

Olmos Elementary

10621660113829

Principal's Name: Scott Sanders

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Scott Sanders', written over the printed text 'Principal's Signature:'.

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 - Scott Sanders	X				
2. Chairperson - Alicia Arreguin				X	
3. Vice Chairperson- Aleyda Hernandez				X	
4. Secretary- Terrie Spalding		X			
5. Maria Urutia				X	
6. Raul Fernandez Sanchez				X	
7. Syelena Guzman				X	
8. Kelsey Curry		X			
9. Cristel Salciso		X			
10. Samantha Gonzalez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

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

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

Olmos 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
SBAC ELA - Average distance from standard	✓	40 pts	-50.4 pts	2023-2024	-35.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	33.9 %	28.8 %	2023-2024	33.8 %
SBAC Math - Average distance from standard	✓	65 pts	-69.5 pts	2023-2024	-54.5 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-128.1 pts	2023-2024	-113.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	24.8 %	22.7 %	2023-2024	27.7 %

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.

Olmos is currently facing a significant challenge in student achievement, with only 29% of our students meeting or exceeding proficiency standards in the SBAC English assessment and 23% in the SBAC Math assessment. This performance level indicates a need for targeted interventions and strategic improvements in our instructional practices, curriculum alignment, and student engagement. Addressing these areas is crucial to ensure that all students have the opportunity to succeed and reach their full academic potential.

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

- 1. **Curriculum Gaps:** There may be misalignments between the curriculum and the state standards, leading to gaps in what students are expected to know and what they are actually being taught. This can result in students not being adequately prepared for standardized tests.
- 2. **Teacher Support and Training:** Teachers may not be receiving sufficient professional development or support to effectively teach the curriculum and address diverse student needs. Continuous training and resources are essential for teachers to stay updated with best practices and instructional strategies.
- 3. **Student Engagement and Attendance:** Low student engagement and high absenteeism can significantly impact learning outcomes. Students who are not regularly attending school or who are not engaged in the learning process are less likely to perform well academically.

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.

Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process & Site Wide Planned Intervention Blocks

ELA: (K-2) Professional Learning for Teachers to support- foundational skills, phonemic awareness, reading fluency, writing, vocabulary & comprehension strategies

ELA: (3-6): Professional Learning on utilizing Claims, Targets to support Instruction. Use FIAB's and IAB's to support rigor, and provide support with PLC Process by continuing with PLC+

ELA: (ALL): Structure PL to include a through line between the grade levels with understanding of how to support each other.

Math: Professional Learning for K-6 around Math Fluency

- 1. Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level through grade-leveled intervention blocks and grade-level tutoring afterschool through Extended Learning.
- 2. Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching to meet the needs of all students.
- 3. Strengthen out Math fluency program with math teacher trainings in fluency strategies and application.

Engagement: Providing opportunities for students to engage and take ownership of their learning.

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: Students Reading at Grade Level or Beyond

Partially Implemented

We had a transition of job duties, including work between the certificated tutor and the reading specialist that took time to calibrate and align. There is now a schedule for pull out of students that includes progress monitoring through dibbels. Access to student scores can now be more easily accessed by the reading specialist and certificated tutor.

We met with TK-2 teachers and encourage them to use OG program to support foundational reading lessons.

There is still work to do to improve students meeting and exceeding grade level by focusing on grade level data collection and calibration.

Action 2: Students meeting or exceeding grade level standards for math

Partially Implemented

Work has been focused on literacy instead of Math and the transition of a new principal has also led to a recalibration of math actions at the school. PLCs were primarily focused on ELA instruction. Teachers were utilizing iReady, but there was some confusion on how to get students to meet the distance from standard goal. PL has started to be provided on iReady, along with plans to work with CIPL on new math strategies.

There is still work to do to improve students meeting and exceeding grade level by focusing on grade level data collection and calibration.

Action 3: ELs Attaining English Proficiency Fully Implemented

27 students redesignated at the end of last year with multiple students redesignating in the fall by qualifying with iReady. Certificated EL Tutor and staff provided incentives to students to pass the ELPAC and each grade level sent at least one representative to EL Teacher training.

We are redesignating students at a high rate and will continue to work on encouragement of students passing iReady, SBAC, and other qualifiers.

Action 4: Students in 4th-6th grade will improve their growth mindset Partially Implemented

Changes were made to how recess can be utilized by clubs or engagement opportunities. There was work to make sure that extra-curricular opportunities were provided to students to be engaged 4th-6th including Peach Blossom, PL on restorative practices that included Tier I SEL circles, and clubs like the Be You Club.

We will continue to provide training in restorative practices at the Tier I level to provide opportunities for student voice.

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: Students Reading at Grade Level or Beyond Partially Effective

Students made some improvement ELA iReady placement overall

- D1 - Students on Grade Level or Above at 16% and Students Below Grade Level at 84%.
- D2 - Students on Grade Level or Above at 28% and Students Below Grade Level at 72%.
- D3 - Students on Grade Level or Above at 37% and Students Below Grade Level at 63%

Action 2: Students meeting or exceeding grade level standards for math Partially Effective

Students made some improvement Math iReady placement overall

- D1 - Students on Grade Level or Above at 5% and Students Below Grade Level at 95%.
- D2 - Students on Grade Level or Above at 16% and Students Below Grade Level at 84%.
- D3 - Students on Grade Level or Above at 24% and Students Below Grade Level at 76%

Action 3: ELs Attaining English Proficiency Effective

Highest FUSD Elementary Reclassification Rate – Olmos Ranked #1

Highest ELPI Progress – Olmos Ranked #1 with 77%

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

Partially Effective

Student Survey shows percent favorable responses at the following

- Academic & Social Emotional Learning 90% (Same as Fall, higher than average FUSD Elementary Schools)
- Student Engagement 81% (Drop from Fall, lower than average FUSD Elementary Schools)

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.

As a result of the analysis, major changes for the next school year to achieve current goals include:

- **PLC Planning Time:** Teachers will be given more time in the 1st semester and the beginning of the 2nd semester to review current essential standards, deconstruct standards, and analyze current data from DIBELS, iReady, SBAC, and interim assessments to plan for success.
- **RTI/Data Conversations:** After each cycle, there will be RTI/data conversations to monitor Tier 3 students receiving intensive interventions.
- **ELD Data Walks and Progress Monitoring:** The ELD team will conduct data walks and progress monitoring to calibrate and make recommendations for best practices and planning.
- **Professional Learning on PLC+:** There will be professional learning focused on PLC+ and actions surrounding equity of practices within student groups. Schoolwide calendaring of ICAs, IABs, FIABs to pace out SBAC practice throughout the year.
- **Professional Learning with I3:** There will be professional learning for PK-1 to discuss strategies to improvement of literacy through an equity lens. This will build the capacity of our teachers and instructional coach.

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:

SSC has discussed the importance of having more opportunities to deal with trauma or issues so that they can be in the right mindset for learning. SSC also discussed the importance of keeping teaching fellows and the after school program open to provide opportunity for students to get assistance. SSC discussed the importance of having different opportunities for students to connect with the school and build a sense of belonging. SSC discussed the importance of a full time social worker and restorative practices counselor. Lastly, SSC asked that Social Emotional Learning was provided for students and teachers.

ELAC:

ELAC discussed the importance of SEL support and learning for students and teachers. They want to keep the certificated tutor that works with EL students, which we are keeping but will be moved into the literacy fund. They also stressed the importance of having real world opportunities for students. Lastly, the importance of having interpreters or more staff that can help with communication with non-english speaking families.

Staff:

Staff have discussed the need for time to work collaboratively to create a through line for curriculum. Teachers wanted to ensure they had access to different supplemental curriculum and have also asked for more PL on math. Staff have also asked for more social emotional support for students, so that they are able to function in class.

Action 1 :

Continuous Improvement in ELA/Math

Action Details:

Olmos Elementary will implement a comprehensive balanced literacy program which includes

- RtI, tiered levels of support
- key reading components such as phonemic awareness, phonics, fluency, comprehension, vocabulary.
- Language arts instruction will be aligned with CCSS across all content areas

Olmos will implement a comprehensive math program utilizing

- Coaches and PLCs
- Support will be aligned with Go Math Curriculum and the Math Standards.
- Math Fluency will be addressed through daily fluency instruction plus interventions such as Reflex Math, Frax, Think Central and quarterly progress monitoring.
- PLCs will work on clarifying essential learning for each unit, and gaining clarity regarding knowledge and skills students must acquire.

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

- Materials and supplies will be provided to support the balanced literacy program including but not limited to notebooks, Xerox paper, agendas, pens, pencils, butcher paper, graphics printing, crayons, markers, laminating film, poster paper, and hardware maintenance.
- Funds will be provided to purchase technology to support the balanced literacy program, including all components, guaranteed and viable curriculum, RtI instructional resources such as iReady Toolbox, Orton Gillingham, iReady, Reading Mastery, and Corrective Reading, Scholastic First (Ooka Island and Word), Dibbles, online learning subscriptions, tablets, projectors, lamps, document cameras, tablet carts, power strips, cables, printers, ink toner, maintenance and repairs for technology, Accelerated Reader, Star Reader, etc.
- Students will receive targeted instruction from teachers and trained paraprofessionals (Teaching Fellows and Aides).
- Instructional Coach to support Technology usage in classrooms, Student Interventions, and Tier I instruction.
- Supplemental contracts for teachers.
- Olmos Elementary will contract five Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. Teaching Fellows will be embedded into classrooms alongside certificated staff. Teaching Fellows will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students, Teaching fellows, as well as district classroom paraprofessionals will be trained to assess students using all components of the BAS Assessment, Orton-Gillingham, BPST, iReady, Toolbox, etc.
- Certificated Tutor will provide small group intervention and monitor our English Language Learners.
- Reading Specialist will pull small groups and support teachers w/reading foundational skills.
- Literature novels will be purchased to support the balanced literacy program
- Provide Student Incentives such as High Frequency Word T-Shirts for Kindergarten
- School-Wide Initiatives for Quarterly Writing; and Math Fluency
- School-Wide Initiative for Weekly, Monthly, Quarterly Reading
- Added Student Incentives for Student Academic and Social Emotional Growth
- Substitute teachers will be provided to support SST meetings, data chats, peer observations, Grade Level Planning time and IEP meetings.
- Tablets and Headphones for tech support and instruction
- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principles (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning.
- Rich, complex texts and chapter books/text sets will be purchased to support the guaranteed and viable curriculum and RIRA/Spiral lessons
- RtI team to restructure student groupings, based on current assessment data (iReady, Dibbles, Wonders Assessment, BPST, BAS, Read Naturally, Scholastic First, Orton-Gillingham, CFA's, Corrective reading, and Uniform classroom assessments)
- Classroom instruction will be tied directly to assessment analyzed by PLC teams

- Professional Learning on Comprehension, Vocabulary and Student Engagement
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests. Additionally, funds will be provided for web-based learning subscriptions including, but not limited to Accelerated Readers, Star, iReady Toolbox, Starfall, etc.
- Awards and incentives will be purchased for academic achievement
- The balanced literacy program will be supported with learning opportunities that extend beyond the classroom via academic field trips (including transportation and admission fees)
- Local authors that will facilitate writing and illustrating workshops for students during Reading Across America Week.
- Guest Speakers
- Go Math Curriculum
- Think Central
- Reflex/Frax Math
- Quarterly Awards and Incentives for Math Fluency
- CAASP, IABs, FIABs, ICAs
- Calculators
- Math Manipulatives
- Supplemental Service Contracts for teachers to tutor students after school
- Substitute teachers for teacher walk-throughs
- Home Depot blanket purchase order to purchase white boards for students to provide immediate feedback during math instruction
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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.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD. We will fund teaching fellows, translators for parent communication, and ELPAC assessors from 7091.

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

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

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

- We will have an English Learner Review Team that will be led by our CT and Academic Coach. The Team will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instruction routines for ELs. Aroving sub will be provided to release each teacher for 30-minute data chats with the Team.
- All teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.
- Schoolwide assembly will be implemented for all EL students in January to ensure our EL students understand the purpose of the ELPAC, their personal goal, and the schoolwide goal.
- After school tutoring will be implemented for EL students identified as not making progress.
- Professional Learning for all teachers will be provided with support and guidance from English Learner Services. The PL will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and iReady.
- Student Success Team (SST) Meetings

- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annual and Triennial
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- SSW and RPSC Counseling Services will be offered on site
- Social Worker for Foster Youth
- Intervention Specialist to support Tier II students
- CARE Team (TST) to identify and support Tier II students
- DESSA- to identify and monitor Tier II Students
- Restorative Practice Counselor will assist with socio-emotional needs of students
- English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week. Instruction will be based on recommendations from West Ed Consultants, FUSD English Learners Services, Language Team, EL CT, and EL Department Coaches
- EL CT to work directly with EL Students
- Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- Identifying and providing appropriate site-based interventions in ELA aligned to struggling RFEP student needs.
- Teachers will incorporate RIRA/Spiral lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension along with the EL Pedagogies
- Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measure to design instruction for English Learners
- Teachers will utilize the ELA/ELD Frameworks and Appendix C of the CCSS to guide planning and EL instruction
- Subs for ELPAC Assessors or ELPAC Teacher Planning
- Reclassification Family Brunch
- Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirts

Student Groups

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

Students with Disabilities (SWD):

- Support for IEP/504/SST Days to support and identify students needing more intervention.
- Data chats

English Learner (EL):

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPAC progress with help from ELLevation to map out student progress.
- Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2025-2026 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can reclassify.

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

Students with Disabilities (SWD):

- Utilizing a math tutor, along with Teaching Fellows to support students

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.

- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

Students with Disabilities (SWD):

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

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. - Teachers will effectively implement Tier 1 instruction with aligned assessments. - PLC teams will meet consistently to analyze data and adjust instruction. - Tier 2 and 3 interventions will be structured and targeted based on assessment results. - K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan. - Students will be closely monitored in iReady Math and through PLC documents, teachers conferencing and Literacy Specialist. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Increased student engagement and literacy proficiency in all grade levels. - Growth in student performance on CFA, CSA, IAB, and FIAB assessments. - Effective collaboration within PLCs leading to refined instructional practices. - Strengthened intervention structures resulting in accelerated progress for struggling readers. By the second diagnostic, D1 to D2, there will be decrease of 20% in tier 3 literacy and math as measured by iReady diagnostic. 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. - A significant increase in students reading at or above grade level, closing achievement gaps. - A sustainable, data-driven instructional culture embedded in PLC practices. - Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. - High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. By the end of this period, the goal is to have a well-established RTI framework that effectively identifies and supports students, leading to improved academic outcomes and closing achievement gaps, SBAC results will show a minimum of -15 DFS each year. Students entering 2nd grade will be on grade level for reading with 95% readiness in both reading and math as measured by DIBELS and i-ready. Outcomes monitored by Principal and teachers.

Action 2 :

English Learner (EL) Support

Action Details:

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

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

- A 1.0 FTE Certificated Tutor will serve as case manager to oversee EL growth. CT will facilitate ELD boot camp for LTELs
- Teachers will work in their PLCs to develop goals for all English learners with a focus on LTELs
- Teachers will plan lessons with their PLCs around incorporating academic discourse to accelerate language acquisition
- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and EL standards instruction. Teachers will check for understanding regularly, incorporate foundation principles (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning.
- Substitute teachers will be provided to support professional learning (Language Team Development), peer observations, Grade Level meetings/trainings/planning
- Substitute teachers or supplemental contracts will be provided to administer the ELPAC assessment
- iReady Assessments/Curriculum

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

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.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

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

- PLCs planning with the TCL from West Ed
- iReady EL Support
- Afterschool EL Support
- EL CT to work directly with EL Students
- EL CT will work with EL Students to also provide Tier I SEL Support

Student Groups

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

English Learner (EL):

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPAC progress with help from ELlevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2024-2025 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELlevation data tracking by student's teachers, Redesignation Celebration.

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

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

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. - Teachers will effectively implement Tier 1 instruction with aligned assessments. - PLC teams will meet consistently to analyze data and adjust instruction. - Tier 2 and 3 interventions will be structured and targeted based on assessment results. - K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan. - Increase in scores for EL Students Monitored by Administrators, Teachers, Certificated Tutor, and Teaching Fellows	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Increased student engagement and literacy proficiency in all grade levels. - Growth in student performance on CFA, CSA, IAB, and FIAB assessments. - Effective collaboration within PLCs leading to refined instructional practices. - Strengthened intervention structures resulting in accelerated progress for struggling readers. - Students move closer to reclassification	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A significant increase in students reading at or above grade level, closing achievement gaps. - A sustainable, data-driven instructional culture embedded in PLC practices. - Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. - High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. - Most students reclassify before moving to middle school

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies *No Food or Incentives*	1,909.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs.	12,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,153.00
G1A1	Sup & Conc	Instruction	Student Incenti			Incentives	9,154.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech and Furniture Refresh	9,154.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	58,014.00
G1A1	Sup & Conc	Instruction	Equip Lease			Copier Lease	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	200.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	200.00
G1A1	Sup & Conc	Instruction	Direct-Food			Testing Snacks/Student Achievement Celebrations	1,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Reflex/Frax Math	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators	2,001.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	10,000.00
G1A3	LCFF: EL	Instruction	Equip Lease			: Equipment Lease-Color Copier	4,984.00

\$146,269.00

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	✓	90.2 %	86.7 %	2024-2025	87.8 %

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.

Olmos' Problem of Practice-Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey needs to go from 86.7% to 87.8%.

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

Below are the major causes that lead to needing to focus on more growth:

- Connection between student-centered/real-world experiences need to be explained more.
- Lack of opportunities for students to be part of after-school clubs and activities. More alignment with Extended Learning.
- Not enough opportunities for student involvement due to lack of coaches/sponsors for clubs and programs.

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.

To improve the results of the Student Climate and Culture Survey, Olmos will continue to support students and families to participate in real-world experiences and be more strategic with the field-trips we offer to our students.

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

Partially Implemented

We currently provide different STEAM experiences such as a folklorico, Hmong Dance, strings, band, choir, steam teacher. We had a sport for both girls and boys at the beginning of the year, but one of our coaches moved on to a different job. This reduced the offering for sports after school, but Olmos does work with ENP to provide Saturday Sports. There also is a disconnect with school and parent communication to ensure that students are all getting the same opportunities. Staff were also provided with TIER I SEL instruction to support student voice and increase a sense of belonging.

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

Partially Effective

To improve the results of the Student Climate and Culture Survey Olmos will continue to support students and families to participate in real-world experiences and be more strategic with the field-trips we offer to our students. There was also work to provide more Social Emotional Learning, but there was inconsistent implementation.

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.

As a results- major changes that will be made include:

- Proactive recruitment of certificated or classified staff to provide clubs and activities
- Provide more Real-World Experiences for Olmos Students
- Provide additional PL for SEL Implementation to support Certificated and Classified staff that may not be using the programs or are new to campus.

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:

SSC has discussed the importance of having more opportunities to deal with trauma or issues so that they can be in the right mindset for learning. SSC also discussed the importance of keeping teaching fellows and the after school program open to provide

ELAC:

ELAC discussed the importance of SEL support and learning for students and teachers. They want to keep the certificated tutor that works with EL students, which we are keeping but will be moved into the literacy fund. They also stressed the importance of having real

Staff:

Staff have asked for more PL that can support students with learning. Staff have also asked for more social emotional support for students, so that they are able to function in class. Lastly, staff have asked to continue to provide extra-curricular experiences for

opportunity for students to get assistance. SSC discussed the importance of having different opportunities for students to connect with the school and build a sense of belonging. SSC discussed the importance of a full time social worker and restorative practices counselor. Lastly, SSC asked that Social Emotional Learning was provided for students and teachers.

world opportunities for students. Lastly, the importance of having interpreters or more staff that can help with communication with non-english speaking families.

students such as field trips and on campus.

Action 1 :

Student Climate Building

Action Details:

Olmos Elementary is committed to creating a socially and intellectually safe environment for all learners. We will engage every student in arts, activities, and athletics. Our goal is to implement a comprehensive program that increases student participation in after-school and extracurricular activities, including athletics, clubs, dance groups, music/band, leadership, Peach Blossom, and the Spelling Bee.

To motivate and reward students, we will offer spirit wear and other incentives. We will also organize field trips and school-wide activities such as dances, rallies, and assemblies.

We will strategically implement initiatives to ensure all students are actively involved in the full school community through Goal 2 activities, with a focus on reducing disproportionality in participation.

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

- Cultural Heritage Assemblies & Events
- Read Across America
- Career Day
- Supplemental pay contracts to teachers, paraprofessionals, staff to instruct and supervise students
- Clubs
- Visual & Performing Arts
- STEAM Room
- Extended Day Para - STEAM Room
- Guest Speakers
- Black Student Union (BSU)
- Student Leadership
- Student Projects & Incentives
- Games (PE, Math)
- Legos & Building Structures
- Materials for Real-World Experiences such as Life Cycle of a Butterfly
- Science Kits to Explore a Variety of Concepts
- Fieldtrips/Transportation of students
- Kennedy Arts Center Presentations and Lessons
- Mind Yeti
- Growth Mindset
- Be You Club
- SE Tier I Opportunities provided by SSW and RPSC and other members of the social emotional team.
- Climate and Culture Team - Planned Activities
- We have applied an appropriate amount of resources to materials and supplies and to labor costs to implement these services.

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.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

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

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

- English Learners will be provided with designated instruction at a minimum of 30 minutes four times per week.
- English Learners will receive integrated ELD through-out the day to support learning and comprehension.
- Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- English Learners will be provide with integrated ELD instruction which is woven through-out the day
- Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- Students will have music and art opportunities to help with language
- Teachers will utilize the instructional pedagogies from West Ed

Student Groups

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

English Learner (EL):

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPAC progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2024-2025 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

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. • We will increase engagement in the community by having multiple opportunities for students to select enrichment activities that will fit their needs/interest. • This will be measured by the CCT, Admin, and SE team by looking at number of students engaged and student survey data.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Students from K-6 will be engaged in at least one activity throughout the school year. • They show social belonging behaviors and have multiple opportunities to participate in experiences outside of the classroom throughout the year. • We want to create a sense of belonging by providing diverse opportunities for engagement.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Long term impact of student engagement: 1. Academic Achievement: Engaged students are more likely to perform better academically. They tend to have higher grades, better test scores, and a greater likelihood of graduating. 2. Social and Emotional Development: Participation in extracurricular activities helps students develop important social skills, build friendships, and improve their emotional well-being. 3. Increased Attendance: Students who are engaged in school activities are more likely to attend school regularly, reducing absenteeism and truancy rates. 4. Enhanced School Climate: A high level of student engagement contributes to a positive school climate, where students feel safe, supported, and motivated to learn. 5. Lifelong Skills: Engaged students develop critical life skills such as teamwork, leadership, time management, and problem-solving, which are valuable beyond their school years. 6. Higher Self-Esteem and Confidence: Participation in various activities can boost students' self-esteem and confidence, helping them to feel more capable and empowered. 7. Stronger Community Connections: Engaged students often have stronger connections to their school and community, fostering a sense of belonging and civic responsibility. Outcomes will show an increase in SBAC year over year +15 DFS in both ELA and math. Outcomes monitored by Principal, VP, SE Staff, and teachers

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	✓		22.5 %	2023-2024	21.9 %
Chronic Absenteeism - (Asian)	✓		20.6 %	2023-2024	20 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		26.7 %	2023-2024	26.1 %
Suspension Rate	✓	1 %	1.6 %	2023-2024	1.27 %

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.

Olmos problem of practice is based on the metrics in this current goal given to us by our data dashboard.

- We have a chronic absenteeism rate of 22.5% Our Asian students have the highest absenteeism in our school with 20.6%and our Students w/Disabilities are at 26.7%
- Suspensions have has increased to 1.6%. We currently have 27 suspensions and we had 15 for the entire 2023-24 school year.

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

1. Families worried about sending their students to school due to changes in US administration.
2. Students not engaging in school and not feeling a sense of belonging.
3. Attendance team does not meet regularly.

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.

To decrease Chronic absenteeism and suspension rates, in particular for our African American Students and Socioeconomically Disadvantaged will:

Chronic Absenteeism:

- Continue to use the Attendance Team and TST to intentionally monitor and track students at risk for Chronic Absenteeism
- HSL, OA and TST Team will make individual connections with students who are not showing up to school.
- Home visits by our HSL will be made weekly for students who have high absenteeism rate.
- Provide opportunities for families to engage in school activities and learn about the importance of school.
- TST team will take the data to generate solutions to barriers (such as connection with School Social Worker).

Suspension Rates:

- Strengthen Tier 1 classroom practices such as using CHAMPS, Classroom Management Plan and fidelity to Morning Meetings and Second Step Lessons.
- Follow Discipline Guidelines binder for alternative means of corrections and share practices that are discussed in the Cohort meetings.
- Engage in equitable disciplinary practices to help change behavior, and see incidents as a learning opportunities.
- Leverage support staff- and Social Emotional Supports, to make connections and support interventions that will be focus.
- Proactive restorative practices work on conflict between students and staff. Work with Restorative Practices School Counselor for Tier 1, 2, 3 supports.

Improving Student Attendance

- **Positive School Culture:** Create a welcoming and inclusive school culture where students feel valued and supported
- **Family Engagement:** Involve families in promoting regular attendance through communication and family events
- **Attendance Incentives:** Implement reward systems for good attendance, such as certificates, recognition, or small prizes
- **Address Barriers:** Identify and address barriers to attendance, such as transportation issues, health problems, or family challenges

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: Improved number and percent of students chronically absent

Partially Implemented

We did not begin implementing discussion around attendance until second semester.

Action 2: STEAM/SEL/and/or Athletic Activities for all students

Partially Implemented

We have worked on providing opportunities for SEL learning for teachers and students, but with varied implementation. Some activities that typically happen, such as sports were limited, by changes in staff.

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: Improved number and percent of students chronically absent

Ineffective

Our numbers increased for students chronically absent, but there has been more work on calibration. Current Numbers

- 6.3% - Severely Chronic (3.72%, 2023-2024)
- 17.8% - Chronic (15.6%, 2023-2024)
- 26.6% - Manageable (29.3%, 2023-2024)
- 49.3% - Good (51.4%, 2023-2024)

Action 2: STEAM/SEL/and/or Athletic Activities for all students

Ineffective

Our 3rd Quarter Sports ended early because we lost our coach and we did not have the facilities for Cheer for most of the year.

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.

- Fund full time School Social Worker (SSW) to support our Attendance Team and TST Team
- Add additional family supports for attendance- Community Supports
- Increase PL to support staff in SEL and Second Step.
- Fund full time Restorative Practices School Counselor (RPSC) to support with suspensions and behavior at all tiers.
- Continue with grade level specific field trips.
- **Professional Learning with I3:** There will be professional learning for PK-1 to discuss strategies to improvement of literacy through an equity lens. This will build the capacity of our teachers and instructional coach.
- Coaching - Intentional hiring in advance of coaches for the year

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:

SSC has discussed the importance of having more opportunities to deal with trauma or issues so that they can be in the right mindset for learning. SSC also discussed the importance of keeping teaching fellows and the after school program open to provide opportunity for students to get assistance. SSC discussed the importance of having different opportunities for students to connect with the school and build a sense of belonging. SSC discussed the importance of a full time social worker and restorative practices counselor. Lastly, SSC asked that Social Emotional Learning was provided for students and teachers.

ELAC:

ELAC discussed the importance of SEL support and learning for students and teachers. They want to keep the certificated tutor that works with EL students, which we are keeping but will be moved into the literacy fund. They also stressed the importance of having real world opportunities for students. Lastly, the importance of having interpreters or more staff that can help with communication with non-english speaking families.

Staff:

Staff have also asked for more social emotional support for students, so that they are able to function in class. This would include more funding for social emotional staff such as a full time social worker and restorative practices school counselor. Lastly, staff want to continue to provide extra-curricular opportunities for students to engage them in school and build a sense of belonging.

Action 1 :

Decrease Number/Percent of Students Chronically Absent

Action Details:

Olmos staff will develop and implement targeted actions to ensure that students are at school, everyday, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. Tier II Intervention Specialist will run mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance of school attendance and building positive relationships. Rewards and incentive programs will be established throughout the school year to promote good and improved attendance. Home-School Liaison will support this action.

Number and percentage of students who are chronically absent increased to 22.5%. An Intervention Specialist and School Social Worker will closely monitor these students and enroll them in clubs such as Girl Power and Boys to Men to increase their interest in school and teach the ways to mitigate age appropriate social, personal, and academic challenges. Sub-group identified were Asians and Students w/Disabilities.

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

Increasing student engagement and improving attendance can significantly address the issue of only 42% of students meeting standards in ELA and math. Here's how:

1. **Interactive Lessons:** Incorporate interactive and hands-on activities that make learning more engaging. This can include group projects, discussions, and the use of technology.
2. **Real-World Connections:** Relate lessons to real-world scenarios to make the content more relevant and interesting for students
3. **Student Choice:** Allow students to have a say in their learning by offering choices in assignments and projects. This can increase their investment in the material
4. **Positive Relationships:** Foster strong relationships between teachers and students. A supportive and respectful classroom environment can boost engagement
5. **Student Voice:** Tracking talk data and providing opportunities to facilitate the learning through circles, large and small discussion, and writing prompts that allow for student voice.

Improving Student Attendance

1. **Positive School Culture:** Create a welcoming and inclusive school culture where students feel valued and supported
2. **Family Engagement:** Involve families in promoting regular attendance through communication and family events
3. **Attendance Incentives:** Implement reward systems for good attendance, such as certificates, recognition, or small prizes
4. **Address Barriers:** Identify and address barriers to attendance, such as transportation issues, health problems, or family challenges

Services may include:

- Small group instruction for SEL Strategies and Skills based on research based socio emotional curriculum and needs of students.
- One on one check in with Targeted Support Team members.
- One-on-one counseling sessions with students of tier III needs.
- Attendance support meetings to match resources with student/family needs and set goals for attendance improvement.
- Supplemental services contracts will be offered to classified staff to monitor and promote student attendance, assist School Social Worker and Intervention Specialist, and update parent contact information
- Materials and supplies will be purchased to support all efforts to increase student attendance
- Young Men of Character/Girl Power
- Technology will be purchased to support student attendance by digitally enhancing the learning environment. Technology use in the classroom will increase interest in school and encourage student attendance. Virtual field trips, guest speakers and clubs.
- Funds will be provided to support community events and partnerships to promote student attendance.
- School Social Worker and Intervention Specialist will work directly with the office assistant, HSL and parents to reduce the number of students who are chronically absent
- Student surveys, Health Master, Safe and Civil Surveys, Atlas Reports, and Power BI will serve as the primary data sources for CCI actions
- Daily Attendance
- Be You Club
- ATLAS Attendance Data

- Intervention Specialist (CWA) Home Visit Log
- A full-time School Social Worker will be funded to assist with students who have experienced traumatic life experiences and/or need to be taught coping skills to mitigate social challenges that keep them from maintaining consistent attendance.
- A health aide will be provided by the District to support the nurse with the physical well-being of students, The health aide will assist the school nurse with record-keeping such as health assessments
- A campus assistant to help with safety as student arrive, attend and leave school campus
- Home School Liaison to assist with school communication

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.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

Asian (AS):

- Materials and supplies for parent meetings and a fulltime Restorative Practices School Counselor.
- Students engagment will be intentionally discussed during IEP/504/SSTs.

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

Students with Disabilities (SWD):

Asian (AS):

- Materials and supplies to encourage positive attendance.
- Incentives for students to improve attendance.
- Materials and supplies in the classroom for lesson planning, student needs and supports.
- SEL supplies for TST to offer as part of interventions and programs to increase attendance rates.

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

Students with Disabilities (SWD):

Asian (AS):

- Schoolwide Monitoring: The Targeted Support Team and IS will monitor SED students schoolwide to improve attendance.
- Early Identification and Intervention: By regularly monitoring attendance data, TST will identify students who are at risk of chronic absenteeism and intervene early. This allows for timely support and prevents patterns of absenteeism from becoming entrenched.
- Data-Driven Decision Making: Monitoring attendance can be used to understand trends and identify specific groups of students who may need additional support. Data informed interventions to address the unique needs of different student populations.
- Engaging the School Community: A comprehensive monitoring system comprising of entire school community, including teachers, administrators, and support staff. This collective effort ensures that everyone is aware of attendance issues and works together to address them.
- Tier 2 (T2) Students: Identified T2 students will receive interventions established and assigned by the Targeted Support Team.
- Addressing Barriers to Attendance: Monitoring by TST will help identify barriers that prevent students from attending school, such as transportation issues, health problems, or family challenges. TST team can then work to
- provide resources and support to overcome these barriers.
- Tier 3 (T3) Students: Identified T3 students will be monitored through SST and parent meetings, with additional support from CWAS and district resources.

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. TST systems of support to establish agenda and weekly checks for monitoring student attendance. Protocols are establish and baseline. Outcomes will be monitored by admin, teacher, TST team, School Social Worker, IS, HSL, and support staff.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Systematic response will be given to monitor attendance data. Team will address issues and inequities in data and make recommendations for interventions that are appropriate and match student needs. These students will be monitored closely through 6-8 week cycles and exit or continue depending on data. Expected outcome is improved attendance overall by 2-3 percent by the end of the first semester. Outcomes monitored by admin, SE team, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Systematic response will trigger immediate support and appropriate interventions to match the needs of students. Students/families will feel that school is a valuable place where they trust and send their students to be safe and learn. Continual support of students who are identified as T3 will decrease with shift of mindset and intervention response. Outcome will be increase ELA and Math as measure by DFS on SBAC. Outcomes monitored by admin, SE Team, and teachers.

Action 2 :

Students Will Engage in Arts, Activities, And Athletics

Action Details:

Clubs/Extracurricular will be provided by Olmos staff and will increase student involvement and exposure to Arts, Activities, SEL and/or Athletics. Olmos will increase activities and athletic participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts, and class sponsored activities. Olmos will provide an inclusive school climate, focused on building relationships. The foundation of this work will be through restorative practices: Building, Affirming, and Repairing relationships. This will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. This will also include input not only from staff, but also collection of student and family voice. Strategically implemented strategies will engage all students in the regional community that is Sunnyside, through participation in Goal 3 activities, with attention given to reducing students disproportional in Goal 3 participation. Olmos will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

Olmos CCT will review schoolwide data with staff and take action based on data. As part of the review, our team will engage in the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual students with available supports and interventions.

Expanded Learning will enhance student engagement by offering a variety of student-centered, high-quality programs during out-of-school hours, preparing students to be college- and career-ready. In collaboration with community partners, FUSD will integrate third-party vendors specializing in areas such as creative arts to expand enrichment opportunities. Additionally, assemblies will provide interactive learning experiences, exposing students to diverse cultures, animals, and scientific concepts. Throughout the year, Expanded Learning will celebrate student achievements and foster strong relationships among students, staff, and families, ensuring an inclusive and supportive environment.

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

Tier I: The Second Step lessons and class meeting protocols for all Olmos Staff Engaging students through extra-curricular activities to minimize behavioral and academic issues in the classroom.

- Protocols and expectations for club sponsors and event logistics.
- Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.

- Provide incentives for positive school participation and advertising of the school's positive culture.
 - Participate in regional events with feeder schools, community, parents and students on a regular basis, activities, school culture and climate.
 - Creating non-contingent student/staff incentives to support connection to site. (monthly)
 - Additional funding for Academic/Sports Banquets to establish traditions and community connection to site.
 - Training on Restorative Practices for students, teachers, staff, and families.
1. **Substitutes to support instruction-** Effective will continue next year
 2. **Supplemental contracts-** Effective will continue next year
 3. **Technology, books, materials and supplies-** Effective will continue next year

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.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

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

Student Groups

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

- **English Learner (EL):**
- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPAC progress with help from ELlevation to map out student progress.
- Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2024-2025 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

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. Students will have opportunities to engage in events on campus to increase their sense of belonging and engagement. Monitored by Admin and staff	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students will have opportunities crafted to their needs with funding provided to ensure that opportunities have the items they need to be fully equipped to be successful. Monitored by Admin and staff	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students, families, staff and the community will have opportunities to engage with each other, increase a sense of belonging, and participate in activities that increase academic scores and student readiness for middle school. Monitored by Admin and staff

Action 3 :

Social Emotional Tier I, II, III

Action Details:

All Olmos students will learn in an environment where they are supported by all Olmos staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate appropriate Tier I Social and Emotional Curriculum such as CHAMPs and other recommendations made by the Olmos Culture and Climate Team. The Olmos Culture and Climate team will ensure that all Tier I social/emotional guarantees are in place, such as CHAMPs, Class Meetings, Second Step Curriculum, and appropriate Restorative Practice techniques. This team will review all relevant data, such as surveys, class meeting monitoring sheets, office referrals and suspension data and utilize a data protocol to determine next steps.

Students identified as needing Tier II and III Social/Emotional and Behavioral support at Olmos will receive appropriate services in order to improve their ability to be successful at school. Our Intensive Intervention Team and our Targeted Support Team will monitor school-wide processes for identifying students and implementation of services. Services may include small group/1 on 1 using appropriate curriculum (Second Step, Tough Kids), Restorative Practice Circles and Check-In/Check-Out. All students receiving Tier II services will have an appropriate goal established, progress monitoring after 6-8 weeks and then recommendations based on progress.

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

All students will learn in a classrooms that have implemented CHAMPs, Class Meetings and Second Step curriculum for Tier I social/emotional support. The principal of STOIC (structure, teach, observe, interact positively, and correct fluently) will be used in all areas of our campus. Classroom teacher may work with Targeted Support team such as School Social Worker, Restorative Practices School Counselor, Intervention Specialist and Psychologist in developing and implementing Tier I support systems in the classroom for Social and Emotional Needs.

Incentive assemblies, monthly behavior rewards will be used as an incentive for appropriate student behavior and to help launch and support SEL quarterly focuses. RCA and other classified support.

More intensive social emotional behavioral intervention to match area of need can include Behavior Support Plan that is developed by site staff with support of our school psychologist.

Goals will be established and monitored by Targeted Support Team to ensure that interventions are appropriate and timely. In conjunction with teachers and parent, TST will work with teachers and parents to ensure progress monitoring of identified goal. Data will be reviewed on a monthly basis to reflect and improve up on behavior plans. Tier II and III Non-Behavioral Social/Emotional support will be provided as recommended by Targeted Support Team and may include wellness plans.

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1. Identify English learner students in Red and all the areas that they are identified in.

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

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

- Afterschool EL Support
- EL CT to work directly with EL Students
- EL CT will work with EL Students to also provide Tier I SEL Support

Student Groups

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

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPAC progress with help from ELLevation to map out student progress.
- Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2025-2026 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can reclassify.

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

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

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. • Students will taught explicitly all rules and know guidelines for success in all common areas. They will model and display this behavior. This will be monitored through behavior entries and observations. • Students who need additional SEL support will be accurately identified through universal screenings (DESSA) and data analysis. This information will be used to determine appropriate interventions to match their needs. • Outcome monitored by admin, se team, teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • All students follow school and classroom rules. They are taught SEL skills consistently at a minimal of weekly. Teachers are trained and use effective SEL strategies to respond to misbehaviors. • Outcome, students will show an increase in favorable responses on culture and climate survey from year to year. • We want to see enhanced Emotional Regulation: • Students receiving Tier 2 and Tier 3 supports will develop better emotional regulation skills. This can lead to a decrease in disruptive behaviors and an increase in positive interactions with peers and teachers. • Strengthened Relationships: The focus on building social-emotional skills will help students form stronger relationships with their peers and educators. This creates a more supportive and inclusive school environment. • Data-Driven Adjustments: Regular monitoring and progress tracking will allow teachers/staff to make data-driven adjustments to interventions. • This ensures that the support provided is effective and responsive to students' needs. • Outcome will measure by favorable response on culture and climate survey. • Monitored by admin, SE Team, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Students possess the necessary SEL skills and strategies, as outlined by CASEL, to effectively respond to their SEL needs. They are able to regulate their emotions and behaviors and increase their social awareness and sense of belonging. Teachers are effectively using CASEL competencies to address all behaviors. • As a result, we anticipate an increase in SBAC scores in both ELA and Math in DFS.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Social Worker, School	0.5000	Olmos would like to keep Lorena as a 1.0 fte for the 25-26 school year.	67,257.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	Olmos would like to keep Lorena as a 1.0 fte for the 25-26 school year.	67,257.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Counselor, School	0.3700	1.0 FTE RP Counselor Bo Yang 1069128 .5 FTE (3010-0811)/.5FTE (3010-0530)	67,369.00
G3A3	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Counselor, School	0.1300	1.0 FTE RP Counselor Bo Yang 1069128 .5 FTE (3010-0811)/.5FTE (3010-0530)	23,670.00

\$225,553.00

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	✓	98.4 %	84.4 %	2024-2025	85.5 %

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.

- Olmos' problem of practice is based on the metrics in this current goal, as there has been an decrease in favorable responses for the Staff Climate and Culture Survey. We are looking to increase favorable responses from 84.4% to 85.5%

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

- Olmos Elementary is committed to building positive relationships between all staff.
- A new principal started this year and with a new principal came changes that may or may not have been favorable to staff. The Climate Culture Team (CCT) worked in isolation from the Instructional Leadership Team (ILT), which led to disagreements over what PL should be presented at staff meetings.
- Administration will ensure that staff have opportunities to engage with staff across grades and job types during duty hours and during optional, non-duty hours events in service of building mutual understanding, providing positive feedback, and developing a sense of belonging through restorative practices.

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.

- Transparency of goals as a staff and the willingness of staff to work together to create consistent policies that supports our staff, students, parents, and school community.

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: Hiring and Retaining Diverse Staff

Fully Implemented

New staff was hired this year that increased the number of Spanish and Hmong speaking staff, along with an additional African American staff member. 3 staff members were sent to Cultural Proficiency Training.

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: Hiring and Retaining Diverse Staff

Effective

Numbers of Diverse staff members hired this year:

- 5th Grade - African American Teacher
- Plant Coordinator - Latino Spanish Speaking
- Paraprofessional - 1 Hmong Speaker, 1 Latina Spanish Speaker
- Part Time Social Worker - Latina Spanish Speaker

Numbers of Diverse Staff hired for next year at this time:

- PreSchool Teacher - Hmong Speaker
- Full Time Social Worker - Latina Spanish Speaker
- PreSchool Autism Teacher - Latina Spanish Speaker
- TK Teacher - TBD

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.

CT Team:

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction.
- Communication among all staff will be improved through the weekly e-mails from administration with highlights of the week, along with activities for the next week.
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity and Climate and Culture survey.
- CCT will develop staff-wide practices that promote positive feedback.
- CCT will establish a calendar of events that promote building positive staff relationships during the duty day and outside of the duty day (for optional events).
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.

- Food items for staff professional learning.
- Supplemental contracts for Classified staff for special projects.
- Contracted services to maintain positive staff relationships

Retention and Recruitment for Staff Members:

- On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.
- Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.
- Fund for Materials and Supplies, including Technology
- Fund for Professional Consultants/trainers
- Professional Educational Books

Aligned Professional Learning:

- High Quality Professional Learning Components
- IPG
- Regional Plans
- State Standards ELA/ Math

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:

SSC has discussed the importance of having more opportunities to deal with trauma or issues so that they can be in the right mindset for learning. SSC also discussed the importance of keeping teaching fellows and the after school program open to provide opportunity for students to get assistance. SSC discussed the importance of having different opportunities for students to connect with the school and build a sense of belonging. SSC discussed the importance of a full time social worker and restorative practices counselor. Lastly, SSC asked that Social Emotional Learning was provided for students and teachers.

ELAC:

ELAC discussed the importance of SEL support and learning for students and teachers. They want to keep the certificated tutor that works with EL students, which we are keeping but will be moved into the literacy fund. They also stressed the importance of having real world opportunities for students. Lastly, the importance of having interpreters or more staff that can help with communication with non-english speaking families.

Staff:

Staff would like improved communication and more planned out activities for the year. They have also asked for more social emotional support for students, so that they are able to function in class and teachers can teach. This would include more funding for social emotional staff such as a full time social worker and restorative practices school counselor. Lastly, staff want to continue to provide extra-curricular opportunities for students to engage them in school and build a sense of belonging.

Action 1 :

Hiring, Retaining, and Engaging Diverse Staff

Action Details:

The Olmos staff will build skills necessary to increase positive relationships with students and our Olmos community. This will be done through professional learning on opportunities to build community and relationships. This work will be grounded in equity work and creation of inclusive practices to ensure that staff actions reflect the diversity of our Olmos community.

Olmos will focus on increasing recruitment and intention of staff reflecting the diversity of the community.

- Provide professional Learning Opportunities for Cultural Proficiency Training
- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Provide professional learning opportunities for best practices for academics.
- Sunshine Club to organize monthly activities such as potlucks, birthday recognition, paint night, bowling, and social hours, etc.
- Staff appreciation meals and activities Incentives including spirit wear
- Engaging in Restorative Practices to Build, Affirm, and Repair relationships
- Staff team building events such as "Check Ins" with staff members
- Staff planning and participating in cultural assemblies and rallies

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

All staff will receive professional learning to ensure that the experience students have at Olmos reflect their diverse needs and supports all and each student in meeting their goals. Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other Student Centered and Real-World Learning:

- Staff planning cultural assemblies and field trips offer students opportunities to connect learning with history and real life experiences.
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear Funding for staff events
- Increase Recruitment/Retention of newly hired staff to reflect diversity of community
- Provide opportunities for team building with newly hired staff to create a strong connection between the staff to create a strong connection between staff, the campus, and the community.
- Staff Monthly Gatherings or retreat - optional
- Motivational Speakers and or Conferences
- Provide Professional Development to new hired staff in order to build on teacher capacity
- Provide Effective Professional Learning
- Use of Academic Coach to Support Individual or Grade Level Teachers
- Provide Needed Teacher Materials or Special Requests
- Provide Support Materials/Books for teacher support
- Provide Incentives for Students that Teachers can Leverage
- Provide Sub Release for Observations or Planning
- Assign mentor onsite staff support
- New Teacher Site Mentor - biweekly new teacher meetings
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral transfer or overage transfers to help match qualification and diversity of potential candidate to site need
- Ongoing collaboration with Managers(s) in the Teacher Residency Program to recruit potential candidates who are pursuing BCLAD certification
- Provide opportunities to network with teachers from other FUSD schools and/or Regions on best practices, common formative assessment, and lesson plans.
- Offer supplemental contracts to new teachers to help build their background knowledge and comfort level of grade-level standards.
- Assign a Mentor (alike grade levels) to newly hired teachers for support with curriculum, district assessments, common formative assessments, and lesson delivery.

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.

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, on-boarding Lab School Commitments, Keystone Pedagogies, Standards Mastery, Parent Square, Social Emotional Learning, and support with Wonders, Go Math, iReady, AR, and Standards
- PLs designed to provide basic EL information (EL data resources, ELPAC information, reclassification criteria, etc.)

- PLs designed to support effective planning and instruction for (EL data resources, ELPAC information, reclassification criteria, etc.)
- PLs designed to support effective planning and instruction for ELs (designated and integrated ELD, scaffolding strategies, ELPAC-type tasks, etc.)
- Processes for monitoring implementation and feedback on instructional delivery to teachers on selected EL PL topics.
- Provide Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Provide opportunities to network with other teachers from FUSD and Sunnyside Region on best practices, common formative assessments, and lessons plans
- Work with Multilingual Department to provide inservice regarding best practice pedagogy for English Language Learnings and the EL State Standards

Student Groups

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

- No monies in this action from 3010.

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

- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear Funding for staff events

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

- Planned events throughout the year to support staff engagement and morale.
- Staff potlucks, contests and SEL messages to practice self-care and build community.
- SEL checks/chats with teachers/staff

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. In the short term, staff engagement practices will increase employee morale and build relationships. We expect that staff will feel safe and develop social belonging and joy for their work in carrying out the mission of the school. Outcomes measured by Fall Staff Climate survey and monitored by admin team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. In the medium term, staff engagement practices will increase employee morale and build relationships. We will have a community of belonging where all staff feel belonged. They will take the initiatives to lead and solve problems they see. Engagement in community events attendance will increase year over year and staff feel safe to provide feedback on school policies, procedures and professional needs. Outcomes measured by Fall Staff Climate survey and monitored by admin team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Long-term impact: 1. Improved Student Outcomes: Engaged and motivated teachers are more likely to create dynamic and effective learning environments, leading to better academic performance and social development for students. 2. Higher Staff Retention: When staff feel valued and supported, they are more likely to stay at the school, reducing turnover and maintaining continuity for students. 3. Enhanced School Culture: A positive and collaborative atmosphere among staff can foster a sense of community and belonging, making the school a more enjoyable place for both staff and students. 4. Professional Growth: Ongoing professional development and feedback opportunities help staff to continuously improve their skills and stay current with educational best practices. 5. Increased Innovation: Engaged staff are more likely to contribute new ideas and approaches, leading to innovative teaching methods and school programs. 6. Better Parent and Community Relationships: When staff are engaged and positive, it reflects in their interactions with parents and the community, building stronger partnerships and support for the school. Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

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	✓	95.7 %	94.4 %	2024-2025	95.5 %

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.

Olmos' Problem of Practice is to continue to increase the opportunities for families to engage in their students' education and provide them with a sense of belonging.

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

Below are the major causes to support family engagement in their child's education:

- High transiency and non-stability rates- Families are not aware of our opportunities that we have on campus besides Extended Learning.
- Lack of Family Involvement in events and no opportunities for input outside of SSC.
- Lack of translation for Spanish Speaking and Hmong Speaking families.

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.

- Reconfiguring contact expectations for Home School Liaison with focus with parent outreach.
- Increased communication between teachers and families beyond class dojo
- Additional support through school-wide ParentSquare App.
- Increased messaging regarding school programs aligning on the school website and social media
- Providing opportunities for parents to have input

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: Inclusive Opportunities for ALL Stakeholders

Partially Implemented

- There were many opportunities for all stakeholders to be involved at school, but we could have more engagement.

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: Inclusive Opportunities for ALL Stakeholders

Partially Effective

- There are opportunities for whole community engagement, such as the harvest festival, parades, and parent advocacy trainings, but there still could be more.

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.

- Start or continue a Parent Faculty Club, which functions similarly as a PTA that would include staff and families.
- Provide more opportunities for family learning with parent university and with current Social Emotional Staff.
- Success Together Training

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:

SSC has discussed the importance of having more opportunities to deal with trauma or issues so that they can be in the right mindset for learning. SSC also discussed the importance of keeping teaching fellows and the after school program open to provide opportunity for students to get assistance. SSC discussed the importance of having different opportunities for students to connect with the school and build a sense of belonging. SSC discussed the importance of a full time social worker and restorative practices

ELAC:

ELAC discussed the importance of SEL support and learning for students and teachers. They want to keep the certificated tutor that works with EL students, which we are keeping but will be moved into the literacy fund. They also stressed the importance of having real world opportunities for students. Lastly, the importance of having interpreters or more staff that can help with communication with non-english speaking families.

Staff:

Staff have also asked for more social emotional support for students, so that they are able to function in class. Staff would like more support in reaching parents that are hard to reach and improve communication. This would be improved with more funding for social emotional staff such as a full time social worker and restorative practices school counselor. Lastly, staff want to continue to provide extra-curricular opportunities for students to engage them in school and build a sense of belonging.

counselor. Lastly, SSC asked that Social Emotional Learning was provided for students and teachers.

Action 1 :

Inclusive Opportunities for ALL Stakeholders

Action Details:

Olmos Elementary School will continue to have opportunities for our parents to participate in to create support and engagement of their students' education. These opportunities include personal growth, parents, English Classes, Volunteering and Student Support. We want to improve our family survey results from 94.4% to 95.5%.

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

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

Parent emails, Edu Text, Weekly Parent Square Messages, Class Dojo, School Website, Personal Telephone Calls, Instagram, School Marquee, Parent Monthly Newsletter and Classroom Updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and when possible, Hmong.

- Cultural Celebrations
- Parent Volunteers - Sign-In Sheets
- Family Game Game Nights
- Family Coffee Chats
- Parent/Guardian SEL Training
- Parent/Guardian Restorative Practices Training
- Family Nights
 - Math
 - Literacy
 - Science
 - Craft
- TST
- Family Leadership Academy with Parent University
- Athletic Events
- Translators Funding
- Transportation for fieldtrips
- Talent Show
- Childcare

Open communication with parents and community members.

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.

- English Learners will be provided with designated instruction at a minimum of 30 minutes four days a week.
- English Learners will receive integrated ELD through-out the day to support learning and comprehension.

- Instruction will be based on recommendations from the English Learners service Department and EL Coaches.
- EL Certificated Tutor on-site full time.
- English Learners will be provided with integrated ELD instruction which is woven through-out the day.
- Teachers will incorporate RIRA/Spiral lessons in primary grades and close reading strategies in the intermediate grades to support reading comprehension,
- Students will have music and art opportunities to help with language.
- Teachers will utilize the instructional pedagogies from West Ed Trainings.

Student Groups

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

- With Title I funds we plan to support this action by purchasing materials and supplies allocated for parent engagement and meetings.

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

- Materials and supplies for parent engagement meetings, community events and marketing cost associated with outreach.

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

- Monthly Parent engagement meetings hosted at several different times of the day.
- Meetings will include current topics which are relevant to success and parent participation in their child's academic journey.
- In addition to this, a back to school orientation will be considered for incoming new Kinder students to onboard parents to school community and planning hours for teachers to support with this.

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.

Short term goals will include creation of a calendar of all community events throughout the year. The events will be categorized and topics will be focused on current needs. We will develop a system of feedback to collect data to inform future meetings.

Outcomes measured by meeting participation. 50% of parents will attend BTS night. Parent meetings in quarter 1 will exceed participation as compared to 24/25 attendance by 20%.

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.

Mid term goals will include maintaining community events throughout the year. The events will be categorized and topics will be focused on current needs. System of feedback will inform current topics and formats for meetings. Consider different places and multiple formats to meet needs of parents.

Outcomes measured by meeting participation. Parent meetings in quarter 2/3 will exceed participation as compared to 24/25 attendance by 30%.

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.

System of feedback from parent engagement and community to inform best practices and engagement strategies in place at Olmos. Community partnerships are a part of the fabric of school and their resources add to an enriching educational environment for all students.

This outcome will be measured by parent attendance at meetings, increase year over year.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	2,068.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Office Support	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage	200.00

\$12,268.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0530 Olmos Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies *No Food or Incentives*	1,909.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs.	12,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,153.00
G1A1	Sup & Conc	Instruction	Student Incenti			Incentives	9,154.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech and Furniture Refresh	9,154.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	58,014.00
G1A1	Sup & Conc	Instruction	Equip Lease			Copier Lease	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	200.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	200.00
G1A1	Sup & Conc	Instruction	Direct-Food			Testing Snacks/Student Achievement Celebrations	1,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Reflex/Frax Math	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators	2,001.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	10,000.00
G1A3	LCFF: EL	Instruction	Equip Lease			: Equipment Lease-Color Copier	4,984.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	Olmos would like to keep Lorena as a 1.0 fte for the 25-26 school year.	67,257.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	Olmos would like to keep Lorena as a 1.0 fte for the 25-26 school year.	67,257.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	2,068.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Office Support	10,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Mileage	200.00
NA	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Counselor, School	0.3700	RU 4/14/25 adding remaining .50FTE from Bo Yang FTE being split	67,369.00
NA	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Counselor, School	0.1300	RU 4/14/25 adding remaining .50FTE from Bo Yang FTE being split	23,670.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,346.00
Sup & Conc	7090	\$224,502.00
LCFF: EL	7091	\$88,242.00
Grand Total		\$384,090.00

\$384,090.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$146,269.00
G3 - Increase student engagement in their school and community	\$134,514.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,268.00
No Goal Set	\$91,039.00
Grand Total	\$384,090.00