

Olmos Elementary

10621660113829

Principal's Name: Sherry Tharpe



Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: **June 10, 2020**

Title I SWP

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|--------------------------------|--|
| Topic | Details |
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| Centralized Services | <i>N/A</i> |
| School Site Council Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council (SSC) | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

| District Goals | |
|---|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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

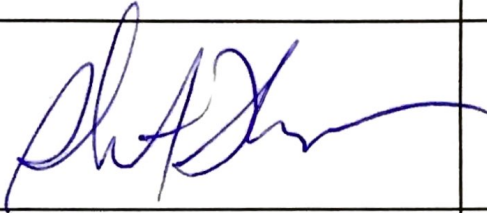
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|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
|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

School Site Council

| School Site Council List | | | | | |
|---------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Sherry Tharpe | X | | | | |
| 2. Chairperson – Neomi Garcia | | | | X | |
| 3. Secretary- Kristin Eslinger | | X | | | |
| 4. Member- Shawn Martinez | | X | | | |
| 5. Member- Chue Carrasco | | X | | | |
| 6. Member- Stephanie Garcia | | | X | | |
| 7. Member- Lenor Maqueda | | | | X | |
| 8. Member- Yolanda Llamas | | | | X | |
| 9. Member- Minerva Villa | | | | X | |
| 10. Member- Eulogia Garcia | | | | X | |
| 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

| School Name: | | | |
|---|------------------|--|-----------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Sherry Tharpe |  | 4/1/20 |
| SSC Chairperson | Neomi Garcia | <i>Neomi Garcia</i> | 5/26/2020 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Olmos - 0530

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$74,094 * |
| 7090 | LCFF Supplemental & Concentration | \$290,137 |
| 7091 | LCFF for English Learners | \$107,823 |
| TOTAL 2020/21 ON-SITE ALLOCATION | | \$472,054 |

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

| | |
|--|----------|
| Title I Parent Involvement - Minimum Required | \$2,097 |
| Remaining Title I funds are at the discretion of the School Site Council | \$71,997 |
| Total Title I Allocation | \$74,094 |

Olmos Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|----------|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 32.362 % | 27.561 % | 2018-2019 | 34.561 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 29.542 % | 27.229 % | 2018-2019 | 34.229 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

We were able to utilize our Response to Intervention program in all grade levels. The use of our interim assessments (iReady/CFAs) and teacher professional learnings on iReady were effective.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

We were able to utilize our Response to Intervention program in all grade levels. The use of our interim assessment (iReady/CFAs) and teacher professional learnings on iReady were effective.

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

*Due to our high transiency - we are not always able to implement all interventions with fidelity.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

*Due to our high transiency - we are not always able to implement all interventions with fidelity.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

At this time, we were on track to meet our goals. Actions currently being taken at Olmos include: goal setting by teacher, grade level, and site, determined a schoolwide problem of practice focusing on vocabulary and comprehension, 1 to 1 tablets in 1st-6th grade, TSA to support and monitor RtI and ELD, 6 teaching fellows to support Tier II targeted intervention, iReady online instructional minutes to support individualized student needs, Identifying EL, SPED, and at risk students for Tier II support, PLCs develop CFA, 3rd-6th grade utilize IABs, iReady/IABs/CFAs/BAS/KAIG utilized to identify students who need additional support. AC agendas and walk through data indicate that PLCs are working collaboratively to align assessments and assignments to grade level standards.

English Learners in Grades 3-6-53.7% are making progress toward English Language Proficiency

SBAC ELA results: Students increase 6.2 points with no subgroups in the red. Subgroup focus continues to be English Learners and students with disabilities both in orange.

- **Qualitative Data:** Currently actions are supporting targeted student needs. While English Learners and Students with Disabilities are making progress, the progress is not as great as we would like. PLCs are developing an understanding of the utilization of iReady data and how iReady can be used for targeted and Tiered levels of support. PLCs continue to work together to align grade level standards, rigor, and instructional practices. Student Success Team supports collaboration of stakeholders and supports for students' academic and behavioral needs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue with our focus on CFAs/iReady to support our students with immediate and effective teachings that are differentiated per student. Many of our tier 3 students are among the sub-group of foster youth and suffer from trauma. Our staff is developing the tools through Professional Learning, Restorative Practice Coach support, Climate and Culture Specialist Support while continuing first good teaching.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our SSC wanted the continued focus on reading, writing and math.
Parents wanted more training on iReady

2 ELAC:

ELAC wanted assurances that we were going to continue on the same path - focusing on reading, writing and math and Spanish with more trainings for parents on iReady and Rosetta Stone.

3 Staff:

Staff wanted to continue to utilize iReady with more information/trainings on utilizing all resources available to meet student needs.

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). We will target our Hispanic, non-EL students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

- * KSEP
- *BAS/Fluency (K - 6th) Quarterly administration
- *iReady (K-6th)
- *Common Core Companion
- * Interim Assessment Administration
- *Language Arts Grades
- *Common Formative Assessments
- * Common Assignments
- *Progress Monitoring Assessments for SBAC
- *Progress Monitoring for SEL
- *Instructional Practice Guide
- *Classroom walk-throughs and feedback
- * ELPAC
- * Quarterly Writing Assessments
- * CAASP IABs

Owner(s):

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

Timeline:

Ongoing from September 2020 through June 2021. Students monitored weekly, monthly, quarterly utilizing iReady, BAS, Fluency, CFAs

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

Our FUSD assessment, iReady.

Owner(s):

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

Timeline:

Daily, Weekly, Monthly and Quarterly -- Ongoing from September 2020 through June 2021. Students monitored utilizing iReady, BAS, Fluency, Interim Assessments, CFAs

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

*Materials and supplies will be provided to support the balanced literacy program including but not limited to notebooks, Xerox paper, agendas, pens, pencils, butcher paper, graphics printing, crayons, markers, laminating film, poster paper, and hardware maintenance.

*Funds will be provided to purchase technology to support the balanced literacy program, including all components, guaranteed and viable curriculum, 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 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 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, Grade Level Planning time 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 formative assessments (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 (iReady, Read Naturally, CFA's, Corrective reading, 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, MobyMax, 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.

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

*Intervention Specialist to support Tier II students

*CARE Team to identify and support Tier II students

Specify enhanced services for low-performing student groups:

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* DESSA

* Climate and Culture Specialist

- *DESSA - to identify and monitor Tier II Students
- *Restorative Practice Counselor will assist with socio-emotional needs of foster students
- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations from West Ed Consultants, FUSD English Learners Services, Language Team and EL Department Coaches
- *Teachers will incorporate RIRA/Spiral lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension along with the EL Pedagogies
- *Teachers will use the English Language Proficiency Assessment of Ca (ELPAC) as a baseline measure to design instruction for English Learners
- *Students will receive individualized Spanish tutoring through the use of Rosetta Stone to improve Spanish speaking, reading, writing, and listening skills
- *Professional Learning by Rosetta Stone on Language Acquisition
- *Teachers will utilize the EL Frameworks and Appendix C of the CCSS to guide planning and EL instruction

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
- * 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

- * Intervention Specialist
- * Restorative Practice Counselor
- * CYS counselor
- * SST
- *CARE Team
- * Alternative Recess/Care and Connect Room (Sun Room)

Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

Meaningful work, Check-in/Check-out, STEM Clubs

Describe Professional Learning related to this action:

- * 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 and utilize iReady materials.
 - * 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
 - *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, CARE 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

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.

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: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

Explain the Progress Monitoring and data used for this Action

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

*Common Formative Assessments (CFAs)

*Go Math Chapter tests and performance tasks

*Think Central

*iReady

* Grades

*Quarterly math fluency

*Daily progress monitoring (walk-throughs, feedback, reflective conversations)

*Classroom feedback based on the IPG tool

Owner(s):

* Administration

* Classroom Teachers

*TSA

*Credential Technology Teacher

*Math Coaches

Timeline:

Ongoing from August 2020 to June 2021. Students monitored weekly for math facts. Students monitored monthly and quarterly for math standards.

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

*Go Math Curriculum

*Think Central

*iReady

*Khan Academy

* CAASP IABs

*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

Specify enhanced services for EL students:

- *English Learners will be provided with designated instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations by English Learner Services and Department Coaches
- *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
- *Intervention Specialist for Tier II Students

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

- *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

Specify enhanced services for low-performing student groups:

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

- * RtI
- * Climate and Culture Specialist
- * Intervention Specialist
- * Restorative Practice Counselor
- * CYS counselor
- * SST
- * Care Team
- * DESSA
- * Alternative Recess/Care and Connect Room (Sun Room)

Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

Meaningful work, Check-in/Check-out, STEM Clubs

Describe Professional Learning related to this action:

- * IPW Walks for Administration
- * Common Formative Assessments (CFAs)
- * Challenging Content

- *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 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 as well as the School Website
- *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.

- *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
- *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

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

Explain the Progress Monitoring and data used for this Action

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

- *RIRA/Spiral Lesson Feedback during AC Meetings
- *West Ed Instructional Strategies/Pedagogies
- *Disaggregated BAS/DRP/Illuminate data by EL Subgroup
- *Common Formative Assessments (CFAs)
- *iReady Targets
- *Grades
- *EL Goal Setting Report
- *Classroom Walkthroughs
- *Feedback using the IPG

Owner(s):

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

Timeline:

August 2020 through June 2021. Students monitored weekly, monthly, quarterly for fluency, BAS Levels, Illuminate, CFAs, iReady

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, Grade Level meetings/trainings/planning
- *Substitute teachers will be provided to administer the ELPAC assessment
- *iReady Assessments/Curriculum
- *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.

*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,

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

*Professional Learning by Rosetta Stone on Language Acquisition

*ACs planning with the TCL from West Ed

*iReady EL Support

Specify enhanced services for low-performing student groups:

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* Climate and Culture Specialist

* Intervention Specialist

* Restorative Practice Counselor

* CYS counselor

* SST

*DESSA

* Alternative Recess/Care and Connect Room (Sun Room)

Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

Meaningful work, Check-in/Check-out, STEM Clubs

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

*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

Describe Professional Learning related to this action:

* 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

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 efforts.

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

*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

2020-2021 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 | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows-5 | 40,172.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher substitute-quarterly planning | 20,796.00 |
| G1A1 | Sup & Conc | Other Instructional Resources | Cl&Tech-Reg | Paraprof, Resource Lab | 0.7500 | | 45,466.00 |
| G1A3 | Title 1 Basic | Instruction | Bks & Ref | | | Rosetta Stone site license | 30,707.00 |
| G1A3 | Title 1 Basic | Instruction | Mat & Supp | | | Rosetta headphones (No Food/Incentives) | 1,118.00 |
| G1A3 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent Participation (No Food/Incentives) | 2,097.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | operational materials | 10,200.00 |
| G1A3 | Sup & Conc | Instruction | Off Eq Lease | | | upstairs copier lease | 7,497.00 |
| G1A3 | Sup & Conc | Instructional Supervision & Admin | Cl&Tech-Sup | | | Office support | 6,321.00 |
| G1A3 | Sup & Conc | Parent Participation | Oth Cls-Supp | | | | 3,159.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.5100 | High Need TSA | 67,342.00 |
| G1A3 | LCFF: EL | Instruction | Ins Aide-Sup | | | Intr. Aide -supp. | 17,440.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | bilingual instructional materials and supplies | 5,357.00 |
| G1A3 | LCFF: EL | Instruction | Nc-Equipment | | | Bilingual equipment | 11,684.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC testers | 3,000.00 |
| G1A3 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Classroom support-Classified | 1,517.00 |
| G1A3 | LCFF: EL | Parent Participation | Mat & Supp | | | Materials for bilingual parent participants | 1,000.00 |

\$274,873.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|---------------------------|----------------|----------|-----------|----------|
| Goal 2 Participation Rate | 100 % | 55.099 % | 2018-2019 | 99.099 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

| | |
|--|--|
| <p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Goal 2 Participation Rate</p> <p>Our participation rate is about 98%. Through the use of Clubs, Sports, Music and Art, we were able all students opportunities and time.</p> | <p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>*As opportunities were built into the regular school day - students who had chronic attendance or who moved were not able to access all opportunities.</p> |
|--|--|

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

As School Closure prevented a full year - we seemed on track with our goal for access to all of our students.

Actions currently being taken at Olmos involve school wide literacy strategies (close read, text annotation, iReady diagnostic assessment), common PLC formative assessments, technology (1 to 1 tablets for 1st - 6th grade, 5 Teaching Fellows for Tier 2 intervention, iReady online instructional minutes for individualized student needs, after school tutoring, identified EL, SPED and at-risk students for tier 2 support. Overall students have show a school wide growth in iReady Diagnostic #1 and Diagnostic #2 By 10% in Reading and 10% in Math. Site SBAC scores for 2018-19 have shown in ELA at 27.6% with 5.4% growth and 27.8% in math with 7.1 growth. 3rd -6th grade administering IAB's for data collection and reflection for targeted instructional needs and student supports. PLC's utilize iReady, BAS, KAIG and CFA to identify students who need additional support. Data is used to support differentiation and identify Tier 2 intervention supports. Data also utilized for tutoring sessions. Walk-through data indicates PLC's are working collaboratively and continue to develop with level of rigor aligned to Grade level standards

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We have planned more opportunities through-out the school day for next year. We are increasing the amount of blended learning (STEM). Currently actions are supporting targeted student needs. Teacher development with understanding and utilization of iReady data continues to be our focus for development with Tiered Levels of support for student individual needs. PLC are working as IPG indicates grade level continued alignment of instructional

practices, CFA development for grade level standards , rigor and data analysis. Student Success Team supports collaboration of stakeholders and supports for students academic and behavioral needs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC is very focused on reading, writing and math with trainings for parents on iReady. Wanted continued afterschool and learning trips.

2 ELAC:

ELAC wanted continued opportunities for our students to explore activities for students such as field trips and after school programs.

3 Staff:

Staff wanted support with online learning and more after school opportunities for students,

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
- DESSA
- Safe and Civil Rubric
- Suspension and Office Referral Data/Atlas

Owner(s):

- SEL Team
- Culture and Climate Team
- ILT
- CARE Team
- Administration
- Teachers
- Classified Staff
- Restorative Practice Counselor
- Students Parents

Timeline:

On going August 2020 to June 2021.

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

We have applied an appropriate amount of resources to materials and supplies and to labor costs to implement these services.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

- * RtI
- * Climate and Culture Specialist
- * Intervention Specialist
- *CARE Team
- *DESSA
- * Restorative Practice Counselor
- * CYS counselor
- * SST
- * Alternative Recess/Care and Connect Room (Sun Room)

Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

Meaningful work, Check-in/Check-out

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
- * 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

Describe Professional Learning related to this action:

- *Student Ownership in Thinking
- *Real life/problem-solving/application
- *Utilizing technology during instruction
- *Arts/MAPA Training
- *Safe and Civil Training
- *SEL Training
- *Growth Mindset and Self-Efficacy Training
- *CHAMPS Training
- *Technology Training
- *PE Training

2020-2021 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 | Direct-Maint | | | Direct-Maintenance | 250.00 |
| G2A1 | Sup & Conc | Instruction | Direct-Graph | | | graphics | 500.00 |

\$750.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|---------------------------------|----------------|----------|-----------|----------|
| Exposure to Careers - 3rd Grade | 100 % | 99.115 % | 2018-2019 | 100 % |
| Exposure to Careers - 4th Grade | | 93.617 % | 2018-2019 | 100 % |
| Exposure to Careers - 6th Grade | | 92.523 % | 2018-2019 | 99.523 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

| | |
|---|--|
| <p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 3rd Grade We will continue with current plan.</p> <p>Exposure to Careers - 4th Grade We will continue with current plan.</p> <p>Exposure to Careers - 6th Grade We will continue with current plan.</p> | <p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade More parent contact/support to encourage attendance in opportunities.</p> <p>Exposure to Careers - 4th Grade More parent contact/support to encourage attendance in opportunities.</p> <p>Exposure to Careers - 6th Grade More parent contact/support to encourage attendance in opportunities.</p> |
|---|--|

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were on track to meet our goals before school closure. We had a 96.82% involvement rate. It was noted that 16.48% of the activities were Arts/VAPA and 13.55% was Athletics. We will add more art and movement opportunities for the upcoming year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We found success in our Second Step, Meaningful Work, Class Meetings, Career Day, Super Hero Manners Challenge, Character Counts activities, Check-in/out; and high expectations. Would like more opportunities for students to be involved and learn more about careers. We need to add more Art and movement opportunities.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC wants to continue with rigorous and high expectations for our students. They felt what we were currently doing was excellent

2 ELAC:

ELAC appreciated what was already in place. Would like more info to parents on all that was being offered. Possibly in parent chats.

3 Staff:

Staff wanted to continue with what was in place but would like to offer more supports to students who struggled with successful behavior. We will have an IS to assist with helping students be more aware of successful behavior.

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
- *DESSA
- *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

Owner(s):

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

Timeline:

Ongoing from August 2020 to June 2021.

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
- *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.
- * Purchase signs to promote positive actions and growth mindset for students, staff, and parents.

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

Specify enhanced services for low-performing student groups:

- School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.
- School site teams learn together using an inclusive, improvement sciences model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

grades to support reading comprehension

*Teachers will utilize the instructional pedagogies from West Ed

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* Climate and Culture Specialist

* Intervention Specialist

*CARE Team

*DESSA

* Restorative Practice Counselor

* CYS counselor

* SST

* Alternative Recess/Care and Connect Room (Sun Room)

Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

Meaningful work, Check-in/Check-out

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

*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

Describe Professional Learning related to this action:

*Second Step Training

*DESSA

*CHAMPS Training

*OLWEUS Training

*Safe and Civil protocols

*Restorative Practice Training

*SEL Training

- * 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

2020-2021 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 | Instruction | Teacher-Supp | | | Teacher supplemental | 20,126.00 |
| G3A1 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Comprehensive Youth Services : CYS counselor | 108,524.00 |
| G3A1 | Sup & Conc | Security | Cls Sup-Reg | Assistant,Campus Safety | 0.4375 | | 17,907.00 |
| G3A1 | LCFF: EL | Instruction | Direct-Graph | | | Bilingual Graphics | 483.00 |

\$147,040.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current Target | Actual | As Of | Target |
|-------------------------------|----------------|----------|-----------|----------|
| Chronic Absenteeism | 15.336 % | 13.973 % | 2018-2019 | 11.973 % |
| Suspensions Per 100 | 14.576 % | 8.685 % | 2018-2019 | 7.685 % |
| Student Survey - Caring adult | | 64.744 % | 2018-2019 | 71.744 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Our Chronic Absenteeism has continued to go down. Having staff work with individual students and families has been very successful.

Suspensions Per 100

We have significantly reduced our suspension rate by increasing supports for our students (meaningful work, restorative practice, IS, Clubs, Sun Room, etc.

Student Survey - Caring adult

We continue to work with our students to support the whole student. We want all students to feel welcomed and valued at school and to always know that there are several adults that are cheering them on.

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

Chronic Absenteeism

We have a high transiency rate which affects our students who are chronic. We need to continue to work with the parent to ensure students can come to school.

Suspensions Per 100

As with our chronic, we need to continue to work with the parents to get their understanding and buy-in,

Student Survey - Caring adult

We went up 7%.. We need to continue to work and support our students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were on track to significantly improve in our goals -- all of our actions and budget expenditures were appropriate.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue with our current plan and add more supports for students who are new to the school. We are expanding our Meaningful Work and Check-in/out system. Working on more peer supports and clubs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC wanted to continue with our current programs as they were pleased with the programs. Would like more parents trainings on careers and educational programs.

2 ELAC:

ELAC wanted for the school to continue with what we were doing. Again, would like more info for parents on the programs and trainings.

3 Staff:

Staff would like more opportunities for students to explore choices for colleges and careers.

Action 1

Title: Improved number and percent of students chronically absent

Action Details:

Number and percentage of students who are chronically absent decrease from 15.3% to 12%. ACWA worker will closely monitor these students and enroll them in clubs such as Girl Power and Boys to Men to increase their interest in school and teach the ways to mitigate age appropriate social, personal, and academic challenges. Sub-group identified was Hispanic males.

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

Explain the Progress Monitoring and data used for this Action

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

- *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 2020 through June 2021 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

*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

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

Specify enhanced services for low-performing student groups:

School site teams (ILT, CCT, Care Team, SST, PLC) work to complete a root cause analysis and determine area of focus to support identified low performing student groups.

School site teams learn together using an inclusive, improvement sciences. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Additional resources (human capital) available in a "menu of options" for the site team to access to support area of focus.

* RtI

* Climate and Culture Specialist

* Intervention Specialist

* Restorative Practice Counselor

* CYS counselor

* SST

* Alternative Recess/Care and Connect Room (Sun Room)

Professional learning for site leaders and teachers focused on providing enhanced services for low-performing groups.

Meaningful work, Check-in/Check-out

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

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

- *Cell phone hardware and service will be provided 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 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

- 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

2020-2021 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 | Psychological Services | Crt Pupil-Reg | Psychologist, School | 0.1000 | | 15,255.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | | 18,799.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | | 15,085.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Local Mileag | | | mileage | 252.00 |

\$49,391.00

2020-2021 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 | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows-5 | 40,172.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher substitute-quarterly planning | 20,796.00 |
| G1A1 | Sup & Conc | Other Instructional Resources | CI&Tech-Reg | Paraprof, Resource Lab | 0.7500 | | 45,466.00 |
| G1A3 | Title 1 Basic | Instruction | Bks & Ref | | | Rosetta Stone site license | 30,707.00 |
| G1A3 | Title 1 Basic | Instruction | Mat & Supp | | | Rosetta headphones (No Food/Incentives) | 1,118.00 |
| G1A3 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent Participation (No Food/Incentives) | 2,097.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | operational materials | 10,200.00 |
| G1A3 | Sup & Conc | Instruction | Off Eq Lease | | | upstairs copier lease | 7,497.00 |
| G1A3 | Sup & Conc | Instructional Supervision & Admin | CI&Tech-Sup | | | Office support | 6,321.00 |
| G1A3 | Sup & Conc | Parent Participation | Oth Cls-Supp | | | | 3,159.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.5100 | High Need TSA | 67,342.00 |
| G1A3 | LCFF: EL | Instruction | Ins Aide-Sup | | | Intr. Aide -supp. | 17,440.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | bilingual instructional materials and supplies | 5,357.00 |
| G1A3 | LCFF: EL | Instruction | Nc-Equipment | | | Bilingual equipment | 11,684.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC testers | 3,000.00 |
| G1A3 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Classroom support-Classified | 1,517.00 |
| G1A3 | LCFF: EL | Parent Participation | Mat & Supp | | | Materials for bilingual parent participants | 1,000.00 |
| G2A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct-Maintenance | 250.00 |
| G2A1 | Sup & Conc | Instruction | Direct-Graph | | | graphics | 500.00 |
| G3A1 | Sup & Conc | Instruction | Teacher-Supp | | | Teacher supplemental | 20,126.00 |
| G3A1 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Comprehensive Youth Services : CYS counselor | 108,524.00 |
| G3A1 | Sup & Conc | Security | Cls Sup-Reg | Assistant,Campus Safety | 0.4375 | | 17,907.00 |
| G3A1 | LCFF: EL | Instruction | Direct-Graph | | | Bilingual Graphics | 483.00 |
| G4A1 | Sup & Conc | Psychological Services | Crt Pupl-Reg | Psychologist, School | 0.1000 | | 15,255.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Services | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | | 18,799.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Services | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | | 15,085.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Services | Local Mileage | | | mileage | 252.00 |

\$472,054.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$74,094.00 |
| Sup & Conc | 7090 | \$290,137.00 |
| LCFF: EL | 7091 | \$107,823.00 |
| Grand Total | | \$472,054.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$274,873.00 |
| G2 - All students will engage in arts, activities, and athletics | \$750.00 |
| G3 - All students will demonstrate the character and competencies for workplace success | \$147,040.00 |
| G4 - All students will stay in school on target to graduate | \$49,391.00 |
| Grand Total | \$472,054.00 |