


## Olmos Elementary

106216601138291

Principal's Name: Sherry Tharpe

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sherry Tarpe	X				
2. Chairperson – Adela Moreno				X	
3. Francisca Damaso				X	
4. Alexa Leyva				X	
5. Elena Macedo				X	
6. Matt Jacoby- VP			X		
7. Kristin Voss		X			
8. Kathy Kandarian		X			
9. Stephanie Garcia-Classified			X		
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sherry Tharpe	<i>Sherry A Tharpe</i>	4-5-18
SSC Chairperson	Adela Moreno	<i>Adela Moreno</i>	4-5-18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Olmos - 0530

**ON-SITE ALLOCATION**

3010	Title I	\$65,790 *
7090	LCFF Supplemental & Concentration	\$253,864
7091	LCFF for English Learners	\$152,400
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$472,054</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,548
Remaining Title I funds are at the discretion of the School Site Council	\$64,242
Total Title I Allocation	\$65,790

## Olmos Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.37	27.37
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	16.166	23.166

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Working in ACs, Professional Learning, Coaching, CCI process, technology devices were effective in increasing growth. Use of Wonders and the Instruction Cycle. Rti block focused on gaps in literacy and grade level standards.</p> <p><b>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Working in ACs, Professional Learning, Coach, CCI process, technology devices were effective in increasing growth. Use of Go Math.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Attendance issues created less success for our African American Students. Identified now to have priority for after school support and in-class support when available. AC teams will continue to improve instructional supports and provide intervention.</p> <p><b>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Attendance issues and student mobility issues created less success for our African American Students. Identified now to have priority for after school support and in-class support when available. AC teams will continue to improve instructional supports and provide intervention.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>Wanted to continue the increase in student academics by continuing with the same path but add in more challenging classes for students above grade level. Additionally, they wanted additional language support to help make student bi literate and more</p>	<p><b>2</b> ELAC:</p> <p>ELAC wanted the continued support for the EL students, more books, and a reading area. ELAC also wanted to make sure students had the opportunity to become bi literate in Spanish. They would like to have Spanish offered at the site. Our SBAC ELA</p>	<p><b>3</b> Staff:</p> <p>Staff wanted more focused Rtl and continued focus on the EL Pedagogies. Staff also wanted the continued support of math and EL coaches along with Wonders Support. Staff also wanted Technology support and more technology. Continue to fund School</p>
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technology infused into the students' daily schedule. Our SBAC ELA increased 7.8%Our math SBAC increased by 10%.

increased 7.8% . Our math SBAC increased by 10%.

Psych, CYS Counselor/ Teaching Fellows/HSL/Resource Aide. Implement partnership with Rosetta Stone to support both students and parents in being bi-literate

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Math showed a significant increase in growth. Continued CCI process for Math. Adding more technology time and technology during instruction of the Go Math program to support student growth. Currently have 160 plus students who have the Literacy Portion requirement to be Redesignated -- just awaiting ELPAC results. Rti block continues to reduce the literacy gap for all students.

**Action 1**

**Title:** Students Reading at Grade Level or Beyond

**Action Details:**

Olmos Elementary will implement a comprehensive balanced literacy program which includes RtI, tiered levels of support, and key reading components such as phonemic awareness, phonics, fluency, comprehension and vocal language arts instruction will be aligned with CCSS across all content areas (Including Appendix C and utilizing the EL Frameworks).

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

**Explain the Progress Monitoring and data used for this Action**



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

Teaching Fellows will meet monthly with the site case manager and site administration, academic coach, TSA, and lead teachers to progress monitor.

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

- \* KSEP
- \*BAS/Fluency (K - 6th) Quarterly administration
- \*DRP (2nd and 3rd)
- \* Interim Assessment Administration
- \*Language Arts Grades
- \*Common Formative Assessments
- \* Common Assignments
- \* Additional SQII Indicators
- \*Progress Monitoring Assessments for SBAC
- \*Progress Monitoring for SEL
- \*Instructional Practice Guide
- \*Classroom walk-throughs and feedback
- \* ELPAC
- \* Quarterly Writing Assessments

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

\*Materials and supplies will be provided to support the balance 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 Reading Mastery, and Corrective Reading, online learning subscriptions, tablets, projectors, lamps, document cameras, tablet carts, power strips, cables, printers, ink toner, maintenance and repairs for technology, etc.

\*Students will receive targeted instruction from teachers and trained paraprofessionals (Teaching Fellows).

\*Certificated Teacher to support Technology usage in classrooms.

\*Rosetta Stone site/individual licenses purchased to support Spanish Biliteracy for K-6th grade

\*Olmos Elementary will contract 7 Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. Six Teaching Fellows will be embedded into classrooms alongside certificated staff. The seventh Teaching Fellow 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 Monday through Thursday, and meet on Fridays to assess students, plan next steps, and prepare lessons and materials for the following week. Teaching fellows, as well as district classroom

**Owner(s):**

- \* Administrators
- \* TSA
- \* Leadership Team (ILT)
- \* Teaching Fellows
- \* AC Teams
- \*Technology Teacher
- \* Teachers

**Timeline:**

Ongoing from September 2018 through June 2019. Students monitored weekly, monthly, quarterly utilizing BAS, Fluency, Interim Assessments/DRP, CFAs

**Specify enhanced services for EL students:**

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

- \*Student Success Team (SST) Meetings
- \* Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annual and Tri-annually
- \*Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- \*CYS Counseling Services will be offered on site
- \*Restorative Practice Counselor will assist with socio-emotional needs of foster students
- \*English Learners will be provided with designated instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations from West Ed Consultants, FUSD English Learners Services, Language Team and EL Department Coaches
- \*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

paraprofessionals will be trained to assess students using all components of the BAS Assessment.

\*Literature novels will be purchased to support the balanced literacy program

\* A 3.75 FTE Resource Lab Aide will be funded to provide supplemental instruction by supporting the RtI Program.

\* A 6 Hour Aide .75 will be funded to place orders of materials and supplies of categorical funds to support classroom instruction for at-risk students.

\*Substitute teachers will be provided to support SST meetings, data chats, peer observations, and IEP meetings.

\*Tablets and Headphones for tablet support

\*Rosetta Stone Program for Language Acquisition

\*Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principals (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning.

\*Rich, complex texts and chapter books/test sets will be purchased to support the guaranteed and viable curriculum and RIRA/Spiral lessons

\*RtI team will meet with TSA to restructure student groupings, based on current assessment data (Read Naturally, CFA's, Corrective reading, DRP, Illuminate, and Uniform classroom assessments)

\*Classroom instruction will be tied directly to assessment analyzed by AC teams

\*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, A-Z Reading, Moby Max, Starfall, etc.

\*Awards and incentives will be purchased for academic achievement

\*The balanced literacy program will be supported with learning opportunities that extend beyond the classroom via academic field trips (including transportation and admission fees)

\*Local author, Steve Riley, will facilitate writing and illustrating workshops for students during Reading Across America Week.

\*Students will receive individualized Spanish tutoring through the use of Rosetta Stone to improve Spanish speaking, reading, writing, and listening skills

\*Professional Learning by Rosetta Stone on Language Acquisition

\*Teachers will utilize the EL Frameworks and Appendix C of the CCSS to guide planning and EL instruction

#### Explain the actions for Parent Involvement (required by Title I):

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\* A copier will be leased to provide parent communication for parent meetings and events

\* Parents will be updated during the SSC Meetings, Title 1 Meeting, and the Friday Coffee Chat meetings

\* Food will be provided for parent meetings

\* Babysitting will be provided for parent meetings

\*Parent-Teacher conferences will be scheduled at the end of the first quarter

\*Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language

#### Describe Professional Learning related to this action:

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\* Teaching Fellows will be trained on site by the case manager. They will learn how to implement basic literacy strategies (Words their Way, Bear, Invernizzi, Templeton & Johnston), including how to properly administer individual student assessments.

\* Provide continued development of CC Standards and strategies in order to increase (DOK) in all content areas

\*Alignment of CCSS with integration of thinking skills

\* Increase Digital Literacy

\*Assessment-Driven Accountable Communities

- \*Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- \* Parents will receive their child's test scores following each assessment administration
- \* Title 1 Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- \* A minimum of four SSC/ELA meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- \* Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- \*Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- \* Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request in the agenda.
- \*Parent Coffee Chats will be facilitated by the Every Neighborhood Partnership (ENP). They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- \* Each teacher will provide parents a review of the EDUTEXT, Parent Portal and Class DoJo during Back to School Night and fall parent-teacher conferences.
- \*Class Dojo will serve as an alternative communication tool offering real-time communication and feedback
- \*School Messenger, parent coffee chats, Parent University Workshops, School Website, school marquee, parent newsletters (the Sunbeam and Parent Roadmap for ELA and Math) will be used to communicate with parents.

- \*Analysis of student work to determine individual student progress to determine essential learning targets.
- \*Substitutes for teachers for SSTs, IEPs, SSC, data chats, peer observations, Language Team
- \*Professional Development by Solution Tree/Doug Fisher
- \*ILT members will analyze data determine needs, plan for action and engage in planning in support of leading their ACs.
- Using designated hours or 45 hours allowed per the CBA, teachers will meet weekly to determine essential standards and learning targets.
- \* Visible Learning book will be utilized to validate action plans that support S.M.A.R.T. Goals.
- \* Language Strategies book will be utilized to validate successful strategies for student learning.
- \*Professional Learning will include learning on the Common Core Companion in ELA and Math

## Action 2

**Title:** Students meeting or exceeding grade level standards for math

### Action Details:

Olmos Elementary will implement a CCI process for math instruction, utilizing coaches and ACs which will align and support the Go Math Curriculum and the Math Standards. Math Fluency will be addressed through interventions and progress monitoring.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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- \*Common Formative Assessments (CFAs)
- \*Go Math Chapter tests and performance tasks
- \* Grades
- \*Quarterly math fluency
- \*Daily progress monitoring (walk-throughs, feedback, reflective conversations)
- \*Classroom feedback based on the IPG tool

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

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- \*Go Math Curriculum
- \*Calculators
- \*Purchase of technology, including, but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, etc.
- \*Web-based learning subscriptions and/or publications
- \*Individual goal-setting
- \*Increase digital literacy of students in alignment with the State Standards for Technology
- \*Math Manipulatives
- \*Supplemental Service Contracts for teachers to tutor students after school
- \*SSTs to plan interventions based on student progress monitoring
- \*Awards and incentives for academic achievement
- \*Substitute teachers for teacher walk-throughs
- \*Credentialed Teacher to support classroom technology
- \*Home Depot blanket purchase order to purchase white boards for students to provide immediate feedback during math instruction

**Explain the actions for Parent Involvement (required by Title I):**

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- \*Parent-Teacher conferences will be scheduled at the end of the first quarter, and throughout as needed.
- \*Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- \*Parents will be provided with a Student/Parent Handbook at the beginning of the school year.
- \*Parents will receive their child's test scores following each assessment administration
- \*Title 1 Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- \*A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business

**Owner(s):**

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- \* Administration
- \* Classroom Teachers
- \*TSA
- \*Credential Technology Teacher
- \*Math Coaches

**Timeline:**

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Ongoing from August 2018 to June 2019. Students monitored weekly for math facts. Students monitored monthly and quarterly for math standards.

**Specify enhanced services for EL students:**

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- \*English Learners will be provided with designated instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations by English Learner Services and Department Coaches
- \*English Learners will also receive Integrated ELD through-out the day to support understanding and comprehension
- \*Teachers will incorporate RIRA/Spiral in primary grades and close reading strategies in the intermediate grades to support reading comprehension for math word problems/critical thought
- \*Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measurement to help design effective instruction for English Learners.
- \*Student Success Team (SSTs) meetings
- \*Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies - Annually and Tri-Annually
- \*Individualized Spanish tutoring on the tablets through the use of Rosetta Stone
- \*Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- \*CYS Counseling Services will be offered on site
- \*Restorative Practice Counselor will assist with socio-emotional needs of foster students

**Describe Professional Learning related to this action:**

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- \* IPW Walks for Administration
- \*Common Formative Assessments (CFAs)
- \*Challenging Content
- \*Full implementation of the guaranteed and viable curriculum
- \*Student ownership in thinking
- \*Utilizing technology during instruction
- \*Peer Observations
- \*Substitutes for Language Team Meetings or Regional PL Meetings

pertaining to categorically-funded actions

\*Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents

\*Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos

\*Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda

\*Parent coffee chats will be facilitated by the Every Neighborhood Partnership (ENP). They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts

\*Each teacher will provide parents a review of the EDUTEXT, Parent Portal and DoJo during Back to School Night and fall parent-teacher conferences.

\*Class DoJo will serve as an alternative communication tool offering real-time communication and feedback

\*School Messenger, parent coffee chats, parent university workshops, school website, school marquee, the parent newsletters (The Sunbeam and Parent Roadmap for Math) will be used to communicate with parents.

\*Professional Development by Solution Tree/Doug Fisher

\*Real life/problem-solving/application

\*Teachers will work with District Math Coaches during AC time to plan and utilize the CCI model and create common formative assessments (CFAs) to support math instruction

### Action 3

**Title:** ELs Attaining English Proficiency

#### Action Details:

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

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

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

\*RIRA/Spiral Lesson Feedback during AC Meetings

\*West Ed Instructional Strategies/Pedagogies

\*Disaggregated BAS/DRP/Illuminate data by EL Subgroup

\*Common Formative Assessments (CFAs)

\*Grades

\*EL Goal Setting Report

\*Classroom Walkthroughs

\*Feedback using the IPG

##### Owner(s):

Administration

TSA - EL Site Rep

Classroom Teachers

ILT

Students

##### Timeline:

August 2018 through June 2019. Students monitored weekly, monthly, quarterly for fluency, BAS Levels, DRP, Illuminate, CFAs

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

- \*A TSA will be split funded (.51 FTE site) with FUSD to serve as case manager to oversee EL growth. TSA will facilitate ELD boot camp for LTELs
- \*Teachers will work in their ACs to develop goals for all English learners with a focus on LTELs
- \*Teachers will plan lessons with their ACs 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
- \*Substitute teachers will be provided to administer the ELPAC assessment
- \*The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- \*Technology will be provided to support the English Language development Program
- \*Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- \*Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests
- \*Materials and supplies will be provided to support instruction of EL standards - including, but not limited to: notebooks, Xerox Paper, graphics print jobs, printer tonner, pens, pencils, butcher paper, crayons, markers, carts, laminating film, student agendas, construction paper, and any other associated items to support English Language Development, laminating film, poster paper, early learning role play materials to promote oral language, student agenda planners, and die cut machine
- \*Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, ink toner, cables, audio/visual equipment, funds to repair and maintain technology, and other supplies to complete the English Language Development program needs)
- \*A supplemental copier will be leased to support EL instruction as well as parent communication
- \*Additionally, Supplemental Service contracts will be offered to teachers to service at-risk students and LTELs. Tutoring will be based on research based instructional strategies such as "Words their Way What Works in Schools" and other research-based materials.
- \*EL students will participate in designated and integrated EL instruction
- \*TSA 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.

**Specify enhanced services for EL students:**

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

\*Tablets and Headsets for Tablet Support

\*Rosetta Stone Language Program

\*Paraprofessionals will support Action 3 Smart Goals to increase redesignation 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,

#### Explain the actions for Parent Involvement (required by Title I):

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\*Language interpreters will be provided for parent meetings, including SSC/ELAC meetings and parent teacher conferences

\*Make it, Take it materials and supplies will be provided for students and parents to support language learning in the home

\*Food will be provided for parent meetings

\*Written translation and language interpreter services will be provided as needed

\*Teachers will review EL Goal Setting Report, ELPAC and academic assessment results with parents and provide guidance on how to help students advance English language proficiency.

\*Weekly School Messenger messages will be communicated on Sunday evenings to keep parents abreast of school related events

\*A minimum of four SSC meetings will be held throughout the year

\*Spring Open House will showcase comprehensive student work/progress

\*Parent-Teacher conferences will be scheduled at the end of the first quarter

\*Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language

\*Parents will be provided with a Student/Parent Handbook at the beginning of the school year

\*Parents will receive their child's test scores following each assessment administration

\*Title 1 Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate

\*A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions

\*Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents

\*Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos

\*Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda

\*Parent Coffee chats will be facilitated by the Every Neighborhood Partnership (ENP). They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification

#### Describe Professional Learning related to this action:

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\* Support teachers in utilizing English Learner (EL) Goal Setting Report to identify target students and instructional Needs

\* Continue development and support with progress monitoring and identification of potential at-risk and long term EL students (LTELs)

\*ELPAC Assessment

\*English Language Development (ELD) instruction through integrated and designated instruction

\*Deconstruction ELD standards and alignment with ELA standards

\*Continue to provide training in RIRA/Spiral and rapid language acquisition strategies through English Learners Serviced Department using the EL Frameworks and the CCSS Appendix C

\*The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers.

\*Professional learning books will be purchased.

\*Substitute Teachers for Language Team Learnings

\*Professional Learnings by Solution Tree/Doug Fisher

\*Language interpreters will be provided for parent meetings

\*Teachers will work with instructional and EL coaches during AC time and PL days to plan utilizing the model and common formative assessments (CFAs) to support EL instruction

\*Continue learnings with the EL Department and the Language Team

efforts.

\*Home school liaison will provide information and support for families and build relationships/communication between home and school



# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Items related instruction and related materials. (No incentives or food)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				4,685.00
G1A1	Sup & Conc	Instruction	Bks & Ref				5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp				10,905.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,300.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Items related to the maintenance of instructional material and support systems.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			printing booklets	1,000.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750	Alex is working in the RTI programs.	9,136.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.7500	Andrew works in the resource lab coordinating supplies, distributing materials, directing NTA's, and providing technical support to all teachers with accurate ordering.	40,360.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup				9,780.00
G1A2	Sup & Conc	Parent Participation	Oth Cls-Supp				3,056.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Part of site license Rosetta	1,756.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	46,864.00
G1A3	Title 1 Basic	Other Instructional Resources	Mat & Supp			: Rosetta headphones for students (No incentives or food)	12,580.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Rosetta headphones for parent program only (No incentives or food)	3,590.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Rosetta site license-split with 3010 and 7091	25,086.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Rosetta : Rosetta training	4,099.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5100	High Need TSA	64,140.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Instructional aide- bilingual	3,669.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Site license Rosetta	2,160.00
G1A3	LCFF: EL	Instruction	Mat & Supp				8,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			equipment related to Rossetta Stone	13,800.00
G1A3	LCFF: EL	Instruction	Direct-Graph			For graphics, signs , banners, etc.	1,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC support of EL students and instruction.	3,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup				5,135.00

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

\$286,101.00

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	99.515	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Professional Learning from the Save and Civil Team and Restorative Practice Counselor assisted teachers in developing and designing effective STEM activities for students to participate in. Staffing and student buy-in.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>No significant subgroup reflected disproportionally within this Goal.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>More exposure and training for students in higher level thinking, GATE Activities, Spanish Classes, and support for struggling readers. Our SBAC ELA increased 7.5% and SBAC Math increased by 10%.</p>	<p><b>2</b> ELAC:</p> <p>Parents wanted opportunities for students to challenge themselves. Parents also wanted Spanish Classes and more technology for student usage and more opportunities for parents to learn English. Our SBAC ELA increased by 7.5% and Math SBAC by 10%.</p>	<p><b>3</b> Staff:</p> <p>Staff wanted more technology and a person to help support the usage and skill of technology. Teachers wanted more supplies and time to help with STEM and Goal 2 activities. Continue to fund School Psych, CYS Counselor/ Teaching Fellows/HSL/Resource Aide. Implement partnership with Rosetta Stone to support both students and parents in being bi-literate. Our SBAC ELA increased by 7.5% and Math SBAC by 10%.</p>
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**Action 1**

**Title:** All students will participate in STEM Clubs

**Action Details:**

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

SEL Student Survey Data

SEL Parent Survey Data

Student Engagement Metrics

SEL Teacher Survey

Safe and Civil Rubric

Suspension and Office Referral Data/Atlas

Owner(s):

SEL Team

Safe and Civil Team

Administration

Teachers

Classified Staff

Restorative Practice Counselor

Students Parents

Timeline:

On going August 2018 to June 2019

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

\* Art Club

\* Cooking Club

\*Line Dancing

\*Nutrition/Food

\*Exercise

\*Yoga

\* Escape Room

\*Spanish Culture and Language Club

\*Hmong Culture and Language Club

\*Rosetta Stone Language Acquisition Program

\*Legos and Building Structures

\*Math Games

\*PE Games

\*Fieldtrips/Transportation of students

Explain the actions for Parent Involvement (required by Title I):

\* A copier will be leased to provide parent communication for parent meetings and events

\* Parents will be updated during the SSC Meetings, Title 1 Meeting, and the Friday Coffee Chat meetings

\* Food will be provided for parent meetings

Specify enhanced services for EL students:

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

\*English Learners will receive integrated ELD through-out the day to support learning and comprehension.

\*Instruction will be based on recommendations from the English Learners Services Department and EL Coaches

\*English Learners will be provide with integrated ELD instruction which is woven through-out the day

\*Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension

\*Professional Learning by Rosetta Stone on Language Acquisition

\*Teachers will utilize the instructional pedagogies from West Ed

Describe Professional Learning related to this action:

\*Student Ownership in Thinking

\*Real life/problem-solving/application

\*Utilizing technology during instruction

- \* Babysitting will be provided for parent meetings
- \* Parent-Teacher conferences will be scheduled at the end of the first quarter
- \* Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- \* Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- \* Parents will receive their child's test scores following each assessment administration
- \* Title 1 Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- \* A minimum of four SSC/ELA meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- \* Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- \* Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- \* Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request in the agenda.
- \* Parent Coffee Chats will be facilitated by the Every Neighborhood Partnership (ENP). They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- \* Each teacher will provide parents a review of the EDUTEXT, Parent Portal and Class DoJo during Back to School Night and fall parent-teacher conferences.
- \* Class Dojo will serve as an alternative communication tool offering real-time communication and feedback
- \* School Messenger, parent coffee chats, Parent University Workshops, School Website, school marquee, parent newsletters (the Sunbeam and Parent Roadmap for ELA and Math) will be used to communicate with parents

- \* Arts/MAPA Training
- \* Safe and Civil Training
- \* SEL Training
- \* Growth Mindset and Self-Efficacy Training
- \* CHAMPS Training
- \* Technology Training
- \* PE Training

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp				2,992.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for students that are not within the G2 monies	2,138.00

**\$5,130.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	99.153	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>Professional Learning of Growth Mind-Set, Self-Efficacy, SEL. Increased opportunities for students to experience positive, self-affirming activities. Staff and Student buy-in.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>It was noted that our African American students had a significant negative difference in growth-mindset.</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>SSC wanted more trainings for teachers to help student understand the power of believing in your self and trying. Not giving up. SSC wanted more technology choices for students to build their skill set. Our ELA SBAC increased by 7.5% and Math SBAC by 10%</p>	<p><b>2</b> ELAC:</p> <p>ELAC wanted more opportunities for Spanish speakers to speak and read Spanish to help build-up the Spanish culture. Our ELA SBAC increased by 7.5% and Math SBAC by 10%</p>	<p><b>3</b> Staff:</p> <p>Staff wanted more training on SEL, Self-Efficacy, and Growth Mind Set. Teachers also wanted more technology support to build student and staff capacity in technology. Continue to fund School Psych, CYS Counselor/ Teaching Fellows/HSL/Resource Aide. Implement partnership with Rosetta Stone to support both students and parents in being bi-literate. Our ELA SBAC increased by 7.5% and our Math SBAC by 10%.</p>
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**Action 1**

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

**Action Details:**

The SEL Team will support a growth mindset in students to promote an increased degree of self-efficacy. This initiative will be led by the SEL team and supported by the Safe and Civil team.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

\*Data will be monitored by the SEL Team and Safe and Civil Team

\*Include the Restorative Practice Counselor

SEL Student Survey

SEL Parent Survey

SEL Teacher Survey

Safe and Civil Rubric

\*Weekly Saturday Sports

\*Kindness Club

\*School-wide monthly Clubs

\*Grade level performances

\*Student Jobs

\*Peach Blossom

\*Science Olympiad

\*Certificates, Trophies, Plaques and Awards

\*Materials and supplies will be provided to support Growth Mindset through involvement in Goal 2 offerings and purchase of texts

\*Read Across America

\*Transportation

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

\*Class Meetings

\*Second Step

\*SHINE

\*Student Incentives

\*Accelerated Reader

\*Data will be monitored by the SEL Team and Safe and Civil Team

\*Data will be monitored by Restorative Practice Counselor

\*Weekly Saturday Sports

Owner(s):

\*SEL Team

\*Safe and Civil Team

\*Administration

\*Teachers

\*Classified Staff

\*Noon Time Assistants

\*Restorative Practice Counselor

\*Parents

\*Students

Timeline:

Ongoing from August 2018 to June 2019

Specify enhanced services for EL students:

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

\*Instruction will be based on recommendations 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



- \*Campus Clubs
- \*Kindness Clubs
- \*Grade Level Performances
- \*Student Jobs
- \*Peach Blossom
- \*Science Olympiad
- \*Certificates, Trophies, Plaques, Awards
- \*Field Trips and educational and cultural assemblies
- \*Read Across America
- \*Art Club
- \*Country Line Dance
- \*Computer Coding
- \*Student Council
- \*Red Ribbon Week
- \*Transportation
- \*Monthly bike raffles
- \*Sunshack Prizes
- \*Sun Room Supplies/Activities
- \*Cross-aged tutors
- \*Book Buddies
- \*Talent Show
- \*Readers' Theater
- \*Parent Lead Cultural Awareness Classes and Performances
- \*Folklorico Dance
- \*Hmong Dance
- \*Dance
- \*Career Day
- \*Materials and supplies to support Goal 2 engagements including, but not limited to Radios, high visibility vests, athletics equipment, patio table umbrellas for peer mediation, audio/visual equipment, pop-up tent shades, folding tables, folding chairs, student uniforms, shirts and hats for engagements such as peer mediation, Peach Blossom, Supplies for Clubs, etc.
- \*Campus Assistant to provide held for the variety of performances and activities.

Explain the actions for Parent Involvement (required by Title I):

Describe Professional Learning related to this action:

- \*Parents will attend a dinner celebration for student Goal 2 participation
- \*Number of suspension will decrease through student engagement connections in addition to support the athletics program.
- \*Care and Connect Room will be maintained and supplied - Sun Room
- \*Classified support to support Sun Room Supervision
- \*A copier will be leased to provide parent communication for parent meetings and events
- \* Parents will be updated during the SSC Meetings, Title 1 Meeting, and the Friday Coffee Chat meetings
- \* Food will be provided for parent meetings
- \* Babysitting will be provided for parent meetings
- \*Parent-Teacher conferences will be scheduled at the end of the first quarter
- \*Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- \*Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- \* Parents will receive their child's test scores following each assessment administration
- \* Title 1 Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- \* A minimum of four SSC/ELA meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- \* Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- \*Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- \* Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request in the agenda.
- \*Parent Coffee Chats will be facilitated by the Every Neighborhood Partnership (ENP). They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- \* Each teacher will provide parents a review of the EDUTEXT, Parent Portal and Class DoJo during Back to School Night and fall parent-teacher conferences.
- \*Class Dojo will serve as an alternative communication tool offering real-time communication and feedback
- \*School Messenger, parent coffee chats, Parent University Workshops, School Website, school marquee, parent newsletters (the Sunbeam and Parent Roadmap for ELA and Math) will be used to communicate with parents

- \*Second Step Training
- \*CHAMPS Training
- \*OLWEUS Training
- \*Safe and Civil protocols
- \*Restorative Practice Training
- \*SEL Training

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375		15,388.00

**\$15,388.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	17.095	15.095
Suspensions Per 100	6.992	5.992

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p><b>Chronic Absenteeism</b></p> <p>CWA support was critical, along with attendance incentives and parent involvement. Staff and Student and Parent Buy-in</p> <p><b>Suspensions Per 100</b></p> <p>Professional Learning from Safe and Civil and Restorative Practice Counselor. Additional clubs opportunities and Care and Connect Room made a significant impact. Staff, Student and Parent buy-in and clear communication. Use of support groups, mentors and admin check-ins.</p>	<p><b>Chronic Absenteeism</b></p> <p>Our African American students were significantly represented in our students who are chronically absent.</p> <p><b>Suspensions Per 100</b></p> <p>African American students were significantly represented in our students who were suspended.</p>

**Step 2:** 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.

<p><b>1</b> SSC:</p>	<p><b>2</b> ELAC:</p>	<p><b>3</b> Staff:</p>
<p>Keep clubs and other activities in place. Encourage parents to bring students to school. Keep holding parent meetings and sending school messenger and paper announcements home. Our SBAC ELA increased by 7.5% and Math SBAC increased by 10%.</p>	<p>Hold parents accountable, make them bring their students to school. Keep activities in place as majority of students love to come to school. Our SBAC ELA increased by 7.5% and Math SBAC increased by 10%</p>	<p>Maybe more parent trainings on the importance of attendance. More SARB referrals. Keeps CWA in place. Keep all Attendance incentives in place. More technology support to build student and staff technology. Create opportunities for parents to be bi-literate. Our SBAC ELA increased by 7.5% and Math SBAC increased by 10%.</p>

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

As we have had success in reducing our chronic absenteeism, continue with same plan. Increase technology usage to help engage and challenge students. Continue to work and educate parents on the importance of attendance.

## Action 1

**Title:** Improved number and percent of students chronically absent

### Action Details:

Number and percentage of students who are chronically absent decrease from 15.3% to 12%. A CWA 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.

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

### Explain the Progress Monitoring and data used for this Action

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

- \*AC Teams will align their goals with site goals identified in SPSA Actions
- \*Monitor Attendance Rate and Student Data
- \*Goals will align with RIRA/Spiral Lesson Feedback during AC Meetings
- \*ELPAC
- \*Disaggregated BAS/DRP/Interim Assessment data by EL Subgroup
- \*Common Formative Assessments (CFAs)
- \*Instructional Practice Guide
- \*CCI Model will be utilized to progress monitor

#### Owner(s):

- \*Administration
- \*CWA Woker
- \*Teachers
- \*Office Staff

#### Timeline:

Ongoing from August 2018 through June 2019 through Atlas. Weekly, Monthly and Quarterly.

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

- \*Supplemental services contracts will be offered to classified staff to monitor and promote student attendance, assist CWA worker, and update parent contact information
- \*Materials and supplies will be purchased to support all efforts to increase student attendance
- \*Technology will be purchased to support student attendance by digitally enhancing the learning environment. Technology use in the classroom will also aim to increase interest in school and encourage student attendance
- \*Funds will be provided to support community events and partnerships to promote student attendance.
- \*Funds will be provided to find a .10FTE School Psychologist. School psych will aim to increase student attendance by addressing student behavioral health

#### Specify enhanced services for EL students:

- \*English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- \*Instruction will be based on recommendations 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

\*CWA worker will work directly with the office assistant and parents to reduce the number of students who are chronically absent

\*Student surveys, Health Master, Safe and Civil Surveys, Atlas Reports, and SQII will serve as the primary data sources for CCI actions

\*Daily Attendance

\*ATLAS Attendance Data

\*Child Welfare and Attendance Worker (CWA) Home Visit Log

\*A full-time CYS-SAP Counselor will be funded to assist with students who have experienced traumatic life experiences and/or need to be taught coping skills to mitigate social challenges that keep them from maintaining consistent attendance

\*A health aide will be provided by the District to support the nurse with the physical well-being of students, The health aide will assist the school nurse with record-keeping such as health assessments

\*A campus assistant to help with safety as student arrive, attend and leave school campus

#### Explain the actions for Parent Involvement (required by Title I):

\* A 6 hour Home School Liaison will be provided to communicate with parents on staffs behalf and interpret at parent meetings. HSL will be reimbursed for mileage for job related expenses

\*Cell phone hardware and service will be provide to allow administration to communicate with parents

\*Weekly messages will be communicated via School Messenger

\*Monthly parent newsletters and flyers will be sent home to announce special upcoming events

\*Parent-Teacher conferences will be scheduled at the end of the first quarter

\*Each teacher will review each student's grades and how attendance impacts the grades in a comprehensible manner to parents in their primary language

\*Parents will be provided with a Student/Parent Handbook at the beginning of the school year. Weekly School Messenger messages will be communicated on Sunday evenings to keep parents abreast of school related events

\*Parent-Teacher conferences will be scheduled at the end of the first quarter

\*Parents will be provided with a Student/Parent Handbook at the beginning of the school year

\*Parents will receive their child's test scores following each assessment administration

\*Title 1 Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate

\*A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions

\*Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents

\*Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos

\*Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request

#### Describe Professional Learning related to this action:

\* School psychologist and CYS-Counselor will present to staff twice per year during site pL meetings to provide an overview of services and look-fors. CYS-SAP Counselor will show a positive impact on chronically absent students as evidence by attendance data on ATLAS

\*School Health Aide will maintain a current public safety/CPR certification

\*Review policies and procedures for quarterly attendance incentives

\*Review policies and procedures for daily attendance

\* Review policies and procedures for health referrals

\*Review process for referring families to HSL for parent outreach and home visits

\*Teachers will receive training in the EL Frameworks and the CCSS Appendix C for Writing

conferences at any time by noting a request on the agenda

\*Parent Coffee chats will be facilitated by the Every Neighborhood Partnership (ENP). They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts.

\*Home school liaison will provide information and support for families and build relationships/communication between home and school

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS counselor	97,612.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% fee for REA Evaluation Fee	1,953.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	School Psychologist- helps additionally in our special needs programs as well assisting our students in their minset.	14,431.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	hsl- helps provide the connection for Spanish- speaking families.	48,689.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL home visits and other travel between locations while at work.	750.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp				2,000.00

**\$165,435.00**



# 2018-2019 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			Items related instruction and related materials. (No incentives or food)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				4,685.00
G1A1	Sup & Conc	Instruction	Bks & Ref				5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp				10,905.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,300.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Items related to the maintenance of instructional material and support systems.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			printing booklets	1,000.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750	Alex is working in the RTI programs.	9,136.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.7500	Andrew works in the resource lab coordinating supplies, distributing materials, directing NTA's, and providing technical support to all teachers with accurate ordering.	40,360.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup				9,780.00
G1A2	Sup & Conc	Parent Participation	Oth Cls-Supp				3,056.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Part of site license Rosetta	1,756.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	46,864.00
G1A3	Title 1 Basic	Other Instructional Resources	Mat & Supp			: Rosetta headphones for students (No incentives or food)	12,580.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Rosetta headphones for parent program only (No incentives or food)	3,590.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Rosetta site license-split with 3010 and 7091	25,086.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Rosetta : Rosetta training	4,099.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5100	High Need TSA	64,140.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Instructional aide- bilingual	3,669.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Site license Rosetta	2,160.00
G1A3	LCFF: EL	Instruction	Mat & Supp				8,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			equipment related to Rosetta Stone	13,800.00
G1A3	LCFF: EL	Instruction	Direct-Graph			For graphics, signs , banners, etc.	1,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC support of EL students and instruction.	3,000.00
G1A3	LCFF: EL	Parent Participation	ClS Sup-Sup				5,135.00
G2A1	Sup & Conc	Instruction	Teacher-Supp				2,992.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for students that are not within the G2 monies	2,138.00
G3A1	Sup & Conc	Security	ClS Sup-Reg	Assistant,Campus Safety	0.4375		15,388.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS counselor	97,612.00

G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% fee for REA Evaluation Fee	1,953.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	School Psychologist- helps additionally in our special needs programs as well assisting our students in their mindset.	14,431.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	hsl- helps provide the connection for Spanish-speaking families.	48,689.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage for HSL home visits and other travel between locations while at work.	750.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp				2,000.00
							<b>\$472,054.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,790.00
Sup & Conc	7090	\$253,864.00
LCFF: EL	7091	\$152,400.00
<b>Grand Total</b>		<b>\$472,054.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$286,101.00	
G2 - All students will engage in arts, activities, and athletics	\$5,130.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$15,388.00	
G4 - All students will stay in school on target to graduate	\$165,435.00	
<b>Grand Total</b>		<b>\$472,054.00</b>