

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 4, 2025

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

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

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Balliet	X				
2. Chairperson - Violet Ballard				X	
3. Kimberly Deslauriers		X			
4. Linda Herman		X			
5. Courtney Spalliero			X		
6. Audrey Spenrath		X			
7. Yuritzi Camarillo				X	
8. Amanda Davenport				X	
9. Noelle Brown				X	
10. Diana Ochoa					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Powers-Ginsburg Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet		3/13/25
SSC Chairperson	Violet Ballard		3/13/25

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

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

FY 2025/26

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$48,162 *
7090	LCFF Supplemental & Concentration	\$151,230
7091	LCFF for English Learners	\$35,112

TOTAL 2025/26 ON-SITE ALLOCATION

\$234,504

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,396
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Program Budget	\$46,766
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Total Title I Allocation	\$48,162
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Powers-Ginsburg Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		36.6 %	2023-2024	37.7 %
i-ReadyELAD2 proficiency - percentage of students on/above			33.2 %	2024-2025	38.3 %
i-ReadyMath D2 proficiency - percentage of students on/above			21.4 %	2024-2025	26.5 %
SBAC ELA - Average distance from standard	✓	-30 pts	-55.8 pts	2023-2024	-40.8 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-57 pts	-85.9 pts	2023-2024	-70.9 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-94.7 pts	2023-2024	-79.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	37.9 %	28.8 %	2023-2024	33.9 %
SBAC Math - Average distance from standard	✓	-35 pts	-54.6 pts	2023-2024	-39.6 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-98.7 pts	2023-2024	-83.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	32.1 %	25.8 %	2023-2024	30.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1 - Literacy:

- 1. There is a large percentage of students at Powers-Ginsburg that are not reading on grade level according to SBAC and iReady metrics.
- 2. SWD and English Learners are specific student groups who are not performing as well as their grade level peers in ELA, according to SBAC ELA DFS.

Action 2 - Math:

- 1. There is a large percentage of students at Powers-Ginsburg who are not performing on grade level in Math, according to SBAC and iReady metrics.
- 2. SWD are a specific student group who is not performing as well as their grade level peers in Math, according to SBAC Math DFS.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 - Literacy:

- 1. Students are not mastering foundational literacy skills in the primary grades.
- 2. Students do not always access grade level texts and academic vocabulary.
- 3. Students have not always received effective instruction in applying reading comprehension skills and strategies.

Action 2 - Math:

- 1. Students are not mastering conceptual math skills.
- 2. Students do not always develop math number sense fluency.
- 3. Students have not consistently received math instruction and interventions intentionally targeted to address their assessed needs.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1 - Literacy:

- 1. Students need daily effective instruction that targets reading foundational skills and fluency, with consistent progress monitoring.
- 2. Students need to receive instruction utilizing grade level appropriate texts, focusing on the development of academic vocabulary.
- 3. Students need to receive effective instruction in application of reading comprehension strategies and skills.

Action 2 - Math:

- 1. Students need consistent opportunities to develop math concepts and apply their conceptual understanding.
- 2. Students need to receive daily instruction and practice that develops their number sense fluency.
- 3. Students need to receive targeted math instruction and interventions, designed to meet their assessed needs from formative assessment data.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Literacy

Partially Implemented

Actions were partially implemented. All students in grades K-2 received daily small group targeted reading foundational skill instruction (OG methodology) based on their assessed needs. Select students in grades 2-5 received tier 2/3 support in reading foundational skills (OG methodology in phonics/decoding) through the Cullinan Institute. Some students were provided instruction focusing on teacher clarity with learning intentions and success criteria. Not all PLCs in grades 3-6 consistently completed their teaching/learning cycles, utilizing FIAB data to drive instruction and interventions in literacy. Our RSP team did not implement OG small group targeted instruction as planned for SWD. Designated and Integrated ELD instruction was provided to EL students in all grade levels. Some teachers had data chats with individual students.

Action 2: Mathematics

Partially Implemented

Actions were partially implemented. Students were provided with math instruction aligned to grade level standards. All classrooms did not provide targeted small group instruction in math skills. There is not a schoolwide systematic approach to MTSS in the area of Math.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Literacy

Partially Effective

Actions were partially effective. On ELA SBAC, 29% of students met/exceeded standards (decreased by 4%) and the average performance of all students was -55.8 pts. DFS, which was a decline of 10 pts. Students with Disabilities and EL student groups also had a decrease in performance on SBAC. However, on current iReady D2 Reading, 33% of students are on/above grade level, which we attribute to the consistent teaching of RFS and literacy interventions we have in place this school year.

Action 2: Mathematics

Ineffective

Actions were ineffective. On Math SBAC, 26% of students met/exceeded standards (decreased by 1%) and the average performance of all students was -54.6 pts. DFS, which was a decline of 4 pts. The Students with Disabilities student group also had a decrease in performance on SBAC. On current iReady D2 Math, only 21% of students are on/above grade level, which we attribute to the inconsistent implementation of targeted skill instruction and lack of utilizing FIABs effectively to drive instruction.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1 - Literacy:

We will continue to strengthen our current actions in support of our literacy program, including MTSS. We will Increase focus on Science and Social Studies content learning to improve reading vocabulary development and comprehension of expository text.

Action 2 - Math:

We will increase our focus on developing math number sense and conceptual understanding. We will provide teachers with professional learning and coaching support on how to implement more effective tier 1 (whole class,

grade level standards) and tier 2 (targeted small group, deficit skills) math instruction in their classrooms.

Section D: 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.

SSC:	ELAC:	Staff:
1. Increase intervention opportunities 2. SEL Instruction and support 3. Materials, supplies, incentives, rewards	1. EL students receive academic support/interventions 2. Staff receive training and support with effective implementation of literacy and fluency skills. 3. ELPAC Assessors to administer the ELPAC to EL students.	1. Increase intervention opportunities 2. No longer participate in PLi 3. Provide sub release for PLC data analysis/instructional planning

Action 1 :

Literacy

Action Details:

Powers-Ginsburg Elementary will increase the percentage of students in grades K-6 who are meeting/exceeding standards in literacy and close achievement gaps through effective tier one instruction that is aligned to the CCSS standards and a strong system of tiered interventions.

Goal: By June 2025, Powers-Ginsburg will decrease the distance from meeting standards in ELA from -55.8 to -40.8 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
 - All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
 - All students in grades K-6 will engage in the iReady Diagnostic to identify their strengths and deficit skills and create their individualized learning pathway. Student weekly usage, lesson completion, and progress towards typical and stretch goals will be monitored.
 - All teachers in grades K-2 will implement effective early literacy instruction through a progression of foundational literacy skills, use of research-based best practices, ensuring adequate structure of the language arts block, and efficient use of Wonders curriculum resources.
 - All teachers will provide effective instruction in the application of reading comprehension skills and strategies, including an increased focus on use of Science and Social Studies content learning to improve reading vocabulary development and comprehension of expository text.
 - All teachers will engage students in goal setting for growth in reading and monitor their progress using a variety of assessment data, including DRDP, FSA, iReady, Fluency, CFAs, and IABs/FIABs.
 - All PLCs will create/identify and administer Common Formative Assessments (CFAs) for each unit in ELA that are aligned to their grade level standards. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
 - All teachers in grades 3-6 will calendar and systematically administer Literacy IABs/FIABs and analyze the data to inform and adjust instruction, based on identified trends and needs.
 - All students will receive effective Social-Emotional Learning (SEL) instruction, using district adopted and supplemental curriculum, to ensure students are equipped with SE and behavioral skills so they are available for learning.
 - Supplemental curriculum, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access

to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.

- All teachers will receive opportunities for job-embedded coaching support by the site Academic Coach to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2:

- The Teacher on Special Assignment (TSA) will support student literacy progress through coordination and implementation of the schoolwide MTSS.
- Teachers will provide small group targeted instruction to students, based on learning data, and engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in literacy skills towards grade level proficiency.
- Instructional Assistant and/or Interact Fellow will support identified groups of students by assisting teachers with targeted literacy instruction/intervention.
- Students will receive opportunities to attend the After School Program for support with tutoring/homework help.

Tier 3:

- Targeted Support Team will meet monthly to support Tier 3 interventions and needs of identified struggling students and monitor student progress.
- Identified students who are non-responsive to tier 2 interventions, after receiving at least 8 weeks of consistent small group targeted instruction towards their targeted goals, may be referred to the Student Success Team (SST) in order to develop an individualized action plan (required teachers will participate through sub release).

Bullard Region Literacy Plan:

- Identified students who are performing below grade level in reading, based on pre-determined criteria, will receive additional pull-out intervention through the Cullinan Institute.
- All students in K-2 will be in a classroom that has a paraprofessional or Interact fellow to support RFS instruction that has been trained on best practices.
- All students in grades K-2 will receive targeted foundational skills instruction in small groups from a teacher that is utilizing the Orton Gillingham methodology.
- Students in grades K-2 will have opportunities to access decodables.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Daily Designated and Integrated ELD (Tier1) in classrooms
- ELD support through small group instruction and after school program
- Home School Liaison support with family communication
- Consistent use of academic discourse, talk moves/accountable talk, and language frames
- Professional Learning opportunities and support from EL Services
- LTEL - targeted reading intervention opportunities
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs
- Supplemental curriculum, materials, and supplies
- ELPAC assessors to administer the ELPAC to all EL students in grades K-6.
- TSA support EL program implementation

Student Groups

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

English Learner (EL):

Students with Disabilities (SWD):

- Instructional Assistant to support interventions
- SEL skill supplemental curriculum (Positivity Project)
- Teacher sub release for instructional planning and PLC data analysis

- Teacher sub release for SST and IEP meetings
- Supplemental materials and supplies
- Parent engagement materials/supplies

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

English Learner (EL):

Students with Disabilities (SWD):

- Teacher on Special Assignment to support interventions
- Supplemental materials and supplies to support attendance, behavior, academic rewards, etc.
- Color Copier lease to print instructional visuals
- Milage for HSL home visits
- ELPAC Assessors for ELPAC
- Supplemental material/supplies to support EL instruction

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

English Learner (EL):

Students with Disabilities (SWD):

- All EL students in grades K-6 who demonstrate deficits in RFS will receive targeted small group instruction, using OG methodology, and consistent progress monitoring.
- Quarterly data chats with RSP teacher to discuss student learning needs and progress and determine structures and strategies to most effectively meet goals.
- All SWD who demonstrate deficits in RFS will receive targeted small group instruction by RSP staff, using OG methodology, and consistent progress monitoring.
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - OG implementation rubric (K-2) - Phonics screener (K-2) - Classroom observations to assess alignment to standards, curriculum, and site PL focus areas. - CFA's - Data Chats and goal setting conferences Outcomes measured by trends gathered through observations. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Kinder FSA - iReady D1 and D2 on grade level and stretch growth proficiency (K-6) - Quarters 1-3 fluency (WCPM and comprehension) (1-6) - FIABs and IABs (3-6) Outcomes measured by growth from assessment to assessment. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - D3 Kinder FSA - D3 iReady proficiency (K-2) - Q4 Fluency (meeting benchmark for WCPM and comprehension) (1-6) - SBAC DFS and proficiency (3-6) Outcomes measured by growth from distance from standard and overall proficiency growth from one year to the next. Outcomes monitored by Principal, VP, and teachers.

Action 2 :

Mathematics

Action Details:

Powers-Ginsburg Elementary will increase the percentage of students in grades K-6 who are meeting/exceeding standards in mathematics and close achievement gaps through effective tier one instruction that is aligned to the CCSS standards and a strong system of tiered interventions.

Goal: By June 2025, Powers-Ginsburg will decrease the distance from meeting standards in Math from -54.6 to -39.6 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive high-quality effective Math instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students in grades K-6 will engage in the iReady Diagnostic to identify their strengths and deficit skills and create their individualized learning pathway. Student weekly usage, lesson completion, and progress towards typical and stretch goals will be monitored.
- All teachers will implement effective math concept and skill development instruction, use of research-based best practices, ensuring adequate structure of the math block, and efficient use of Go Math curriculum resources.
- All teachers will increase focus on developing number sense fluency and conceptual understanding and will have professional learning and coaching support opportunities on how to implement more effective tier 1 (whole class, grade level standards) and tier 2 (targeted small group, deficit skills) math instruction in their classrooms.
- All teachers will engage students in student goal setting and data chats for growth in math and consistently monitor progress towards goals.
- All PLCs will create/identify and administer Common Formative Assessments (CFAs) for each unit in Math that are aligned to their grade level standards. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Math IABs/FIABs and analyze the data to inform and adjust instruction, based on identified trends and needs.
- Supplemental curriculum, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All teachers will receive opportunities for job-embedded coaching support by the site Academic Coach to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a

positive classroom climate and culture.

Tier 2:

- The Teacher on Special Assignment (TSA) will support student learning progress through coordination and implementation of the schoolwide MTSS.
- Teachers will provide small group targeted math instruction to students, based on learning data, and 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.
- Students will receive opportunities to attend the After School Program for support with tutoring/homework help.

Tier 3:

- Targeted Support Team will meet monthly to support Tier 3 interventions and needs of identified struggling students and monitor student progress.
- Identified students who are non-responsive to tier 2 interventions, after receiving at least 8 weeks of consistent small group targeted instruction towards their targeted goals, may be referred to the Student Success Team (SST) in order to develop an individualized action plan (required teachers will participate through sub release).

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Daily Designated and Integrated ELD (Tier1) in classrooms
- ELD support through small group instruction and after school program
- Home School Liaison support with family communication
- Consistent use of academic discourse, talk moves/accountable talk, and language frames
- Professional Learning opportunities and support from EL Services
- LTEL - targeted reading intervention opportunities
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs
- Supplemental curriculum, materials, and supplies
- ELPAC assessors to administer the ELPAC to all EL students in grades K-6.
- TSA support EL program implementation

Student Groups

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

Students with Disabilities (SWD):

- SEL skill supplemental curriculum (Positivity Project)
- Teacher sub release for instructional planning and PLC data analysis
- Teacher sub release for SST and IEP meetings
- Supplemental materials and supplies
- Parent engagement materials/supplies

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

Students with Disabilities (SWD):

- Teacher on Special Assignment to support schoolwide MTSS
- Supplemental materials and supplies to support attendance, behavior, academic rewards, etc.

- Color Copier lease to print instructional visuals
- Milage for HSL home visits

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

Students with Disabilities (SWD):

- Quarterly data chats with RSP teacher to discuss student learning needs and progress and determine structures and strategies to most effectively meet goals.
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom observations to assess alignment to standards, curriculum, and site PL focus areas. • CFA's • Data Chats and goal setting conferences Outcomes measured by trends gathered through observations. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Kinder FSA • iReady D1 and D2 on grade level and stretch growth proficiency (K-6) • FIABs and IABs (3-6) Outcomes measured by growth from assessment to assessment. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • D3 Kinder FSA • D3 iReady proficiency (K-2) • SBAC DFS and proficiency (3-6) Outcomes measured by growth from distance from standard and overall proficiency growth from one year to the next. Outcomes monitored by Principal, VP, and teachers.

2025-2026 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	Teacher-Regu	Teacher, Spec Assgn	0.0877		15,527.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,763.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7373		130,543.00
G1A1	Sup & Conc	Instruction	Mat & Supp			& G2A1, G3A1, G3A2, P2 \$3795 Mat/Sup (Office Depot, Amazon, etc.)	15,527.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Color Copier	3,095.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1750		30,985.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Sup (2 subs, 5 days, \$46.89x35 hrs. ea.)	4,025.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL mat/sup	102.00

\$216,567.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.8 %	82.3 %	2024-2025	83.4 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, only 75% of students responded favorably on the Fall 2024 Climate and Culture Survey that our school teaches lessons in ways that connect to their life, indicating that our students are not aware of the connections between what they are learning in class and real-world experiences. However, this was a positive increase of 5% compared to the prior year's Fall survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Students are not always exposed to lessons that include relevant or meaningful connections to their own life or experiences.
- 2. Students are not always aware of how the new content they are learning connects to things in the world around them.
- 3. Some students are not engaged in an array of school activities, clubs, or athletics that would expand their life experiences and widen their view of the world.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Students need instruction that is relevant and meaningful to their lives and helps them make connections to the world.
- 2. Students need more opportunities to engage in project-based learning and to showcase their work to the community.
- 3. Students and families need increased communication regarding opportunities available for student participation in school related and extracurricular activities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered Real-World Experiences

Fully Implemented

Actions were fully implemented. All students received instruction using strategies and approaches to increase student engagement, ownership, student talk, and help them make meaningful connections to their lives and the world around them. 5th and 6th grade students engaged in Project-Based Learning and showcased their projects to the community. All grade levels participated in enrichment trips, and CCR and/or CTE experiences. All students in grades 2-6 had opportunities to participate in student jobs. All students had a wide array of opportunities to participate in schoolwide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered Real-World Experiences

Effective

Actions were effective. The increase in positive responses by 1% overall in this domain on the Fall survey, and by 5% in the specific area of receiving instruction that connects to their life, indicates that the actions taken had a positive impact on students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will increase teacher-led professional development to strengthen use of instructional strategies and approaches that make content learning relevant and meaningful to students' lives, opportunities for students to engage in relevant, project-based learning schoolwide, and to showcase their work to the community, and increase student and family communication regarding opportunities available for student participation in school related and extracurricular activities.

Section D: 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.

SSC:

- 1. Continue fieldtrips and CTE/CCR experiences
- 2. Expand Music and Art instruction/opportunities to all grades
- 3. Continue to offer enrichment opportunities in After School

ELAC:

- 1. Fieldtrips and experiences
- 2. After School Program and summer school program opportunities

Staff:

- 1. Expand project-based learning and community showcase to all grades
- 2. Expand student jobs/club opportunities to support real-world

Program and Summer Academy/Summer Camps

experiences

Action 1 :

Student Centered Real-World Experiences

Action Details:

Powers-Ginsburg Elementary will increase student engagement in real-world learning experiences by intentionally designing instruction that is relevant to their lives and experiences that allow them to make meaningful connections to the world around them, and by offering a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, and class presentations.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

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

Tier 2:

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

Tier 3:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world learning experiences.
- Student engagement data of EL students will be monitored for disproportionality.
- EL students will receive additional support with making meaningful connections to content and their lives by providing scaffolds or building background knowledge using visuals, videos, literature, vocabulary development, and language development.

Student Groups

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

No funds have been assigned for this budget.

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

No funds have been assigned for this budget.

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

All Student Groups:

- Teacher use of instructional strategies and approaches that make content learning relevant and meaningful to students' lives
- Increased opportunities to engage in relevant, project-based learning, and to showcase their work to the community
- Increase student and family communication regarding opportunities available for student participation in school related and extracurricular activities.
- Monitoring to ensure all students are encouraged to attend and participate in real-world learning activities and experiences.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Engagement participation will be analyzed quarterly for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP, and Climate & Culture Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Engagement participation will be analyzed at each semester for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP, and Climate & Culture Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Responses on the Climate and Culture Surveys will increase by 3% compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP, and Climate & Culture Team.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		26.4 %	2023-2024	25.8 %
Chronic Absenteeism - (English Learner)	✓		21.9 %	2023-2024	21.3 %
Chronic Absenteeism - (Hispanic)	✓		25.2 %	2023-2024	24.6 %
Suspension Rate	✓	0.5 %	3.4 %	2023-2024	3.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1 - Suspensions:

- 1. Based on the metrics in this current goal, the suspension rate slightly declined over the last year.

Action 2 - Chronic Absenteeism:

- 1. Based on the metrics in this current goal, Chronic Absenteeism has decreased over the last year. The English Learner student group's rate of chronic absenteeism increased, and the Hispanic student group is identified with a higher rate of chronic absenteeism than their peers.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 - Suspensions:

- 1. Students lack social-emotional skills to self-regulate and appropriately manage their behaviors.
- 2. Students do not receive sufficient support systems or effective behavioral management plans to address their needs.
- 3. Students receive limited alternative disciplinary measures for addressing misbehavior.

Action 2 - Chronic Absenteeism:

- 1. Students/Families lack awareness about the importance of good attendance, especially in primary grades, and do not attend attendance meetings.
- 2. Students are not always motivated to attend school regularly.
- 3. Some students lack transportation to and from school.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1 - Suspensions:

- 1. Students need increased explicit instruction on SEL skills and frequent reminders to apply them.
- 2. Staff needs professional learning to better equip them in managing student behavior and developing effective behavioral management plans.
- 3. Students need to receive more effective support to address their needs before suspension becomes necessary, including alternatives for addressing misbehavior.

Action 2 - Chronic Absenteeism:

- 1. Students/Families need increased communication and education about the benefits of good attendance and the district/school attendance goals.
- 2. Students need increased attendance incentives.
- 3. Students/Families need increased home visits to share resources available to support transportation needs.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement - Suspensions

Fully Implemented

Actions were fully implemented. Social Emotional Learning (SEL) curriculum and instruction was implemented daily in all classrooms (Second Step, Morning Meeting, Olweus Bullying Prevention). Additional supplemental curriculum was utilized by all staff to support SEL learning and development around character strengths through Positivity Project. Students participated in schoolwide activities and incentives to promote a sense of belonging, good behavior, and kindness (Jaguar of the Week, Bucket Fillers, Jaguar Jobs). SSTs and IEPs were held with identified students who demonstrated behavioral, or SE intervention needs, and counseling resources and/or Behavior Support Plans were developed and implemented (often unsuccessfully). Students with extensive intervention needs were referred to ISET and received RBT support.

Action 2: Student Engagement - Chronic Absenteeism

Partially Implemented

Actions were partially implemented. Parent attendance contacts were made daily by office staff, parent education on the importance of good attendance was communicated in a variety of ways, and parent conferences for students with poor attendance were scheduled bi-weekly, but most often parents did not attend. An HSL was hired mid-year and began focusing on additional strategies to connect with parents of students with chronic absenteeism. In February, the CCT began implementing schoolwide attendance improvement incentives. Parent participation in attendance education meetings and conferences continues to be a challenge.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement - Suspensions

Partially Effective

Actions were partially effective. Suspensions decreased overall from 4.2% to 3.4% from one year to the next. However, our current suspension rate has climbed due to the increase in number of students who struggle with emotional regulation and responding appropriately to their emotions.

Action 2: Student Engagement - Chronic Absenteeism

Partially Effective

Actions were partially effective. Chronic Absenteeism decreased overall from 29.6% to 26.4%. Three student groups decreased in chronic absenteeism, while one other student group maintained (Hispanic), but one student group increased by 5.4% (English Learners).

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1 - Suspensions:

We will develop alternative discipline practices to address misbehaviors and suspensions, form a Targeted Support Team who meets regularly to focus on implementation and support of behavioral interventions.

Action 2 - Chronic Absenteeism:

We will provide teachers with lessons and resources to discuss attendance with their class, calendar the parent engagement hour for TK/K families at the start of the school year to educate about the importance of good attendance, and form a Targeted Support Team who meets regularly to focus on implementation and support of attendance interventions.

Section D: 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.

SSC:

- 1. More incentives and rewards for attendance and behavior
- 2. Continue with SEL/Positivity Project
- 3. Increase communication and education about the benefits of good attendance

ELAC:

- 1. Continue to offer student leadership opportunities.
- 2. Implement SEL/Positivity Project

Staff:

- 1. No more RCA- not effective with part-time and limited training
- 2. Teacher Mentors (Boys/Girls Clubs) for struggling students.
- 3. Students/Families need increased home visits to share resources available to support transportation or other family needs.

Action 1 :

Student Engagement - Suspensions

Action Details:

Powers-Ginsburg Elementary will integrate district adopted curriculum and resources, research-based best practices, and Social Emotional Learning (SEL) to decrease suspension rates. Whenever it is safe, appropriate, and possible, alternative approaches and restorative practices will be used in lieu of suspension to support positive, ongoing relationships, and overall student success in school.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Schoolwide and classroom behavioral expectations and structures for the health, safety, and civility of our school climate and culture will be explicitly taught and communicated with students in a variety of settings and formats, frequently practiced, reinforced consistently by all staff, and monitored regularly in support of all students.
- All students will receive daily direct, explicit instruction on Social Emotional Learning (SEL) skills and strategies. Teachers will utilize Second Step online curriculum lessons and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, and conflict resolution and bullying prevention strategies.
- All teachers will implement The Positivity Project weekly lessons focused on Positive Psychology's 24-character strengths to empower students to build positive relationships and foster a mindset that other people matter.
- All staff will receive professional development on suicide awareness and prevention to support students who are struggling with thoughts of self-harm.
- All teachers will implement culturally responsive instructional practices to increase student engagement and strengthen relationships between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
- All students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, kindness, and positive school connections, such as Jaguar of the Week and "Bucket Filler" Tickets/rewards.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
- All students who demonstrate good citizenship (social skills and work habits) will be recognized with quarterly awards.
- The Culture and Climate Team will identify schoolwide (Tier 1) areas for growth to support student behavioral needs and social-emotional needs and will develop action plans for improvement.
- All staff will receive support with SEL teaching/learning through job-embedded professional learning/coaching by the site Academic Coach.

Tier 2:

- Alternative approaches and restorative practices for misbehavior interventions will be implemented by all staff, whenever appropriate, to support positive on-going relationships and create a positive school environment.
- Students who demonstrate increasing misbehaviors will be identified by teachers and an informal goal setting/behavior improvement plan 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 Targeted Support Team (TST) 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 Tier 2 Specialist will provide direct services to identified student groups, such as support with social skills lessons, peer conflict strategies, and offer alternatives to recess/structured play.

Tier 3:

- Individual students who do not respond positively to tier 1 and 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 be most effective in resulting in changed behavior for the identified student to experience success in the school setting.
- Students exhibiting intensive social-emotional needs that negatively impact their learning and school success will be referred for counseling services, as available.
- A menu of alternatives to suspension will be implemented, when deemed appropriate by administration, to support students with remaining in school.
- The School Psychologist will conduct threat assessments, student well-checks, and provide crisis support for identified students, as necessary.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

No funds have been assigned for this budget.

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

No funds have been assigned for this budget.

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

Student Groups w/ High Rates of Misbehavior/Suspensions:

- Strategies/interventions/incentives will be implemented as alternatives to suspension solutions.
- Family Engagement meetings focused on improving student engagement and behavior.
- The Tier 2 Specialist will provide direct services to identified student groups, such as support with social skills lessons, peer conflict strategies, and offer alternatives to recess/structured play.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions monthly compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by TST.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions by semester compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by TST and Climate & Culture Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions overall from last year to this year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin., TST, and Climate & Culture Team.

Action 2 :

Student Engagement - Chronic Absenteeism

Action Details:

Powers-Ginsburg Elementary will provide a positive school climate and culture that promotes building relationships and student engagement in a variety of school related activities for deeper school-connectedness and sense of belonging. We will utilize a school wide incentive program to improve attendance rates for all students and implement a tiered system of support for our students who are chronically absent.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
- School-wide attendance policies and practices will be communicated to all students, families, and staff and implemented consistently to support all students with good attendance for school success.
 - All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, student clubs, the music program, the athletics program, the After School Program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
 - The Home School Liaison will provide monthly opportunities for all families to engage in school through family engagement meetings about a variety of high interest topics including the importance of good attendance for school success. Meetings with TK and K families will be offered at the start of the school year to educate about the importance of school attendance and impact of future success.
 - Daily attendance phone calls will be made to all families of absent students to ensure absences are reported accurately and cleared immediately.
 - Teachers will receive lessons and resources to implement in classrooms to promote good attendance with students.
 - Schoolwide incentives will be provided to increase student motivation to improve attendance.
- Tier 2:
- The Targeted Support Team (TST) will meet monthly to coordinate targeted interventions and support identified student needs in the area of attendance.
 - Identified student groups with high rates of absenteeism/tardies will receive targeted interventions, including increased engagement opportunities, parent contacts, education and messaging about the importance of good attendance, and develop an action plan for how to improve their attendance.
 - The Home School Liaison will support student attendance improvement efforts by providing family, staff, and student communications, information, resources, and monitoring.
- Tier 3
- The CWAS/HSL will make weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and discuss a plan for improvement.
 - Individual student conferences will be held by the HSL/CWAS to establish goals for improvement and incentive contracts for chronically absent students. Weekly/Daily check-ins with students will be conducted to monitor

progress and implement rewards.

- Home visits will be made by CWAS/HSL to families of students who are chronically absent and unable to be contacted or who are not attending school for extended periods to explore possible interventions or supports needed.
- Students/Families who do not respond positively to tier 1 and 2 interventions by improving attendance will be referred to the District School Attendance Review Board (SARB) process.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Participation in available field trips, arts, athletics, assemblies, clubs, and other extracurricular activities.
- Home School Liaison (HSL) support with accessing district and school communication platforms in a language that is accessible to them, whenever possible.
- District language support services will provide interpretation/translation for families to access school communications (conferences, meetings, etc.), when needed.

Student Groups

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

Hispanic (HI):

English Learner (EL):

- Instructional Assistant to support interventions
- SEL skill supplemental curriculum (Positivity Project)
- Teacher sub release for instructional planning and PLC data analysis
- Teacher sub release for SST and IEP meetings
- Supplemental materials and supplies
- Parent engagement materials/supplies

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

Hispanic (HI):

English Learner (EL):

- Teacher on Special Assignment to support interventions
- Supplemental materials and supplies to support attendance, behavior, academic rewards, etc.
- Color Copier lease to print instructional visuals and communications
- Milage for HSL home visits
- Assessors for ELPAC
- Supplemental material/supplies to support EL instruction

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

Hispanic (HI):

English Learner (EL):

- Tier 2 Specialist, HSL, CWAS, and TST support identified students through on-going progress monitoring of attendance and behaviors.

- HSL provide targeted support, based on identified needs, to families of student groups.
- Develop goals/action plans with identified students, as needed, for improvement.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by TST and Teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by TST and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin., TST, and Climate & Culture Team.

2025-2026 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
G3A2	Sup & Conc	Instruction	Mat & Supp			& G3A1, G3A2 Incentives, rewards, activities	1,865.00

\$1,865.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.9 %	81 %	2024-2025	82.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, 81% of staff responded favorably in the organizational domain on the Fall 2024 Climate and Culture Survey, which was an 11% decrease from the Spring 2024 survey. The least favorable response within that domain was 60% positive to the statement about having a culture that provides staff with recognition for the work they do. (21 of 54 staff members); the second least favorable response was 68% favorable to having a culture that provides staff with opportunities to be involved in planning and decision-making (14 of 54).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Staff want more recognition for the work they do so that they feel appreciated.
- 2. All staff (especially paraprofessionals) may not be aware of the opportunities for school involvement and decision-making.
- 3. Staff see recognition as only the job of Admin. and do not make intentional efforts to recognize each other, or when they do, it is not realized as "recognition".
- 4. Limited time for all employees to be in space together or with Admin. and limited professional learning/staff meeting time.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Staff needs to receive increased feedback and recognition for the work that they do, from school leaders and from each other.
- 2. Staff need increased messaging about the wide array of opportunities available for them to be involved in school decision-making (several committees, SSC, CCT, ELAC, ILT), including completing feedback surveys and forms.
- 3. Staff need increased community building opportunities to help them feel connected.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Engagement & Professional Learning

Fully Implemented

Actions were fully implemented. All decision-making staff groups were fully operational through the school year. Weekly PLCs and monthly PL meetings were held for on-going communication, calibration, and collaboration. Coaching support and feedback were provided to all teachers. All paras received multiple trainings to support them with their work. Schoolwide and program schedules were developed to support clear expectations and work schedules for all employees. Multiple opportunities were available for staff to engage in celebrations, gift-giving, challenges/competitions, sharing treats, etc.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Engagement & Professional Learning

Partially Effective

Actions were partially effective. There was an 11% decrease in this domain from last Spring to Fall Survey data. However, historical trend data indicates that our Spring Survey data is more favorable than Fall, so we expect an increase this Spring.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- 1. The CCT will develop increased opportunities and varied ways in which staff can recognize each other for the work they do to increase feeling of value.
- 2. We will increase messaging about the wide array of opportunities available for staff to be involved in school decision-making (committees, SSC, CCT, ELAC, ILT), including completing feedback surveys and forms.
- 3. The CCT will plan quarterly staff community building opportunities to build staff connectedness and sense of belonging.

Section D: 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.

SSC:

- 1. Sub release for teacher/PLC planning
- 2. Sub release for SSTs

ELAC:

- 1. Continue school committees, activities, and community building
- 2. Substitutes for teacher professional development

Staff:

- 1. No more PLi
- 2. Subs release for planning, PLC data analysis, peer observations
- 3. Sub release for SSTs and IEPs
- 4. Teacher-led Professional Learning

Action 1 :

Staff Engagement & Professional Learning

Action Details:

Powers-Ginsburg Elementary will provide high-quality professional learning opportunities, supports, and resources to all staff to build their capacity, empower them, and promote higher efficacy and increase retention. We will increase opportunities for staff to engage in schoolwide activities and events to promote community and a sense of belonging.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- All teachers will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of students by building upon their knowledge and skills in using effective instructional practices, creating a culture of learning with high expectations, applying culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do. The CCT will develop increased opportunities and varied ways in which staff can recognize each other for the work they do to increase feelings of value.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through the support of the Academic Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
- All teachers will actively participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support.
- All teachers in grades K-2 will receive professional learning and apply in their classrooms researched-based best practices in reading foundational skills, structure of the language arts block, effective use of Wonders curriculum resources, and Orton Gillingham methodology, funded by the Regional Literacy Plan.
- Leaders and coaches will have a clear understanding of the characteristics of a proficient reader in each grade level, participate in professional learning with teachers, and will observe teachers and provide targeted feedback to improve instruction.
- All teachers in grades K-6 will engage in intentional instructional planning with their PLC, using current and relevant student assessment data, to implement rigorous instruction and curriculum that is aligned to ELA and Math standards and SBAC claims and targets (3-6).
- All teachers will receive professional learning, coaching support (i.e. demo lessons, co-planning, co-teaching), and PLC sub-release to support use of instructional planning, research-based instructional strategies, and curriculum mapping with alignment to standards.
- Lead Teachers, the TSA, the Academic Coach, and the Principal/VP will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program, based on student academic data, to ensure that actions are planned and implemented effectively in response to students' learning needs.
- Certificated staff, classified staff, and the Vice Principal will serve on the Climate & Culture Team (CCT). CCT members will engage in monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, staff, student, and family surveys) and conduct observations in various settings to determine the effectiveness of school-wide tier 1 structures, policies, operations, and student supports in order to develop actions for improvement.
- All staff will receive weekly digital communications on the site goals, expectations, upcoming events, and other important information in support of school operations.
- All staff will have opportunities to be involved in planning and decision-making of school programs and activities by joining committees, participating in feedback surveys, serving on the school CCT, SSC, and ILT, and/or by providing input to staff representatives.
- All staff will have opportunities to participate in school events and activities in order to build meaningful relationships with students, staff, and families. The CCT will plan quarterly staff community building opportunities to build staff connectedness and sense of belonging.
- 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/PL through site and district instructional coaches in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal setting, progress monitoring, and feedback.

Tier 3:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

No funds have been assigned for this budget.

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

No funds have been assigned for this budget.

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

All Student Groups:

- Professional Learning opportunities provided for teachers and paraprofessionals supporting Tier 2 and Tier 3 students focused on effective use of iReady, Orton Gillingham methodologies, Tools for Teachers (CAASSP/IABs), math fluency resources, etc.
- Coaching cycles with teachers to support growth in teaching and learning

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will measure the effectiveness of professional development around Foundational Skills and the Coaching Cycle during the first semester.

Outcomes measured with iReady1 and iReady2 Diagnostic administrations. There will be a 3% increase of students who met 40% or above stretch growth.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture staff survey to the Spring survey.

Outcomes measured by staff participation. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate & Culture staff survey from last year to this year.

Outcomes measured by staff participation. There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and CCT.

2025-2026 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	Ins Aide-Sub			Sub release \$211.15 X 62 subs K-6 Planning (3 days x 15), SST (4 days x 2), IEPs (3 days x 2), Data (3)	13,870.00

\$13,870.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.6 %	88.4 %	2024-2025	89.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the current metric, 89% of families responded favorably to the family engagement domain. The least favorable response within this domain was 81% positive to the statement, "I feel like I am a partner in making decisions at my child's school".

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Families do not always participate in the opportunities provided to engage in site decision-making (i.e. ELAC, SSC, parent engagement meeting, feedback surveys).
- 2. Families do not access the online communication platforms, so they may not be aware of school events, activities, key messages, etc.
- 3. Families are not provided with a lot of classroom volunteer opportunities on campus to engage in students’ academic work.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Families need increased communication and outreach to encourage their participation in site meetings, events, and activities so they feel their voice is heard.
- 2. Families need flyers and/or workshops on how to access the online communication platforms, so they can stay current on school and classroom communication.
- 3. Families need more opportunities to volunteer in classrooms or view student work.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

Actions were fully implemented. While we still do not have as much participation as we want, we have implemented everything that was planned including Back-to-School-Night, monthly parent engagement meetings, quarterly family engagement nights, music performances, classroom performances, athletics, quarterly awards assemblies, a family dance, School Site Council, ELAC, a family movie night, Monster Dash, parent-teacher conferences, Read Across America Day, Powers Palooza Spring Showcase, and family volunteer opportunities on fieldtrips. Activities were well received with positive family feedback and attendance.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Partially Effective

Actions were partially effective. The Fall Climate & Culture family survey shows a decrease of 1% in this domain, but an increase of 1% in this lowest favorable response area. The area showing a greater decline is in feeling like they are part of their child's learning journey at their school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase family engagement by increasing opportunities to engage in students' academic work ("Come See What is Happening at Powers"), providing a step-by-step flyer and workshop on how to get connected to our district online communication platforms, and encouraging teachers to increase their family correspondence on the digital platform.

Section D: 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.

SSC:

- 1. Continue monthly parent engagement meetings with classroom performances
- 2. Materials and supplies for parent meetings

ELAC:

- 1. Continue monthly parent engagement meetings with classroom performances
- 2. Continue community events
- 3. Use various communication methods

Staff:

- 1. Increase student work showcases for families.
- 2. Help families get connected to ParentSquare.
- 3. Encourage all teachers to increase their family correspondence on ParentSquare.
- 4. Offer incentives for families to participate in meetings (food, giveaways, raffles, etc.)

Action 1 :

Family Engagement

Action Details:

Powers-Ginsburg Elementary will provide family engagement opportunities to foster a positive culture where families feel welcomed and included in their child's education and the site decision-making process that promotes academic progress and overall school success.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

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

Tier 2:

- The Home School Liaison will conduct family outreach to encourage involvement in decision-making groups, such as the School Site Council and English Learner Advisory Committee, and other feedback opportunities.
- The Home School Liaison will provide families with connections to resources, as appropriate, to assist them in meeting their student's needs for school success.
- Families of identified student groups in need of language support to access school for meetings, conferences, communication with staff, etc. will receive interpretation/translation assistance from the FUSD Language Support Services Dept.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement, as appropriate.

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, as appropriate.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Families of EL students will receive support by the HSL with educational tools and language support resources to 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, whenever possible.
- Families of EL students will have opportunities to participate in monthly Family Engagement meetings to receive information on a variety of topics to support them with school success.
- The HSL will conduct outreach to families of EL students to encourage them to participate in decision-making groups, such as the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).

Student Groups

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

No student groups were identified.

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

No student groups were identified.

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

No student groups were identified.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at monthly family engagement meetings and at Parent-Teacher Conferences.

Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by family engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate & Culture family survey from last year to this year.

Outcomes measured by family engagement domain. There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and CCT.

2025-2026 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			Parent engagement mat/sup *No Food or Incentives*	2,002.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			& G3A2 Milage Home Visits	200.00

\$2,202.00

2025-2026 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	Teacher-Regu	Teacher, Spec Assgn	0.0877		15,527.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,763.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7373		130,543.00
G1A1	Sup & Conc	Instruction	Mat & Supp			& G2A1, G3A1, G3A2, P2 \$3795 Mat/Sup (Office Depot, Amazon, etc.)	15,527.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Color Copier	3,095.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1750		30,985.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Sup (2 subs, 5 days, \$46.89x35 hrs. ea.)	4,025.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL mat/sup	102.00
G3A2	Sup & Conc	Instruction	Mat & Supp			& G3A1, G3A2 Incentives, rewards, activities	1,865.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Sub release \$211.15 X 62 subs K-6 Planning (3 days x 15), SST (4 days x 2), IEPs (3 days x 2), Data (3)	13,870.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent engagement mat/sup *No Food or Incentives*	2,002.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			& G3A2 Milage Home Visits	200.00
							\$234,504.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,162.00
Sup & Conc	7090	\$151,230.00
LCFF: EL	7091	\$35,112.00
Grand Total		\$234,504.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$216,567.00
G3 - Increase student engagement in their school and community	\$1,865.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$13,870.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,202.00
Grand Total	\$234,504.00