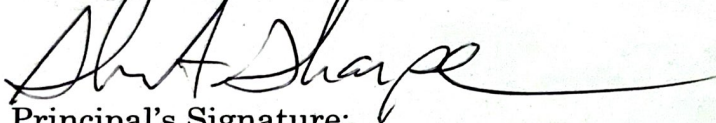


Olmos Elementary

10621660113829

Principal's Name: Sherry Tharpe

A handwritten signature in black ink, appearing to read 'Sherry Tharpe', with a long horizontal flourish extending to the right.

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sherry Tharpe	X				
2. Chairperson -Aleyda Matos				X	
3. Vice-Chairperson-Lenor Maqueda				x	
4. Secretary-Kristin Voss			x		
5. Melinda Jones		x			
6. Chao Her		x			
7. Stephanie Garcia			x		
8. Estela Alvarado				x	
9. Jessica Martinez				x	
10. Sury Lopez				x	
11. Alternate-Selena Rodriguez				x	
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sherry Tharpe		3/16/2022
SSC Chairperson	Aleyda Matos		3-17-22.

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 2022/23

Olmos - 0530

ON-SITE ALLOCATION

3010	Title I	\$69,381 *
7090	LCFF Supplemental & Concentration	\$231,600
7091	LCFF for English Learners	\$104,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$126,600
TOTAL 2022/23 ON-SITE ALLOCATION		\$532,381

* 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	\$2,372
	Remaining Title I funds are at the discretion of the School Site Council	\$67,009
	Total Title I Allocation	\$69,381

Olmos Elementary 2022-2023 - 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
ELPAC - percentage of students who scored 4			4.91 %	2020-2021	6.01 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			47.83 %	2021-2022	48.93 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		19.65 %	2021-2022	30 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			46.07 %	2021-2022	47.17 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		13.61 %	2021-2022	23 %

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 ELAD2 On Level

We were able to utilize our Response to Intervention (RtI) program in all grade levels. The use of the iReady diagnostics, CFAs, Goal Setting and teacher professional learnings on iReady and AR were effective

iReady Math D2 on Level

We were able to utilize our Response to Intervention (RtI) program in all grade levels. The use of the iReady diagnostics, CFAs, Goal Setting and teacher professional learnings on iReady and Reflex Math were 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.

iReady ELAD2 On Level

Student absences increased due to health concerns and quarantines. We were not able to implement all interventions with fidelity for each student.

iReady Math D2 On Level

Students absences increased due to health concerns and quarantines. We were not able to implement all interventions with fidelity for each student.

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 that have never attended school or rarely participated in online learning and are therefore significantly behind grade level standards. This has stretched our intervention thin and caused us to rethink some basic skills such as Math Fluency, Authentic Reading, and Writing.

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 2022-23 SPSA.

We have planned more opportunities through-out the school day for student support. We are increasing the amount of blended learning (STEAM). We will continue to support targeted students and their needs. Teacher development and understanding of iReady data and standards (with a focus on Vocabulary and Comprehension Skills) continues to be our focus along with Tiered Levels of support for individual student needs. We will be utilizing Professional Learning from Doug Fisher and our Literacy Coach. PLCs are working with student data (such as iReady, Toolbox, AR, Fluency, Writing, Rubrics, EL, Sped, CFAs, etc.) to develop targeted, effective instruction. Student Success Team and Care Team supports collaboration of stakeholders for students academic, social emotional and behavioral needs.

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:

SSC is still concerned regarding school closure and student learning loss. SSC also concerned with absences due to quarantine and health guidelines. SSC wants for Olmos to continue with iReady Toolbox and iReady Phonics. Parents are still very interested in the Rosetta Stone Program for both English and Spanish acquisition. Parents want the continued support of iReady Mastery for both Math and Reading. Parents like the added support and recognition awards for both AR and Math Fluency.

2 ELAC:

ELAC was appreciative of what all Olmos has to offer to our students and families. They would like to have additional Teaching Fellows to support ELD. They also wanted more SEL supports for students, and lots of incentives for students to encourage academics. They liked the .49 CT to support the Teaching Fellows and the EL students. They wanted to make sure there were opportunities for extended learning. Technology was also important - students and teachers have what they need to be successful.

3 Staff:

Staff rated Grade Level Planning Days (sub) days high, along with SEL supports for students such as CYS Counsel. Staff also rated high a Campus Safety position. Staff continues to want a high functioning Response to Intervention (RtI) program and would also like support for English Learners. Program supports such as iReady Mastery, iReady Toolbox, iReady Phonics, along with AR have been selected to better meet the intervention needs and targeted teaching needs. Teachers would like more supports for writing. Staff was concerned about increasing student engagement and attendance. Staff wanted more opportunities for students such as field trips, guest speakers, and high interested topics for ELA, Science, Math and Social Students. Staff also wanted more supports for SEL and Clubs/Enrichments. Staff wanted more parent supports and outreach.

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, and lead teachers to progress monitor.

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

- * KSEP
- *BAS/Fluency (K - 6th) Quarterly administration
- *iReady (K-6th)
- *Common Core Companion
- *Language Arts Grades
- *Common Formative Assessments
- * Common Assignments
- *Progress Monitoring Assessments for SBAC
- *Progress Monitoring for SEL
- *CFUs FSAs, and Goal Setting
- *CFAs
- *EdCite
- *Instructional Practice Guide
- *Classroom walk-throughs and feedback
- * ELPAC
- * Quarterly Writing Assessments - Writing Prompt based on Domain
- *Writing PLs provided by Literacy Coach - how to set up a successful writing program; how to utilize a rubric to score and next steps
- *Grade Level PLCs score quarterly writing assessments and plan next steps.
- *Focus on Tier 1 Instruction
- *Differentiated Instruction
- * CAASP IABs and FIABs
- *iReady Standards Mastery
- *iReady Teacher Toolbox (Ready Reading, Ready Math, Ready Writing)
- *iReady Phonics for Reading grade 3rd through 6th
- *Professional Learning - Comprehension - Doug Fisher
- *BPST
- *Staff Book Studies
- *Professional Learning - including but not limited to Doug Fisher, iReady, Nearpod,

Owner(s):

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

Timeline:

Ongoing from September 2022 through June 2023.
Students monitored weekly, monthly, quarterly utilizing iReady, BAS, Fluency, CFAs. BPST, Star Testing, Standards Mastery

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

Our FUSD assessment, iReady.

*SBAC Assessment

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

*CFAs

*Monthly Data Chats and Review

*Review Monthly and Quarterly Data at ILT and shared at PLCs.

*iReady Assessment

*Power BI

*Student Behavior BI

*Chronic Absenteeism Power BI

*iReady Toolbox

*iReady Phonics

*iReady Mastery

*BPST

*Fluency

*Star Testing

*AR

*Nearpod Assessments

*Quarterly Writing Assessments

Owner(s):

* Administrators

* TSA

* Leadership Team (ILT)

* Teaching Fellows

* AC Teams

*Technology Teacher

* Teachers

Timeline:

Daily, Weekly, Monthly and Quarterly-- Ongoing from September 2021 through June 2022, Students monitored utilizing iReady, BAS, Fluency, Interim 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 balanced 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, Rtl instructional resources such as iReady Toolbox, iReady, Reading Mastery, and Corrective Reading, 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).

*TSA to support Technology usage in classrooms.

*Rosetta Stone individual licenses to help support Spanish to English

*Professional Learning from Doug Fisher on Comprehension and Student Learning

*Professional Learning on Nearpod

*Olmos Elementary will contract four 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, BPST, iReady, Toolbox, Nearpod, etc.

*Olmos Elementary will contract four Teaching Fellows, who will provide small group instruction to support to English Language Learners or work with non ELs so classroom teacher can work directly with EL students during designated

ELD.

- *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 tablet support
- *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 principals (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 RIR/Spiral lessons
- *Rtl team to restructure student groupings, based on current assessment data (iReady, iReady Phonics 3rd -6th, Read Naturally, 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 - Doug Fisher
- *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, iReady Phonics, A-Z Reading, 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:

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

- *Student Success Team (SST) Meetings
- * Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annual and Tri-annually
- *Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- *Olmos Elementary will contract four Teaching Fellows, who will provide small group instruction to support to English Language Learners or work with non ELs so classroom teacher can work directly with EL students during designated ELD.
- *CYS Counseling Services will be offered on site
- *Child Welfare Specialist to support Tier II students

Specify enhanced services for low-performing student groups:

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.

- * Rtl
- * DESSA
- * Climate and Culture Specialist
- * Intervention Specialist

- *CARE Team to identify and support Tier II students
- *DESSA- to identify and monitor Tier II Students
- *Restorative Practice Counselor will assist with socio-emotional needs of foster students
- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations from West Ed Consultants, FUSD English Learners Services, Language Team and EL Department Coaches
- *Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- *Identifying and providing appropriate site-based interventions in ELA aligned to struggling RFEP student needs.
- *Teachers will incorporate RIRA/Spiral lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension along with the EL Pedagogies
- *Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measure to design instruction for English Learners
- *Students will receive individualized Spanish tutoring through the use of Rosetta Stone to improve Spanish speaking, reading, writing, and listening skills
- *Professional Learning by Rosetta Stone on Language Acquisition
- *Teachers will utilize the EL Frameworks and Appendix C of the CCSS to guide planning and EL instruction
- *Subs for ELPAC Assessors or ELPAC Teacher Planning
- *Reclassification Family Brunch
- *Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirt

- * Restorative Practice Counselor
- * CYS counselor
- * SST
- *CARE Team
- * 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: 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 interventions such as Reflex Math, Xtra Math, 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
--

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
- *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 Phonics
- *iReady Math
- *iReady Assessments
- *Reflex Math

Owner(s):

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

Timeline:

Ongoing from August 2022 to June 2023. 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- Doug Fisher
- *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
- *Home Depot blanket purchase order to purchase white boards for students to provide immediate feedback during math instruction

Specify enhanced services for EL students:

- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily. 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
- *English Learners will also have four Teaching Fellows for teachers to utilize for designated and nondesignated ELD time (Teaching Fellows could work with Non ELs to give teacher time to focus and work with ELS),
- *Teachers will incorporate RIRA/Spiral 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 for students identified with learning discrepancies - Annually and Tri-Annually
- *Individualized Spanish to English tutoring on the tablets through the use of Rosetta Stone
- *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
- *Restorative Practice Counselor will assist with socio-emotional needs of foster students
- *Child Welfare Specialist for Tier II Students
- *Reclassification Family Brunch

Specify enhanced services for low-performing student groups:

- 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
- * Child Welfare Specialist
- * Restorative Practice Counselor
- * CYS counselor
- * 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, STEM Clubs

*Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirt

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 with drive student progress

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

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

- *RIRA/Spiral Lesson Feedback during AC Meetings
- *West Ed Instructional Strategies/Pedagogies
- *Disaggregated BAS.i Ready 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)
- *Grades
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *iReady Assessments
- *EL Goal Setting Report
- *Classroom Walkthroughs
- *ELPAC
- *EL Goal Setting Report
- *Feedback using the IPG

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

- Administration
- CT - EL Site Rep
- Classroom Teachers
- ILT
- Students

[Timeline:](#)

August 2022 through June 2023 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.49 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 will be provided to administer the ELPAC assessment
- *iReady Assessments/Curriculum
- *iReady Toolbox
- *Nearpod
- *Use of Teaching Fellows to help lower class size during Designated and Nondesignated English Language Development
- *Professional Learning on Comprehension, Vocabulary, and Student Engagement - Doug Fisher Professional Learning
- *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 and/or .49 CT and teachers will conduct ELPAC Data chats with targeted LTEL students
- *Utilize four Teaching Fellows to work classroom Teachers on EL supports - TFs could work directly with small group of ELs or work with nonELs so teacher can work with small group ELs.
- *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
- *Rosetta Stone Language Program
- *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:

- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- *Daily integrated and designated ELD instruction at appropriate ELP levels for all ELs across all curricula.
- *Appropriate interventions based on data, specific EL statuses (newcover, LTEL, At-Risk)
- *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
- *Professional Learning by Rosetta Stone on Language Acquisition
- *PLCs planning with the TCL from West Ed
- *iReady EL Support
- *Afterschool EL Support

Specify enhanced services for low-performing student groups:

- 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
 - * Child Welfare Specialist
 - * Restorative Practice Counselor
 - * CYS counselor
 - * 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, STEM 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 Safe and Civil team.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

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

- *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
- *Safe and Civil Rubric
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *DESSA
- *Weekly Saturday Sports
- *Kindness 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

Owner(s):

- *SEL Team
- *Culture and Climate Team
- *CARE Team
- *Administration
- *Teachers
- *Classified Staff
- *Noon Time Assistants
- *Child Welfare Specialist
- CYS Counselor
- *Restorative Practice Counselor
- *Parents
- *Students

Timeline:

Ongoing from August 2022 to June 2023.

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 Safe and Civil 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

*Country Line Dance

*RtI for Social Emotional Support/Skills

*Computer Coding

*Student Council

*Red Ribbon Week

*Transportation

*Monthly bike 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, Kindergarden 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:

English Learners will be provided with designated instruction at a minimum of 30 minutes daily.

*English Learner Reclassification conversation so that ELs will know what it means to be an English learner/emerging bilingual and what it will take to be 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

Specify enhanced services for low-performing student groups:

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

* Child Welfare Specialist

*CARE Team

*DESSA

* 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

2022-2023 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			Subscriptions	21,271.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	45,738.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Quarterly Planning Days	16,514.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				10,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,559.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	27,100.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance	250.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology including laptops, headphones etc./Furniture refresh	40,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Corwin : Doug Fisher-3 90 minute PLs/Guest speaker/Rallies Assemblies	37,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Teacher Quarterly Planning Days	16,514.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	11,017.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Parent Teacher Conference Translators	2,093.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Rosetta Stone	10,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	385.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	45,738.00
G1A3	LCFF: EL	Instruction	Equip Lease			Upstairs Copier Lease	7,497.00
G1A3	LCFF: EL	Instruction	Direct-Graph			Bilingual Graphics	483.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support	10,073.00
G1A3	One-time School	Instruction	Bks & Ref			: Books: Fisher and Frey	2,500.00

\$316,260.00

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	✓		88.93 %	2021-2022	90.03 %

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 and safety protocols - several of our actions we were not able put into place due to no mixing of students. We tried to implement different activities within each classroom instead of schoolwide.

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

Due to the high number of absences due to the pandemic and safety protocols, some students were not able to benefit from our actions.

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).

Due to the pandemic and safety protocols, students were not able to mix within groups such as grade level clubs and activities. Additionally, we could not have a variety of assemblies and guest author due to safety protocols (no guests on site; no large gatherings; no mixing students; social distancing, etc.). We were not able to host our Career Day or Guest Readers for our Read Across America celebration,

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 2022-23 SPSA.

Next year, we have planned a variety of experiences for students such as field trips, assemblies, clubs, and guests (Career Day, Author's Day, Assemblies, Guest Readers, Onsite Presentations, etc.)

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:

2 ELAC:

3 Staff:

SSC is still concerned regarding school closure and student learning loss. SSC also concerned with absences due to quarantine and health guidelines. SSC wants for Olmos to continue with iReady Toolbox and iReady Phonics. Parents are still very interested in the Rosetta Stone Program for both English and Spanish acquisition. Parents want the continued support of iReady Mastery for both Math and Reading. Parents like the added support and recognition awards for both AR and Math Fluency.

ELAC was appreciative of what all Olmos has to offer to our students and families. They would like to have additional Teaching Fellows to support ELD. They also wanted more SEL supports for students, and lots of incentives for students to encourage academics. They liked the .49 CT to support the Teaching Fellows and the EL students. They wanted to make sure there were opportunities for extended learning. Technology was also important - students and teachers have what they need to be successful.

Staff rated Grade Level Planning Days (sub) days high, along with SEL supports for students such as CYS Counsel. Staff also rated high a Campus Safety position. Staff continues to want a high functioning Response to Intervention (RtI) program and would also like support for English Learners. Program supports such as iReady Mastery, iReady Toolbox, iReady Phonics, along with AR have been selected to better meet the intervention needs and targeted teaching needs. Teacher would like more supports for writing. Staff was concerned about increasing student engagement and attendance. Staff wanted more opportunities for students such as field trips, guest speakers, and high interested topics for ELA, Science, Math and Social Students. Staff also wanted more supports for SEL and Clubs/Enrichments. Staff was concerned about increasing student engagement and attendance. Staff also wanted more supports for SEL and Clubs/Enrichments. Staff also was concerned with more parent supports and outreach.

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
iReadyPower 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
Child Welfare Specialist
Extended Day Para
Restorative Practice Counselor
Students Parents

Timeline:

On going August 2022 to June 2023.

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
- *Black Student Union
- *Spanish Culture and Language Club
- *Hmong Culture and Language Club
- *Black Student Union (BSU)
- *Rosetta Stone Language Acquisition Program

- *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 Yetti
- *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:

- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- *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 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
- *Professional Learning by Rosetta Stone on Language Acquisition
- *Teachers will utilize the instructional pedagogies from West Ed

Specify enhanced services for low-performing student groups:

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
- * Child Welfare Specialist
- * CARE Team
- * DESSA
- * 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

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	✓		44.2 %	2021-2022	30.6 %
Suspension Rate - Semester 1	✓		2.39 %	2021-2022	1.5 %

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

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

Chronic Absenteeism - Our Chronic Absenteeism has gone up during the past year (and prior year of school closure) due to safety protocols. We continue to work with our families through check-in and check-out, attendance meetings, rewards and goals, SARB, and relationships. We are also working on developing a variety of parent supports (such as parenting classes, English Language classes, and high interest classes) to support our classes.

Suspension - students with 1 or more - Our suspensions have gone up due to return to campus from last year's school closure. We continue to monitor student behavior through the use of Atlas, Power School, and office referrals. We continue to focus on schoolwide SEL through the use of clubs and extra-curricular along with 2nd Step and Class Dojo.

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 safety protocols and protocols, our absenteeism has improved since school closure but is not optimal. We need to continue with parent outreach and support to encourage student attendance.

Suspensions - At this time, our suspensions have increased due to students being onsite. We continue to work with students and families due to the loss of onsite learning for the prior 1.75 years. We are 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).

Due to continued concerns regarding COVID-19 our safety protocols are created more abstenteeism. Our suspensions have gone up due to be onsite and in person and as such, we have created several positive student interventions and SEL supports.

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 2022-23 SPSA.

We have had great success with check-in/check-out; meaningful work, PL on Second Step, Sun Room, NTA to Student relationship along with staff/student relationships. We are continuing with our SEL work, incorporating more clubs, music/art wheel for 5th and 6th grade, class meetings, and student voice opportunities.

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:

SSC is still concerned regarding school closure and student learning loss. SSC also concerned with absences due to quarantine and health guidelines. SSC wants for Olmos to continue with iReady Toolbox and iReady Phonics. Parents are still very interested in the Rosetta Stone Program for both English and Spanish acquisition. Parents want the continued support of iReady Mastery for both Math and Reading. Parents like the added support and recognition awards for both AR and Math Fluency.

2 ELAC:

ELAC was appreciative of what all Olmos has to offer to our students and families. They would like to have additional Teaching Fellows to support ELD. They also wanted more SEL supports for students, and lots of incentives for students to encourage academics. They liked the .49 CT to support the Teaching Fellows and the EL students. They wanted to make sure there were opportunities for extended learning. Technology was also important - students and teachers have what they need to be successful.

3 Staff:

Staff rated Grade Level Planning Days (sub) days high, along with SEL supports for students such as CYS Counsel. Staff also rated high a Campus Safety position. Staff continues to want a high functioning Response to Intervention (RtI) program and would also like support for English Learners. Program supports such as iReady Mastery, iReady Toolbox, iReady Phonics, along with AR have been selected to better meet the intervention needs and targeted teaching needs. Teacher would like more supports for writing. Staff was concerned about increasing student engagement and attendance. Staff wanted more opportunities for students such as field trips, guest speakers, and high interested topics for ELA, Science, Math and Social Students. Staff also wanted more supports for SEL and Clubs/Enrichments. Staff was concerned about increasing student engagement and attendance. Staff wanted more opportunities for students such as field trips, guest speakers, and high interested topics for ELA, Science, Math and Social Students. Staff also was concerned with more parent supports and outreach.

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%. ACWA worker 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
- *CWA Worker
- *Teachers
- *TSA
- *CYS Counselor
- *Home School Liaison
- *Office Staff
- *TST/Care Team

Timeline:

Ongoing from August 2022 through June 2023 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 CWA worker, and update parent contact information
- *Materials and supplies will be purchased to support all efforts to increase student attendance
- *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.
- *CWA worker 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
- *ATLAS Attendance Data
- *Child Welfare and Attendance Worker (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
- *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:

Specify enhanced services for low-performing student groups:

- *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

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
- * 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

Action 2

Title: All students will participate in STEAM Clubs

[Action Details:](#)

Students will participate in Clubs of their choosing that support the Arts, Activities, Science and/or Athletics. Clubs will be provided by Olmos staff and will increase student involvement and exposure to Arts, Activities, Science and/or Athletic

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
iReadyPower 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
TSA
Child Welfare Specialist
Restorative Practice Counselor
Students Parents

Timeline:

On going August 2022 to June 2023.

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

- * Art Club
- * Cooking Club
- *Line Dancing
- *Nutrition/Food
- *Kennedy Arts Center Presentations, Performances, Lessons
- *Minecraft
- *Goal 2 Field Trips
- *Exercise
- *Yoga
- * Escape Room
- *Black Student Union (BSU)
- *Spanish Culture and Language Club
- *Hmong Culture and Language Club
- *Rosetta Stone Language Acquisition Program
- *Legos and Building Structures
- *Math Games
- *PE Games
- *Fieldtrips/Transportation of students
- *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:

- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- *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 RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- *Professional Learning by Rosetta Stone on Language Acquisition
- *Teachers will utilize the instructional pedagogies from West Ed

Specify enhanced services for low-performing student groups:

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
- * 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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Student Incenti			: Incentives: Prizes, awards, certificates	20,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor	68,678.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor	47,100.00

\$135,778.00

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	✓		94.41 %	2021-2022	95.51 %

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. We incorporated more PLs that are teacher driven and student focused. We would love to have 100% of our staff to feel valued and supported.

Staff currently rates overall positive in Belonging Domain with 80.77. 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.

Due to COVID-19 and safety protocols, teachers struggled with student absenteeism and student engagement.

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 came back to site after more than a year and a half with online learning. Staff was drained by the longer day and the daily possible exposure to COVID-19. Students came in much lower than expected but staff has made significant gains in student academics. Students also came with a lot of social emotional needs due to being in a pandemic.

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 2022-23 SPSA.

We have created more opportunities for teacher voice and teacher led Professional Learnings. We also created several basic supports for students (Reading Challenges, Math Fluency Support, RtI and Writing schoolwide.. This has created a sense of common connectiveness for each teacher and grade level. Teachers feel more supported and can concentrate more on grade level 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:

SSC is still concerned regarding school closure and student learning loss. SSC also concerned with absences due to quarantine and health guidelines. SSC wants for Olmos to continue with iReady Toolbox and iReady Phonics. Parents are still very interested in the Rosetta Stone Program for both English and Spanish acquisition. Parents want the continued support of iReady Mastery for both Math and Reading. Parents like the added support and recognition awards for both AR and Math Fluency.

2 ELAC:

ELAC was appreciative of what all Olmos has to offer to our students and families. They would like to have additional Teaching Fellows to support ELD. They also wanted more SEL supports for students, and lots of incentives for students to encourage academics. They liked the .49 CT to support the Teaching Fellows and the EL students. They wanted to make sure there were opportunities for extended learning. Technology was also important - students and teachers have what they need to be successful.

3 Staff:

Staff rated Grade Level Planning Days (sub) days high, along with SEL supports for students such as CYS Counsel. Staff also rated high a Campus Safety position. Staff continues to want a high functioning Response to Intervention (RtI) program and would also like support for English Learners. Program supports such as iReady Mastery, iReady Toolbox, iReady Phonics, along with AR have been selected to better meet the intervention needs and targeted teaching needs. Teacher would like more supports for writing. Staff was concerned about increasing student engagement and attendance. Staff wanted more opportunities for students such as field trips, guest speakers, and high interested topics for ELA, Science, Math and Social Studies. Staff also wanted more supports for SEL and Clubs/Enrichments. Staff also was concerned with more parent supports and outreach.

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: 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

- * 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%	35%
African American	5.6%	8%
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 Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- *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 Literacy 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 Managers(s) in the Teacher Residency Program to recruit potential candidates who are perusing 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 Professional Development or Staff Services to support EL students:

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

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

*PLs designed to support effective planning and instruction for (EL data resources, ELPA 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 Professional Development or Staff Services to support low-performing student groups:

*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

*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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos 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	Instructional Supervision & Admin	CI&Tech-Sup			Office Support	7,325.00

\$7,325.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		94.62 %	2021-2022	95.72 %

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 have had to be very creative in reaching out and connecting with our parents. We want our parents to feel supported and welcomed. We have worked on a variety of ways to keep connected to school.

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

Due to the pandemic and safety procedures, it was a challenge to connect with all families. We created several avenues in which parents could connect (at their convenience) with our school. We utilized school messenger, class dojo, monthly parent letters, virtual coffee chats, home visits, walk-up window.

Parents Survey - Respected and Welcomed.

With safety protocols in place, parents were very appreciated and supported.

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 several events for our families. We did create ways to reach our families - through home visits, and video messages. We recorded events such as Academic Awards and Programs and posted to Class Dojo. It was a challenge to not be able to have parents on site.

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 2022-23 SPSA.

We continue to offer incentives to families for attending events and trainings. We will offer several curriculum based fun learning activities for families such as Literacy Nights, Math Nights, Science Night and parent learnings. We will also continue to offer parents trainings online as well.

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:

SSC is still concerned regarding school closure and student learning loss. SSC also concerned with absences due to quarantine and health guidelines. SSC wants for Olmos to continue with iReady Toolbox and iReady Phonics. Parents are still very interested in the Rosetta Stone Program for both English and Spanish acquisition. Parents want the continued support of iReady Mastery for both Math and Reading. Parents like the added support and recognition awards for both AR and Math Fluency.

2 ELAC:

ELAC was appreciative of what all Olmos has to offer to our students and families. They would like to have additional Teaching Fellows to support ELD. They also wanted more SEL supports for students, and lots of incentives for students to encourage academics. They liked the .49 CT to support the Teaching Fellows and the EL students. They wanted to make sure there were opportunities for extended learning. Technology was also important - students and teachers have what they need to be successful.

3 Staff:

Staff rated Grade Level Planning Days (sub) days high, along with SEL supports for students such as CYS Counsel. Staff also rated high a Campus Safety position. Staff continues to want a high functioning Response to Intervention (RtI) program and would also like support for English Learners. Program supports such as iReady Mastery, iReady Toolbox, iReady Phonics, along with AR have been selected to better meet the intervention needs and targeted teaching needs. Teachers would like more supports for writing. Staff was concerned about increasing student engagement and attendance. Staff wanted more opportunities for students such as field trips, guest speakers, and high interested topics for ELA, Science, Math and Social Studies. Staff also wanted more supports for SEL and Clubs/Enrichments. Staff wanted additional parent supports and outreach.

Action 1

Title: Inclusive Opportunities for ALL Stakeholders

[Action Details:](#)

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

- * Parent Meetings and Sign-In Logs
- *Parent Input on Needs Assessment
- *Parent Questionnaire and Surveys
- *Rosetta Stone Accounts for Parents - Spanish to English
- *ELAC - Sign-In Sheets
- *Parent Volunteers - Sign-In sheets
- *Offer supplemental contact to staff member who is bilingual to organize and train parents.
- *Family Math Nights
- *Family Literacy Night
- *Family Science Night
- *Family Game Nights
- *Family Coffee Chats
- *Parent SEL Training
- *Parent Restorative Training
- *Home School Liaison to assist with Parent Communication
- *Campus Safety Assistant

Owner(s):

- *Administration
- * Classified/Certificated Staff
- *Parents/Students
- *Campus Safety Assistant
- *Home School Liaison

Timeline:

- * On-going
- *Monthly
- *Quarterly
- *Yearly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- *Title 1 meetings 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 School Messenger, Class Dojo, School Website, telephone calls, Twitter, School Marquee, Parent Monthly Newsletter, classroom updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and Hmong,
- *Rosetta Stone Accounts for Parents - Spanish to English or English to Spanish
- *Parent Volunteers - Sign-In sheets
- *Family Game Nights
- *Family Coffee Chats
- *Parent SEL Training
- *Parent Restorative Training
- *Family Math Nights
- *Family Literacy Nights

- *Family Science Nights
- *Craft Nights
- *Care Team (TST Team)
- *School Site Council
- *Parent University Courses
- *Partnership with City of Fresno Redevelopment Course
- *Campus Safety Officer to ensure a safe, thriving, and secure environment
- *Partnership with Every Neighborhood Program - Saturday Sports, Parenting Classes

Specify Direct Service and Opportunities for parents and families to support EL students:

*Title 1 meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power points will be streamed via our website to allow parents to play back.

*Parent emails, Edu Text, School Messenger, Class Dojo, School Website, telephone calls, twitter, School Marquee, Parent Monthly Newsletter, classroom updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and Hmong,

Rosetta Stone Accounts for Parents - Spanish to English

*EL Parent support in sustaining EL students' home language and developing bilingual proficiency.

*ELAC - Sign-In Sheets

*Parent Volunteers - Sign-In sheets

*Offer supplemental contact to staff member who is bilingual to organize and train parents.

*Family Game Nights

*Family Coffee Chats

*Parent SEL Training

*Parent Restorative Training

*Family Math Nights

*Family Literacy Nights

*Family Science Nights

*Rosetta Stone for Parents - Spanish to English

*Cultural Nights and Cultural Performances

*Craft Nights

*Care Team (TST Team)

*School Site Council

*Parent University Courses

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

*Title 1 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 points will be streamed via our website to allow parents to play back.

*Parent emails, Edu Text, School Messenger, Class Dojo, School Website, telephone calls, twitter, School Marquee, Parent Monthly Newsletter, classroom updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and Hmong,

*Family Game Nights for Science, Math and Literacy

Rosetta Stone Accounts for Parents - Spanish to English

*ELAC - Sign-In Sheets

*Parent Volunteers - Sign-In sheets

*Offer supplemental contact to staff member who is bilingual to organize and train parents.

*Family Game Nights

*Family Coffee Chats

*Parent SEL Training

*Parent Restorative Training

*Math Nights

*Craft Nights

*Care team (TST)

*School Site Council

*Parent University Courses

*Partnership with City of Fresno Redevelopment Courses

*Partnership with Every Neighborhood Program - Saturday Sports, Parenting Classes

*Partnership with City of Fresno Redevelopment Course

*Campus Safety Officer to ensure a safe, thriving, and secure environment

*Partnership with Every Neighborhood Program - Saturday Sports, Parenting Classes, Read Fresno

2022-2023 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 or incentives**	2,372.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	252.00
G5A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		69,394.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials for Bilingual Parent Participation	1,000.00

\$73,018.00

2022-2023 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			Subscriptions	21,271.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	45,738.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Quarterly Planning Days	16,514.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				10,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,559.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	27,100.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance	250.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology including laptops, headphones etc./Furniture refresh	40,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Corwin : Doug Fisher-3 90 minute PLs/Guest speaker/Rallies Assemblies	37,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Teacher Quarterly Planning Days	16,514.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	11,017.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Parent Teacher Conference Translators	2,093.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Rosetta Stone	10,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	385.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	45,738.00
G1A3	LCFF: EL	Instruction	Equip Lease			Upstairs Copier Lease	7,497.00
G1A3	LCFF: EL	Instruction	Direct-Graph			Bilingual Graphics	483.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support	10,073.00
G1A3	One-time School	Instruction	Bks & Ref			: Books: Fisher and Frey	2,500.00
G3A1	Sup & Conc	Instruction	Student Incenti			: Incentives: Prizes, awards, certificates	20,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor	68,678.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor	47,100.00
G4A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Office Support	7,325.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	2,372.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	252.00
G5A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		69,394.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials for Bilingual Parent Participation	1,000.00

\$532,381.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,381.00
Sup & Conc	7090	\$231,600.00
LCFF: EL	7091	\$104,800.00
One-time School	7099	\$126,600.00
Grand Total		\$532,381.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$316,260.00
G3 - Increase student engagement in their school and community	\$135,778.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,325.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$73,018.00
Grand Total	\$532,381.00