

Powers-Ginsburg Elementary

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

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

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

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 - Angela Balliet	X				
2. Chairperson – Darlene Garcia		X			
3. Sarah Bachar		X			
4. Christy Lappe			X		
5. Violet Ballard				X	
6. Joseph Chacon		X			
7. Amy Winebrenner				X	
8. Jasmine Verdialez				X	
9. Teresa Villanueva				X	
10. Nancy Gutierrez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>2/17/2022</u> .

Required Signatures

School Name: <i>Powers-Ginsburg</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet	<i>Angela Balliet</i>	3/29/2022
SSC Chairperson	Darlene Garcia	<i>Darlene Garcia</i>	3/29/2022

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

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$41,301 *
7090	LCFF Supplemental & Concentration	\$141,662
7091	LCFF for English Learners	\$31,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$77,437</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$292,000

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,412
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$39,889</u>
	Total Title I Allocation	\$41,301

Powers-Ginsburg 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		30.21 %	2021-2022	35.21 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		17.71 %	2021-2022	22.71 %

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

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

ELA-

The following actions were implemented: All students received an additional 30 minutes of instruction during the first semester to make up for lost learning due to the pandemic. Some students continued to receive an additional 30 minutes of instruction during the second semester. All students were provided tier 1 (universal) and tier 2 (targeted support) instruction in their classrooms. Identified students received tier 3 small group intensive support on below grade level skills. PLCs developed quarterly instructional plans around key standards, with strategic alignment of curriculum, instruction, and assessments. All students were provided 1 to 1 technology and had access to iReady personalized lessons based on individual needs. K-3 classrooms had access to Scholastic FIRST, utilized to build phonemic awareness, phonics, and fluency skills.

iReady D2 Reading - 30% of all students in grades K-6 performed on/above grade level on iReady D2 in Dec. 2022. The percentage of students on grade level increased by 17%, from 13% in Fall to 30% in Winter.

- 38% performed 1 grade level below
- 17% performed 2 grade levels below
- 15% performed 3 or more grade levels below. 33% of these students are in 6th
- The percentage of students falling 2 or more grade levels behind decreased by 9%, from 41% of students in Fall to 32% in Winter

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

There has been a wide range of student learning loss and gaps in curriculum and instruction due to the ongoing COVID-19 pandemic spanning over 2 school years that resulted in school closure for 3 months, distance learning (virtual) for another 8 months, followed by hybrid simultaneous learning for 3 months, before finally returning to full in-person school for the 21-22 school year. However, this school year, we have experienced constant disruptions to teaching and learning due to widespread and reoccurring 10-day staff and student quarantines.

- An additional 30 minutes of instruction was added to the school day for the first semester as attempt to address student learning loss, but was voluntary for teachers to continue during the second semester so not all students had access to the additional time after December 2021. Additionally, students who could not provide their own transportation home were excluded from participating during semester 2.
- During the 2nd semester, engaging in PL/PLC time became voluntary for teachers.

Specific Student Groups:

ELA:

Students With Disabilities (SWD)- According to the CA Dashboard 2019, SWD are in the orange performance level in ELA. On iReady D2 (Dec. 2021), 72% of SWD (41 of 57 students) performed 2+ years behind, as compared to 32% of all students.

- The percentage of students on grade level increased by 17%, from 13% in Fall to 30%
- Vocabulary and Comprehension of informational text showed biggest clusters of weakness

Math-

The following actions were implemented: All students received an additional 30 minutes of instruction during the first semester to make up for lost learning due to the pandemic. Some students continued to receive an additional 30 minutes of instruction during the second semester. All students were provided tier 1 (universal) and tier 2 (targeted support) instruction in their classrooms. Identified students received tier 3 small group intensive support on below grade level skills. PLCs developed quarterly instructional plans around key standards, with strategic alignment of curriculum, instruction, and assessments. All students were provided 1 to 1 technology and had access to iReady personalized lessons based on individual needs. All teachers in grades 5 & 6 received monthly professional learning/coaching in Math Lesson Design and Beyond the Basic Facts and implemented these lesson structures, approaches, and strategies in their classrooms to support student learning. K-6 classrooms had access to Reflex Math, utilized to build math fluency skills.

iReady D2 Math - 18% of all students in grades K-6 performed on/above grade level on iReady D2 in Dec. 2022. The percentage of students on grade level increased by 14%, from 4% in Fall to 18% in Winter.

- 54% performed 1 grade level below
- 15% performed 2 grade levels below
- 13% performed 3 or more grade levels below. 25% of these students are in 4th grade and 25% of them are in 6th
- The percentage of students falling 2 or more grade levels behind decreased by 22%, from 50% of students in Fall to 28% in Winter
- The percentage of students on grade level increased by 14%, from 4% in Fall to 18%
- Measurement/Data & Geometry showed biggest clusters of weakness

EL Reclassification Rate

16.79% (70) of our students in grades TK-6 are classified as English Learners.

- 20 of 70 EL students are "on-track" towards English language proficiency
- 38 of 70 are "at-risk"
- 12 of 70 are Long-term English Learners

An additional 23 RFEP students are being monitored.

EL - On iReady D2 (Dec. 2021), 44% of EL (28 of 64 students) performed 2 + years behind, as compared to 32% of all students..

Math:

All Students - According to the CA Dashboard 2019, all students are in the orange performance level in Math. On iReady D2 (Dec., 2021), only 18% of all students performed on grade level in Math and 29% of all students performed two or more grade levels below.

Socioeconomically Disadvantaged - According to the CA Dashboard 2019, students who are socioeconomically disadvantaged are in the orange performance level in Math. On iReady D2 (Dec., 2021), 30% of SED students (90 of 298 students) performed two or more grade levels below; however, this is consistent with the performance of all students (29%).

SWD- According to the CA Dashboard 2019, SWD are in the orange performance level in Math. On iReady D2 (Dec., 2021), 66% of SWD (38 of 58 students) performed two or more grade levels below, as compared to 29% of all students.

EL - On iReady D2 (Dec. 2021), 33% of EL students (21 of 64 students) performed 2 + years behind, as compared to 29% of all students, showing a slight disproportionality.

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 provide teacher sub-release time for instructional planning or SST meetings, as originally intended, due to the nation-wide staffing shortages that resulted from the on-going COVID-19 pandemic and quarantine protocols. However, the district built into the master calendar three additional buyback days for teacher PL/PLC time and teacher planning/prep time, which equated to one more day than what we had allotted, so teachers did not lose out on planning time. We also continued to monitor struggling students and ensure they were receiving daily classroom interventions, even though formal SST meetings were not held.

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.

Action 1 & 2, Tier 1 & Tier 2 - Currently, 70% of our students are performing below grade level in Reading and 82% of students are performing below grade level in Math, so our focus needs to be in implementing a stronger reading and math program for all students within every classroom. We cannot focus on responding to learning needs with pull-out intervention models when the need is so widespread. Tier 1 and tier 2 Interventions need to happen within the classroom throughout the day, and we need to build the capacity of our staff in effective ways in which to meet widespread and varied needs of students and provide them with in-classroom support to do so. For the 15% of students who are currently performing 3 or more years below grade level in each area, we need to provide intensive intervention and ensure we are monitoring through the SST process. Additionally, EL students show a need for more support in reading/vocabulary development. Our students with special needs are performing disproportionately lower by significant amounts as compared to all students in both ELA and Math, so we need to increase their access and provide more effective accommodations to grade level curriculum/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 feedback/budget priorities (February 22, 2022):

1. TSA to support instructional programs, teachers, and MTSS
2. Instructional Assistant to support tier 3 intervention
3. Interact Fellow to support 1st grade tier 2 reading groups

2 ELAC:

ELAC feedback/budget priorities (February 17, 2022):

1. Tutoring/extra support for EL students
2. EL supplemental supplies, technology, and curriculum resources
3. ELPAC Assessors for EL assessments

3 Staff:

Staff feedback/budget priorities (February 28, 2022):

1. TSA to support instructional programs, teachers, and MTSS
2. Instructional Assistant to support tier 3 intervention
3. Interact Fellow to support 1st grade tier 2 reading groups and expand to other grade levels, if possible

Action 1

Title: Student Learning - Literacy/ELD

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

SBAC ELA

I-ReadyDiagnostics, Grades K-6

Common Formative Assessments, IABs, FIABs

Grade Level/Classroom/Student Goal Setting

Instructional Practice Walks (Classroom observations/feedback)

ELPAC/EL Reclassification Rate

Owner(s):

Principal/ILT

ILT/TSA

ILT/TSA

PLCs/Teachers/Students

Principal/Vice Principal

VP/TSA

Timeline:

June 2023

Fall, Winter & Spring

Monthly

Fall, Winter & Spring

Weekly

Fall, Winter & Spring

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

Tier 1:

- Professional Learning Communities (PLC) will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), with challenging content that is aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC).
- Every student will engage in their iReady Reading individualized learning pathway (at least 1 weekly lesson) to support their identified literacy needs/deficiencies and growth, based on diagnostic results. Every teacher will monitor student usage, lesson completion, and progress towards stretch goals.
- All PLCs will create and administer a minimum of 2 Common Formative Assessments (CFAs) per unit in ELA that are standards/SBAC aligned, and will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on identified needs.
- All teachers in grades 3-6 will consistently administer Literacy IABs and/or FIABs, and adjust instruction based on identified trends.
- All students in grades K-3 will have access to Scholastic Foundations in Reading Sounds and Text (FIRST), an online adaptive platform that supports reading foundational skills and reading comprehension (recommended usage is 20 minutes a day four times a week). Teachers will utilize student data (by student, class, and grade) to support differentiated small group literacy instruction.
- All teachers will provide timely intervention and enrichment through differentiated instruction and flexible groupings and will monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- The Teacher on Special Assignment (TSA) will support all staff with effective implementation of instructional programs for improved student learning, including curriculum, resources, technology, and assessment.
- All teachers will receive job-embedded support through coaching cycles, peer observations, etc. by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy IPG) and creating and maintaining a positive classroom climate and culture.

Tier 2:

- All PLCs/teachers will identify students who are not responding to tier 1 instruction, diagnose student learning needs, and develop short-term goals and action plans (8-week cycles) to address their specific identified needs by providing additional support to groups of students with like needs through targeted intervention within their classroom/grade level.
- All teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in reading skills towards grade level proficiency.
- Interact Fellows will support early literacy in primary grade classrooms, by assisting teachers with small group targeted reading instruction/intervention.
- The TSA will collect monthly student learning data from teachers to support monitoring the effectiveness of school/grade/classroom interventions and provide support where needed, based on data.
- Paraprofessional support

Tier 3:

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

Specify enhanced services for EL students:

- All students identified as English Learners (EL) will receive integrated English Language Development

Specify enhanced services for low-performing student groups:

Students with Disabilities (SWD) -

(ELD) instruction throughout the day in every lesson, with alignment between grade level content standards and ELD standards, to ensure access to the standard instructional program.

- All EL students will receive small group designated ELD instruction from their teacher, designed to specifically target their academic and language needs through reading, writing, listening, and speaking.
- All teachers will consistently utilize available EL data to develop goals and create action plans with students that specifically address their ELD needs and monitor their progress.
- The TSA will provide support to teachers with planning integrated and designated ELD instruction, alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD instructional strategies.
- Supplemental curriculum, materials, supplies, resources, and technology will be provided to classrooms in support of ELD instruction to address the academic and language needs of English Learners.
- ELPAC assessors will be provided to administer the ELPAC to all EL students in grades K-6.

- All students with disabilities will receive daily classroom instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum, and will be provided with appropriate accommodations so that they may access grade level content/materials. .
- The school-wide instructional program schedule and grade level classroom schedules will be designed with special attention to ensure that all students who receive RSP services in the area of reading are present in their classrooms to receive daily core reading instruction, based on grade level standards, and receive daily tier 2 instruction/intervention (targeted small group). In addition, they will also receive tier 3 (remedial/intensive) intervention that is provided by SPED staff.
- Adopted supplemental curriculum for special education programs (i.e. WonderWorks, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.

Action 2

Title: Student Learning - Math

Action Details:

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

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

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

SBAC Math
 I-Ready Diagnostics, Grades K-6
 Common Formative Assessments, IABs, FIABs
 Grade Level/Classroom/Student Goal Setting
 Instructional Practice Walks (Classroom observations/feedback)

Owner(s):

Principal/ILT
 ILT/TSA
 ILT/TSA
 PLCs/Teachers/Students
 Principal/Mce Principal

Timeline:

June 2023
 Fall, Winter & Spring
 Monthly
 Fall, Winter & Spring
 Weekly

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

Tier 1:

- Professional Learning Communities (PLC) will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive effective Math instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), with challenging content that is aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC).
- Every student will engage in their iReady Math individualized learning pathway (at least 1 weekly lesson) to support their identified mathematics needs/deficiencies and growth, based on diagnostic results. Every teacher will monitor student usage, lesson completion, and progress towards stretch goals.
- All PLCs will create and administer a minimum of 2 Common Formative Assessments (CFAs) per chapter in Math that are standards/SBAC aligned, and will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on identified needs.
- All teachers of students in grades 3-6 will consistently administer Math IABs and/or FIABs, and adjust instruction based on identified trends.

- All teachers of students in grades 5 and 6 will implement Math Lesson Design and Beyond the Basic Facts by Swun Math, focusing on providing more effective math instruction through use of an interactive lesson design, instructional strategies, and intentional planning to increase students' understanding of math concepts and use of mathematical practices and tools.
- All students in grades 2-6 will have access to Reflex Math, an online platform that supports students in improving their basic facts fluency (recommended usage is 15 minutes a day, 3-4 times per week).
- All teachers will provide timely intervention and enrichment through differentiated instruction and flexible groupings and will monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- The Teacher on Special Assignment (TSA) will support all staff with effective implementation of instructional programs for improved student learning, including curriculum, resources, technology, and assessment.
- All teachers will receive job-embedded support through coaching cycles, peer observations, etc. by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Math IPG) and creating and maintaining a positive classroom climate and culture.

Tier 2:

- All PLCs/teachers will identify students who are not responding to tier 1 instruction, diagnose student learning needs, and develop short-term goals and action plans (8-week cycles) to address their specific identified needs by providing additional support to groups of students with like needs through targeted intervention within their classroom/grade level.
- All teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.
- Interact Fellow(s) will support foundational math skills in first grade classrooms, by assisting teachers with small group targeted math instruction/intervention.
- The TSA will collect monthly student learning data from teachers to support monitoring the effectiveness of school/grade/classroom interventions and provide support where needed, based on data.
- Paraprofessional support

Tier 3:

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

Specify enhanced services for EL students:

- The TSA will provide support to teachers with planning Math instruction that integrates ELD standards with math content, curriculum, and instructional strategies.
- Supplemental curriculum, materials, supplies, resources, and technology will be provided to classrooms in support of EL students learning math content, vocabulary, and practices that meet their academic and language needs.

Specify enhanced services for low-performing student groups:

All Students -

- 18% of all students in grades K-6 performed on/above grade level in Math (iReady D2, Dec., 2021) and 29% performed 2 or more years below grade level. This data indicates that over 80% of students have gaps in conceptual understanding or skills necessary to perform at grade level in Math.
- The site-based Instructional Coach (funded by LCFF District allocations) will support all classrooms in grades K-6 with tier 1 and tier 2 teaching and learning in the area of Math.

Students with Disabilities (SWD) -

- All students with disabilities will receive daily classroom instruction in alignment with and in support of their grade level math content standards, utilizing the adopted math curriculum, and will be provided with appropriate accommodations so that they may access grade level content/materials. .
- The school-wide instructional program schedule and grade level classroom schedules will be designed with special attention to ensure that all students who receive RSP services in the area of Math are present in their classrooms to receive daily core Math instruction, based on grade level standards, and tier 2 instruction/intervention (targeted small group). In addition, they will also receive tier 3 (remedial/intensive) intervention that is provided by SPED staff.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1 A1 3.5 hour Intervention Support	13,414.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	1.0 TSA, also G1 A2/G4 A1	111,496.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: G1A1 Color copier lease also G1A2	2,856.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	1.0 TSA, also G1 A2/G4 A1	27,874.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			2 ELPAC Supplemental (Cert. Subs), 2 subs, 5 days, 36 hrs. each (\$40.77 p/hr.) (Base:2372 Total: 2936)	2,936.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1 supplemental EL Supplies (370) also G1A2	370.00
G1A1	One-time School	Instruction	Nc-Equipment			: G1A1 Technology also G1A2	5,000.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : G1A1 Education and Leadership Foundation: G1A1 3 Interact Fellows to support Literacy-3 hrs. p/day 160 program days, 8:30-11:30 Aug. 29, 2022-May 26, 2023	40,603.00

\$204,549.00

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	✓		86.07 %	2021-2022	88.07 %

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.

New goal. This metric/area was not addressed in 2021-2022.

Climate and Culture Student Survey - Student-Centered and Real-World Experiences:

Based on the Fall 2021 Student Survey results, 86% of 220 students in grades 3-6 responded favorably to the 4 questions within the domain of Student-Centered and Real-World Experiences, indicating that they believe:

- they know how to change and improve based on feedback they are given (92%)
- when things are hard, they can overcome challenges in their life (87%)
- our school teaches lessons in ways that connect to their life (77%)
- our school prepares them for life with real-world experiences (87%)

86% favorable response is consistent with the district elementary school average and the whole district average.

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

Not applicable, as this is a new goal area for which we will be developing 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).

This is a new goal area, so there are no differences to compare.

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.

Action 1, Tier 1 - In the area that had the lowest favorable response (lessons connect to student lives), we can improve by ensuring that we are designing experiences both inside and outside of the classroom that are relevant to students' lives and the world around them.

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 feedback/budget priorities (February 22, 2022):

1. Materials and supplies

2 ELAC:

ELAC feedback/budget priorities (February 17, 2022):

1. Deferred to SSC

3 Staff:

Staff feedback/budget priorities (February 28, 2022):

1. Materials and supplies
2. Multicultural programs
3. Science lab

Action 1

Title: Student Centered Real-World Experiences

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Climate Culture Student Survey

Owner(s):

Climate Culture Team/VP

Timeline:

Fall 2022 & Spring 2023

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

Tier 1:

- All teachers will implement relevant and culturally responsive teaching practices and instruction that increases student engagement, ownership, and connection to content, school, and their lives.
- All teachers will provide students with ongoing feedback and instruct them how to revise their work or make improvements based on feedback they are given.
- All students will be provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students will have opportunities to engage in Meaningful Work through Student Jobs to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school and community.
- All students will have opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- Students will have opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.

- All students will participate in grade level enrichment trips, career technical education experiences/fieldtrips, and/or arts education fieldtrips for opportunities to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, student clubs, the music program, the athletics program, the After School Enrichment and Safety (ASES) program, and/or the extended year program (winter and summer sessions).
- All students in grades 5 and 6 will receive Science Technology Engineering Math instruction (STEM5 and Kids Invent) and have opportunities to participate in annual District competitions.

Tier 2:

- Climate & Culture Team will engage in on-going cycles of planning and monitoring for effectiveness of student engagement opportunities with real-world experiences and will identify student groups who may be lacking to ensure they develop ways in which they can better connect with them.

Tier 3:

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

Specify enhanced services for EL students:

- EL students will receive additional support with making meaningful connections to content and their lives by providing scaffolds or building background knowledge through the use of visuals, videos, literature, vocabulary development, and language development.
- EL students will receive support with how to utilize technology to access information, visuals, and audio and visual language and/or translation resources outside of school.

Specify enhanced services for low-performing student groups:

No low performing student groups were identified.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Instruction	Bks & Ref			: G2A1 Mystery Science License (2000)	2,000.00
G2A1	One-time School	Instruction	Mat & Supp			: G2A1 Stem, CTE, Arts (1800) G3A1/G3A2 Student Incent. (1800) G3A2/G3A2 SEL Activ. (1800) G4A1 Class Furniture (3083) Total: 8,483 **No food or incentives**	8,483.00

\$10,483.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		49.36 %	2021-2022	25.36 %
Suspension Rate - Semester 1	✓		1.71 %	2021-2022	1.38 %

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

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

Chronic Absenteeism

The following actions were implemented: Communicated COVID-19 illness guidelines and quarantine protocols to families weekly through SchoolMessenger, PeachJar, Facebook, and school website. Provided opportunities for all quarantined students to engage in independent study or simultaneous learning so that they did not miss instruction. Sent out daily automated attendance phone calls to all absent students/parents to report that they had an uncleared absence and request a phone call to clear the absence. Students with remaining uncleared absences received phone calls by office staff. Modified quarantined was offered to students, as soon as it was allowable by CDPH, so that students were able to stay in school when they were not ill. The Positivity Project, focusing on 24 character strengths, with daily lessons of engaging and fun activities were implemented first thing in the morning in nearly all classrooms to motivate students to come to school on time.

As of March 2, 2022, 47% of students (198 of 416 students) in grades TK-6 are chronically or severely chronically absent this school year. This is 38% higher than the previous two school years.

- We had significantly decreased our rate of chronic absenteeism from 49% in Q1 to 36% in Q2, then increased significantly to 61% in the beginning of Q3 (due to the Omicron variant and increases in COVID cases)
- 24% (47 of 198) of the students who are chronically absent are in grades TK/K
- 22% (44 of 198) of the students who are chronically absent are SWD
- 17% (34 of 198) of the students who are chronically absent are EL students

Suspensions

The following actions were implemented: Every teacher developed, explicitly taught, and reinforced classroom norms, routines, and expectations for behavior and student success. The Positivity Project daily lessons and activities were implemented in each class, focusing on 24 character strengths and

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

We provided opportunities for all quarantined students to engage in either independent study or simultaneous learning (based on the teacher's selection) so that they did not miss instruction or school work while absent; however, only those students who logged on virtually for simultaneous instruction were marked as present. When modified quarantine options became available, not all families accessed COVID testing opportunities in order to return their students to school sooner than 10 days. Some families experienced multiple 10-day quarantines due to COVID-19 in their household. Some families opted to keep their students home from school for long periods due to fear of COVID-19.

Students struggled socially and emotionally with the full return to in-person schooling after being at home for a long period. This was evident with the large number of misbehaviors and suspensions during the first quarter, as students re-adjusted to a structured school setting, expectations, and higher degree of socialization.

Chronic Absenteeism:

English Learners - According to the CA Dashboard 2019, SWD are in the Orange performance level, with a 10.5% rate of Chronic Absenteeism (10 of 95 students). Currently, on PowerBI, 49% (34 of 69 students) of EL students are chronically absent, as compared to 47% of the whole student population, so this is **not** a significant difference.

Students With Disabilities (SWD)- According to the CA Dashboard 2019, SWD are in the Red performance level, with a 32.3% rate of Chronic Absenteeism (30 of 93 students). Currently, on PowerBI, 58% (44 of 76 students) of SWD are chronically absent, as compared to 47% of the whole student population. SWD make up 22% of all chronic absentee students. This student group **is** disproportionately chronically absent. Increase supports for school attendance.

Hispanic - According to the CA Dashboard 2019, Hispanic students are in the Orange performance level, with a 17% rate of Chronic Absenteeism (63 of 371 students). Currently, on PowerBI, 47.6% (139 of 292) of Hispanic students are chronically absent, as compared to 47% of the whole school, so this is **not** a

understanding that other people matter. Bucket Filling was implemented schoolwide to promote positive behavior towards others with incentives. Social-emotional needs or mental health concerns were addressed through referrals to Onsite counseling or the school psych. Tiered levels of responses to misbehavior was implemented schoolwide by all staff, including the use of alternatives to suspension by admin., so that more students stayed in school and did not have even more loss of learning time. Gaggle was utilized to monitor online student communication that was inappropriate or a concern for safety of self or others. Schoolwide assemblies/activities from Fun Works were held to promote character strengths and positive behavior.

As of March 4, 2022, 2.5% of students have been suspended.

- 11 total suspensions involving 9 unique students and 10 unique incidents
- 5 suspensions in the 1st quarter, and 3 suspensions in each of the 2nd and 3rd quarters.
- 7 suspensions for injury, 2 for obscene act/vulgarity, 1 for possession of an imitation firearm, and 1 for sexual harassment

significant difference.

Suspensions:

All Students - According to the CA Dashboard 2019, All Students are in the Orange performance level in Suspensions, with a 4.4% suspension rate (24 of 541 students). As of March 4, 2022, 2% of all students have been suspended (9 of 442 students) with a 2.5% suspension rate (11 total suspensions).

English Learners - According to the CA Dashboard 2019, EL students are in the Orange performance level in Suspensions, with a 2.1% suspension rate (2 of 96 students). As of March 4, 2022, 1% of EL students have been suspended (1 of 69 students), as compared to 2% of the total population, so this is **not** a concern.

Socioeconomically Disadvantaged - According to the CA Dashboard 2019, SED students are in the Orange performance level in Suspensions, with a 5% suspension rate (23 of 461 students). As of March 4, 2022, 3% of socioeconomically disadvantaged students have been suspended (9 of 298 students), as compared to 2% of the total school population, so this is a slight over-representation. Increase SEL instruction, strategies, and support.

Hispanic - According to the CA Dashboard 2019, Hispanic students are in the Orange performance level in Suspensions, with a 4.5% suspension rate (17 of 375 students). As of March 4, 2022, 1.9% of Hispanic students have been suspended (6 of 312 students), compared to 2% of the total population so this is **not** a concern.

White - According to the CA Dashboard 2019, White students are in the Orange performance level in Suspensions, with a 5.6% suspension rate (5 of 90 students). As of March 4, 2022, 4% of white students have been suspended (3 of 71 students), as compared to 2% of the total student population, so this student group **is** disproportionately suspended. Increase SEL instruction, strategies, and support.

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 constantly changing COVID-19 illness guidelines, quarantine protocols, and health and safety restrictions, student engagement activities, events, athletics, etc. were very limited on campus. Additionally, we were not able to implement many of the actions we had intended to in order to improve attendance, as mandatory 10-day quarantines became the norm. Monitoring the numbers of students who fell into the chronic absenteeism category was unmanageable as more than half of our student population was quarantined at least 1 time during the school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Action 1 - The district will be funding a Home School Liaison who will be utilized to support students and families with improved attendance. The district will also be funding a Child Welfare and Attendance Specialist who we will utilize to support tier 2 student needs in areas of attendance. We will begin focusing once again on improved attendance in 2022-23, assuming we are moving away from high numbers of quarantines due to the pandemic. We will not promote perfect attendance, as we do not want students to come to school sick; however, we will develop actions to promote improved attendance.

Action 2 - The district will be funding a Child Welfare and Attendance Specialist who we will utilize to support tier 2 student needs in the area of social-emotional well-being. Additionally, we hope to re-establish a wide range of athletics, activities, arts, and clubs that serve to connect students to school, caring adults, and their peers, which in-turn motivates them to attend school, maintain positive behavior, and increases their social-emotional wellness.

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 feedback/budget priorities (February 22, 2022):

1. Onsite Counseling
2. The Positivity Project (SEL supplemental curriculum)
3. Student Incentives (Bucket Filling)

2 ELAC:

ELAC feedback/budget priorities (February 17, 2022):

1. Deferred to SSC

3 Staff:

Staff feedback/budget priorities (February 22, 2022):

1. The Positivity Project (SEL supplemental curriculum)
2. Onsite Counseling
3. Student incentives, materials, supplies for student engagements

Action 1

Title: Student Engagement - Chronic Absenteeism

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Power BI Chronic Absenteeism Data
 ATLAS Attendance Reports
 Student Goal Setting/Monitoring
 Attendance Contact Logs

Owner(s):

VP
 Office Assistant/VP
 CWAS/VP
 Office Assistant/HSL

Timeline:

Quarterly
 Monthly/Weekly
 Weekly
 Daily

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

Tier 1:

- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- All students and families will receive on-going messaging about the importance of good attendance and school-wide attendance policies and practices.
- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, student clubs, the music program, the athletics program, the After School Enrichment and Safety (ASES) program, and/or the extended year program (winter and summer sessions).

- All students will have opportunities to participate in school assemblies provided by Fun Works and engage in school/community activities to foster school connectedness and belonging and increase motivation to attend school.
- Home School Liaison will support all students and families in the area of attendance by communicating attendance policies and effective practices and connecting with families to provide information, resources, and accountability.

Tier 2:

- The Child Welfare and Attendance Specialist (CWAS) will coordinate tier 2 targeted interventions and support identified student needs in the areas of attendance and social-emotional well-being.
- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school and increased parent contact communicating the importance of good attendance and a plan for how to improve attendance.
- The Home School Liaison will support student attendance improvement efforts through parent, staff, and student services, resources, and conferences to set and monitor goals for improved attendance.

Tier 3:

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

[Specify enhanced services for EL students:](#)

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

[Specify enhanced services for low-performing student groups:](#)

Students With Disabilities (SWD)- According to the CA Dashboard 2019, SWD are in the Red performance level, with a 32.3% rate of Chronic Absenteeism (30 of 93 students). Currently, on PowerBI, 58% (44 of 76 students) of SWD are chronically absent, as compared to 47% of the whole student population. SWD make up 22% of all chronic absentee students.

- Many of our students with disabilities are in our ALPS programs and have moderate/severe needs with various medical conditions that impact their school attendance, causing frequent and/or prolonged absences.
- Students who have serious medical conditions and/or illness that impact their school attendance and keep them out of school frequently, or for prolonged periods, will be offered alternative options, such as Home Hospital Instruction or Independent Study Contracts.

English Learners - According to the CA Dashboard 2019, SWD are in the Orange performance level, with a 10.5% rate of Chronic Absenteeism (10 of 95 students). Currently, on PowerBI, 49% (34 of 69 students) of EL students are chronically absent, as compared to 47% of the whole student population, so this is **not** a significant difference.

Action 2

Title: Student Engagement - Suspensions

[Action Details:](#)

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

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

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

PowerBI Suspension/Expulsion Data

ATLAS Misbehavior/Suspension Reports

Second Step Usage Report/Class Circles Documentation Forms

Counseling Referrals for Social Emotional Needs

Behavior Support Plans (Informal & Formal)

Owner(s):

Vice Principal

Climate & Culture Team

VP

Onsite Counselor/VP

Tier 2 Targeted Support Team

Timeline:

Quarterly

Quarterly

Quarterly

Monthly

Weekly

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

Tier 1:

- All teachers will provide explicit and embedded instruction in the area of Social Emotional Learning (SEL), utilizing Second Step online curriculum platform, lessons and activities from the books Morning Meetings and Classroom Meetings, and Olweus Bullying Prevention materials, to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All teachers will implement The Positivity Project daily lessons focused on positive psychology's 24 character strengths to empower students to build positive relationships and recognize that other people matter.
- All staff will receive professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm.
- All teachers will implement culturally responsive practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures and expectations for health, safety, and civility will be designed and posted in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
- All staff will implement the message behind the book, "Have you Filled a Bucket, Today?" and issue Bucket Filler Tickets as a schoolwide student incentive for demonstrating positive and kind behavior towards others.
- All students who demonstrate good citizenship (social skills and work habits) will be recognized with quarterly awards.
- The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral and social-emotional needs and will support staff SEL teaching/learning needs with the support of the site TSA and district Climate and Culture TSA.

Tier 2:

- The Child Welfare and Attendance Specialist (CWAS) will support tier 2 systems and students in the areas of attendance and social-emotional well-being.
- Students who demonstrate increasing misbehaviors will be identified by teachers and an informal goal setting/behavior improvement plan for the classroom will be developed through teacher-parent-student collaboration. Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
- The CWAS will coordinate the Targeted Support Team, who will meet to collaboratively develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring.
- The CWAS will provide direct services to identified student groups, such as supports with social skills, peer conflict, alternatives to recess, structured play, or transitioning from one setting to the next. The Home School Liaison will assist with supporting students for school success.

Tier 3:

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

Socioeconomically Disadvantaged - According to the CA Dashboard 2019, SED students are in the Orange performance level in Suspensions, with a 5% suspension rate (23 of 461 students). As of March 4, 2022, 3% of socioeconomically disadvantaged students have been suspended (9 of 298 students), as compared to 2% of all students which is slightly disproportionate.

White - According to the CA Dashboard 2019, White students are in the Orange performance level in Suspensions, with a 5.6% suspension rate (5 of 90 students). As of March 4, 2022, 4% of white students have been suspended (3 of 71 students), as compared to 2% of the total student population, which is disproportionate.

- SED and White student group suspension/behavior data will receive increased progress monitoring to ensure there is not over-representation of these student groups in suspension data and explore any possible inequities in practices or resources, as well as develop interventions that may be necessary to support them.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			: G3A1 Mileage for HSL also G3A2	200.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : G3A1 Fun Works: 8 events/assemblies	3,080.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling/FPU: G3A2 15 hr. pw/37weeks (555 hours), Split funded w/7090: 3010-346 hours (\$56 per hr.) 8.16.22-6.8.23	19,376.00
G3A2	Sup & Conc	Instruction	Mat & Supp			G3A2/G3A1 Mat/Supp. Incent/SEL (+project (2,995) G1A1/G1A2 other (O.D. (2,500), other (\$9911) Total: 15,406	15,406.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling/FPU: G3A2 15 hr. pw/37weeks (555 hours), Split funded w/3010: 7090-209 hours (\$56 per hr.) 8.16.22-6.8.23	11,704.00

\$49,766.00

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	✓		94.37 %	2021-2022	96 %

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

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

The following actions were implemented: Ongoing communication by administrators in a variety of formats with all staff; involved staff in school events, decision-making, and engagements through a variety of teams, committees, whole staff and PLC meetings, surveys, and feedback forms; Climate and Culture Team and Sunshine Committee developed staff activities, treats, incentives, etc. throughout the year to promote a positive climate and inclusive culture and to help foster and maintain positive relationships.

Based on the Fall 2021 Climate and Culture Staff Survey, 33 staff members responded, and 95% responded favorably (average response for 9 questions) in the Organizational Environment domain, indicating that they:

- believe our school prepares them to meet the needs of their students
- feel valued at our school
- enjoy being at our school
- believe our school values understanding of different races, ethnicities, and cultures
- see the connection between their role and the district mission and vision for students
- believe that adults at our school model the social emotional skills expected of students
- believe that they are provided with feedback that helps them improve and grow
- believe we have a culture that provides staff with opportunities to be involved with planning and decision-making

Of the 33 responses, 56% were teachers and 44% were other staff.

We scored 5% above the elementary school district average and 6% above the overall district average.

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

Limited professional learning was provided to staff due to staffing shortages caused from the pandemic preventing sub-release time, as well as teacher union agreements making all after school PLC and PL time voluntary for teachers to attend in order to maximize their independent prep and planning time.

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 provide teacher sub-release for MLD professional learning and PLC instructional planning to the extent originally intended due to nation-wide staffing shortages resulting from the on-going COVID-19 pandemic and quarantine protocols. However, the district built into the master calendar three additional buy back days for teacher PL/PLC time and teacher planning/prep time, which equated to one more day than what we had allotted, so teachers did not lose out on planning time. We utilized site-based TSA and VP coverage to ensure teachers could participate in the MLD PL. Teachers also had access to a wide range of voluntary paid professional learning on a variety of topics provided by various district depts. throughout the year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Action 1 - The site-based TSA supported new and veteran teachers and PLCs in building their capacity to meet a wide range of student learning needs in a variety of academic and social-emotional areas. Additionally, the TSA was utilized to sub in classrooms, almost daily during times of the school year when staffing shortages were at their worst due to COVID-19 illnesses and quarantines. Therefore, she was not able to complete coaching cycles with teachers, as intended; however, she supported both teachers and students in teaching and learning that was unequivocal had she not been on site. We expect that we will need to increase support of teaching and learning, specifically in the area of math and blended learning, through professional development, job-embedded instructional coaching, and personalized learning with effective use of technology tools. The district funded Instructional Coach that we will have next school year will support these needs, as well as the site-based TSA.

Secondly, there were 9 questions in the domain of Organizational Environment on the Staff Survey, and only 1 question had a response with a favorable average under 90% (88% favorable response) for having a culture that provides staff with recognition for the work they do, so this is an area where we can work to improve.

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 feedback/budget priorities (February 22, 2022):

1. Sub release for professional learning

2 ELAC:

ELAC feedback/budget priorities (February 17, 2022):

1. Deferred to SSC

3 Staff:

Staff feedback/budget priorities (February 28, 2022):

1. Personalized Learning Initiative
2. MLD Grades 5/6
3. Sub release for professional learning

Action 1

Title: Staff Engagement & Professional Learning

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Climate & Culture Staff Survey

Professional Learning Agendas/Feedback Surveys

Classroom Observations & Feedback

Owner(s):

Climate & Culture Team/VP

Principal/Instructional Coach

Principal/VP/Instructional Coach

Timeline:

Fall 2022 & Spring 2023

Quarterly

Ongoing

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Tier 1:

- All staff will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices around creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
- All teachers will participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- All teachers of grades 5 and 6 will implement Math Lesson Design and Beyond the Basic Facts by Swun Math. 5th and 6th grade teachers will receive monthly onsite coaching support (demo lessons, co-planning/teaching, PLC data analysis) and professional development focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards. Sub release will be provided.
- One teacher per grade level will serve as a PLi Lead Teacher for the Personalized Learning Initiative (PLi) partnership, designed to build teacher capacity to provide high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches. PLi Lead Teachers will engage in meetings, professional development (with sub-release), planning, and job-embedded coaching and will share their learning with their colleagues during their PLC meetings.
- One teacher per grade level, one SpEd teacher, the site Instructional Coach, and the Principal will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program to ensure that actions are planned and implemented effectively in response to students' needs.
- Four teachers, one classified staff, the TSA, and the Vice Principal will serve on the Climate & Culture Team (CCT). CCT members will engage in bi-monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, Climate & Culture Surveys) and conduct observations in various settings to determine the effectiveness of school-wide structures, operations, SEL programs, and engagement opportunities for students, staff, and families to develop actions for improvement and professional learning opportunities (i.e. Behavioral interventions/supports, Tiered Levels of Response to Misbehavior, Safe & Civil Schools, CHAMPS, Class Meetings, Second Step, and The Positivity Project).
- All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
- All staff will be offered a wide range of district provided on-demand academic and social-emotional based professional learning opportunities
- All staff will have opportunities to participate in school events, committees, community-building activities, and build meaningful relationships with students, staff, and families.
- Interview questions asked during hiring processes will include questions that focus on culture, equity, and inclusion.
- All staff will receive materials, supplies, resources, and technology necessary to accomplish their job duties in support of student learning.

Tier 2:

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

Tier 3:

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

Specify Professional Development or Staff Services to support EL students:

- PLC teams will analyze EL data and develop instructional plans by mapping essential ELD standards with

Specify Professional Development or Staff Services to support low-performing student groups:

- 5th & 6th Grade Student Groups - Math Lesson Design

strategic alignment of ELD curriculum, instruction, and assessment.

- EL Student Group - Designated and integrated ELD standards, curriculum, strategies
- ELA & Math Below Grade Level Student Groups - PLi
- Socioeconomically Disadvantaged/White (Suspensions) & SWD (Attendance) Student Groups - SEL, Positivity Project

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			Personalized Learning Initiative : G4A1 PLI split funded w/7099 (7,000)	7,000.00
G4A1	One-time School	Instruction	Teacher-Subs			G1A1 SST, 2 subs, 4 days (1,360) G4A1 PL MLD 5/6, 1 sub, 9 days (1,531) G4A1 PL PLI, 7 teachers, 4 days ((4,760) G4A1 Goal Setting/Peer Observ., 1 sub, 8 days (1,360) G4A1 ILT SPSA, 8 subs, 1 day (1,360) (Base: 1.768 Total: 10,371)	10,371.00
G4A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning Initiative : G4A1 PLI split funded w/3010 (7,900)	7,900.00

\$25,271.00

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	✓		86.05 %	2021-2022	88.05 %

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

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

The following actions were implemented: On-going communication with families about school schedules, events, procedures, and guidelines through weekly phone call messages, digital flyers, school social media accounts, school website, virtual and in-person parent meetings, and parent feedback surveys. While in-person engagement opportunities were limited due to the pandemic, we provided in-person services in our school office and library, support with technology, parent-teacher conferences, and open house. Academic award presentations were conducted virtually by classroom.

Climate and Culture Family Survey-

On the Fall 2021 Climate and Culture Family Survey there were only 43 responses. In the domain of Family Engagement, there was an **86%** favorable response for 6 questions within the domain. This indicates that families believe that:

- adults at our school treat them with kindness and respect
- they have opportunities to provide input at our school
- they are a part of our school
- our school encourages family participation
- our school frequently updates them about their child's progress in class

We scored 2% below the elementary school district average in this domain and equal to the overall district average.

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

EL Students - a factor that may have contributed to the lower academic performance of our EL students is the limited ability of their family to be able to support them with academics and/or navigating the school system due to language barriers, especially during quarantine periods, along with our schools' limited ability to support families with language translation. Our school has had very limited resources in providing verbal and written translation support for families, nor the personnel to specifically support families with school resources and connections.

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 did not need quite as much as expected for translators for parent conferences because conferences were held virtually and some families used other family members in the home to translate for them, or simply did not attend

the conference.

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.

Action 1 - The district will be funding a full time Home School Liaison to support each elementary school with connecting families to educational resources, language support, and fostering connections between the school and community. The school will continue to promote family involvement in a variety of ways and provide opportunities for engagement with the school and community. If health and safety protocols allow, we will offer student and family engagements through arts, activities, athletics, student performance, awards assemblies, family nights, parent conferences, etc. Of the families who completed the survey, there was an average favorable response rate of 72% agreeing with the statement that they feel like they are partners in making decisions at our school, so increasing opportunities for parent voice is an area that we will continue to build upon.

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 feedback/budget priorities (February 22, 2022):

- 1. Translators for parent-teacher conferences
- 2. Materials/Supplies to support parent involvement

2 ELAC:

ELAC feedback/budget priorities (February 17, 2022):

- 1. Spanish translation for parent-teacher conferences and to support parent involvement

3 Staff:

Staff feedback/budget priorities (February 28, 2022):

- 1. Translators for parent-teacher conferences and to support communication between home and school
- 2. Materials and supplies to support parent involvement

Action 1

Title: Family Engagement

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Climate & Culture Family Survey

Owner(s):

Climate & Culture Team/VP

Timeline:

Fall 2022 & Spring 2023

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:

Tier 1:

- All staff will demonstrate kindness and respect towards all families at our school.
- All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.
- All families will have access to a wide variety of verbal and written information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families will receive on-going communication from school staff regarding student attendance, behavior, academic achievement, social-emotional well-being, and health and medical concerns.
- All families will receive frequent progress monitoring of student academic, social-emotional, and attendance performance through ATLAS Parent Portal, quarterly progress reports, report cards, EduText, email, phone calls, conferences, and a variety of digital communication platforms.
- District, school, and classroom communications will be available to all families in a variety of formats and through various platforms, including School Messenger phone call recordings, PeachJar digital flyers, social media platforms, emails and text messages, printed materials, use of the marquee, banners and posters, and online through Microsoft Teams.
- Parent University classes will be offered to all families for on-going parent/student education support.
- All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
- Materials, supplies, and technology will be provided to support family engagements.

Tier 2:

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

Tier 3:

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

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

- HSL will connect families of EL students to educational resources, provide language support, and help foster connections between the school and community.
- Families of EL students will receive district and school communications in a language that is accessible to them.
- Families of EL students will have opportunities to engage in training modules provided by Parent University that are designed to support English Learners with school success.
- The HSL will recruit families of EL students to take part and support decision-making groups, such as the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).

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

- Students with Disabilities (SWD) - ELA/Math/Absenteeism: Families will attend IEP meetings to discuss students' goals and progress in academics, behavior, and attendance. The CWAS, HSL, and Health Services staff will support families to improve attendance and with resources to address frequent and/or prolonged absences due to medical needs.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent involvement supplies, communication, etc. no food/incentives	1,511.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G5A1 (25 hours)(16.75p/h), translating parent conferences, meetings, events, etc. (Base: 320 Total: 420)	420.00

\$1,931.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0365 Powers Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1 A1 3.5 hour Intervention Support	13,414.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	1.0 TSA, also G1 A2/G4 A1	111,496.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: G1A1 Color copier lease also G1A2	2,856.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	1.0 TSA, also G1 A2/G4 A1	27,874.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			2 ELPAC Supplemental (Cert. Subs), 2 subs, 5 days, 36 hrs. each (\$40.77 p/hr.) (Base:2372 Total: 2936)	2,936.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1 supplemental EL Supplies (370) also G1A2	370.00
G1A1	One-time School	Instruction	Nc-Equipment			: G1A1 Technology also G1A2	5,000.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : G1A1 Education and Leadership Foundation: G1A1 3 Interact Fellows to support Literacy-3 hrs. p/day 160 program days, 8:30-11:30 Aug. 29, 2022-May 26, 2023	40,603.00
G2A1	One-time School	Instruction	Bks & Ref			: G2A1 Mystery Science License (2000)	2,000.00
G2A1	One-time School	Instruction	Mat & Supp			: G2A1 Stem, CTE, Arts (1800) G3A1/G3A2 Student Incent. (1800) G3A2/G3A2 SEL Activ. (1800) G4A1 Class Furniture (3083) Total: 8,483 **No food or incentives**	8,483.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			: G3A1 Mileage for HSL also G3A2	200.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : G3A1 Fun Works: 8 events/assemblies	3,080.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling/FPU: G3A2 15 hr. pw/37weeks (555 hours), Split funded w/7090: 3010-346 hours (\$56 per hr.) 8.16.22-6.8.23	19,376.00
G3A2	Sup & Conc	Instruction	Mat & Supp			G3A2/G3A1 Mat/Supp. Incent/SEL (+project (2,995) G1A1/G1A2 other (O.D. (2,500), other (\$9911) Total: 15,406	15,406.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling/FPU: G3A2 15 hr. pw/37weeks (555 hours), Split funded w/3010: 7090-209 hours (\$56 per hr.) 8.16.22-6.8.23	11,704.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			Personalized Learning Initiative : G4A1 PLI split funded w/7099 (7,000)	7,000.00
G4A1	One-time School	Instruction	Teacher-Subs			G1A1 SST, 2 subs, 4 days (1,360) G4A1 PL MLD 5/6, 1 sub, 9 days (1,531) G4A1 PL PLI, 7 teachers, 4 days ((4,760) G4A1 Goal Setting/Peer Observ., 1 sub, 8 days (1,360) G4A1 ILT SPSA, 8 subs, 1 day (1,360) (Base: 1.768 Total: 10,371)	10,371.00
G4A1		Instruction	Cons Svc/Oth				- - - - -

G4A1	One-time School	Instruction	Cons Svc/Oth	Personalized Learning Initiative : G4A1 PLI split funded w/3010 (7,900)	7,900.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	G5A1 Parent involvement supplies, communication, etc. no food/incentives	1,511.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	G5A1 (25 hours)(16.75p/h), translating parent conferences, meetings, events, etc. (Base: 320 Total: 420)	420.00
					\$292,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,301.00
Sup & Conc	7090	\$141,662.00
LCFF: EL	7091	\$31,600.00
One-time School	7099	\$77,437.00
Grand Total		\$292,000.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$204,549.00	
G2 - Expand student-centered and real-world learning experiences	\$10,483.00	
G3 - Increase student engagement in their school and community	\$49,766.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$25,271.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,931.00	
Grand Total		\$292,000.00