

**Powers-Ginsburg Elementary**

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

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

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<b>District Goals</b>	
<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 - Angela Balliet	X				
2. Chairperson - Violet Ballard				X	
3. Secretary – Linda Samaniego		X			
4. DAC Representative – Christy Lappe				X	
5. Darlene Garcia		X			
6. Stephanie Ramos Lopez		X			
7. Kimberly Deslauriers			X		
8. Amy Winebrenner				X	
9. Marisela Hernandez				X	
10. Alyssa Andrade				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 2-19-2021.

**Required Signatures**

School Name: Powers-Ginsburg Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet		4-8-2021
SSC Chairperson	Violet Ballard		4-8-2021

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

Powers/Ginsburg - 0365

**ON-SITE ALLOCATION**

3010	Title I	\$44,505 *
7090	LCFF Supplemental & Concentration	\$147,378
7091	LCFF for English Learners	\$35,235
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$16,646</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$243,764</b>

* 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	\$1,161
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$43,344</u>
	Total Title I Allocation	\$44,505

## Powers-Ginsburg 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
EL Reclassification Rate		4.71 %	2019-2020	11.71 %
I-Ready ELAD2 On Level		42.33 %	2020-2021	49.33 %
I-Ready Math D2 On Level		30.23 %	2020-2021	37.23 %

**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 ELAD2 On Level

**ELA** -We did not meet our target of 49.3%. 42% of students in K-6 performed on/above grade level (an increase of 3% from Q1 and 10% increase from iReady #2 last year in November).

- 29.3% 1 year behind
- 28.37% 2 or more years behind
- 21% of students in grades 4-6 performed on/above grade level
- Clusters of weakness: RC (Informational & Lit)

The following actions were implemented:

- PLCs developed quarterly instructional plans around key standards, with strategic alignment of curriculum, instruction, and assessments.
- Teachers utilized the district curriculum and supports to plan and deliver standards-based lessons virtually.
- Teachers and Lead Teachers received professional learning through Doug Fisher.
- All students had 1 to 1 technology and were assigned I-Ready lessons to complete weekly.
- Students were provided opportunities for small group extra support, virtually.

**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

Due to school closure since March 2020, our students have been learning remotely (Distance Learning) for over a year, resulting in a wide range of factors leading to disproportionality/resource inequities during the 2020-2021 school year, including lack of access to a safe and adequate learning environment, knowledge of basic use of technology and troubleshooting, support from household members, adult supervision during school hours, accountability of attendance, participation, and work completion.

Sub-groups:

- Grades 5 & 6 - 53% of students in grades 5 and 6 performed 2+ years behind
- Foster Youth - 4 of 8 students (50%) performed 2 + years behind.
- EL - 31 of 67 students (46.27%) performed 2 + years behind
- SWD - 25 of 53 students (46.3%) performed 2 + years behind

#### I-Ready Math D2 On Level

Due to school closure since March 2020, our students have been learning remotely (Distance Learning) for over a year, resulting in a wide range of factors leading to disproportionality/resource inequities during the 2020-2021 school year, including lack of access to a safe and adequate learning environment, knowledge of basic use of technology and troubleshooting, support from household members, adult supervision during

### I-Ready Math D2 On Level

**Math** - We did not meet our target of 37.2%. 30% of students in K-6 performed on/above grade level (increase of 8% from Q1 and 7% increase from iReady#2 from last year).

- 43% 1 year behind
- 26.28% 2 or more years behind
- 8.5% of students in grades 4 and 5 performed on/above grade level
- Clusters of weakness: Geometry and Measurement/Data

The following actions were implemented:

- PLCs developed quarterly instructional plans around key standards, with strategic alignment of curriculum, instruction, and assessments.
- Teachers utilized the district curriculum and supports to plan and deliver standards-based lessons virtually.
- Teachers and Lead Teachers received professional learning through Doug Fisher.
- All students had 1 to 1 technology and were assigned I-Ready lessons to complete weekly.
- Students were provided opportunities for small group extra support, virtually.

### EL Reclassification Rate

15.47% (73 students) of our student population are English Learners. 8.47% of EL students have been reclassified to date. We are on track to meet our target of 11.74%

- 11 Long Term English Learner students
- 42 EL students are at risk of achieving English language proficiency
- 20 EL students are on track
- 14 of 73 EL students are also SWD
- 40 of 45 EL students who took ELPAC in 2020 performed at level 2 and 3.

school hours, accountability of attendance, participation, and work completion.

Sub-groups:

- Grades 4 & 5 - 50% of students in grades 4 and 5 performed 2+ years behind
- Foster Youth - 3 of 8 students (37.5%) performed 2 + years behind.
- EL - 29 of 67 students (42.65%) performed 2 + years behind
- SWD - 23 of 52 students (44.23%) performed 2 + years behind

### EL Reclassification Rate

Distance learning and the limited synchronous time made designated ELD instruction difficult.

- 68.7% of EL students did not meet I-Ready 2 criteria

## 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 the challenges associated with learning new technology and virtual platforms, instructing virtually, and district scheduling of instructional minutes, PLCs did not as frequently implement Common Formative Assessments and did not as effectively act on results through tiered intervention within their classroom.
- Teachers did not administer FIABs and IABs for closer alignment of assessment to rigor of standards and more accurate monitoring of student learning.
- A great deal of the budget allocation was utilized for increased instructional technology in order to provide distance learning, including additional monitors, headsets, projectors, and document cameras.
- We were not able to provide teacher sub release for planning days due to a sub shortage district wide; instead teachers received an increase in negotiated planning time which was more than the allotted hours that would have been provided. Teachers were also provided with voluntary paid planning days and professional learning modules through district CIPL.
- We were not able to implement after school EL tutoring from our site; however, district support was provided through ASES and Tutor.com.
- Additional time/money was needed for ELPAC testing, as it was done remotely and in-person, and took far longer than was originally planned.
- Classroom supplies and math manipulatives were sent home with students and needed to be restocked for the return of students to the physical classroom.

## 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 expect that we will need to:

- Provide support for grades 5 and 6 in the area of Reading Comprehension
- Provide Professional Learning and coaching support for teachers in the area of Math. Grades 5 and 6 next year will need extra support in Math.
- Continue to work to identify best components of the guaranteed viable curriculum, MTSS, and EL strategies and supports.
- Provide PL and feedback on instructional implementation of SBAC stems for questioning/response, consistent administration of IABs/FIABs, and use of additional resources within the CAASPP website.
- Replace out of date/broken document cameras, projectors, headphones, student tech devices, and other instructional technology
- Restock/replenish classroom materials and supplies

**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 feedback/budget priorities:

1. TSA to support instructional implementation and MTSS
2. Instructional Assistant to support tier 3 intervention
3. Professional Learning/PLC time for teachers to support on-going improvement in student learning

**2** ELAC:

ELAC feedback/budget priorities (February 19, 2021):

1. Tutoring/extra support for EL students
2. EL supplemental supplies, technology, and curriculum resources
3. SEL/Counseling support

**3** Staff:

Staff feedback/budget priorities:

1. TSA to support instructional implementation and MTSS
2. Instructional Assistant to support tier 3 intervention
3. Professional Learning/PLC time for teachers to support on-going improvement in student learning

Staff suggested that with the uncertainty of schooling formats in this on-going pandemic, leaving the actions and budget expenditures as similar as possible to the 2020-21 SPSA would be best since the plan was not able to be fully implemented, as our focus shifted to supporting students and teachers with distance/hybrid/simultaneous instruction.

### Action 1

**Title:** Literacy/ELD Instruction

[Action Details:](#)

Powers-Ginsburg will increase student learning in Literacy by providing standards aligned effective instruction, as defined by the FUSD Literacy Instructional Practice Guide, through a multi-tiered system of support in order to meet students' assessed needs.

**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**

I-ReadyDiagnostics, Grades K-6  
 Common Formative Assessments, IABs, FIABs  
 Grade Level/Classroom/Student Goal Setting  
 Instructional Practice Walks (Classroom observations/feedback)  
 ELASBAC  
 ELPAC/EL Reclassification Rate

**Owner(s):**

ILT  
 PLCs/TSA  
 PLCs/Teacher/Students/MP  
 Principal & Vice Principal  
 ILT/Principal  
 TSAVP

**Timeline:**

Fall, Winter, & Spring  
 On-going  
 Fall, Winter, & Spring  
 Weekly  
 June 2022  
 Quarterly

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

**Tier 1:**

- Professional Learning Communities (PLC) will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), with challenging content that is aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC).
- All teachers will implement relevant and culturally responsive teaching practices throughout instruction to increase student engagement, ownership, and connection to content and school.
- Every student will engage in their individualized learning pathway on I-Ready in Reading to support intervention with their identified deficiencies, based on diagnostic results.
- All PLCs will create and administer a minimum of 2 Common Formative Assessments (CFAs) per unit in ELA that are standards/SBAC aligned, and will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on identified needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends. Teacher on Special Assignment (TSA) will provide Professional Learning (PL) and support in utilizing the CAASPP website/resources.
- All teachers will provide timely intervention and enrichment through differentiated instruction and flexible groupings, and will monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- All students will have access to technology, internet, and digital resources that allow for differentiated learning, enrichment, and assessment.

**Tier 2:**

- TSA will support TK-6 grade instructional staff in implementing targeted literacy instruction to identified students through professional learning, job-embedded coaching, and effective use of resources.
- i-Ready Power Bi data will be utilized to monitor reading comprehension trends and determine instructional groupings for intervention for students with reading comprehension needs.
- All PLCs will identify students who are not responding to tier 1 instruction, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- A California Teaching Fellow (Interact Fellows) will support early literacy in identified grade level(s) classrooms, based on student needs, through small group reading instruction/intervention.
- All teachers/PLCs will provide on-going progress monitoring of students' response to intervention to ensure growth in learning.

**Tier 3:**

- Students who are non-responsive to tier 2 interventions after receiving 8 weeks of consistent targeted intervention and progress monitoring will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- Support staff (i.e. Instructional Assistant) will assist in providing targeted intensive intervention to identified students.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will be an active member of the SST, provide consultation to the team, and conduct psycho-educational evaluations for identified students with intensive academic needs, when deemed appropriate.

**Specify enhanced services for EL students:**

- All EL students will receive integrated ELD instruction in alignment with grade level content standards and ELD standards throughout the day in every lesson/content area to ensure access to the standard instructional program.
- All EL students will receive small group designated ELD instruction by their teacher, that targets their

**Specify enhanced services for low-performing student groups:**

- Students in grades 5 & 6, and students with disabilities are demonstrating a need for additional support in the area of reading:
- Teachers of grades 5 and 6 will focus on explicitly teaching comprehension strategies and skills in order to

academic and language needs through reading, writing, listening, and speaking.

- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language needs of English Learners.
- ELPAC assessors will be provided to administer the ELPAC to all K-6 EL students.
- EL students will be provided opportunities to receive extra support within and/or beyond the school day (i.e. ASES, tutoring.com, etc.)

strengthen students' comprehension of both literary and informational texts.

- All students with unique learning needs (SPED) will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided.
- Adopted supplemental curriculum (i.e. WonderWorks, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.

## Action 2

**Title:** Math Instruction

### Action Details:

Powers-Ginsburg will increase student learning in mathematical content and practices by providing standards aligned effective instruction, as defined by the FUSD Mathematics Instructional Planning Guide, and implementing a multi-tiered system of support in order to meet students' assessed needs.

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

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

I-Ready Math Diagnostics, Grades K-6  
 Common Formative Assessments, IABs/FIABs  
 Grade Level/Classroom/Student Goal Setting  
 Instructional Practice Walks (observations/feedback)  
 Math SBAC

#### Owner(s):

ILT  
 PLCs/TSA  
 PLCs/Teachers/Students/MP  
 Principal & Vice Principal  
 ILT/Principal

#### Timeline:

Fall, Winter, Spring  
 On-going  
 Fall, Winter, Spring  
 Weekly  
 June 2022

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive effective Math instruction, as defined by the IPG, with challenging content that is aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC).
- All teachers will implement relevant and culturally responsive teaching practices throughout instruction to increase student engagement, ownership, and connection to content and school.
- Every student will engage in their individualized learning pathway on I-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results.
- All PLCs will create and administer a minimum of 2 CFAs per chapter in Math that are standards/SBAC aligned, and will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on identified needs.
- All teachers in grades 3-6 will consistently administer Math IABs and/or FIABs, and adjust instruction based on identified trends. TSA will provide PL and support in utilizing the CAASPP website/resources.
- All teachers will provide timely intervention and enrichment through differentiated instruction and flexible groupings, and will monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.

- All students will have access to technology, internet, and digital resources that allow for differentiated learning, enrichment, and assessment.

Tier 2:

- TSA will support TK-6 grade instructional staff in implementing targeted math instruction to identified students through professional learning, job-embedded coaching, and effective use of resources.
- All PLCs will identify students who are not responding to tier 1 instruction, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of students' response to intervention to ensure growth in learning.

Tier 3:

- Students who are non-responsive to tier 2 interventions after receiving 8 weeks of consistent targeted intervention and progress monitoring will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- Support staff will assist in providing targeted intensive intervention to identified students.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will be an active member of the SST, provide consultation to the team, and conduct psycho-educational evaluations for identified students with intensive academic needs, when deemed appropriate.

Specify enhanced services for EL students:

- Professional learning content will include planning instruction with integration of ELD standards with Math instruction and EL strategies for teachers to apply in their classrooms.
- Supplemental instructional curriculum, materials, resources, and technology will be provided to support ELs with understanding Math content vocabulary and word problems.

Specify enhanced services for low-performing student groups:

50% of incoming 5th and 6th grade students are demonstrating wide gaps in grade level Math content and skills (2 or more years below) due in part to school closure during the 4th quarter of 2020 and distance learning with loss of instructional time during the first 3 quarters of 2020-21:

- Teachers of grades 5 and 6 will participate in Math Lesson Design by Swun Math
- 5th and 6th grade teachers will receive monthly onsite coaching support (demo lessons, co-planning/teaching, PLC data analysis) and professional development focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards. Sub release will be provided.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A1- 3.5 Hour Intervention Support	12,975.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	1.0 TSA, also G1A2/G4A1	106,036.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A1 SST, 2 subs 5 days (1,640) G4A1 5 Eval./other (\$820) G4A1 20 PL/Planning (3,280) G1A2 MLD 5/6 (6,000) (Base: 10, 027/Total: 11, 740)	11,740.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: G1A1 Technology	6,078.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	1.0 TSA, also G1A2/G4A1	26,508.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1A1 2 ELPAC subs, 5 days (39.20 p/hr) 65 hrs. (Base: 2,130 Total:2,549)	2,549.00
G1A1	One-Time School	Instruction	Mat & Supp			: G1A1 Materials/Supplies also G1A2	1,950.00
G1A1	One-Time School	Instruction	Cons Svc/Oth			Education and Leadership Foundation : G1A1 1 Interact Fellow to support Literacy- 3 hrs. p/day 160 program days, 8:30-11:30, 8.30.21-5.27.21.	11,416.00
G1A2	LCFF: EL	Instruction	Mat & Supp			G1A2 EL Supp. Mat/supplies	566.00

**\$179,818.00**

**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
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**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.

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

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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.

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**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.

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**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:

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**2** ELAC:

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**3** Staff:

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**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		14.52 %	2020-2021	12.52 %
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.

**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.

**Chronic Absenteeism**

Currently, 5.27% of students have been severely chronically absent from school this year, and another 8.02% have been chronically absent, totaling 13.29% (63 students). We will not meet our target of 12.52%

- This is a less than 1% increase in chronic absenteeism, compared to 2019-20 at this time.
- 33.33% are TK/K students (21 of 63 students in this category)
- 31.74% are SWD (20 of 63 students in this category)

The following actions were implemented:

- Provided 2 cohorts of up to 10 students each with a place on campus to engage in distance learning for safety and consistency.
- Daily automated attendance phone calls to all absent students to remind to clear absence
- Students with remaining uncleared absences received a parent phone call by office staff.
- Tech devices, hotspots, and troubleshooting was provided when tech was blamed for absence.
- A staff attendance committee worked to improve severely chronic student attendance by calling those students each morning and encouraging them to log on for class. 10 of the students moved into chronic status from Q1 to Q2.
- Home visits were made by district CWAS and school staff to homes where students were not attending for long periods.
- Implemented The Positivity Project, focusing on 24 character strengths with daily lessons that are engaging and fun and include activities. The lessons occur first thing each morning to ensure students are in class and on time.
- Teachers were encouraged to contact parents of students who were chronically absent.
- Teachers and ILT received on-going Doug Fisher PL to learn strategies for engaging students, virtually, and increasing participation.

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

**Chronic Absenteeism**

Due to 3 quarters of this school year spent in distance learning, a wide range of factors have contributed to disproportionality/resource inequities in the area of attendance, including lack of access to a safe and adequate learning environment, lack of knowledge/skills in basic use of technology and troubleshooting when tech issues arise, lack of adult supervision during school hours, and lack of accountability with attendance. Additionally, our early learners (TK/K) and SWD are not independent learners; they require extensive support in order to effectively engage in distance learning. Many parents are not able or willing to sit by their student's side to assist with online learning for 5 hours per day. Specifically, for many of our students in ALPS programs, virtual learning platforms do not meet their unique learning needs and parents state that they refuse to force their child to sit in front of a computer all day, when they are not finding it meaningful.

TK/K - 28.37% of all TK/K students (21 of 74) are chronically absent. TK/K students make up 33.3% of students who are chronically absent

SWD - 26.31% of all SWD (20 of 76) are chronically absent. SWD make up 31.74% of students who are chronically absent.

African American - 37.5% of all AA students (6 of 16) are chronically absent. AA students make up .09% of all students who are chronically absent.

**Suspensions students with 1 or more**

N/A

### Suspensions students with 1 or more

Currently, our suspension rate is at 0%. Suspension from school is rarely applicable when students are learning remotely from their homes. Student support has centered around social emotional needs and developing digital citizenship and responsible use of technology and online platforms.

- 10 misbehavior entries logged during Q2 (increase of 6 from Q1) primarily for defiance
- Gaggle alerts included bullying like behaviors, threats, use of sexually explicit words or posting graphics, and expressing harm within the home or harm to self.

The following actions were implemented:

- Developed, taught, and reinforced virtual class norms and expectations for behavior and digital citizenship.
- The Positivity Project daily lessons and activities were implemented in each class, focusing on 24 character strengths and understanding that other people matter.
- Gaggle was utilized to monitor online student communication that is inappropriate or a concern for safety of self or others. When misbehavior needed to be addressed, phone calls were made to parents to address concerns. When Social-emotional needs or mental health concerns arose, referrals were made to the school psych or Onsite counselor.
- 15 Onsite counseling referrals were made to date; however, 8 of those declined services, and others are not attending scheduled sessions.
- Provided some school-wide virtual assemblies/activities from Fun Works to promote character strengths and positive behavior.

### 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 limited instructional minutes in district developed distance learning schedule, students were only able to participate in limited amount of school-wide assemblies from Fun Works, activities, and incentives to promote character strengths and positive behavior. We will continue with The Positivity Project and Fun Works assemblies to promote positive behavior and school connectedness.

We did not implement class attendance competitions/incentives or reward good attendance. With the pandemic, we will hold off on this until it is safe to re-establish, so as to not motivate students to come to school even when they are not feeling well.

We were not able to implement a wide range of athletics, activities, arts, and clubs that serve to connect students to school, caring adults, and their peers, which in-turn motivates them to attend school, maintain positive behavior, and increases their social-emotional wellness. We will provide opportunities for student engagement in school through a wide range of activities in order to foster student belonging and connectedness as soon as we are permitted to.

Currently, few students are being served with counseling services due to parent declining or lack of student attendance for virtual sessions that are held outside of school time.

### 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.

The Positivity Project will be renewed and fully implemented next school year with increased school-wide carry through on development of character strengths and activities to promote sense of community.

Once we return to school on campus, we anticipate a great need for re-establishing student connectedness to school and peers and social emotional support during the school day. Additionally, there will be a need for support with the large increase in the number of early primary grades who have not yet attended school on a campus.



**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:**

Feedback/Budget Priorities:

1. Onsite Counseling
2. The Positivity Project
3. Assemblies/Rallies - Fun Works

**2 ELAC:**

ELAC deferred to SSC.

**3 Staff:**

Feedback/Budget Priorities:

1. Onsite Counseling
2. The Positivity Project
3. Additional Psych Time for consultation on student behavior and Crisis assistance

**Action 1**

**Title:** Chronic Absenteeism

**Action Details:**

Powers-Ginsburg will increase student engagement and attendance in school by offering a wide variety of opportunities to participate in arts, activities, and athletics, ensuring students feel connected to school, their peers, and adults and are motivated to attend daily. Additionally, Powers-Ginsburg staff will increase outreach to parents of students' who are chronically absent to address needs and offer individual incentives for improved attendance.

**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**

ATLAS Attendance Data Reports

Power BI Attendance & Engagement Data

Attendance Conferences with Parents - Sign-in Sheets/Logs

Student Goal Setting

Parent/Student Contacts

**Owner(s):**

Office Assistant/VP

Climate & Culture Team/VP

Office Assistant/Parents/VP

Office Assistant/VP/Students

Office Assistant/Teachers/Support Staff

**Timeline:**

Quarterly

Quarterly

Monthly

Monthly

Daily

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

Tier 1:

- All students and their families will receive on-going messaging about the importance of good attendance and school-wide attendance policies and practices
- All students will participate in classroom attendance incentives to recognize good/improved attendance.
- All students will have opportunities to participate in school assemblies provided by Fun Works and engage in school/community activities to foster school connectedness and belonging and increase motivation to attend school.

- All students will receive weekly music instruction, and students in grades 2-6 will have opportunities to participate in formal Music classes provided by District Music teachers.
- Students in grades 3-6 will be encouraged to participate in after school athletics.
- Students will have opportunities to participate in Student Clubs before school, during recesses, or after school.

Tier 2:

- Students who have increasing absences/tardies will be identified monthly and strategies/interventions will be implemented to support students in improving their attendance/tardies, including parent-staff-student attendance conferences to discuss improving attendance to avoid truency and the SARB process.
- Students with improved attendance will receive incentives/rewards.
- Identified student groups with high rates of absenteeism/tardies (specifically our students with special needs and kindergarten students) will be identified and targeted group interventions will be developed, including increased opportunity for connection to school, increased parent contact communicating the importance of good attendance, and providing resources to address student/family needs.
- Climate and Culture Team will develop new engagements for increased opportunities for student groups and/or individuals who are lacking engagement and have poor attendance.

Tier 3:

- Students demonstrating a need for increased school involvement and connections to peers and adults will be identified and highly encouraged to participate in a club, sport, school job, or music class.
- Individual students with chronic absenteeism will be identified monthly. The Office Assistant, teachers, and support staff will make daily/weekly parent contact with families of chronically absent students to address continuing concerns about absences and discuss a plan for improvement.
- The Office Assistant/VP will conduct individual student conferences with chronically absent students to establish goals for improvement and incentive contracts. Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Students/parents who do not respond positively to tier 1 and 2 interventions by improving attendance, will be referred to the district Child Welfare/Attendance Specialist to proceed with the SARB process.

Specify enhanced services for EL students:

- Parents will receive access to district and school communications in a language that is accessible to them, whenever possible.

Specify enhanced services for low-performing student groups:

- Students with special needs and TK/K students are demonstrating the highest rates of chronic absenteeism:
- SWD - many of our students with disabilities are in our ALPS programs and have moderate/severe needs with various medical conditions that impact their school attendance, causing frequent and/or prolonged absences. Our staff will be more proactive in offering students in these circumstances with alternative options, such as Home Hospital Instruction or Independent Study Contracts. Additionally, families will receive frequent communication to encourage improved school attendance and offer supports and resources.
  - TK/K students and families will be provided with information on ways to stay healthy at school, strategies to help alleviate separation anxiety, and the importance of school attendance.

## Action 2

**Title:** Suspensions

Action Details:

Powers-Ginsburg will reduce incidents of misbehavior that result in suspensions by cultivating character strengths, sense of community, and other people matter mindset through implementation of Social Emotional Learning (SEL) instruction, The Positivity Project lessons, and responding to student needs through a multi-tiered system of support.

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

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

ATLAS Misbehavior/Suspension Reports

PowerBI Suspension/Expulsion Data

Class Meetings Verification Forms

Counseling Referrals for Social Emotional Needs

Student Goal Setting Behavior Improvement Plan

Behavior Support Plans (Informal & Formal)

Owner(s):

Teachers/Climate & Culture Team

Vice Principal

Teachers/MP

Onsite Counselor/MP

Teachers/Parents/Students

SST Team

Timeline:

Quarterly

Quarterly

Quarterly

Monthly

As Needed

As Needed

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

Tier 1:

- All teachers will implement The Positivity Project daily lessons focused on positive psychology's 24 character strengths to empower students to build positive relationships and recognize that other people matter.
- All teachers will provide Social Emotional Learning (SEL) instruction, utilizing Morning Meetings, Classroom Meetings, Second Step, and/or Olweus Bullying Prevention to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and promoting positive classroom and school climate.
- All teachers will implement culturally responsive practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures for safety and civility, rules, and expectations will be designed and posted in a variety of school campus settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior for school success.
- Tiered responses for student misbehavior will be implemented consistently by all staff.
- All students with good citizenship (social skills and work habits) will be recognized with quarterly awards.

Tier 2:

- Students who demonstrate increasing misbehavior will be identified by teachers and an informal goal setting/behavior improvement plan will be developed through teacher-parent-student collaboration. Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
- A menu of alternative consequences to suspension (found on our Tiered Responses to Misbehavior document) will be implemented schoolwide for students exhibiting frequent/moderate misbehavior.
- Identified students may receive alternatives to recess, structured play, and/or support with appropriate social interactions, as needed.
- Identified student groups will be more closely monitored by CCT and proactive/preventative approaches to misbehavior will be employed by staff.

Tier 3:

- Identified students with misbehavior resulting in suspensions will receive more intensive support through a formal Behavior Support Plan, developed by administration, teacher, parent and school psych to respond to the needs of the student. in an effort to change the behavior.
- Teachers, administrator, school psych, school nurse, Onsite Counselor (when possible), and parents will participate in Student Success Team meetings to determine necessary intensive behavioral/social-emotional interventions for identified students.
- Onsite Counseling services will be provided for identified students exhibiting intensive social-emotional needs, with parent agreement.
- School Psychologist will conduct threat assessments and provide crisis support for identified students, as needed.
- Weekly check-ins with identified students will be conducted by TSA to monitor progress and implement rewards.

Specify enhanced services for EL students:

- EL students will be provided with tiered systems of support for social emotional and behavioral needs.
- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to receive On-site Counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.
- EL student suspension/behavior data will be monitored quarterly by the CCT.
- Parents will receive district and school communications in a language that is accessible to them, whenever

Specify enhanced services for low-performing student groups:

There were no low-performing groups identified due to suspension rate of zero.

possible.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : G3A1 Fun Works: 8 events/assemblies	2,800.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling 15 hr. pw/38weeks (570 hrs.) Tri-Funded- 1 of 3 8.16.21-6.9.22	13,886.00
G3A2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1034354 G3A2- Extra Time .5 day p/wk	16,284.00
G3A2	Sup & Conc	Instruction	Mat & Supp			G3A2 Mat/Supp., incent/SEL (+ Project (1995)/Other (6016.00), also G3A1	8,011.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling 15 hr. pw/38weeks (221 hrs.) Tri-Funded- 2 of 3 8.16.21-6.9.22	11,713.00
G3A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling 15 hr. pw/38weeks (87 hrs.) Tri-Funded- 3 of 3 8.16.21-6.9.22	4,611.00

**\$57,305.00**

**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		86.08 %	2019-2020	86.08 %

**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.

**Staff Goal - Site Defined**

New goal: Powers-Ginsburg strives to hire and retain high quality, diverse staff.

This metric/area was not addressed in 2020-2021.

- Historically, we retain the great majority of teachers hired at Powers-Ginsburg and attribute this to the support teachers receive in building their teaching capacity (i.e. support through site-based TSA, district and site coaching, district and site provided PL, etc.), positive relationships with admin., and a positive climate and culture among our staff, parents, and students. We will lose 1 of 29 teachers to resignation at the end of this school year.

**Staff Survey – Overall Positive in Belonging Domain**

Based on the Spring 2021 Staff Survey, 50 staff members responded, and 94% of all staff responded positively in the Sense of Belonging Domain, indicating that they feel accepted, valued, and included by teachers and peers in all school settings.

The following actions were implemented:

- Ongoing communication by administrators in a variety of formats with all staff
- All staff invited to voluntary meetings for on-going communication through school closure and distance learning
- Developed a Staff Engagement Committee who planned staff activities, such as dress-up days, treat days, virtual activities, celebrations, etc. to promote a positive and inclusive school culture/climate and build and maintain positive relationships.

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

**Staff Goal - Site Defined**

Currently, our teaching staff is made up of the following demographics: 71% White, 18% Hispanic, 4% African American, and 7% other. This demonstrates a need to further diversify our staff in alignment with our school demographics, which is about 70% Hispanic and 16% White. Additionally, we need to continue our professional development around cultural proficiency and culturally responsive instruction.

**Staff Survey – Overall Positive in Belonging Domain**

On the Staff Survey under the domain of Sense of Belonging, the lowest percentage of staff responding favorable was 88% agree/strongly agree that students at our school care about each other; the other 12% neither agree, nor disagree.

**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.

As this is a new goal area, there is no evidence to identify and describe any differences between the intended and actual implementation of any actions and budget expenditures.

**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.

Cultural Proficiency training modules were provided to all certificated staff and some classified staff. Cultural Proficiency training will shift from "Building" our equity lens to "applying" our equity lens. The site based TSA supports new and veteran teachers and PLCs in building their capacity to meet student learning needs in a wide variety of academic and social-emotional areas.

**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:

Feedback/Budget Priorities:

1. TSA Instructional Support
2. PL/PLC sub release
3. PL materials/supplies

**2** ELAC:

ELAC deferred to SSC

**3** Staff:

Feedback/Budget Priorities:

1. TSA Instructional Support
2. PL/PLC sub release
3. PL materials/supplies

### Action 1

**Title:** Staff Belonging and Retention

[Action Details:](#)

Powers-Ginsburg will seek to retain high quality staff by fostering a sense of belonging and providing diverse professional development that meets the academic and social-emotional needs of students and teachers. The school will also seek to hire high quality staff that reflects the diversity of our community.

**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

Professional Learning/Staff Meeting Agendas and Sign-in Sheets  
 Staff Formative and Summative Evaluations  
 Culture & Climate Staff Survey  
 Classroom Observations & Feedback  
 Lawson Staffing Reports/Demographics

Owner(s):

Administration  
 Teachers  
 Culture & Climate Team  
 Instructional Leadership Team  
 Administration

Timeline:

Monthly  
 Dec. 2021 and May 2022  
 Spring  
 Ongoing  
 Annual

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

Tier 1

- Teachers will receive professional learning opportunities designed to build upon their knowledge and skills in using effective instructional practices around creating a culture of learning, applying cultural proficiency and culturally responsive teaching strategies, supporting student social-emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- Teachers will receive job-embedded professional learning opportunities (instructional coaching, peer observations, goal setting conferences, etc.) through support by the TSA and/or PLCs, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture and positive relationships.
- Teachers will participate in weekly Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- Lead Teachers will participate in the site Instructional Leadership Team (ILT) meetings and regional Lead Teacher trainings, engage in analysis of school-wide academic data to determine effectiveness of school instructional programs and responses in meeting students' needs, and will plan for action to ensure continuous improvement.
- The Culture & Climate Team (CCT) will engage in analysis of school-wide structures, analysis of social-emotional data (attendance, misbehaviors, suspensions, culture and climate surveys) to determine effectiveness of school operations, SEL programs, and engagement opportunities for students, staff, and families, and will develop staff professional learning opportunities for implementation of SEL strategies (Behavioral interventions/supports, Levels of Responses to Misbehavior, Safe & Civil Schools, CHAMPS, Class Meetings, and The Positivity Project).
- PLC teams will receive sub release time in order to analyze data and develop instructional plans by mapping essential standards with strategic alignment of curriculum, instruction, and assessment.
- All staff receive weekly communications on areas of focus, upcoming events, and important information
- All staff offered a wide range of district provided on-demand academic and social-emotional based professional learning opportunities
- All staff have opportunities to engage in school-wide inclusive activities
- Interview questions asked during hiring processes will include questions that focus on culture, equity, and inclusion.

Tier 2

- 5th & 6th grade teachers will receive professional development and coaching support in Math Lesson Design.
- Identified teachers and/or PLCs will receive targeted coaching support through site and district instructional coaches in specific areas, as needs arise.
- Identified classified staff will receive targeted support for improvement in specific areas, as needs arise.
- Individual staff and/or PLC conferences, feedback, goal setting with administration

Tier 3

- Teacher Development Plans
- Classified Competency Review Plans
- Individual meetings with staff, administration, and Human Resources

Specify Professional Development or Staff Services to support EL students:

- PLC teams will analyze data and develop instructional plans by mapping essential ELD standards with strategic alignment of ELD curriculum, instruction, and assessment.
- Professional learning around designated and integrated ELD instruction
- Professional learning around ELPAC administration and practice tests

Specify Professional Development or Staff Services to support low-performing student groups:

- Cultural Proficiency- building and applying our equity lens
- The Positivity Project - increasing sense of belonging and community mindset
- PL/PLC opportunities for SPED staff through district SPED coaches/TSAs in the areas of curriculum planning and instructional practices, active engagement, and supporting the social emotional and behavioral needs of students with special needs.



## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-Time School	Instruction	Teacher-Subs			G4A1 20 PL/Planning (Base 2,081 Total: 16,646)	3,280.00

**\$3,280.00**

**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		92.5 %	2019-2020	99.5 %

**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**

Increase opportunities for family engagement so that all families feel included and apart of the Powers-Ginsburg school community.

**Parent Survey - Respected and welcomed**

99 families responded to the Spring 2021 Family Survey. 96% of parents responded that they are treated with respect by school staff. 92% responded that they feel welcomed at school. The Sense of Belonging domain had an overall 94% favorable response.

The following actions were implemented:

- On-going communication with families about school schedules, events, important dates/procedures/actions, etc. through weekly phone calls, digital flyers, school social media accounts, school website, virtual parent meetings, class Teams, and virtual office hours with teachers.
- While in-person engagement opportunities were limited due to the pandemic, we provided tech support, curriculum/materials distributions, weekly office hours/connection time, and keeping the school office and library open for a range of services and support.
- Awards presentations were conducted virtually

**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**

The COVID-19 Pandemic has made inclusive opportunities challenging, as we have been unable to conduct student activities, athletics, and performances, nor hold gatherings of any kind, that would engage our families.

**Parent Survey - Respected and welcomed**

Teachers and staff continue to make the school a place where parents, staff, and students work as a team to support student success. It has been difficult to make families feel welcomed at school when they have only been permitted on campus to conduct essential business.

- Families have had to engage with school virtually, which makes it difficult to stay connected with those who are less comfortable with using technology to access information or utilizing virtual platforms to attend meetings.
- Parents have been able to communicate their concerns and needs with administration, teachers and support staff through email, phone calls, and virtual platforms, but the human connection is lacking.

**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.

As this is a new goal, there is no evidence to identify and describe any differences between the intended and actual implementation of any actions and budget expenditures.

**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.

The school will continue to promote family involvement in a variety of ways and provide opportunities for engagement with the school and community. If health and safety protocols allow, we will offer student and family engagements through arts, activities, athletics, student performance, awards assemblies, family nights, parent conferences, etc.

**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:

Feedback/Budget Priorities:

1. Materials/Supplies for parent meetings, assemblies, student engagements, etc.

**2** ELAC:

Feedback/Budget Priorities

1. Spanish translation for parent-teacher conferences and when assistance is needed

**3** Staff:

Feedback/Budget Priorities

1. Materials/Supplies for parent meetings, assemblies, student engagements, etc.
2. Translators for parent-teacher conferences

### Action 1

**Title:** Family Engagement

**Action Details:**

Powers-Ginsburg will increase the percentage of families who feel welcomed at school and treated respectfully by staff by providing on-going communication with families and a wide array of opportunities to engage with students' in their school activities and to participate in school-based functions.

**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

School Activity/Parent Meeting Attendance Sign-in Sheets

Culture & Climate Family Survey

**Owner(s):**

Administration, Teachers

Culture & Climate Team

**Timeline:**

Quarterly

Spring 2022

**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:**

Tier 1

- Families will have access to a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs offered to students.
- Families will have opportunities to participate in school activities and events to support their students' engagements in school, including a variety of school/community arts, activities, athletics, student performances, music programs, award assemblies, family nights/Open House, etc.
- Families will receive access to on-going communication of student academic, social-emotional, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, EduText, and/or email/phone messages.
- School and classroom communications will be provided in a variety of formats, including School Messenger phone recordings, phone calls and emails, digital flyers, school social media platforms, use of marquee, PeachJar, and MS Teams
- Materials, supplies, and technology will be provided to support meetings and family engagements.
- Parent University classes will be offered for on-going parent/student education support.
- Families will be encouraged to participate in Coffee Hour meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.

Tier 2

- Translators for families will be provided during parent-teacher conferences, to the greatest extent possible.
- Families will be invited to participate in Student Success Team meetings for identified students in order to collaboratively develop academic and/or social-emotional interventions necessary to support individual students' needs.
- Families of students who are chronically absent will be invited to attend conferences with administrators/office staff, focused on improving their child's attendance and the consequences of poor attendance.
- Families will receive on-going communication from teachers and staff to address student behavioral or social emotional concerns and discuss resolutions.

Tier 3

- Families of students who are struggling academically and/or social emotionally, without improvement, will receive increased contact with school staff to support improvement efforts.

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

- Families will have opportunities to participate in recognition/awards ceremonies honoring EL student achievement and redesignation.
- Families will receive district and school communications in a language that is accessible to them, whenever possible.
- Parent University will provide parent/family training modules and resources that include support for English Learners
- Parents and families of EL students will be provided opportunities to participate in ELAC meetings and/or serve as a ELAC member

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

- Families of students who need additional support will be invited to attend SST meetings in order to collaboratively develop a support plan and progress monitoring.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent involvement supplies, communication, etc., no food/incentives	1,360.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: G5A1 Parent supplies- food, etc.	1,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G5A1 50 hrs. (15.18 p/hr), translating parent conferences, meetings, events, etc. (Base: 790 Total: 1,001)	1,001.00

**\$3,361.00**

## 2021-2022 Budget for SPSA/School Site Council

### State/Federal Dept 0365 Powers Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A1- 3.5 Hour Intervention Support	12,975.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	1.0 TSA, also G1A2/G4A1	106,036.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A1 SST, 2 subs 5 days (1,640) G4A1 5 Eval./other (\$820) G4A1 20 PL/Planning (3,280) G1A2 MLD 5/6 (6,000) (Base: 10, 027/Total: 11, 740)	11,740.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: G1A1 Technology	6,078.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	1.0 TSA, also G1A2/G4A1	26,508.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1A1 2 ELPAC subs, 5 days (39.20 p/hr) 65 hrs. (Base: 2,130 Total:2,549)	2,549.00
G1A1	One-Time School	Instruction	Mat & Supp			: G1A1 Materials/Supplies also G1A2	1,950.00
G1A1	One-Time School	Instruction	Cons Svc/Oth			Education and Leadership Foundation : G1A1 1 Interact Fellow to support Literacy- 3 hrs. p/day 160 program days, 8:30-11:30, 8.30.21-5.27.21.	11,416.00
G1A2	LCFF: EL	Instruction	Mat & Supp			G1A2 EL Supp. Mat/supplies	566.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : G3A1 Fun Works: 8 events/assemblies	2,800.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling 15 hr. pw/38weeks (570 hrs.) Tri-Funded- 1 of 3 8.16.21-6.9.22	13,886.00
G3A2	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	1034354 G3A2- Extra Time .5 day p/wk	16,284.00
G3A2	Sup & Conc	Instruction	Mat & Supp			G3A2 Mat/Supp., incent/SEL (+ Project (1995)/Other (6016.00), also G3A1	8,011.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling 15 hr. pw/38weeks (221 hrs.) Tri-Funded- 2 of 3 8.16.21-6.9.22	11,713.00
G3A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : G3A2 On-Site Counseling 15 hr. pw/38weeks (87 hrs.) Tri-Funded- 3 of 3 8.16.21-6.9.22	4,611.00
G4A1	One-Time School	Instruction	Teacher-Subs			G4A1 20 PL/Planning (Base 2,081 Total: 16,646)	3,280.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 Parent involvement supplies, communication, etc., no food/incentives	1,360.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: G5A1 Parent supplies- food, etc.	1,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G5A1 50 hrs. (15.18 p/hr), translating parent conferences, meetings, events, etc. (Base: 790 Total: 1,001)	1,001.00

\$243,764.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,505.00
Sup & Conc	7090	\$147,378.00
LCFF: EL	7091	\$35,235.00
One-Time School	7099	\$16,646.00
<b>Grand Total</b>		<b>\$243,764.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$179,818.00
G3 - Increase student engagement in their school and community	\$57,305.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,280.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,361.00
<b>Grand Total</b>	<b>\$243,764.00</b>