level, compared to 22% overall. 48% of EL students demonstrated typical growth.
- 41.5% of EL students made progress towards English language proficiency on ELPAC 2022. Only 7.2% of EL students earned a 4 on 21-22 ELPAC.

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

Actions we intended to implement, but did not:

- All teachers in grades 3-6 will consistently administer Literacy IABs and/or FIABs, and adjust instruction based on identified trends. We started with a focus on consistent and routine implementation of Math FIABs/IABs instead.
- Three Interact Fellows were intended to support grade levels 1-3 with small group targeted reading instruction (tier 2 intervention). However, the Interact Fellows program did not place support at our school until October, and then their attendance was inconsistent.
- Teachers continue to struggle with consistent implementation of daily small group designated ELD instruction, designed to specifically target EL students' academic and language needs, and still do not fully utilize available EL data to develop goals and create action plans with students to monitor their progress.
- The TSA supported teachers with EL assessment, data reports for progress monitoring, and instructional resources, but did not engage teachers in planning integrated and designated ELD instruction, understanding the alignment between ELA and ELD standards, and the effective use of ELD curriculum and strategies.
- Our Sped staff diminished through the school year. By mid-year, our RSP caseload was over maximum, making it very challenging to meet students' wide variety of needs.

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 2023/24 SPSA.

- Action 1, Tier 1 & 2 – We will no longer fund Interact Fellows to support early literacy/math. Instead, we will fund Literacy Mentors to support early literacy skills for identified student groups in primary grades. All teachers in grades 3-6 will consistently administer Literacy IABs/FIABs, and adjust instruction based on identified trends.
- Action 2, Tier 1 - We will expand implementation of MLD and BTBF to grades 3 and 4.
- Action 1, Enhanced Services for EL Students – TSA will provide designated ELD instruction to EL students in identified grade level spans and ELPAC levels.
- Action 1 & 2, Enhanced Services for Low Performing Student Groups - Our Students with Disabilities are not performing as well as their grade level peers in the areas of ELA and Math. We need to ensure our SWD are receiving grade level instruction, while better equipping teachers in providing effective accommodations that allow students access to their curriculum and content standards.

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

1 SSC: Feedback/Budget priorities (February 22, 2023): - TSA to support instructional programs (tier 1 & 2 intervention & ELD) - Instructional Assistant to support tier 3 intervention - Literacy Mentors to support early literacy in primary classrooms (tier 2)	2 ELAC: Feedback/Budget priorities (March 10, 2023): - TSA to support EL instructional program - Intervention support (tutors, Literacy mentors, aides) - ELPAC Assessors	3 Staff: Feedback/Budget priorities (February 21, 2022): - TSA to support instructional programs (tier 1 & 2 intervention & ELD) - Literacy Mentors to support early literacy in primary classrooms (tier 2) - Instructional Assistant (tier 3 intervention)
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Action 1

Title: Student Learning - Literacy

Action Details:

Powers-Ginsburg will increase student proficiency in Literacy by providing standards-aligned effective instruction through a multi-tiered system of support in order to meet students' assessed needs.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC ELA	Principal	June 2024
I-ReadyDiagnostics, Grades K-6	VP	Fall, Winter & Spring
Common Formative Assessments, IABs/FIABs	ILT	Monthly
Grade Level/Classroom/Student Goal Setting	PLCs/Teachers/Students	Fall, Winter & Spring
Instructional Practice Walks (Classroom observations/feedback)	Principal/Vice Principal	Weekly
ELPAC/EL Reclassification Rate	VP/TSA	Fall, Winter & Spring

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

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their literacy needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored.

- All teachers will engage students in goal setting for growth in reading skills and monitor their progress using assessment data, including iReady, CFAs, and IABs/FIABs.
- All PLCs will create/identify and administer a minimum of 2 Common Formative Assessments (CFAs) per unit in ELA that are standards/SBAC aligned. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Literacy IABs/FIABs and analyze the data to adjust instruction, based on identified trends.
- All students in grades K-3 will have access to Scholastic Foundations in Reading Sounds and Text (FIRST), an online adaptive platform that supports reading foundational skills and reading comprehension (recommended usage is 20 minutes per day, four times a week). Teachers will utilize student data (by student, class, and grade) to support differentiated small group literacy instruction.
- All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- The Teacher on Special Assignment (TSA) will support all staff with coordination of Literacy/ELD programs for effective implementation, including support with curriculum, resources, technology, and assessment.
- All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.
- ENP Coordinator supporting literacy.

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

- EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
- The TSA will provide targeted designated ELD instruction to identified groups of EL students to ensure growth in academic and language proficiency skills.
- Academic Coach will support teachers with effective planning of integrated and designated ELD instruction, alignment between ELA and ELD standards, use of ELD curriculum, and ELD instructional strategies.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Supplemental curriculum, materials, supplies, resources, and technology will be provided to classrooms in support of ELD instruction to address the academic and language needs of English Learners.
- ELPAC assessors will be provided to administer the ELPAC to all EL students in grades TK-6.

Specify enhanced services for low-performing student groups:

Students with Disabilities (SWD) -

- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- Grade level daily schedules will be designed to ensure that all students who receive RSP services in the area of Reading/Writing are present in their classrooms to receive tier 1 literacy instruction and tier 2 instruction/intervention (targeted small group).
- All students with disabilities will receive tier 3 (remedial/intensive) intervention to work on their IEP goals, provided by SPED staff.
- SWD progress will be monitored after each assessment period (i-Ready) to ensure that students are making adequate progress towards at least one grade level growth each year.
- Adopted supplemental curriculum for special education programs (i.e. WonderWorks, Corrective Reading, Reading Mastery) will be utilized to provide tier 3 intervention.

Action 2

Title: Student Learning - Math

Action Details:

Powers-Ginsburg will increase student proficiency in Mathematics content and practices by providing standards-aligned effective instruction through a multi-tiered system of support in order to meet students' assessed needs.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC Math	Principal	June 2024
I-ReadyDiagnostics, Grades K-6	VP	Fall, Winter & Spring
Common Formative Assessments, IABs/FIABs	ILT	Monthly
Grade Level/Classroom/Student Goal Setting	PLCs/Teachers/Students	Fall, Winter & Spring
Instructional Practice Walks (Classroom observations/feedback)	Principal/Vice Principal	Weekly

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

- Tier 1:
- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Mathematics instruction.
 - All students will receive high-quality effective Mathematics instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
 - All students will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their mathematics needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored.
 - All teachers will engage students in goal setting for growth in math skills and monitor their progress using assessment data, including iReady, CFAs, and IABs/FIABs.
 - All PLCs will create/identify and administer a minimum of 1 Common Formative Assessment (CFA) per chapter in Math that is standards/SBAC aligned. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
 - All teachers in grades 3-6 will calendar and systematically administer Mathematics IABs/FIABs and analyze the data to adjust instruction, based on identified trends.
 - All teachers of students in grades 3-6 will implement Math Lesson Design (MLD) and Beyond the Basic Facts (BTBF) by Swun Math, focusing on providing more effective math instruction through the use of interactive lesson design, instructional strategies, and intentional planning to increase students' understanding of math concepts and use of mathematical practices and tools.
 - All students in grades 2-6 will have access to Reflex Math, an online platform that supports students in improving their basic facts fluency (recommended usage is 15 minutes per day, 3-4 times per week).
 - All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
 - Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
 - All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.
- Tier 2:
- Students who are not responding to tier 1 instruction will be identified through PLCs/teachers, learning needs will be determined based on CFA data, student groupings will be developed based on like-needs, short-term goals and action plans (8-week cycles) will be created to address their specific needs through additional support and targeted intervention within their classroom/grade level.
 - Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.

Tier 3:

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Students with Disabilities (SWD) -

- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- Grade level daily schedules will be designed to ensure that all students who receive RSP services in the area of Mathematics are present in their classrooms to receive tier 1 math instruction and tier 2 instruction/intervention (targeted small group).
- All students with disabilities will receive tier 3 (remedial/intensive) intervention to work on their IEP goals, provided by SPED staff.
- SWD progress will be monitored after each assessment period (i-Ready) to ensure that students are making adequate progress towards at least one grade level growth each year.
- Adopted supplemental curriculum for special education programs (i.e. Numbers World, Touch Math) will be utilized to provide tier 3 intervention.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A1 3.5 hour Intervention Support	14,209.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	G1A1 1.0 TSA, also G1A2/G4A1	119,741.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A1, also G1A2 color copier lease	3,095.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	G1A1 1.0 TSA, also G1A2/G4A1	29,936.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1A1 2 ELPAC Supplemental (Cert. Subs) 2 subs, 6 days, 42 hrs. each (\$43.22 p/hr.) (Base: Total: 3,631)	3,632.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1 also G1A2 supplemental EL supplies (\$992.60)	992.00
G1A1	One-time School	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : G1A1 Every Neighborhood Partnership (ENP) Literacy Mentors, 2 days x 2hrs x 29 weeks	4,000.00

\$175,605.00

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	✓	88.07 %	84.36 %	2022-2023	89 %

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

1

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

The following actions were implemented:

- All teachers designed lessons and experiences both inside and outside of the classroom that were more relevant to students' lives and the world around them.
- All teachers increased implementation of relevant and culturally responsive teaching practices and instruction to increase student engagement, ownership, and connection to content, school, and their lives.
- All students were provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students in grades 2-6 had opportunities to engage in Meaningful Work through Student Jobs to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school and community.
- All students had opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- All students were provided opportunities to participate in grade level enrichment trips, career technical education experiences/fieldtrips, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.

Based on the Fall 2022 Climate & Culture Student Survey results, 84.4% of students in grades 3-6 responded favorably within the domain of Student-Centered and Real-World Experiences.

2

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

There were no student groups showing disproportionality in this area.

- Students w/ Disability - 85.1% of SWD responded favorably, which is 1% more positive than the average response of all students.
- EL Students - 84.4% of EL students responded favorably, which is equal to the average response of all 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).

We intended for the Climate & Culture Team to engage in on-going cycles of planning and monitoring for effectiveness of student engagement opportunities with real-world experiences in order to identify student groups who may

be lacking and develop ways in which we can better connect with them, but this did not happen as the team focused efforts on student attendance.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Action 1, Tier 2 - The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities with real-world experiences using Fall & Spring student survey data to identify student groups who may be lacking engagements and will develop ways in which we can connect them to our school, staff, and their peers.
- Action 1, Enhanced Services for Low Performing Student Groups - For our students with disabilities in our ALPs programs (moderate/severe disabilities), we need to increase inclusive opportunities across the day/week for students within all aspects of schooling to ensure they receive real-world, relevant experiences alongside their peers.

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

1 SSC: Feedback/Budget priorities (February 22, 2023): 1. Materials and supplies	2 ELAC: Feedback/Budget priorities (March 10, 2023): 1. No specific feedback, deferred to SSC.	3 Staff: Feedback/Budget priorities (February 21, 2023): 1. Materials and supplies
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Action 1

Title: Student Centered Real-World Experiences

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Climate & Culture Student Survey	Owner(s): VP/Climate & Culture Team	Timeline: Fall 2023 & Spring 2024
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

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

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- No low performing student groups were identified.
- Students with disabilities attending our ALPs programs (moderate/severe disabilities), will receive increased opportunities to engage in real-world, relevant learning experiences alongside their peers.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Instruction	Mat & Supp			: G2A1: Stem, CTE, Arts, SEL Activities (\$2455) **No incentives or food**	2,455.00

\$2,455.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	25.36 %	30.53 %	2022-2023	21 %
Suspension Rate - Semester 1	✓	1.38 %	2.78 %	2022-2023	2.45 %

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 -

The following actions were implemented:

- All students and families received on-going messaging about the importance of good attendance and school-wide attendance policies and practices.
- All students had opportunities to engage in arts, music, activities, and athletics through classroom instruction, school assemblies and events, student clubs, the music program, the athletics program, the After School Enrichment and Safety (ASES) program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
- The Home School Liaison supported all students and families in the area of attendance by communicating attendance policies and effective practices through parent engagement hours, phone calls, and community outreach efforts to provide information, resources, and accountability.
- Sent out daily automated attendance phone calls to all absent students/parents to report that they had an uncleared absence and request a phone call to clear the absence. Students with remaining uncleared absences received phone calls by office staff.
- Parent attendance conferences were held with parents of students who were chronically absent to explain truancy policies, provide supports to increase attendance, and set goals for improvement.

Based on the CADashboard 2022, 41.2% of students were chronically absent, putting us in the Very High category.

As of December 2023, 30.5% of students (145 students) in grades TK-6 were chronically absent from school during the first semester of the schoolyear.

Suspension Rate -

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

Chronic Absenteeism:

Students with Disability (SWD) - On the CADashboard 2022, Students with Disabilities fell in the Very High category in the area of Absenteeism, identifying this student group as needing Additional Targeted Support and Improvement (ATSI).

- Based on the CADashboard 2022, 50% of Students with Disabilities (90 students) were chronically absent, as compared to 41% of all students.
- As of December 2023, 33.9% of SWD (21 students) were chronically absent from school during the first semester of the schoolyear, as compared to 30.5% of all students.

Suspension Rate:

Students with Disability (SWD) - On the CADashboard 2022, Students with Disabilities fell in the Very High category in the area of Suspension Status, identifying this student group as needing Additional Targeted Support and Improvement (ATSI).

- Based on the CADashboard 2022, 6.2% of Students with Disabilities (97 students) were suspended at least one day, as compared to 3.3% of all students. Thus, in 2021-2022, SWD were suspended at a greater rate than their peers.
- As of December 2023, 1.6% of SWD (1 student) was suspended for at least one day from school during the first semester of the schoolyear, as compared to 2.8% of all students. This shows improvement, as currently SWD are being suspended at a lesser rate than their peers.

The following actions were implemented:

- All teachers provided explicit and embedded instruction in the area of Social Emotional Learning (SEL), utilizing Second Step online curriculum platform, lessons and activities from the books Morning Meetings and Classroom Meetings, and Olweus Bullying Prevention materials, to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All teachers implemented The Positivity Project daily lessons focused on positive psychology's 24-character strengths to empower students to build positive relationships and recognize that other people matter.
- All staff received professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm.
- All students had opportunities to participate in schoolwide activities and Bucket Filler incentives to promote application of social emotional skills, character strengths, kindness, and positive school relationships.
- Schoolwide and classroom structures and expectations for health, safety, and civility are posted and communicated in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior were collaboratively developed, agreed-upon, and implemented by all staff.
- Students who demonstrated increasing misbehaviors were identified and informal goal setting/behavior support plans were developed through teacher-parent-student-School Psychologist collaboration. Strategies/interventions/incentives were implemented to support students in improving their behavior.

Based on the CADashboard 2022, 3.3% of students were suspended at least one day, putting us in the Very High category.

As of December 2023, 2.8% of students (13 students) were suspended at least one day from school during the first semester of the school year.

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).

Chronic Absenteeism –

We did not implement the following actions, as intended:

- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance. Instead, we focused on improving chronic absenteeism.
- The Child Welfare and Attendance Specialist (CWAS) will coordinate tier 2 targeted interventions and support identified student needs in the areas of attendance and social-emotional well-being. We did not receive support from a CWAS, so we were not able to execute this, systematically.

Suspension Rate –

We were not able to implement some of the tier 2 actions as we had intended because we did not receive support from a Child Welfare and Attendance Specialist (CWAS) as we had expected to and did not have the site personnel, such as:

- The Child Welfare and Attendance Specialist (CWAS) will support tier 2 systems and students in the areas of attendance and social-emotional well-being by coordinating a Targeted Support Team, who will meet to

- collaboratively develop action plans for identified student groups, based on data, and develop goals for improvements, a menu of interventions, and progress monitoring.
- The CWAS will provide direct services to identified student groups, such as supports with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.

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 2023/24 SPSA.

Action 1 (Suspensions) - Enhanced Services for Low Performing Student Groups:

- Our Students with Disabilities are being suspended at a higher rate than other students, so we need to more closely monitor this through the school year. We need to ensure our SWD receive direct explicit instruction on SEL skills and appropriate supports in applying those skills so that they are equipped with strategies to positively respond to feelings of frustration, anger, etc. preventing their emotions from escalating to actions of suspendable behaviors.
- Action 2 (Chronic Absenteeism) - Enhanced Services for Low Performing Student Groups:
- Our Students with Disabilities are chronically absent at a higher rate than other students. For SWD who have serious medical conditions and/or illness that impact their school attendance more frequently, or for prolonged periods, the School Nurse will be in contact with families to monitor student progress and ensure families know education options available to them that will best meet the students' needs, such as Home Hospital Instruction or Independent Study Contracts.
 - For SWD in general education classes, increased monitoring of attendance in this student group will be conducted, along with more frequent family contact and intentional engagements and connections to school for both the family and the student.

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

1 SSC: Feedback/budget priorities (February 22, 2023): 1. Positivity Project 2. Counseling 3. Materials/Supplies for student engagements/incentives	2 ELAC: Feedback/budget priorities (March 10, 2023): 1. Materials/Supplies for student engagements/incentives	3 Staff: Feedback/budget priorities (February 21, 2022): 1. Counseling 2. Positivity Project 3. Materials/Supplies for student engagements/incentives
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Action 1

Title: Student Engagement - Suspensions

Action Details:

Powers-Ginsburg will decrease student suspensions by cultivating character strengths, fostering sense of community, implementing Social Emotional Learning (SEL), and responding to student needs through a multi-tiered system of support.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Suspension/Expulsion/Misbehavior Data (PowerBI/ATLAS)	VP/Climate & Culture Team	Quarterly
Class Circles Documentation/Second Step Usage Reports	VP	Quarterly
Counseling Referrals	VP	Quarterly
Behavior Support Plans (Informal & Formal)	Tier 2 Targeted Support Team	Monthly

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

- Tier 1:
- All students will receive direct, explicit Social Emotional Learning (SEL) instruction daily, that will foster and develop social skills and strategies. Teachers will utilize Second Step online curriculum lessons, activities from the books, "Morning Meetings" and "Classroom Meetings", and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
 - All teachers will implement The Positivity Project weekly lessons focused on positive psychology's 24 character strengths to empower students to build positive relationships and recognize that other people matter.
 - All staff will receive professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm.
 - All teachers will implement culturally responsive instructional practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
 - Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
 - All students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, kindness, and positive school connections, such as Jaguar of the Week and "Bucket Filler" Tickets/rewards.
 - Schoolwide and classroom structures and expectations for health, safety, and civility will be designed and posted in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
 - Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
 - All students who demonstrate good citizenship (social skills and work habits) will be recognized with quarterly awards.
 - The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral needs and social-emotional needs and will develop action plans for improvement.
 - All staff will receive support with SEL teaching/learning through professional learning and coaching by the site Academic Coach and district Climate and Culture TSA.
- Tier 2:
- The Child Welfare and Attendance Specialist (CWAS) will support tier 2 systems and students in the area of social-emotional well-being.
 - Students who demonstrate increasing misbehaviors will be identified by teachers and an informal goal setting/behavior improvement plan for the classroom will be developed through teacher-parent-student collaboration. Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
 - The CWAS will coordinate the Targeted Support Team, who will meet to collaboratively to develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring.
 - The CWAS will provide direct services to identified student groups, such as supports with social skills, peer conflict, alternatives to recess, structured play, or transitioning from one setting to the next. The Home School Liaison will assist with supporting students and families for school success.
- Tier 3:
- Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan.
 - The TST, families and students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting.
 - Weekly check-ins with identified students will be conducted by the CWAS to monitor student progress and provide support.
 - A menu of alternatives to suspension (Tiered Responses to Misbehavior) will be implemented, when deemed appropriate by administration, to support students with remaining in school.

- Students exhibiting intensive social-emotional needs that negatively impact their learning or school success will be referred for counseling services. Direct counseling services will be provided to identified students, as space is available, with parent consent.
- School Psychologist will conduct threat assessments, student well-checks, and provide crisis support for identified students, as necessary.

Specify enhanced services for EL students:

- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to receive counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.
- The Home School Liaison will support families of EL students with access to district and school communications in a language that is accessible to them, whenever possible.

Specify enhanced services for low-performing student groups:

- Students with Disabilities (SWD) -
- Students with disabilities will receive targeted and increased monitoring of misbehaviors that may lead to suspensions and suspension rates in order to ensure they receive SEL supports that may be necessary.
 - SWD will receive direct explicit instruction on SEL skills and appropriate supports in applying those skills so that students are better equipped with strategies to positively respond to feelings of frustration, anger, etc., preventing their emotions from escalating.

Action 2

Title: Student Engagement - Chronic Absenteeism

Action Details:

Powers-Ginsburg will decrease student chronic absenteeism by providing a positive school climate and culture, ensuring students are engaged and feel connected to school, their peers, and adults on campus, and by connecting with families to increase partnerships in schooling.

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

Explain the Progress Monitoring and data used for this Action

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

Chronic Absenteeism Data (PowerBI/ATLAS)

Goal Setting/Monitoring w/ Students Chronically Absent

Attendance Contracts

Attendance Contact Logs

Owner(s):

VP/Climate & Culture Team

Home School Liaison

CWAS/VP

Office Assistant/HSL

Timeline:

Quarterly

Monthly

Bi-Weekly

Daily

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

Tier 1:

- School-wide attendance policies and practices will be communicated to all students, families, and staff, implemented consistently, and monitored to support all students with good attendance for school success.
- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, electives, student clubs, the music program, the athletics program, the After School Enrichment and Safety (ASES) program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
- The Home School Liaison will support all students and families in the area of attendance by communicating the importance of good attendance and connecting with families to provide information, resources, and accountability.

Tier 2:

- The Child Welfare and Attendance Specialist (CWAS) will coordinate tier 2 targeted interventions and support identified student needs in the area of attendance.

- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school and increased parent contact, communicating the importance of good attendance and a plan for how to improve attendance.
- The Home School Liaison will support student attendance improvement efforts through parent, staff, and student services, resources, and conferences to set and monitor goals for improved attendance.

Tier 3:

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

Specify enhanced services for EL students:

- The Home School Liaison will support families of EL students with access to district and school communications in a language that is accessible to them, whenever possible.

Specify enhanced services for low-performing student groups:

Students with Disabilities:

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A1 On-Site Counseling/FPU: 11 hr. pw/\$75 p/hr./37weeks 415 hrs. total. 400 hours from 3010/split funded with 7090 (15 hrs.) Total Cost: \$31,125	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			G3A1 +Project (\$3,795) G1A1/2/G3A1 Office Depot (\$2500) G3A1/2, G1A1/2 Other (\$9891) Total: \$16, 186	16,186.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A1 On-Site Counseling/FPU: 11 hr. pw/\$75 p/hr./37weeks 415 hrs. total. 15hours from 7090/split funded with 3010 (400 hrs.) Total Cost: \$31,125	1,125.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			G3A1, also G3A2 Mileage for HSL	200.00

\$47,511.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	96 %	88.04 %	2022-2023	93 %

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

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

The following actions were implemented:

- All staff received professional learning opportunities, resources, and support that adequately prepared them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices, creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All teachers received opportunities for job-embedded instructional coaching support, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.
- All teachers participated in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving in order to improve student learning and school success.
- All teachers of grades 5 and 6 implemented Math Lesson Design and Beyond the Basic Facts by Swun Math. They received monthly onsite coaching support and professional development focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards.
- PLI Lead Teachers received professional development and monthly coaching support through the Personalized Learning Initiative (PLI) partnership, designed to build teacher capacity in providing high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches.
- Staff had opportunities to provide feedback and decision-making on school programs and activities through engagement in the ILT, CCT, SSC, PLCs, staff meetings, committees, and surveys.
- All staff had opportunities to participate in school events, committees, community-building activities, and build meaningful relationships with students, staff, and families.

Based on the Fall Climate & Culture Staff Survey (53 responses), 88% of staff responded favorably in the Organizational Culture domain.

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

While the overall response was 88% favorable (1% higher than the district elementary school average), this was 7% lower than our school average in Fall 2021 due to a lower response rate by non-teaching staff.

- Lowest favorable response (78%): "We have a culture that provides staff with recognition for the work we do." 70% favorable response was by non-teaching staff, as compared to 86% favorable response by teaching staff.
- Second lowest favorable response (79%): "We have a culture that provides staff with opportunities to be involved in planning and decision-making." 72% favorable response was by non-teaching staff, as compared to 86% favorable response by teaching staff.

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 intended on ensuring that all staff receive feedback to help them grow and improve, as well as recognition for the work that they do, but really focused our efforts in this area on our teaching staff.

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 2023/24 SPSA.

Action 1, Tier 1 – All staff will have opportunities to plan and be involved in decision-making of school programs and activities by joining committees, participating in feedback surveys, providing ideas and input to classified or certificated ILT, CCT, SSC representatives, and attending school events to build meaningful relationships with students, staff, and families.

Action 1 - Enhanced Services for Low Performing Student Groups (Students with Disabilities) – All staff will receive professional development on effective use of strategies, accommodations, and modifications to provide SWD access to grade level curriculum and standards for school success (leverage the Special Education department staff to provide PL).

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

1 SSC:

Feedback/budget priorities (February 22, 2023):

- 1. Personalized Learning Initiative
- 2. Sub release for professional learning (MLD, PLi)

2 ELAC:

Feedback/budget priorities (March 10, 2023):

- 1. No specific feedback, deferred to SSC.

3 Staff:

Feedback/budget priorities (February 21, 2022):

- 1. Sub release for PL (MLD, PLi)
- 2. Personalized Learning Initiative

Action 1

Title: Staff Engagement & Professional Learning

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Climate & Culture Staff Survey	VP/Climate & Culture Team	Fall 2023 & Spring 2024
Professional Learning Agendas/Feedback Surveys	Principal/Academic Coach	Quarterly
Classroom Observations & Feedback	Principal/VP/Academic Coach	Weekly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Tier 1:
- All teachers will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, build upon their knowledge and skills in using effective instructional practices, create a culture of learning with high expectations, apply culturally responsive teaching strategies, support students' social and emotional needs, provide challenging content, and ensure student ownership within an aligned instructional system (standards, instruction, assessment).
 - All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
 - All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support of the Academic Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
 - All teachers will actively participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving with a focus on improving student learning and school success through a multi-tiered system of support.
 - All teachers of grades 3-6 will implement Math Lesson Design and Beyond the Basic Facts by Swun Math. 3rd-6th grade teachers will receive monthly professional learning/coaching support (i.e. demo lessons, co-planning, co-teaching, PLC data analysis), focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards. Sub release will be provided.
 - Teachers will engage with the Personalized Learning Initiative (PLi) partnership, designed to build teacher capacity in providing high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches. PLi Lead Teachers will engage in professional development (with sub-release). Teachers will receive opportunities for job-embedded coaching and feedback in applying blended learning models and approaches.
 - Lead Teachers, the TSA, the Academic Coach, and the Principal/VP will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program, based on student academic data, to ensure that actions are planned and implemented effectively in response to students' learning needs.
 - Certificated staff, classified staff, and the Vice Principal will serve on the Climate & Culture Team (CCT). CCT members will engage in monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, staff, student, and family surveys) and conduct observations in various settings to determine the effectiveness of school-wide structures, policies, operations, and student supports in order to develop actions for improvement.
 - All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
 - All staff will be offered a wide range of voluntary district provided academic and social-emotional based professional learning.
 - All staff will have opportunities to be involved in planning and decision-making of school programs and activities by joining committees, participating in feedback surveys, and providing ideas and input to classified or certificated reps on ILT, CCT or SSC.
 - All staff will have opportunities to participate in school events and activities in order to build meaningful relationships with students, staff, and families.
 - Interview questions asked during hiring processes will include questions that focus on culture, equity, and inclusion.
 - All staff will receive materials, supplies, resources, and technology necessary to accomplish their job duties in support of student learning.
- Tier 2:
- PLCs and/or individual teachers will receive targeted coaching support and/or PL through site and district instructional coaches in specific areas for growth in teaching and learning, based on assessed needs.
 - Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
 - PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal setting, progress monitoring, and feedback.
- Tier 3:
- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
 - Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed.

Specify enhanced services for Staff in support of EL students:	Specify enhanced services for Staff to support low-performing student groups:
• Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.	Students with Disabilities: • All staff will receive professional development on effective use of academic and behavioral strategies, accommodations, and modifications to provide SWD access to grade level curriculum and standards and

- PLC teams will analyze EL student data and develop instructional plans by strategically aligning ELD standards with ELA and Math curriculum, instruction, and assessment.

appropriate supports for school success (leverage the Special Education department staff to provide PL).

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			G4A1 PL M7 MLD 3-6, 2 subs 9 days (\$2,907) G4A1 PL PLi, 7 teachers, 2 days (\$2,261) G4A1 Goal setting/Monit. Conf., 1 sub 4 days (\$646) G4A1 SPSA data, 8 subs, 1 day (\$1,292) G1A1 SST, 2, subs, 4 days (\$1,292) (Base: \$6,977 Total: \$8,398)	8,398.00
G4A1	One-time School	Instruction	Cons Svc/Oth			Education Elements : G4A1 Personalized Learning Initiative (\$8,100)	8,100.00

\$16,498.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	88.05 %	88.8 %	2022-2023	94 %

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

1

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

The following actions were implemented:

- All families had opportunities to participate in a wide range of school activities and events to engage in their students' education (parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.).
- All families had access to a wide variety of information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families received on-going communication of student academic and social-emotional progress and attendance through a variety of formats (i.e. ATLAS Parent Portal, quarterly progress reports, report cards, EduText, parent-teacher conferences).
- Family engagement classes were offered monthly to all families for on-going educational support.
- All families were encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- An HSL provided families with access to language support and resources that helped them connect with school staff and participate in school meetings, activities, etc.

Based on the Fall 2022 Climate & Culture Family Survey (124 responses), 89% responded favorably in the Family Engagement domain. This was an increase of 3% from the Fall 2021 survey.

2

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

While the overall response was 89% favorable, this was 1% lower than the district elementary school average.

The two least favorable responses were (both 82%):

- "I feel like I am a partner in making decisions at my child's school." This increased by 10% from Fall 2021. 4th grade parents had the lowest favorable response rate of 69%.
- "I feel like I am part of my child's school." This increased by 3% from Fall 2021. 1st grade parents had the lowest favorable response rate of 72%.

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

All actions were implemented.

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 2023/24 SPSA.

More effectively implement the actions, but no changes are necessary.

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

1 SSC: Feedback/budget priorities (February 22, 2023): 1. Materials/Supplies	2 ELAC: Feedback/budget priorities (March 10, 2023): 1. Communication (oral, written) in a language they understand.	3 Staff: Feedback/budget priorities (February 21, 2022): 1. Materials/Supplies
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Action 1

Title: Family Engagement

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Climate & Culture Family Survey	Owner(s): VP/Climate & Culture Team	Timeline: Fall 2023 & Spring 2024
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Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Tier 1:
- All families will be treated with kindness and respect by school staff.
 - All families will have opportunities to participate in a wide range of school activities to engage in their students' education (i.e. parent meetings, parent/teacher conferences, student performances, athletics, music programs, award assemblies, Back-to-School-Night)
 - All families will have access to a wide variety of district and school information regarding student expectations, school procedures, disciplinary guidelines, schedules, and programs offered to students.
 - All families will receive on-going communication from school staff regarding progress monitoring of student attendance, behavior, academic achievement, social-emotional well-being, and health (i.e. ATLAS Parent Portal,

quarterly progress reports, quarterly report cards, parent/teacher conferences).

- District, school, and classroom communications will be available to all families in a variety of formats and through various platforms (i.e. ParentSquare, Website, PeachJar, email/phone/text, printed materials, marquee).
- Parent engagement hours/modules will be offered to all families on a variety of topics for on-going parent/student education support.
- All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
- Materials, supplies, and technology will be provided to support family engagements.

Tier 2:

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

Tier 3:

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

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

Students with Disabilities:

- Families of SWD will attend IEP meetings to discuss students' goals and progress in academics, behavior, and attendance. Families will be supported with strategies and resources for improved attendance, behavior, and academics.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent Involvement supplies, communication, etc. no food/incentives (\$1352 required, other: \$69.00) **No incentives or food**	1,421.00

\$1,421.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0365 Powers Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A1 3.5 hour Intervention Support	14,209.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	G1A1 1.0 TSA, also G1A2/G4A1	119,741.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A1, also G1A2 color copier lease	3,095.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	G1A1 1.0 TSA, also G1A2/G4A1	29,936.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1A1 2 ELPAC Supplemental (Cert. Subs) 2 subs, 6 days, 42 hrs. each (\$43.22 p/hr.) (Base: Total: 3,631)	3,632.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1 also G1A2 supplemental EL supplies (\$992.60)	992.00
G1A1	One-time School	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : G1A1 Every Neighborhood Partnership (ENP) Literacy Mentors, 2 days x 2hrs x 29 weeks	4,000.00
G2A1	One-time School	Instruction	Mat & Supp			: G2A1: Stem, CTE, Arts, SEL Activities (\$2455) **No incentives or food**	2,455.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A1 On-Site Counseling/FPU: 11 hr. pw/\$75 p/hr./37weeks 415 hrs. total. 400 hours from 3010/split funded with 7090 (15 hrs.) Total Cost: \$31,125	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			G3A1 +Project (\$3,795) G1A1/2/G3A1 Office Depot (\$2500) G3A1/2, G1A1/2 Other (\$9891) Total: \$16, 186	16,186.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A1 On-Site Counseling/FPU: 11 hr. pw/\$75 p/hr./37weeks 415 hrs. total. 15hours from 7090/split funded with 3010 (400 hrs.) Total Cost: \$31,125	1,125.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			G3A1, also G3A2 Mileage for HSL	200.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			G4A1 PL M7 MLD 3-6, 2 subs 9 days (\$2,907) G4A1 PL PLi, 7 teachers, 2 days (\$2,261) G4A1 Goal setting/Monit. Conf., 1 sub 4 days (\$646) G4A1 SPSA data, 8 subs, 1 day (\$1,292) G1A1 SST, 2, subs, 4 days (\$1,292) (Base: \$6,977 Total: \$8,398)	8,398.00
G4A1	One-time School	Instruction	Cons Svc/Oth			Education Elements : G4A1 Personalized Learning Initiative (\$8,100)	8,100.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent Involvement supplies, communication, etc. no food/incentives (\$1352 required, other: \$69.00) **No incentives or food**	1,421.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,630.00
Sup & Conc	7090	\$148,745.00
LCFF: EL	7091	\$34,560.00
One-time School	7099	\$14,555.00
Grand Total		\$243,490.00

\$243,490.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$175,605.00
G2 - Expand student-centered and real-world learning experiences	\$2,455.00
G3 - Increase student engagement in their school and community	\$47,511.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$16,498.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,421.00
Grand Total	\$243,490.00