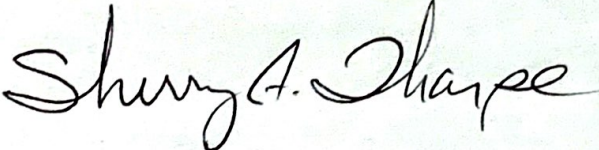


Olmos Elementary

10621660113829

Principal's Name: Sherry Tharpe

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
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/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances


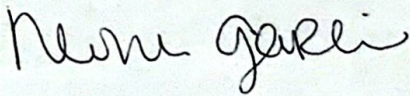
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sherry Tharpe	X				
2. Chairperson -Neomi Garcia				X	
3. Shawn Martinez		X			
4. Secretary- Kristin Voss		X			
5. Chao "Julie" Her		X			
6. Stephanie Garcia			X		
7. Lenor Maqueda				X	
8. Minerva Villa				X	
9. Estela Alvarado				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

School Name: Olmos Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sherry Tharpe		3/22/2021
SSC Chairperson	Neomi Garcia		3/23/2021

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 2021/22

Olmos - 0530

ON-SITE ALLOCATION

3010	Title I	\$75,555 *
7090	LCFF Supplemental & Concentration	\$241,395
7091	LCFF for English Learners	\$112,995
7099	School Opening Support <i>(New! One-time funds)</i>	\$27,265
TOTAL 2021/22 ON-SITE ALLOCATION		\$457,210

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,971
	Remaining Title I funds are at the discretion of the School Site Council	\$73,584
	Total Title I Allocation	\$75,555

Olmos Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		29.16 %	2020-2021	40.16 %
I-Ready Math D2 On Level		19.04 %	2020-2021	30.04 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

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

I-Ready Math D2 On Level

We were able to utilize our Response to Intervention program in all grade levels. The use of the interim assessments (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 as it relates to this goal.

I-Ready ELA D2 On Level

Students lacked effective instruction monitoring and tech support during school closure. We were not able to implement all interventions with fidelity.

I-Ready Math D2 On Level

Students lacked effective instruction monitoring and tech support during school closure. We were not able to implement all interventions with fidelity.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our current outcome is short of expectations. One of the major differences was the majority of the current school year has been virtual. In review of standards, students struggled with comprehension standard which affects both reading and math success.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

With the review and analysis of our current results, we are going deeper into the review of comprehension standards (RL.1) - utilizing more indepth professional learning and time on reading comprehension. Additional professional learning and staff resources on instruction, monitoring, reviewing, reteaching of comprehension.

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 was very concerned regarding School Closure. They want students to return to inperson learning when it is safe. SSC wanted more supports for students in the 2021-2022 school year such as iReady Toolbox and iReady Phonics. Parents still wanted the Rosetta Stone Program for both English and Spanish acquisition. Parents were excited to hear that the iReady Toolbox and iReady Mastery included Math as well as Reading and Writing.

2 ELAC:

ELAC parents were very concerned by the lack of in class, on site learning. They want teachers to be able to support students Emotionally when they return. They want teachers to be informed and using effective techniques and programs to help make-up lost ground for our students. A parent was also concerned about raining days and the lack of a covered walk way from the cafeteria to the main building. Parents also liked the use of Rosetta Stone to assist Spanish to English and to help Spanish speaking students to not lose their Spanish language.

3 Staff:

Staff rated Sub Days for Planning high, along with SEL supports for students such as the CYS Counselor. Staff was concerned and wanted to ensure a high functioning Response to Intervention (RtI) program. Current year in virtual learning was not deemed as successful as it should have been. Program supports such as iReady Mastery, iReady Toolbox, and iReady Phonics have been selected to better meet intervention and targeted teaching 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
- *Language Arts Grades
- *Common Formative Assessments
- * Common Assignments
- *Progress Monitoring Assessments for SBAC
- *Progress Monitoring for SEL
- *CFAs
- *Instructional Practice Guide
- *Classroom walk-throughs and feedback
- * ELPAC
- * Quarterly Writing Assessments
- * CAASP IABs
- *iReady Standards Mastery
- *iReady Teacher Toolbox (Ready Reading, Ready Math, Ready Writing)
- *iReady Phonics for Reading grade 3rd through 6th
- *Professional Learning - Comprehension - Doug Fisher
- *BPST
- *Staff Book Studies
- *Professional Learning - including but not limited to Doug Fisher, iReady, Nearpod,

Owner(s):

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

Timeline:

Ongoing from September 2021 through June 2022.
Students monitored weekly, monthly, quarterly utilizing iReady, BAS, Fluency, CFAs. BPST, Star Testing, Standards Mastery

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

Our FUSD assessment, iReady.

*SBAC Assessment

*iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI

*CFAs

*Monthly Data Chats and Review

*Review Monthly and Quarterly Data at ILT and share at PLCs.

*iReady Assessment

*Power BI

*Student Behavior BI

*Chronic Absenteeism Power BI

*iReady Toolbox

*iReady Phonics

*iReady Mastery

*BPST

*Fluency

*Star Testing

*AR

*Nearpod Assessments

Owner(s):

* Administrators

* TSA

* Leadership Team (ILT)

* Teaching Fellows

* AC Teams

*Technology Teacher

* Teachers

Timeline:

Daily, Weekly, Monthly and Quarterly-- Ongoing from September 2021 through June 2022, 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, Rtl instructional resources such as iReady Toolbox, iReady, 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 individual licenses to help support Spanish to English

*Professional Learning from Doug Fisher on Comprehension and Student Learning

*Professional Learning on Nearpod

*Olmos Elementary will contract four Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. Teaching Fellows will be embedded into classrooms alongside certificated staff. Teaching Fellows will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students, Teaching fellows, as well as district classroom paraprofessionals will be trained to assess students using all components of the BAS Assessment, BPST, iReady, Toolbox, Nearpod, etc.

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

*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

*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/text sets will be purchased to support the guaranteed and viable curriculum and RIRA/Spiral lessons

*RtI team to restructure student groupings, based on current assessment data (iReady, Read Naturally, CFA's, Corrective reading, and Uniform classroom assessments)

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

*Professional Learning on Comprehension - Doug Fisher

*Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text

*Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests. Additionally, funds will be provided for web-based learning subscriptions including, but not limited to Accelerated Readers, Star, iReady Toolbox, iReady Phonics, 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.

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

*Child Welfare Specialist to support Tier II students

*CARE Team to identify and support Tier II students

*DESSA - to identify and monitor Tier II Students

*Restorative Practice Counselor will assist with socio-emotional needs of 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

*Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)

*Identifying and providing appropriate site-based interventions in ELA aligned to struggling RFEP student needs.

*Teachers will incorporate RIRA/Spiral lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension along with the EL Pedagogies

*Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measure to

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

* Intervention Specialist

* Restorative Practice Counselor

* CYS counselor

*Additional School Psychologist Time

* 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.

design instruction for English Learners

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

*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

*Subs for ELPAC Assessors or ELPAC Teacher Planning

*Redesignation Family Brunch

*Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirt

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

- *Common Formative Assessments (CFAs)
- *Go Math Chapter tests and performance tasks
- *Think Central
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *iReady
- * Grades
- *Quarterly math fluency
- *Monthly Data Chats and Review
- *Review Monthly and Quarterly Data at ILT and share at PLCs.
- *Daily progress monitoring (walk-throughs, feedback, reflective conversations)
- *Classroom feedback based on the IPG tool
- *iReady Standards Mastery
- *iReady Teacher Toolbox
- *iReady Phonics
- *iReady Math
- *iReady Assessments

Owner(s):

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

Timeline:

Ongoing from August 2021 to June 2022. 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
- *Monthly Data Chats, focus of ILT and PLCs (IABs, FIABs, Standards Mastery, iReady, Teacher Toolbox, 3rd - 6th Phonics)
- *Calculators
- *Purchase of technology, including, but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, etc.
- *Nearpod and Nearpod Lessons
- *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

- *Professional Learning on Comprehension - Doug Fisher
- *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
- *Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- *Identifying and providing appropriate site-based interventions in mathematics aligned to struggling RFEP student needs.
- *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 to English 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
- *Child Welfare Specialist for Tier II Students
- *Redesignation Family Brunch
- *Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirt

[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
- * Child Welfare Specialist
- * Restorative Practice Counselor
- * CYS counselor
- * Additional Psychologist Time
- * 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

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:

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

- *RIRA/Spiral Lesson Feedback during AC Meetings
- *West Ed Instructional Strategies/Pedagogies
- *Disaggregated BAS.i Ready data by EL Subgroup
- *Common Formative Assessments (CFAs)
- *iReady Targets
- *Monthly Data Chats, focus of ILT and PLCs (IABs, FIABs, Standards Mastery, iReady, Teacher Toolbox, 3rd - 6th Phonics)
- *Grades
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *iReady Assessments
- *EL Goal Setting Report
- *Classroom Walkthroughs
- *ELPAC
- *EL Goal Setting Report
- *Feedback using the IPG

Owner(s):

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

Timeline:

August 2021 through June 2022 monitored weekly, monthly, quarterly for fluency, BAS Levels, CFAs, iReady, STAR, SBAC, EL Goal Setting Report, ELPAC

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

- *ACT will be split funded (.51 FTE site) with FUSD to serve as case manager to oversee EL growth. CT 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
- *iReady Toolbox
- *Nearpod

- *Professional Learning on Comprehension - Doug Fisher Professional Learning
- *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
- *Home School Liaison to provide communication between school and home
- *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
- * Redesignation Family Brunch
- *Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirts
- *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.
- *Daily integrated and designated ELD instruction at appropriate ELP levels for all ELs across all curricula.
- *Appropriate interventions based on data, specific EL statuses (newcover, LTEL, At-Risk)
- *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

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

- *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
- *Afterschool EL Support

- * Climate and Culture Specialist
- * Child Welfare Specialist
- * Restorative Practice Counselor
- * CYS counselor
- *Additional Psychologist Time
- * SST
- *DESSA
- *Additional School Psychologist Time
- * 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

Action 4

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: <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

- *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
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *DESSA
- *Weekly Saturday Sports
- *Kindness Club
- *School-wide monthly Clubs
- *Grade level performances
- *Student Jobs
- *Staff Book Studies
- *Peach Blossom
- *AR
- *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
- *Minecraft Club

Owner(s):

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

Timeline:

Ongoing from August 2021 to June 2022.

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

- *Class Meetings
- *Second Step
- *SHINE
- *SORA Advantage
- *Student Incentives
- *Accelerated Reader
- *Staff Book Studies
- *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 safe environment for all events, shows, sports, family night, assemblies

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

- *T-Shirts for Athletes, Clubs, Redesignation, Kindergarden Sight Words, Student Spirit Days
- *Supplemental contracts for Sun Room (Care and Connect Room), Mentoring, Teachers, Extra curricular for SEL

Specify enhanced services for EL students:

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

*English Learner Redesignation conversation so that ELs will know what it means to be an English learner/emerginc bilingual and what it will take to redesignate to English language proficient.

*EL Data Chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and acadaic achievement and/or ensure expected English Language Proficiency (ELP) growth per year for on-tine redesignation

*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 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.

- * Rtl
- * Climate and Culture Specialist
- * Child Welfare Specialist
- *CARE Team
- *DESSA
- * Restorative Practice Counselor
- * CYS counselor
- *Additional School Psychologist Time
- * 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

Action 5

Title: All students will participate in STEAM 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:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

SEL Student Survey Data
SEL Parent Survey Data
Student Engagement Metrics
SEL Teacher Survey
iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
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
Child Welfare Specialist
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
- *Supplemental contracts for classifce staff to assist with clubs beyond their duty day
- *Kennedy Arts Center Presentations and Lessons
- *Talented Tuesdays
- *Mnd Yetti
- *Growth Mindset

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
- * Child Welfare 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	5,378.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Rosetta Stone, iReady Toolbox, iReady Phonics for Reading, Smart Notebook	7,929.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	7,243.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	4,097.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	37,824.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance	250.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphics	500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Rosetta Stone, iReady Toolbox, iReady Phonics for Reading, Smart Notebook	15,171.00
G1A1	One-Time School	Instruction	Teacher-Subs			Teacher Substitutes Quarterly Planning	10,000.00
G1A1	One-Time School	Instruction	Mat & Supp			Operational Materials	7,265.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.5100	High Need TSA	68,206.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Office Support	4,358.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Testers	2,999.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Instructional aide supplemental	8,878.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Bilingual Instructional Materials and Supplies	5,358.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Bilingual Equipment	9,735.00
G1A3	LCFF: EL	Instruction	Equip Lease			Upstairs Copier Lease	7,497.00
G1A3	LCFF: EL	Instruction	Direct-Graph			Bilingual Graphics	483.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified support	8,878.00

\$212,049.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

About 80% of students were able to take virtual field trips and were able to experience some real-world learning.

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

Student-centered real world learning experience - Site Defined

We were not able to have 100% of our students participate in virtual field-trips, art and music due to school closure. Families struggled to have effective, consistent internet and supervision of student.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to school closure - there were several adjustments made from Career Day, Guest Speakers, Field Trip Opportunities, Assemblies, Music and Clubs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We have planned more opportunities through-out the school day for next year. We are increasing the amount of blended learning (STEAM). We will continue to support targeted students and their needs. Teacher development with understanding and utilization of iReady data and standards (with a focus on Comprehension Skills) continues to be our focus for development with Tiered Levels of support for student individual needs. PLCs are working with IPG data and continue to align 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 was very concerned regarding School Closure. They want students to return to inperson learning when it is safe. SSC wanted more supports for students in the 2021-2022 school year such as iReady Toolbox and iReady Phonics. Parents still wanted the Rosetta Stone Program for both English and Spanish acquisition. Parents were excited to hear that the iReady Toolbox and iReady Mastery included Math as well as Reading and Writing.

2 ELAC:

ELAC parents were very concerned by the lack of in class, on site learning. They want teachers to be able to support students Emotionally when they return. They want teachers to be informed and using effective techniques and programs to help make-up lost ground for our students. A parent was also concerned about raining days and the lack of a covered walk way from the cafeteria to the main building. Parents also liked the use of Rosetta Stone to assist Spanish to English and to help Spanish speaking students to not lose their Spanish language.

3 Staff:

Staff rated Sub Days for Planning high, along with SEL supports for students such as the CYS Counselor. Staff was concerned and wanted to ensure a high functioning Response to Intervention (RtI) program. Current year in virtual learning was not deemed as successful as it should have been. Program supports such as iReady Mastery, iReady Toolbox, and iReady Phonics have been selected to better meet intervention and targeted teaching needs.

Action 1

Title: All students will participate in STEAM 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

iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI

SEL Teacher Survey

DESSA

Safe and Civil Rubric

Suspension and Office Referral Data/Atlas

Check-in and Check-Out Data

CWA's Data

Care and Connect Team Data/Referrals/Supports

Owner(s):

SEL Team

Culture and Climate Team

ILT

CARE Team

Administration

Teachers

Campus Safety

Home School Liaison

Classified Staff

Child Welfare Specialist

Campus Safety Assistant

Restorative Practice Counselor

Students

Parents

Timeline:

On going August 2021 to June 2022.

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

* Art Club

* Cooking Club

*Line Dancing

*Nutrition/Food

*Minecraft

*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

*Kennedy Art Center Lessons, Presentations, and Performances

- *Mnd Yetti
- *Growth Mindset
- *Second Step
- *Talented Tuesday
- *Sun Room
- *Career Day
- *Career Presentations
- *Goal 2 Trips
- *Home School Liaison to help with school to home communication
- *Campus Safety Assistant to Assist in creating a safe environment

We have applied an appropriate amount of resources to materials and supplies and for 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.
- *Expose students to work and career pathways where abilingual skill set is an advantage by including multilingual guest speakers and career professionals at school events.
- *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

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.

- * Rtl
- * Climate and Culture Specialist
- * Child Welfare Specialist
- *CARE Team
- *DESSA
- * Restorative Practice Counselor

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.

- * Rtl
- * Climate and Culture Specialist
- * Child Welfare 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

* 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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		31.21 %	2020-2021	29.21 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Chronic Absenteeism</p> <p>Our Chronic Absenteeism has gone up during school closure. We continue to work with our families through check-in and check-out, rewards and goals, SARB, and relationships.</p> <p>Suspensions students with 1 or more</p> <p>Due to School Closure - suspensions have reduced to zero. We continue to monitor student behavior through the use of Atlas and office referrals. SEL</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Chronic Absenteeism</p> <p>Due to school closure - our absenteeism has increased substantially due to tech issues, such as inconsistent internet and student monitoring.</p> <p>Suspensions students with 1 or more</p> <p>At this time, our suspensions have reduced to zero. Unfortunately, our chronic absenteeism has increased. The decrease is possibly due to students logging off when frustrated. We are continuing to work with our Restorative Practice Counselor and classroom SEL.</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to school closure - our chronic absenteeism has gone up. Although our Suspensions have decreased to about zero. We have created several positive rewards for students to earn as they increase their attendance during virtual learning. We continue to work with our CWA and our home visits. We are also focused on implementing SEL with fidelity.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We have had great success with our home visits and check-in and check-outs to build student/school positive relationships. We continue to observe the need to educate and build strong school to home relationships.

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 was very concerned regarding School Closure. They want students to return to inperson learning when it is safe. SSC wanted more supports for students in the 2021-2022 school year such as iReady Toolbox and iReady Phonics. Parents still wanted the Rosetta Stone Program for both English and Spanish acquisition. Parents were excited to hear that the iReady Toolbox and iReady Mastery included Math as well as Reading and Writing.

2 ELAC:

ELAC parents were very concerned by the lack of in class, on site learning. They want teachers to be able to support students Emotionally when they return. They want teachers to be informed and using effective techniques and programs to help make-up lost ground for our students. A parent was also concerned about raining days and the lack of a covered walk way from the cafeteria to the main building. Parents also liked the use of Rosetta Stone to assist Spanish to English and to help Spanish speaking students to not lose their Spanish language.

3 Staff:

Staff rated Sub Days for Planning high, along with SEL supports for students such as the CYS Counselor. Staff was concerned and wanted to ensure a high functioning Response to Intervention (RtI) program. Current year in virtual learning was not deemed as successful as it should have been. Program supports such as iReady Mastery, iReady Toolbox, and iReady Phonics have been selected to better meet intervention and targeted teaching needs.

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. 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
- *iReady Power BI, Student Behavior BI and Chronic Absenteeism Power BI
- *Disaggregated BAS/DRP/Interim Assessment data by EL Subgroup
- *Common Formative Assessments (CFAs)
- *Instructional Practice Guide
- *CCI Model will be utilized to progress monitor
- *Review schoolwide absence data regularly with Climate and Culture Team. Continue the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual with available supports and interventions,
- *Continue with our TST Team and structures. Utilize the Tier II structures such as the referral process, criteria for identifying students in need and progress monitoring

[Owner\(s\):](#)

- *Administration
- *CWA Worker
- *Teachers
- *Home School Liaison
- *Office Staff
- *TST Team

[Timeline:](#)

Ongoing from August 2021 through June 2022 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. Virtual field trips, guest speakers and clubs.
- *Funds will be provided to support community events and partnerships to promote student attendance.
- *Funds will be provided to fund 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 Power BI 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
- *Home School Liaison to assist with school communication

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

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

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

- *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 primarygrade and close reading strategies in intermediate grades to support reading comprehension
- *Teachers will utilize the instructional pedagogies from West Ed

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 SPSAactions 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.

- * Rtl
- * Climate and Culture Specialist
- * Intervention Specialist
- * Additional Psychologist Time
- * 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

Action 2

Title: All students will participate in STEAMClubs

[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:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

SEL Student Survey Data
SEL Parent Survey Data
Student Engagement Metrics
SEL Teacher Survey
iReadyPower BI, Student Behavior BI and Chronic Absenteeism Power BI
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
Child Welfare Specialist
Restorative Practice Counselor
Students Parents

Timeline:

On going August 2021 to June 2022.

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

- * Art Club
- * Cooking Club
- *Line Dancing
- *Nutrition/Food
- *KennedyArts Center Presentations, Performances, Lessons
- *Minecraft
- *Goal 2 Field Trips
- *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.

Specify enhanced services for low-performing student groups:

- *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

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : Comprehensive Youth Services: CYS Counselor	110,511.00
G3A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	1051435 Additional School Psych time	15,435.00
G3A1	One-Time School	Instruction	Teacher-Supp			Teacher Supplemental	10,000.00

\$135,946.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		78.99 %	2019-2020	88.99 %
Staff Goal - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Staff Goal - Site Defined</p> <p>Increase staff satisfaction - ensuring staff have what they need to be successful and supported. All technology and trainings were rushed last year and after the fact. We will be building on learns from 2020-2021. We would like 100% of our staff to feel valued and supported.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>Staff currently rates overall positive in Belonging Domain was 78.99. We would continue to seek input from staff regarding improvements or supports we would add for staff.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Staff Goal - Site Defined</p> <p>Due to school closure - teachers struggled with technology and having the training needed to support students in all online learning. Staff felt isolated.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>Due to technology struggles and virtual learning, staff struggled with feelings of isolating and technology support.</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Staff had to work remotely and needed to be well-versed in technology. All trainings and needs were often created after the fact - staff was not aware of what they needed to be successful working remotely. We have expanded our MTSS model and various supports for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We have created more learning opportunities and supports for staff to create a successful learning environment. Trainings in recouping learning loss due to school closure. How to incorporate successful technology into effective teaching. How to support students who may have anxiety or social emotional concerns due to a year in remote learning. There is an opportunity to target Professional Learning around Cultural Proficiency and set targeted goals focused around our District's DEI Framework. We will monitor our staff survey - Overall Positive in Belong Domain

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 was very concerned regarding School Closure. They want students to return to inperson learning when it is safe. SSC wanted more supports for students in the 2021-2022 school year such as iReady Toolbox and iReady Phonics. Parents still wanted the Rosetta Stone Program for both English and Spanish acquisition. Parents were excited to hear that the iReady Toolbox and iReady Mastery included Math as well as Reading and Writing.

2 ELAC:

ELAC parents were very concerned by the lack of in class, on site learning. They want teachers to be able to support students Emotionally when they return. They want teachers to be informed and using effective techniques and programs to help make-up lost ground for our students. Aparent was also concerned about raining days and the lack of a covered walk way from the cafeteria to the main building. Parents also liked the use of Rosetta Stone to assist Spanish to English and to help Spanish speaking students to not lose their Spanish language.

3 Staff:

Staff rated Sub Days for Planning high, along with SEL supports for students such as the CYS Counselor. Staff was concerned and wanted to ensure a high functioning Response to Intervention (RtI) program. Current year in virtual learning was not deemed as successful as it should have been. Program supports such as iReady Mastery, iReady Toolbox, and iReady Phonics have been selected to better meet intervention and targeted teaching needs.

Action 1

Title: Hiring and Retaining Diverse Staff

[Action Details:](#)

Staff will have a variety of opportunities to feel connected and supported.

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](#)

- * Staff Management Portal on iAchieve
- *FUSD Recruitment Interview Form
- *FUSD Exit Interview Form
- *District Staff Survey
- *Inhouse Culture and Climate Staff Survey
- *Staff Attendance

Owner(s):

- * Administration
- *Site Hiring Panel (ILT/Admin)
- *FUSD Human Resource Department
- *Teacher Redidency Program

Timeline:

- *On-going
- *Quarterly
- *Lateral Hires
- *Overage Hires
- *New Teacher Hires

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

- *Increase Recruitment/Retention of newly hired staff to reflect diversity of community
- *Provide opportunities for team building with newly hired staff to create a strong connection between the staff to create a strong connection between staff, the campus, and the community.
- *Provide Professional Development to new hired staff in order to build on teacher capacity
- *Provide Effective Professional Learning
- *Assign mentor onsite staff support
- *New Teacher Site Mentor - biweekly new teacher meetings
- *Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- *Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs
- *On-going communication with HR for placement of new hires, lateral transfer or overage transfers to help match qualification and diversity of potential candidate to site need
- *Ongoing collaboration with Managers(s) in the Teacher Rediscency Program to recruit potential candidates who are perusing BCLAD certification
- *Provide opportunities to network with teachers from other FUSD schools and/or Regions on best practices, common formative assessment, and lesson plans.
- *Offer a supplemental contracts to new teachers to help build their background knowledge and comfort level of grade-level standards.
- *Assign a Mentor (alike grade levels) to newly hired BCLAD teachers for support with curriculum, district assessments, common formative assessments, and lesson delivery.

[Specify Professional Development or Staff Services to support EL students:](#)

- * Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, onboarding Lab School Commitments, Keystone Pedagogies, Standards Mastery, Rosetta Stone, Social Emotional Learning, and support with Wonders, Go Math and Standards
- *PLs designed to provide basic EL information (EL data resources, ELPA information, redesignation criteria, etc.)
- *PLs designed to support effective planning and instruction for (EL data resources, ELPA information, redesignation criteria, etc.)
- *PLs designed to support effective planning and instruction for ELs (designated and integrated ELD, scaffolding strategies, ELPAC-type tasks, etc.)
- *Processes for monitoring implementation and feedback on instructional delivery to teachers on selected EL PL topics.
- *Provide Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- *Provide opportunities to network with other teachers from FUSD and Sunnyside Region on best practices, common formative assessments, and lesson plans
- *Work with Multilingual Department to provide inservice regarding best practice pedagogy for English Language Learners and the EL State Standards

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

- *Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, onboarding Lab School Commitments, Keystone Pedagogies, Social Emotional Learning, and support with Standards, Wonders, Math/ELA Planning
- *Provide Professional Learning on Cultural Proficiency, Standards Mastery, iReady, Growth Mindset, Keystone Pedagogies, and Technology
- *Provide opportunities to network with teachers from other FUSD schools and/or Regions on best practices, common formative assessments, Standards Mastery, and lesson plans
- *Work with DPI to increase knowledge around growth mindset and student engagement

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		99.18 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Due to school closure, we had to be very creative in reaching out and connecting with our parents. We offered tech support on site and created ways for parents to contact Olmos after hours - when it was convenient for the parent.

Parent Survey - Respected and welcomed

Incorporating family satisfaction with Olmos - feeling respected and welcomed.

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

Family Goal - Site Defined

Due to school closure - connecting with families was challenging. We created several avenues in which to connect with parents such as School Messenger, Parent Letters, Parent Coffee Chats, Home Visits but we still struggled in making connecting with a few.

Parent Survey - Respected and welcomed

With school closure, our parents were still very supportive.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were not able to host several events for our families. We did create ways to reach our families - through home visits and video messages. Not being able to host events and chats in person was a barrier.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to offer incentives to families for attending events and trainings. We will offer several curriculum based fun learning activities for families such as Literacy Nights, Math Nights, Science Night and parent learnings. We will also continue to offer parents the opportunities online.

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 was very concerned regarding School Closure. They want students to return to inperson learning when it is safe. SSC wanted more supports for students in the 2021-2022 school year such as iReady Toolbox and iReady Phonics. Parents still wanted the Rosetta Stone Program for both English and Spanish acquisition. Parents were excited to hear that the iReady Toolbox and iReady Mastery included Math as well as Reading and Writing.

2 ELAC:

ELAC parents were very concerned by the lack of in class, on site learning. They want teachers to be able to support students Emotionally when they return. They want teachers to be informed and using effective techniques and programs to help make-up lost ground for our students. A parent was also concerned about raining days and the lack of a covered walk way from the cafeteria to the main building. Parents also liked the use of Rosetta Stone to assist Spanish to English and to help Spanish speaking students to not lose their Spanish language.

3 Staff:

Staff rated Sub Days for Planning high, along with SEL supports for students such as the CYS Counselor. Staff was concerned and wanted to ensure a high functioning Response to Intervention (RtI) program. Current year in virtual learning was not deemed as successful as it should have been. Program supports such as iReady Mastery, iReady Toolbox, and iReady Phonics have been selected to better meet intervention and targeted teaching needs.

Action 1

Title: Inclusive Opportunities for ALL Stakeholders

[Action Details:](#)

Olmos Elementary School will have opportunities for our parents to participate in to create support and engagement of their students' education. These opportunities include personal growth, parenting, English Classes, Volunteering, and Student support.

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

- * Parent Meetings and Sign-In Logs
- *Parent Input on Needs Assessment
- *Parent Questionnaire and Surveys
- *Rosetta Stone Accounts for Parents - Spanish to English
- *ELAC - Sign-In Sheets
- *Parent Volunteers - Sign-In sheets
- *Offer supplemental contact to staff member who is bilingual to organize and train parents.
- *Family Math Nights
- *Family Literacy Night
- *Family Science Night
- *Family Game Nights
- *Family Coffee Chats
- *Parent SEL Training
- *Parent Restorative Training
- *Home School Liaison to assist with Parent Communication
- *Campus Safety Assistant

Owner(s):

- *Administration
- * Classified/Certificated Staff
- *Parents/Students
- *Campus Safety Assistant
- *Home School Liaison

Timeline:

- * On-going
- *Monthly
- *Quarterly
- *Yearly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- *Title 1 meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power points will be streamed via our website to allow parents to play back.
- *Parent emails, Edu Text, School Messenger, Class Dojo, School Website, telephone calls, twitter, School Marquee, Parent Monthly Newsletter, classroom updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and Hmong,
- *Rosetta Stone Accounts for Parents - Spanish to English or English to Spanish
- *Parent Volunteers - Sign-In sheets
- *Family Game Nights
- *Family Coffee Chats
- *Parent SEL Training
- *Parent Restorative Training
- *Family Math Nights
- *Family Literacy Nights
- *Family Science Nights

- *Craft Nights
- *Care Team (TST Team)
- *School Site Council
- *Parent University Courses
- *Partnership with City of Fresno Redevelopment Course
- *Campus Safety Officer to ensure a safe, thriving, and secure environment
- *Partnership with Every Neighborhood Program - Saturday Sports, Parenting Classes

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

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

*Parent emails, Edu Text, School Messenger, Class Dojo, School Website, telephone calls, twitter, School Marquee, Parent Monthly Newsletter, classroom updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and Hmong,

Rosetta Stone Accounts for Parents - Spanish to English

*EL Parent support in sustaining EL students' home language and developing bilingual proficiency.

*ELAC - Sign-In Sheets

*Parent Volunteers - Sign-In sheets

*Offer supplemental contact to staff member who is bilingual to organize and train parents.

*Family Game Nights

*Family Coffee Chats

*Parent SEL Training

*Parent Restorative Training

*Family Math Nights

*Family Literacy Nights

*Family Science Nights

*Rosetta Stone for Parents - Spanish to English

*Craft Nights

*Care Team (TST Team)

*School Site Council

*Parent University Courses

*Partnership with City of Fresno Redevelopment Course

*Campus Safety Officer to ensure a safe, thriving, and secure environment

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

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

*Parent emails, Edu Text, School Messenger, Class Dojo, School Website, telephone calls, twitter, School Marquee, Parent Monthly Newsletter, classroom updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and Hmong,

*Family Game Nights for Science, Math and Literacy

Rosetta Stone Accounts for Parents - Spanish to English

*ELAC - Sign-In Sheets

*Increase School Psychologist Time

*Parent Volunteers - Sign-In sheets

*Offer supplemental contact to staff member who is bilingual to organize and train parents.

*Family Game Nights

*Family Coffee Chats

*Parent SEL Training

*Parent Restorative Training

*Math Nights

*Craft Nights

*Care team (TST)

*School Site Council

*Parent University Courses

*Partnership with City of Fresno Redevelopment Courses

*Partnership with Every Neighborhood Program - Saturday Sports, Parenting Classes

*Partnership with Every Neighborhood Program - Saturday Sports, Parenting Classes

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	1,971.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	252.00
G5A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		52,996.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials for bilingual parent participation	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		52,996.00

\$109,215.00

2021-2022 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	5,378.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Rosetta Stone, iReady Toolbox, iReady Phonics for Reading, Smart Notebook	7,929.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	7,243.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	4,097.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	37,824.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance	250.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphics	500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Rosetta Stone, iReady Toolbox, iReady Phonics for Reading, Smart Notebook	15,171.00
G1A1	One-Time School	Instruction	Teacher-Subs			Teacher Substitutes Quarterly Planning	10,000.00
G1A1	One-Time School	Instruction	Mat & Supp			Operational Materials	7,265.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.5100	High Need TSA	68,206.00
G1A3	Sup & Conc	Instructional Supervision & Adm	CI&Tech-Sup			Office Support	4,358.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Testers	2,999.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Instructional aide supplemental	8,878.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Bilingual Instructional Materials and Supplies	5,358.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Bilingual Equipment	9,735.00
G1A3	LCFF: EL	Instruction	Equip Lease			Upstairs Copier Lease	7,497.00
G1A3	LCFF: EL	Instruction	Direct-Graph			Bilingual Graphics	483.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified support	8,878.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : Comprehensive Youth Services: CYS Counselor	110,511.00
G3A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	1051435 Additional School Psych time	15,435.00
G3A1	One-Time School	Instruction	Teacher-Supp			Teacher Supplemental	10,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	1,971.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	252.00
G5A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		52,996.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials for bilingual parent participation	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		52,996.00

\$457,210.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,555.00
Sup & Conc	7090	\$241,395.00
LCFF: EL	7091	\$112,995.00
One-Time School	7099	\$27,265.00
Grand Total		\$457,210.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$212,049.00
G3 - Increase student engagement in their school and community	\$135,946.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$109,215.00
Grand Total	\$457,210.00