

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Lawrence Elementary School
<b>Address</b>	721 Calaveras Street Lodi
<b>County-District-School (CDS) Code</b>	39-68585-6042147
<b>Principal</b>	Mrs. Kelly Collins
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	April 28, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	April 28, 2022
<b>Local Board Approval Date</b>	June 14, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

At Lawrence Elementary School, we believe in a safe school climate in which critical thinking and lifelong learning are emphasized, developed, and nurtured for students and staff alike. This includes the expectation of high standards for all students, allows for risk taking, and results in confident, caring and productive individuals who strive for excellence in all that they do. We also support and respect cultural diversity as well as students with a variety of unique needs. Our school-wide emphasis is to focus on successful, effective programs for all students and a positive, cooperative effort between home, school, and the community. We foster a Positive attitude, Always being respectful, making Wise choices, and a Safe and clean campus. (PAWS)

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## School Profile

The Lawrence School Community is made up of the following Student populations: (Data Quest 20/21)

519 Total enrollment  
89% Socioeconomically Disadvantaged  
55% English Learners  
9.2% Students with Disabilities  
75% Hispanic  
12.5% Asian  
6.4% White  
2.9% Not Reported  
1.2% African American  
1.0% Two or More Races  
.6% Pacific Islander  
.4% American Indian or Alaska Native  
.2% Filipino

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Stakeholders involved in the SPSA and annual review and update are as follows:

\*Lawrence Staff: ongoing during Leadership and Staff Meetings March, April & May 2022

\*School Site Council April & May 2022

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 1

By May 2022, Lawrence will increase the percentage of students who meet/ or exceed standards on ELA CAASPP by 5%.

By May, 2022, Lawrence K-2 students will have 50% proficient as measured by DIBELS.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP 2020/2021	<p>Overall 2021/2022 CAASPP Summative ELA results will demonstrate an increase of 5%</p> <p>Baseline Data-</p> <p>*Percentage of students who met/exceeded the standards for ELA on the CAASPP 2020/21 Summative Assessment:</p> <p>Overall- 22%</p> <p>Grade 3- 17%</p> <p>Grade 4- 14%</p> <p>Grade 5- 31%</p> <p>Grade 6- 25%</p>	CAASPP Data update not available due to changes in the Title One approval timeline.
DIBELS	EOY DIBELS data will demonstrate 50% students in K-2 measuring at Proficient	Due to the changes in the Title One Approval process, Lawrence school is not on track to meet the End of Year goal of 50% K-2 students proficient as measured on DIBELS Diagnostic. At this reporting time (MOY) Lawrence has 28% of K-2 students proficient on DIBELS Diagnostic.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1</p> <p>Provide Reading intervention for grades K-6 and utilize SIPPS as a</p>	Action/Service fully implemented	<p>Intervention Teacher/Coach 1100</p> <p>Teacher Title I 98,109</p>	<p>Intervention Teacher/Coach 1100</p> <p>Teacher Title I 98,109</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>supplemental reading program to support intervention/differentiation in grades K-3. Provide Read 180/System 44 Grades 4-6</p> <p>(Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Grades K-3)</p>		<p>Benefits for Intervention Teacher 3000 Benefits Title I 33,921</p>	<p>Benefits for Intervention Teacher 3000 Benefits Title I 33,921</p>
<p>ELA 2</p> <p>Academic Conferences- Provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions.</p>	<p>Action was mostly implemented as planned. K-3 Academic conferences were held in Winter/Spring. Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Subs for fall and spring academic conferences 1150 Teacher Sub Title I 10,150</p>	<p>Subs for fall and spring academic conferences 1150 Teacher Sub Title I 10,150</p>
<p>ELA 3</p> <p>Pay teachers, Certificated and Classified staff to: provide after school intervention, after school student learning opportunities, provide additional adult support for grades K-6, organize and run programs for social emotional needs and PBIS, support tier 2 and tier 3 student achievement collaboration time and support communication between teachers and parents with translations for grades K-6.</p>	<p>Action was partially implemented as planned. Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Timecards for Certificated staff 1120 Teacher Temp Title I 7500</p>	<p>Time cards for Certificated staff 1120 Teacher Temp Title I 7500</p>
		<p>Benefits for Certificated staff timecards 3000 Benefits Title I 1,741</p>	<p>Benefits for Certificated staff timecards 3000 Benefits Title I 1,741</p>
		<p>To pay Bilingual Par-educators for translations and additional adult support 2120 Para Temp Title I 3500</p>	<p>To pay Bilingual Par-educators for translations and additional adult support 2120 Para Temp Title I 3500</p>
		<p>Benefits for Para-educator timecards. 3000 Benefits Title I 1,242</p>	<p>Benefits for Para-educator timecards 3000 Benefits Title I 1,242</p>
<p>ELA 4</p> <p>AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Teachers will</p>	<p>Action implemented as planned.</p>	<p>AVID supplies including materials, ink, planners etc. 4300 Materials Title I 15,796</p>	<p>AVID supplies including materials, ink, planners etc. 4300 Materials Title I 15,796</p>
		<p>Purchase copy paper with holes to support</p>	<p>Purchase copy paper with holes to support</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
implement AVID elementary strategies. Purchased materials will support AVID Objectives.		AVID implementation. 4328 Warehouse Supplies Title I 2,000	AVID implementation. 4328 Warehouse Supplies Title I 2000
<p>ELA 5</p> <p>Provided Positive Behavior Interventions &amp; Supports</p> <ul style="list-style-type: none"> <li>• Positive student acknowledgment</li> <li>• Continue implementation of PAWS</li> <li>• Assemblies for anti-bullying/ life skills and social-emotional health</li> <li>• Kindness week</li> <li>• Growth mindset activities and/or speaker</li> </ul>	Action implemented as planned. However, additional funding for Assemblies was provided through alternative funding . This impacted the overall cost of the action.	Consultants/Professionals to provide on-campus assemblies 5800 Prof and Operating/Consultants Title I 8,000	Consultants/Professionals to provide on-campus assemblies 5800 Prof and Operating/Consultants Title I 1,500
<p>ELA 6</p> <p>Enhance students' learning through Study Trips Schedule Study Trips . Study trips will connect to grade level standards &amp; curriculum content. Examples may include:// 3rd grade Valley Days, 4th grade trip to Columbia to study the gold rush etc..</p>	Action implemented as planned. However, additional funding for Field Trips was provided through alternative funding. This impacted the overall cost of the action.	Study trips- on or off campus 5872 Field Trips Title I 6000	Study trips- on or off campus 5872 Field Trips Title I 2,500
<p>ELA 7</p> <p>Pay Certificated teachers to participate in afterschool and/or summer school-wide strategic MTSS planning and collaboration.</p>	Action on track to be implemented as planned.	<p>Afterschool and/or Summer MTSS planning and collaboration 1120 Teacher Temp Title I 11,000</p> <p>Certificated benefits 3000 Benefits Title I 2556</p>	<p>Afterschool and/or Summer MTSS planning and collaboration 1120 Teacher Temp Title I 11,000</p> <p>Certificated benefits 3000 Benefits Title I 2556</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 8</p> <p>Provide teacher release time for coaching/training and collaboration in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)</p>	<p>Action implemented as planned.</p>	<p>Teacher release time for coaching/training in evidence based instructional programs/techniques/strategies 1150 Teacher Sub Title I 4,000</p> <p>Teach Sub Benefits 3000 Benefits Title I 930</p>	<p>Teacher release time for coaching/training in evidence based instructional programs/techniques/strategies 1150 Teacher Sub Title I 4,000</p> <p>Teach Sub Benefits 3000 Benefits Title I 930</p>
<p>ELA 9</p> <p>Purchase leveled readers, chapter books to support differentiated reading practice, motivation, attendance, and Reading Counts. Purchase supplemental reading programs to support vocabulary, comprehension, decoding fluency, and the integration of reading for all learners.</p>	<p>Action implemented as planned.</p>	<p>Leveled readers, Class sets, Culturally Responsive leveled readers etc. 4200 Books Title I 5,000</p>	<p>Leveled readers, Class sets, Culturally Responsive leveled readers etc. 4200 Books Title I 5,000</p>
<p>ELA 10</p> <p>Technology for ELA, ELD &amp; Math Purchase technology equipment and licenses to support delivery of ELA, ELD and Math curriculum (ear buds, headphones with mic, extension cords, charging stations, laptops, Promethean Board mounts)</p>	<p>Action partially implemented as planned. Some technology items were funded through another budget which explains why the 4375 Technology cost wasn't expended.</p>	<p>ear buds, headphones w/ mic, extension cords 4375 Technology (under \$500) Title I 1,500</p> <p>laptops, charging stations, Promethean Boards 4475 Technology (\$500-\$9,999) Title I 15,000</p> <p>Technology licenses such as Flocabulary 5875 Technology Licenses Title I 4000</p>	<p>ear buds, headphones w/ mic, extension cords 4375 Technology (under \$500) Title I 0</p> <p>laptops, Promethean Boards, speakers 4475 Technology (\$500-\$9,999) Title I 15,000</p> <p>Technology licenses such as Flocabulary 5875 Technology Licenses Title I 2,600</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In English Language Arts, Lawrence school's overall implementation of strategies or activities has demonstrated some success because at this reporting time period (MOY) Lawrence school is on track to meet some of our articulated metrics. Since our Title 1 approval time line was changed, Lawrence school is on target for meeting some (EOY)goals. Lawrence school had trouble implementing some strategies due to impacts and effects of staffing due to COVID 19.

The following actions/services were not fully implemented due to the effects of COVID 19 on the school sites: Action 2-K-3 Academic conferences were held in Winter/Spring. However, the action was not implemented during the Fall. Action



3 - Certificated and Classified staff were paid to provide adult support for grades K-6, to support Tier 2 and 3 student achievement collaboration time and to support the communication between teachers and parents with translations for grades K-6. However, the action wasn't fully implemented due to the impacts of COVID-19 and a lack of staff availability.

Lawrence school has successfully implemented 8 out of 10 actions/strategies and that has shown in our overall K-2 DIBELS BOY to MOY DATA.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the DIBELS Data point, our site's Goal 1 ELA plan is demonstrating some effectiveness. While data trends demonstrate that it is unlikely that Lawrence will reach all goals/indicators for ELA, growth is evidenced by all school-wide common assessments. 28% of students overall were at/above proficient on the MOY DIBELS. The End of the Year goal is 50%. The 2-6 grade students were 25% proficient as demonstrated by the Reading Inventory at the end of quarter 3. The EOY goal is 40%. Due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time of this annual review/update was written. We did not have data to report.

Overall, the strategies were effective, especially utilizing our Intervention teacher by supporting our neediest K-3 students, providing universal access daily in the k-3 classrooms, providing professional development in the area of early literacy and purchasing a supplemental curriculum and beginning to implement it systematically, The implementation of Academic Conferences was another action that helped systematize instructions and ultimately impact student achievement.

Lawrence has demonstrated continuous improvement and overall growth as demonstrated between the BOY and MOY assessment DATA. K-2 DIBELS DATA has demonstrated an overall increase of 7% of students performing at/above proficiency. 2-6 Reading Inventory DATA demonstrated an increase of 6%. CAASPP DATA is not yet available due to Title One approval timeline change. While Lawrence is demonstrating growth, the school is not on track to meet the identified EOY goals/metrics. Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited as demonstrated by the MOY assessment DATA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lawrence, we set a threshold of \$10,000 for material differences. For this ELA goal, there weren't any actions that exceeded the material difference threshold.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue to build upon and strengthen the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide strategic professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our special populations of students.

Lawrence school will implement an evidenced-based early literacy program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-3 with a primary focus on high-quality first instruction. SIPPS will be integrated in all grades K-3 classrooms to ensure the foundational development of decoding, sight recognition, and phonological awareness. The following additional metrics have been identified to monitor and measure progress: SIPPS (K-2), Reading Inventory, and i-Ready Reading (3-6).

Teachers will participate in ongoing professional development at regular intervals throughout the school year, with an emphasis on collaboration, building capacity, developing consistency and confidence in the evidenced based reading early literacy programming at Lawrence school.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

By May 2022, Lawrence will increase the percentage of students who meet or exceed standards on Math CAASPP by 5%. By May 2022, 80% of Lawrence students will complete, on average, five lessons a week in Dream Box.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data 2021/2022 Math Summative Results	<p>2021/2022 CAASPP Summative Math results will demonstrate an increase of 5%</p> <p>Overall- 12% - 17%</p> <p>Grade 3- 17% - 22%</p> <p>Grade 4- 7%- 12%</p> <p>Grade 5- 14% - 19%</p> <p>Grade 6- 8% - 13%</p>	CAASPP Data update not available due to changes in the Title One approval timeline.
DreamBox	In 2021/22 80% of all students will complete an average of 5 Lessons in Dream Box weekly.	MOY DATA demonstrates that between the months of August 1, 2021 and March 15, 2022; Lawrence students have completed an average of 5.9 Lessons in DreamBox weekly. Lawrence Elementary is ON TARGET to meet the DreamBox EOY goal.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 1</p> <p>Academic Conferences- provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions.</p>	<p>Action was partially as planned. K-3 Academic conferences were held in Winter/Spring. Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff. Additionally, Academic Conferences targeted early literacy at Lawrence and lacked depth in the subject area of Mathematics</p>	Budget in ELA goal 1 Activity 2 Title I 0	Budget in ELA goal 1 Activity 2 Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p><b>Math 2</b></p> <p>Pay teachers, Certificated and Classified staff to: provide after school intervention, after school student learning opportunities, provide additional adult support for grades K-6, organize and run programs for social emotional needs and PBIS, support tier 2 and tier 3 student achievement collaboration time and support communication between teachers and parents with translations for grades K-6.</p>	<p>Action was partially implemented as planned. Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Budget in ELA goal 1 Activity 3 Title I 0</p> <p>Budget in ELA goal 1 Activity 3 Title I 0</p>	<p>Budget in ELA goal 1 Activity 3 Title I 0</p> <p>Budget in ELA goal 1 Activity 3 Title I 0</p>
<p><b>Math 3</b></p> <p>AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Teachers will implement AVID elementary strategies. Purchased materials will support AVID Objectives.</p>	<p>Action implemented as planned.</p>	<p>Budget in ELA goal 1 Activity 4 Title I 0</p> <p>Budget in ELA goal 1 Activity 4 Title I 0</p>	<p>Budget in ELA goal 1 Activity 4 Title I 0</p> <p>Budget in ELA goal 1 Activity 4 Title I 0</p>
<p><b>Math 4</b></p> <p>Provided Positive Behavior Interventions &amp; Supports</p> <ul style="list-style-type: none"> <li>• Positive student acknowledgment</li> <li>• Continue implementation of PAWS</li> <li>• Assemblies for anti-bullying/ life skills and social-emotional health</li> <li>• Kindness week</li> <li>• Growth mindset activities and/or speaker</li> </ul>	<p>Action implemented as planned. However, additional funding for Assemblies was provided through alternative funding . This impacted the overall cost of the action.</p>	<p>Budget in ELA goal 1 Activity 5 Title I 0</p>	<p>Budget in ELA goal 1 Activity 5 Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 5</p> <p>Enhance students' learning through Study Trips Schedule Study Trips</p>	<p>Action implemented as planned. However, additional funding for Field Trips was provided through alternative funding. This impacted the overall cost of the action.</p>	<p>Budget in ELA goal 1 Activity 6 Title I 0</p>	<p>Budget in ELA goal 1 Activity 6 Title I 0</p>
<p>Math 6</p> <p>Materials and supplies Materials, supplies, books, duplicating, STEAM/STEM materials, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in math.</p>	<p>Action on track to be implemented as planned.</p>	<p>STEAM/STEM Materials 4300 Materials Title I 3,000</p>	<p>STEAM Resources/Materials 4300 Materials Title I 3,000</p>
<p>Math 7</p> <p>Pay teachers to participate in afterschool and/or summer school-wide strategic MTSS planning and collaboration.</p>	<p>Action on track to be implemented as planned.</p>	<p>Budget in ELA Goal 1, Activity 7 1120 Teacher Temp Title I 0</p>	<p>Budget in ELA Goal 1, Activity 7 1120 Teacher Temp Title I 0</p>
<p>Math 8</p> <p>Provide teacher release time for coaching/training participation in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)</p>	<p>Action implemented as planned.</p>	<p>Budgeted in ELA goal 1, activity 8 1150 Teacher Sub Title I 0</p>	<p>Budgeted in ELA goal 1, activity 8 1150 Teacher Sub Title I 0</p>
<p>Math 9</p> <p>Technology for ELA, ELD &amp; Math Purchase technology equipment and licenses to support delivery of ELA, ELD and Math curriculum (ear</p>	<p>Action partially implemented as planned. Some technology items were funded through another budget which explains why the 4375 Technology cost wasn't expended.</p>	<p>Budget in ELA goal 1, activity 10 Title I 0</p>	<p>Budget in ELA goal 1, activity 10 Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
buds, headphones with mic, extension cords, charging stations, laptops, Promethean Board mounts)			

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Mathematics, Lawrence school’s overall implementation of strategies or activities was partially successful because at this reporting time period MOY Lawrence school is on track to meet some of our articulated metrics. Since our Title 1 approval timeline was changed, Lawrence school is on target for meeting some EOY goals/metrics. Lawrence school had trouble implementing some strategies due to impacts and effects of staffing due to COVID-19.

The following actions/services were not fully implemented due to the effects of COVID-19 on the school sites: Action 1- K-3 Academic conferences were held in Winter/Spring. However, the action was not implemented during the Fall. Additionally, academic conferences targeted early literacy at Lawrence and lacked depth in the subject area of Mathematics. Action 2 - certificated and classified staff were paid to provide adult support for grades K-6, to support Tier 2 and 3 student achievement collaboration time and to support the communication between teachers and parents with translations for grades K-6. However, the action wasn’t fully implemented due to the impacts of COVID-19 and a lack of staff availability.

Lawrence school has successfully implemented 7 out of 9 actions/strategies and that has shown in our overall DreamBox MOY data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the Dreambox data point, Lawrence is demonstrating some effectiveness in mathematics. Lawrence school is on track to meet the school-wide goal that states 80% of all students will complete an average of 5 lessons in DreamBox weekly. MOY data demonstrates that between the months of August 1, 2021 and March 15, 2022; Lawrence students have completed an average of 6 Lessons in DreamBox weekly. Additionally, it should be noted that usage over the Fall and Winter Break are included in the overall total and the total average when excluding the breaks yields even higher usage results.

Due to the change in Title One plan timelines, essential school-wide mathematics data is not yet available. The CAASPP assessment had not been completed at the time this annual review/update was written. We did not have data to report.

While Lawrence is demonstrating effectiveness in one of the two metrics for goal 2, it is too early to tell whether the DreamBox usage effectiveness will translate to the EOY CAASPP results. . Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited as demonstrated by the overall implementation of the actions and services.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lawrence, we set a threshold of \$10,000 for material differences. No material differences were expected for goal 2 at the time of this written report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis of the plan for math, it is evident that Lawrence school will need to effectively implement the new math curriculum, iReady Math, in addition to continuing in the strategies that are outlined in the plan. In addition, we

have identified that additional instructional supports are necessary to support continued improvement in mathematics. A mathematics intervention teacher will also be added to provide Tier 2 and 3 evidence based interventions.

Lawrence will begin using a new mathematics BOY, MOY, and EOY tool to prepare and equip teachers by delivering actionable data that provides teachers with a complete picture of student performance relating to their grade level and national norms. This new diagnostic data will support teachers in identifying what each student is ready to learn. Using the Multi-Tiered System of Support framework, Lawrence will use the diagnostic data to give continued and targeted support for our special populations of students. Lawrence will also implement a new evidenced based intervention tool that is provided through iReady/Curriculum Associates. This new intervention tool will be used to support/supplement Core instruction and is tailored to each student by providing personalized instruction targeting instruction where students need it most.

Teachers will participate in ongoing professional development at regular intervals throughout the school year. Professional development will have an emphasis on collaboration, building capacity, developing consistency and confidence in the mathematical practices and evidence based intervention and instruction at Lawrence school.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Increase the number of English Learner students to Re-designated Fluent English Proficient (RFEP) students as we did in 2020-2021.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Data	EL Students in grades 3-6 who score Well Developed on the 2021/22 Summative ELPAC will increase from 3% to 8%.	DATA update not available due to changes in the Title One approval timeline.
Reclassification Data	Students Reclassified Fluent English Proficient in 2021/2022 will increase by 3% from 2.1% (2020/2021) to 5.1% (2021/2022).	DATA update not available due to the changes in the Title One approval timeline.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 1</p> <p>Bilingual Paraeducators work to front-load curriculum and translate when needed./ All Year</p>	<p>Action partially implemented as planned. Action/Service was not fully implemented due to the impacts and effects of COVID 19 and lack of staff.</p>	<p>Use of bilingual paraeducators in small group and supplemental support to help meet grade level standards in ELA and Math LCFF 0</p>	<p>Materials and Supplies 4300 Materials LCFF</p>
<p>ELD 2</p> <p>Print shop, warehouse, and supplemental materials for English Learners in ELA/ELD, other core, library, and supplemental programs</p>	<p>Action implemented as planned</p>	<p>Use of EL Resources in ELA/ELD, Math and includes Library books by student lexiles LCFF 0</p>	<p>Use of EL Resources in ELA/ELD, Math and includes Library books by student lexiles LCFF 0</p>
<p>ELD 3</p> <p>Provide Rosetta Stone program for all ELPAC Levels 1 and 2</p>	<p>Action implemented as planned</p>	<p>Use of Rosetta Stone Program funded by Title III Title III 0</p>	<p>Use of Rosetta Stone Program funded by Title III Title III 0</p>
<p>ELD 4</p>	<p>Action implemented as planned</p>	<p>Designated ELD instructional time for</p>	<p>Designated ELD instructional time for</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will designate 30 minutes of ELD and monitor progress by using the LUSD adopted curriculum assessment. Group ELs by ELPAC levels</p>		<p>English learners- General Fund LCFF 0</p>	<p>English learners- General Fund LCFF 0</p>
<p>ELD 5</p> <p>Students who are Level 1 as measured by the ELPAC and are in grades 3rd-6th grades will have additional small group support with Intervention teachers and bilingual para-educator in English Language Development and early literacy skills.</p>	<p>Action implemented as planned</p>	<p>Use of bilingual paraeducators and Intervention teachers to provide supplemental support in English Language Development and early literacy. LCFF 0</p>	<p>Use of bilingual paraeducators and Intervention teachers to provide supplemental support in English Language Development and early literacy. LCFF 0</p>
<p>ELD 6</p> <p>ELD Instruction Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks</p> <p>* 1st-6th Teach 30 minutes Designated ELD five days a week  * Read 180 Instruction  * Additional adult support for K-2 reading  * Kindergarten Teach 20 minutes of Designated ELD five days a week and support EL Learners 5 days a week with Para-educators  * Utilize District ELA coaches for support with ELD lessons</p>	<p>Action partially implemented as planned. Action/Service was not fully implemented due to the impacts and effects of COVID 19 and lack of staff.</p>	<p>Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks LCFF 0</p>	<p>Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks LCFF 0</p>
<p>ELD 7</p> <p>Academic Conferences: Provide release time for teachers to analyze student data, collaborate, discuss, and plan best</p>	<p>Action was partially implemented as planned. K-3 Academic conferences were held in Winter/Spring. Action/Service was not fully implemented due to</p>	<p>Budgeted in ELA Goal 1 Activity 2 0</p>	<p>Budgeted in ELA Goal 1 Activity 2 0</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
practices and interventions.	impacts and effects of COVID 19 and lack of staff.		
<p>ELD 8</p> <p>Provide teacher release time for coaching/training and collaboration in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)</p>	Action implemented as planned	Budgeted in ELA goal 1, activity 8 1150 Teacher Sub Title I 0	Budgeted in ELA goal 1, activity 8 1150 Teacher Sub Title I 0
<p>ELD 9</p> <p>Purchase leveled readers, chapter books to support differentiated reading practice, motivation, attendance, and Reading Counts. Purchase supplemental reading programs to support vocabulary, comprehension, decoding fluency, and the integration of reading for all learners.</p>	Action implemented as planned	Budgeted in ELA goal 1, Activity 9 4200 Books Title I 0	Budgeted in ELA goal 1, Activity 9 4200 Books Title I 0
<p>ELD 10</p> <p>Technology for ELA, ELD &amp; Math Purchase technology equipment and licenses to support delivery of ELA, ELD and Math curriculum (ear buds, headphones with mic, extension cords, charging stations, laptops, Promethean Board mounts)</p>	Action implemented as planned. Some technology items were funded through another budget which explains why the 4375 Technology cost wasn't expended.	Budgeted in ELA goal 1, activity 10 0	Budgeted in ELA goal 1, activity 10 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Goal 3, developed for English Learners, Lawrence school's overall implementation of strategies or activities was partially successful because at this reporting time period (MOY) Lawrence school is on track to meet some of our articulated metrics. Since our Title 1 approval time line was changed, Lawrence school is unable to report on the EL

indicators/metrics listed. Data is not yet available for annual 21/22 RFEP and ELPAC Summative assessments. Lawrence school had trouble implementing some strategies due to impacts and effects of staffing due to COVID-19.

The following actions/services were not fully implemented due to the effects of COVID 19 on the school sites: Action 1 & 6. Bilingual Paraeducators were provided to front-load curriculum and translation when needed. However, mid-way through the school year; one of the Bilingual Paraeducator positions was vacated. Due to the impacts of COVID-19 Lawrence was unable to obtain a Bilingual Paraeducator substitute for the remainder of the 2021/2022 school year. Action 7. Academic conferences were held in Winter/Spring. However, the action was not implemented during the Fall due to the impacts of COVID-19 and a lack of staff availability.

Lawrence school has successfully implemented 7 out of 10 actions/strategies that were fully implemented as planned. 3 out of 10 actions/strategies were partially implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our Goal 3- EL implementation appears to be limited at the Middle of the Year testing time. Both annual RFEP data and ELPAC Summative data was unavailable at the time this plan was written. However, quarter 1 and 2 RFEP data demonstrates that no students have been Reclassified Fluent English Proficient. With limited data available in the identified metrics for goal 3, additional data was analyzed to monitor action/strategy progress.

After analyzing the DIBELS Data, our site's Goal 3 English Learner plan is demonstrating some effectiveness. While data trends demonstrate that it is unlikely that Lawrence will reach all goals/indicators for Goal 3 EL, growth is evidenced in grades K-2 DIBELS data. Lawrence school EL students that are performing at/above proficient, demonstrated a 7% growth between BOY and MOY. BOY data shows that 17% of Lawrence K-2 EL students performed at/above proficient whereas MOY data shows an increase from 17% to 24%.

Overall, the strategies have demonstrated some effectiveness, especially utilizing our Bilingual Paraeducators to The implementation of Academic Conferences was another action that helped systematize instructions and ultimately impact student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lawrence, we set a threshold of \$10,000 for material differences. For this EL goal, there were not any actions that had a material difference of 10%.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework. The Academic Conferences will take a deeper dive into the data of our English Learners with additional teacher release time built into our programming in intervals to monitor progress and to ensure increased and improved services for our English Learners. Additional data metrics will be added to include English Learner progress in grades 3-6 the iReady Reading Diagnostic Assessment and K-2 DIBELS.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

By May 2022, Lawrence will increase Parent Involvement by 3%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Teacher Conferences participation rate	Increase parent participation Baseline- 2020/21 Parent/Teacher Conference participation rate=97%	2021/22 Parent Participation rate =97% Goal NOT MET
Jump into English attendance rate	Increase Participation rate by 5% Baseline- 2020/21 Jump Into English attendance rate=69%	2021-22 Data not available due to Title One Plan Timeline changes.
Suspension Rate	Reduce Suspension Rate Baseline- 2020/2021 Suspension Rate = .5%	2021-22 Data not available due to Title One Plan Timeline changes.
Chronic Absenteeism rate	Reduce Chronic Absenteeism rate by 5% Baseline- 2020/2021 Chronic Absenteeism rate= 29.72%	2021-22 Data not available due to Title One Plan Timeline changes.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement 1 Support Parent Involvement and provide Parent Education * Provide Parent Education in English by offering "Jump into English" classes at Lawrence * Purchase materials needed to support "Jump into English" * Back to School Night	Action implemented partially as planned.	Support Classes-Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 3,562 Jump Into English/Parenting Partners LCFF 0 Bilingual Paraeducators provide support for parent involvement events. LCFF 0	Support Classes-Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 3,562 Jump Into English 5800 Prof and Operating/Consultants LCFF 0 Bilingual Paraeducators provided support for parent involvement events. 2120 Para Temp

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Open House * School Site Council * ELAC * Parent/Teacher Conferences * Other Community Building Activities			Title I: Parent Involvement 0
Parent Involvement 2  Provide Parent Handbooks, fliers, and information about upcoming events  * Copy items at District Print Shop	Action implemented as planned.	Paper and other supplies. 4300 Materials LCFF 0	Paper and other supplies 4300 Materials LCFF 0
		Classified Supervisory Support during Parent Events 2200 Class Support Temp Title I: Parent Involvement 500	Classified Supervisory Support during Parent Events 2200 Class Support Temp Title I: Parent Involvement 500
		Benefits for Classified Support 3000 Benefits Title I: Parent Involvement 178	Benefits for Classified Support 3000 Benefits Title I: Parent Involvement 178
		Parent Handbooks and fliers 4300 Materials LCFF 0	Supplies and materials 4300 Materials Title I: Parent Involvement 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Parent Involvement, Lawrence school's overall implementation of strategies or activities has demonstrated some success because at the middle of the year reporting time, Lawrence school is on track to meet some of our articulated metrics. Since our Title 1 approval time line was changed, Lawrence school is on target for meeting some EOY goals..

The following action was not fully implemented due to the effects of COVID-19 on the school sites: Action 1- Support Parent Involvement and provide Parent Education; This action was mostly implemented as planned. However, Parent Education during the first semester was held virtually and Community Building Activities weren't implemented with the level of desired rigor due to the limit of in-person gatherings.

Since our Title 1 approval time line was changed, Lawrence school is on target for meeting some of our EOY goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the limited available data at this point, our site's Goal 4 Parent Involvement plan is demonstrating some effectiveness. While data trends demonstrate that it is unlikely that Lawrence will reach all goals/indicators for Parent Involvement, growth is evidenced by the slow but steady increases in parent involvement between the BOY and MOY. Due to a change in the Title One approval timelines, several metrics were not available at the time this annual review/update was written. We did not have data to report.

Overall, the strategies were partially effective, especially our implementation of Parent/Teachers Conferences, Jump Into English Classes for Parents, ELAC, and SSC. The Parent/Teacher conferences had a parent involvement success rate

of 97%. While we didn't meet our goal of increasing the overall attendance rate we maintained a high participation rate even given the fact that fall conferences were held virtually due to the impact and effects of COVID-19.

Lawrence school pressed forward to ensure participation in ELAC by providing an in-person option that adhered to the COVID-19 restriction in place during the first semester of the 21/22 school year. The ELAC committee has shown positive attendance, averaging between 8-15 parents of EL's at each meeting. Lawrence recognizes the importance of increasing Parent Involvement and will continue to use regular needs assessment data to

Jump into English has been implemented in both the fall and spring semester at Lawrence school. Fall participation demonstrated less favorable participation due to the program limitations of virtual learning only. For the Spring semester, Jump Into English is being provided in person and attendance rates are showing signs of improvement.

Lawrence school is on track to host an in-person Open House in late Spring. Lawrence participated with several other elementary schools in a community building event entitled the "Kindness Campaign". Parents, Students, and School Staff came together to donate coffee for United States Service Members. Other community events have been limited due to the impacts and effects of COVID-19. Lawrence looks forward to increasing community building events in the 22/23 school year.

Due to COVID-19 the effectiveness of our implementation appears to be limited as demonstrated by the MOY assessment DATA.

**Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.**

At Lawrence, we set a threshold of \$10,000 for material differences. For this Parent Involvement goal, there were not any actions that exceeded the material differences threshold.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to increase our school to home connection by increasing parent involvement in community building activities. A specific focus will be geared towards reducing the Chronic Absenteeism rate at Lawrence elementary through increased Parent Involvement and school to home connection.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

All Lawrence Teachers, Administrators, and staff will participate in high quality on-going professional development to improve standards based instruction, activate student engagement and increase rigor, as well as the continuous improvement of a positive school culture. Staff meetings will focus on Professional Development and collaboration.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> <li>* Attendance sheets from Staff Meetings</li> <li>* Professional Development Trainings/Opportunities attendance</li> <li>* Academic Conference attendance</li> </ul>	70% of staff meetings will focus on professional development and collaboration	<p>MOY Data demonstrates that Lawrence Elementary is on target to meet this metric/goal.</p> <p>2021/22 Annual Data is not yet available due to Title One Timeline changes.</p>
Increase scores on ELA and Math CAASPP	<p>Increase 2021/22 CAASPP ELA Overall Met/Exceeded Standards by 5% from 22% to 27%.</p> <p>Increase 2021/22 CAASPP Math Overall Met/Exceeded Standards by 5% from 12% to 17%.</p>	CAASPP Data update not available due to changes in the Title One approval timeline.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 1</p> <p>Provide professional development opportunities to improve instruction and student engagement in ELA, Math, ELD, Social-emotional learning, and PBIS.</p>	Action implemented partially as planned	<p>District instructional coaches and internal professional learning opportunities LCFF 0</p> <p>External conferences both virtual and/or in-person. (example:// Ron Clark Academy &amp; "Get Your Teach On". 5220 Conference Title I 2,000</p>	<p>District instructional coaches and internal professional learning opportunities LCFF 0</p> <p>External conferences both virtual and/or in-person. (example:// Ron Clark Academy &amp; "Get Your Teach On". 5220 Conference Title I 2,000</p>
<p>PD 2</p> <p>Mental Health and Counseling - SEL lessons design Develop understanding around children with emotional disabilities Develop instructional techniques to</p>	Action implemented as planned	PBIS Coaching support, Elementary counseling support, Certificated Timecards for PBIS and SEL collaboration and classroom implementation development 1120	PBIS Coaching support, Elementary counseling support, Certificated Timecards for PBIS and SEL collaboration and classroom implementation development 1120

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>implement in classrooms. Connect our instructional strategies to PBIS and school-wide discipline. Provide additional opportunities for teachers to engage students in extended learning opportunities to enhance SEL &amp; school family.</p>		Teacher Temp Title I 5,000	Teacher Temp Title I 5,000
<p>PD 3 Academic Conferences- provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions.</p>	Action implemented partially as planned	PBIS Coaching support, Elementary counseling support, Certificated Timecards for PBIS and SEL collaboration and classroom implementation development 1920 Other Cert Temp Title I 1,500	PBIS Coaching support, Elementary counseling support, Certificated Timecards for PBIS and SEL collaboration and classroom implementation development 1920 Other Cert Temp Title I 1,500
		Benefits for Certificated time cards 3000 Benefits Title I 1,507	Benefits for Certificated time cards 3000 Benefits Title I 1,507
<p>PD 4 Provide teacher release time for coaching/training and collaboration in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)</p>	Action implemented as planned	See Budget in ELA Goal 1 Activity 2 0	See Budget in ELA Goal 1 Activity 2 0
		Budgeted in ELA goal 1, Activity 8 1150 Teacher Sub Title I 0	Budgeted in ELA goal 1, Activity 8 1150 Teacher Sub Title I 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

For the Professional Development goal, Lawrence school's overall implementation of strategies or activities was partially successful because at this reporting time period MOY Lawrence school is on track to meet some of our articulated metrics. Since our Title 1 approval time line was changed, Lawrence school is on target for meeting some EOY goals/metrics. Lawrence school had trouble implementing some strategies due to impacts and effects of staffing due to COVID 19.

The following actions were not fully implemented due to the effects of COVID 19 on the school sites: Action 1- Provide professional development opportunities to improve instruction and student engagement in ELA, Math, ELD, Social-emotional learning, and PBIS. While Professional Development opportunities have been provided in all areas, external PD was limited due to sub shortages and the impacts of COVID-19. Action 3- K-3 Academic conferences were held in Winter/Spring. However, the action was not implemented during the Fall due to the impacts of COVID-19 and a lack of staff availability.

Lawrence school has successfully implemented 2 out of 4 actions/strategies and that has shown in our overall Professional Development and collaboration MOY DATA. Additionally, 2 of the 4 identified actions/strategies have been partially implemented to the greatest extent possible given the challenges incurred due to the lack of substitutes and staff shortages brought on by the COVID-19 Pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our Goal 5- Professional Development implementation appears to be limited at the Middle of the Year testing time. Due to changes in the Title One Plan Timelines, 2021-22 CAASPP Data was unavailable at the time of this report. However, staff meeting data demonstrates that Lawrence Elementary is on target to meet the goal of ensuring that 70% of all staff meetings focus on professional development and collaboration. During the months of August, 2021- March, 2022, over 70% of all staff meetings were dedicated to specific professional development in the key areas of ELA, ELD, PBIS, and SEL. Additional PD opportunities were made available to all teachers in the subject area of NGSS and Mathematics.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lawrence, we set a threshold of \$10,000 for material differences. For this Professional Development goal, there were not any actions that exceeded the material differences threshold.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to increase external and internal Professional Development opportunities for teachers with the goal of strengthening the early literacy program, and the new Mathematics and SEL curriculum implementation. Additionally, Lawrence will continue to enhance and strengthen the schoolwide Positive Behavioral Instructional Supports (PBIS) program with a specific goal of reducing the school's chronic absenteeism rate.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Lawrence Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:

K-2 DIBELS assessment  
3rd- 6th Grade ELA iReady Universal Screener  
3rd-6th Grade CAASPP English Language Arts

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

2020/2021 CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 2020/2021	CAASPP ELA: Percentage of students who met/exceeded the standards for ELA on the CAASPP 2020/21 Summative Assessment:  Overall- 22%  Grade 3- 17% Grade 4- 14% Grade 5- 31% Grade 6- 25%	Overall 2021/2022 CAASPP Summative ELA results will demonstrate an increase of 5%
DIBELS 2021/22	2022 MOY DIBELS Data- Percentage of students who scored at/above on the 2022 MOY DIBELS assessment.  K-2 Overall MOY - 28% At/Above  Grade K- 15% Grade 1- 31%	2023 MOY K-2 DIBELS data will demonstrate a 5% increase in students scoring at/above.

Metric/Indicator	Baseline	Expected Outcome
	Grade 2- 41%	
iReady Reading Diagnostic	Baseline to be determined.	2022/23 BOY - MOY iReady Diagnostic Data will demonstrate a 5% increase in students scoring at/above.

## Planned Strategies/Activities

### Strategy/Activity 1

ELA 1

Provide Reading intervention for grades K-6 and utilize SIPPS as a supplemental reading program to support intervention/differentiation in grades K-3.

Provide Read 180/System 44 Grades 4-6

(Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Grades K-3)

### Students to be Served by this Strategy/Activity

K-6 students needing Tier 2 or Tier 3 support

### Timeline

August 2022-May 2023

### Person(s) Responsible

Administrators

Reading Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Amount

98,109

Source

Title I

Budget Reference

1100 Teacher

Description

Intervention Teacher

Amount

36,051

Source

Title I

Budget Reference

3000 Benefits

Description

Benefits for Intervention Teacher

### Strategy/Activity 2

ELA 2

Provide additional 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model. The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

### Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration  
Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Reading Intervention Teacher

### Strategy/Activity 3

ELA 3

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine

### Students to be Served by this Strategy/Activity

All K-3 students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

- Administration
- K-3 Teachers
- RSP Teacher
- Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

### Strategy/Activity 4

ELA 4

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

### Students to be Served by this Strategy/Activity

All 2nd - 6th Grade students

### Timeline

August 2022 - June 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

ELA 5

All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards.

### Students to be Served by this Strategy/Activity

All 3rd-6th grade students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Administration  
Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

### Strategy/Activity 6

ELA 6

Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

### Students to be Served by this Strategy/Activity

3rd-4th grade students who are identified to need additional Tier 2 and Tier 3 intervention

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Administrators  
Teachers

**Proposed Expenditures for this Strategy/Activity**

Source

LCFF

**Strategy/Activity 7**

ELA 7

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

**Students to be Served by this Strategy/Activity**

K-6 students

**Timeline**

July 2022- June 2023

**Person(s) Responsible**

Administrators  
Teachers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 8**

ELA 8

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

**Students to be Served by this Strategy/Activity**

K-3 Students  
1st-2nd small SIPPS reading groups daily 30 minutes

**Timeline**

July 2022- June 2023

**Person(s) Responsible**

Administration  
Teachers  
Coaches

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 9**

ELA 9

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### **Students to be Served by this Strategy/Activity**

K-3 students

Plus students who need additional Tier 2 support in early reading development  
3rd grade whole class SIPPS/intervention supporting Tier 2 students

### **Timeline**

July 2022-June 2023

### **Person(s) Responsible**

Administration  
Teachers  
Reading Intervention Teachers

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 10**

ELA 10

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

### **Students to be Served by this Strategy/Activity**

K-3 Students

### **Timeline**

July 2022- June 2023

### **Person(s) Responsible**

Administration  
RSP Teacher  
Para educators  
K-3 Teachers  
Intervention Teachers

### **Proposed Expenditures for this Strategy/Activity**

Source

LCFF

### **Strategy/Activity 11**

ELA 11

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-2 students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Teachers  
Administration

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 12

ELA 12

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3 .

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022-June 2023

### Person(s) Responsible

Administration  
ELA Coaches

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

CORE Consultants, Curriculum and Instruction coaches

## Strategy/Activity 13

ELA 13

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists such as the Speech Therapist, Resource Specialists, Intervention Teacher, Counselor, and Nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child

### Students to be Served by this Strategy/Activity

All students

### Timeline

Fall 2022- Spring 2023

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

**Amount**

10,000.00

**Source**

Title I

**Budget Reference**

1150 Teacher Sub

**Description**

Substitute teachers to support teacher release time for data conferences

**Amount**

2547.00

**Source**

Title I

**Budget Reference**

3000 Benefits

**Description**

substitute benefits

### Strategy/Activity 14

ELA 14

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have:

- Binders
- Dividers
- Pencil boxes
- Notebooks
- Journals
- Organizational materials

### Students to be Served by this Strategy/Activity

K-6 students

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administration  
Secretary

### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	8787.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	AVID Supplies
<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4328 Warehouse Supplies
<b>Description</b>	Paper, ink

### Strategy/Activity 15

ELA 15  
 Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed.

#### Students to be Served by this Strategy/Activity

Kindergarten and First grade students

#### Timeline

August 2022- May 2023

#### Person(s) Responsible

Administration  
 Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1600.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	software for letter naming and letter sounds

### Strategy/Activity 16

ELA 16  
 Provide SEL instruction using the school adopted SEL curriculum program “Caring School Communities”. Connect SEL instructional strategies to PBIS and school-wide discipline.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

July 2022-June 2023

**Person(s) Responsible**

Administration  
Teachers  
Counselor  
Mental Health Therapist

**Proposed Expenditures for this Strategy/Activity**

Source

LCFF

**Strategy/Activity 17**

ELA 17

SEL - Additional mental health clinician hours to support Tier 2 and Tier 3 students with their mental health needs

**Students to be Served by this Strategy/Activity**

Students needing Tier 2 and Tier 3 mental health support

**Timeline**

August 2022- May 2023

**Person(s) Responsible**

Administration  
Counselor  
Teachers  
Mental Health Therapist

**Proposed Expenditures for this Strategy/Activity**

Source

LCFF

**Strategy/Activity 18**

ELA 18

Pay teachers to provide after school intervention and after school extended learning opportunities.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022-May 2023

**Person(s) Responsible**

Administration  
Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards- adjunct hourly for intervention and extended learning opportunities
<b>Amount</b>	1779.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Teacher benefits

### Strategy/Activity 19

ELA 19

Provided Positive Behavior Interventions & Supports will support school academic goals. PBIS will focus on increasing the site Tiered Fidelity Inventory Score by implementing the following:

- Positive student acknowledgement
- Continue implementation of PAWS
- Assemblies for anti-bullying/ life skills and social-emotional health
- Kindness week
- Growth mindset activities and/or speaker

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administration  
 Teachers  
 Classified Staff  
 Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Assemblies, Anti-Bullying, Growth Mindset etc.

### Strategy/Activity 20

ELA 20

Enhance students' learning through Study Trips. Students will be provided access to necessary materials and supplies in addition to study trips to support core academic instruction. Study trips will connect to grade level standards & curriculum content. Examples may include:// 3rd grade Valley Days, 4th grade trip to Columbia to study the gold rush etc..

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administration  
Teachers  
Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Valley Days, Columbia, WOW Museum etc.

### Strategy/Activity 21

ELA 21

Pay Certificated teachers to participate in school-wide strategic MTSS planning and collaboration.

Afterschool  
Summer break  
Fall break  
Spring break

### Students to be Served by this Strategy/Activity

All

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administration  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4795.00
<b>Source</b>	Title I

<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time cards for teachers
<b>Amount</b>	1219.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits for certificated timecards

## Strategy/Activity 22

ELA 22

Purchase leveled readers, chapter books, and high frequency word cards to support differentiated reading practice, motivation, attendance, and Reading Counts. Purchase supplemental reading programs to support vocabulary, comprehension, decoding fluency, and the integration of reading for all learners.

### Students to be Served by this Strategy/Activity

All

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administration  
 Teachers  
 Library Media Assistant  
 Principal's Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Leveled readers, chapter books, bilingual books, culturally responsive literature
<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	High frequency word, vocabulary, letter names and sound cards

## Strategy/Activity 23

ELA 23

Technology for ELA, ELD & Math Purchase technology equipment and licenses to support delivery of ELA, ELD and Math curriculum (earbuds, headphones with mic, extension cords, charging stations, laptops, supplemental curriculum program licenses)

### Students to be Served by this Strategy/Activity

All

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administration  
Principal's Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4375 Technology (under \$500)
<b>Description</b>	earbuds, headphones, extension cords etc.
<b>Amount</b>	5000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	Replace old Promethean Panels, Laptops, charging stations etc.
<b>Amount</b>	7500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	supplemental core instructional curriculum and instruction online instructional licenses such as NearPod- Flocabulary

### Strategy/Activity 24

ELA 24

Provide teacher release time for coaching/training participation in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2022- June 2023

**Person(s) Responsible**

Administration  
Principal's Secretary  
Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2400.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Teacher substitutes
<b>Amount</b>	608.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits for certificated substitutes

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Lawrence Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:

K- 6th Grade Mathematics iReady Universal Screener  
3rd-6th Grade CAASPP Mathematics

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

2020/21 CAASPP results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data 2021/2022 Math Summative Results	CAASPP Math:  Percentage of students who met/exceeded the standards for Mathematics on the CAASPP 2020/21 Summative Assessment  Overall- 12%  Grade 3- 17% Grade 4- 7% Grade 5- 14% Grade 6- 8%	2021/2022 CAASPP Summative Math results will demonstrate an increase of 5%  Overall- 12% - 17%  Grade 3- 17% - 22% Grade 4- 7%- 12% Grade 5- 14% - 19% Grade 6- 8% - 13%
iReady	Baseline to be determined	2022/23 BOY - MOY iReady Mathematics Diagnostic Data will demonstrate a 5% increase in students scoring at/above.

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 1



All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards.

### Students to be Served by this Strategy/Activity

K-6 students

### Timeline

July 2022 - May 2023

### Person(s) Responsible

- \* Administration
- \* Teachers
- \* Math Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

iReady diagnostic Beginning, Middle, and End of year

### Strategy/Activity 2

Math 2

All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

### Students to be Served by this Strategy/Activity

K-6 students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Teachers  
Administration  
Math Intervention teacher

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

### Strategy/Activity 3

Math 3

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialists like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress 3x annually. (BOY, MOY, EOY)

### Students to be Served by this Strategy/Activity

All students in grades K-6

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administrators  
Teachers  
Coaches  
Counselor  
Speech Therapist  
Nurse  
Intervention teachers

### Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Budgeted in Goal 1 ELA, Action 13

### Strategy/Activity 4

Math 4

Pay teachers to provide after school intervention and after school extended learning opportunities.

### Students to be Served by this Strategy/Activity

All

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administrators  
Teachers

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1, ELA, Action 18

### Strategy/Activity 5

Math 5

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.  
Every Student will have:

Binders  
Dividers  
Pencil boxes  
Notebooks

### Students to be Served by this Strategy/Activity

All students in grades K-6

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administrators  
Secretary  
Teachers

### Proposed Expenditures for this Strategy/Activity

#### Description

Budgeted in Goal 1 ELA, Activity 14

### Strategy/Activity 6

Math 6

Provided Positive Behavior Interventions & Supports will support school academic goals. PBIS will focus on increasing the site Tiered Fidelity Inventory Score by implementing the following:

- Positive student acknowledgement
- Continue implementation of PAWS
- Assemblies for anti-bullying/ life skills and social-emotional health
- Kindness week
- Growth mindset activities and/or speaker

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022- June 2023

### Person(s) Responsible

Administration  
Teachers

### Proposed Expenditures for this Strategy/Activity

#### Description

Budgeted in Goal 1 ELA, Activity 19

### Strategy/Activity 7

Math 7

Enhance students' learning through Study Trips. Students will be provided access to necessary materials and supplies in addition to study trips to support core academic instruction. Study trips will connect to grade level standards & curriculum content. Examples may include:// 3rd grade Valley Days, 4th grade trip to Columbia to study the gold rush etc..

### Students to be Served by this Strategy/Activity

All students

### Timeline

Juy 2022 - June 2023

### Person(s) Responsible

Administration  
Teachers  
Secretary

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 20

### Strategy/Activity 8

Math 8

Materials and supplies: Materials, supplies, books, duplicating, STEAM/STEM materials, mathematics manipulatives, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in math.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administration  
STEM Lead Teacher  
Teachers  
Secretary

### Proposed Expenditures for this Strategy/Activity

Amount

2000.00

Source

Title I

Budget Reference

4300 Materials

Description

STEAM/STEM and 3D - Printing Supplies

### Strategy/Activity 9

Math 9

Pay Certificated teachers to participate in school-wide strategic MTSS planning and collaboration.

Afterschool  
Summer break  
Fall break  
Spring break

### **Students to be Served by this Strategy/Activity**

All

### **Timeline**

July 2022- June 2023

### **Person(s) Responsible**

Administration

### **Proposed Expenditures for this Strategy/Activity**

#### **Description**

Budgeted in Goal 1 ELA, Activity 21

### **Strategy/Activity 10**

Math 10

Technology for ELA, ELD & Math Purchase technology equipment and licenses to support delivery of ELA, ELD and Math curriculum (earbuds, headphones with mic, extension cords, charging stations, laptops, supplemental curriculum program licenses)

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

July 2022-May 2023

### **Person(s) Responsible**

Administration  
Secretary

### **Proposed Expenditures for this Strategy/Activity**

#### **Description**

Budgeted in Goal 1 ELA, Activity 23

### **Strategy/Activity 11**

Math 11

Provide SEL instruction using the school adopted SEL curriculum program “Caring School Communities”. Connect SEL instructional strategies to PBIS and school-wide discipline.

### **Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022-May 2023

**Person(s) Responsible**

Administration  
Teachers  
Counselor

**Proposed Expenditures for this Strategy/Activity**

**Description**

Budgeted in Goal 1 ELA, Activity 16

**Strategy/Activity 12**

Math 12

Provide teacher release time for coaching/training participation in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022- May 2023

**Person(s) Responsible**

Administration  
Secretary  
Teachers

**Proposed Expenditures for this Strategy/Activity**

**Description**

Budgeted in Goal 1 ELA, Activity 24

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By October 1, 2022 , with an implementation of Multi-Tiered System of Support (MTSS), Lawrence Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready. (LCAP Goal 1)

### Basis for this Goal

This goal is based on the most recent ELPI data available on the California School Dashboard.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPI English Language Proficiency Indicator	2019 English Learner Progress Baseline Data:  56.2% making progress towards English language proficiency	Increase the proficiency levels by 5% over the 22-23 school year

### Planned Strategies/Activities

#### Strategy/Activity 1

ELD 1

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

#### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

July 2022 - May 2023

### Person(s) Responsible

- Administration
- Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

### Strategy/Activity 2

ELD 2

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administration  
Teachers  
Intervention Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

ELD 3

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022- May 2023

### Person(s) Responsible

Teachers  
Administrators  
District EL Coach



## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

ELD 4

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as high quality first instruction.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administrators  
Teachers  
Intervention Teacher

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

ELD 5

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

July 2022- May 2023

### Person(s) Responsible

Teachers  
Administrators

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

ELD 6

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022- June 2023

### Person(s) Responsible

Administrators  
Teachers  
District Coaches

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Budgeted in Goal 1 ELA, Activity 10

### Strategy/Activity 7

ELD 7

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3 and language development

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administrators  
Teachers  
District ELD coach

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 11

### Strategy/Activity 8

ELD 8

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists such as speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

### Students to be Served by this Strategy/Activity

All students

## Timeline

July 2022- June 2023

## Person(s) Responsible

Administration  
Teachers

## Proposed Expenditures for this Strategy/Activity

### Description

Budgeted in Goal 1 ELA, Activity 13

## Strategy/Activity 9

ELD 9

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

## Students to be Served by this Strategy/Activity

All students

## Timeline

July 2022- June 2023

## Person(s) Responsible

Administration  
Library Media Specialist

## Proposed Expenditures for this Strategy/Activity

### Description

Budgeted in Goal 1 ELA, Activity 14

## Strategy/Activity 10

ELD 10

Embed ELD support from the Bilingual para-educators.

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

August 2022- June 2023

### Person(s) Responsible

Administration  
Teachers  
Bilingual paraeducators

### Proposed Expenditures for this Strategy/Activity

Source

Title III

### Strategy/Activity 11

ELD 11

Print shop, warehouse, and supplemental materials for English Learners in ELA/ELD, other core, library, and supplemental programs.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administration  
Secretary

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 12

ELD 12

Provide Rosetta Stone program for all ELPAC Levels 1 and 2

### Students to be Served by this Strategy/Activity

Students with scores of level 1 and 2 on the ELPAC

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration  
Teachers

### Proposed Expenditures for this Strategy/Activity

Source

Title III

## Strategy/Activity 13

ELD 13

Provide teacher release time for coaching/training and collaboration in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration  
Secretary

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 24

## Strategy/Activity 14

ELD 14

Purchase leveled readers, chapter books to support differentiated reading practice, motivation, attendance, and Reading Counts. Purchase bilingual books & take home readers. Purchase supplemental reading programs to support vocabulary, comprehension, decoding fluency, and the integration of reading for all learners.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

July 2022- August 2023

### Person(s) Responsible

Administration  
Secretary

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 22

## Strategy/Activity 15

ELD 15

Technology for ELA, ELD & Math Purchase technology equipment and licenses to support delivery of ELA, ELD and Math curriculum (earbuds, headphones with mic, extension cords, charging stations, laptops, supplemental curriculum program licenses)

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administration  
Library Media Assistant  
Secretary

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 23

### Strategy/Activity 16

ELD 16

Provide SEL instruction using the school adopted SEL curriculum program "Caring School Communities".

Connect SEL instructional strategies to PBIS and school-wide discipline.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administration  
Teachers  
Counselor  
Mental Health Therapist

### Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 16

### Strategy/Activity 17

ELD 17

Pay teachers to provide after school intervention and after school extended learning opportunities.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration  
Teachers

### Proposed Expenditures for this Strategy/Activity

Description Budgeted in Goal 1 ELA, Activity 18

### Strategy/Activity 18

ELD 18

SEL - Additional mental health clinician hours to support Tier 2 and Tier 3 students with their mental health needs

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration  
Teachers  
Counselor  
Mental Health Therapist

### Proposed Expenditures for this Strategy/Activity

Source LCFF

### Strategy/Activity 19

ELD 19

Provided Positive Behavior Interventions & Supports will support school academic goals. PBIS will focus on increasing the site Tiered Fidelity Inventory Score by implementing the following:

- Positive student acknowledgement
- Continue implementation of PAWS
- Assemblies for anti-bullying/ life skills and social-emotional health
- Kindness week
- Growth mindset activities and/or speaker

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022- May 2023

### Person(s) Responsible

Administration  
Secretary  
Teachers

## Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1 ELA, Activity 19

## Strategy/Activity 20

ELD 20

Pay Certificated teachers to participate in school-wide strategic MTSS planning and collaboration.

Afterschool

Summer break

Fall break

Spring break

## Students to be Served by this Strategy/Activity

All students

## Timeline

July 2022- June 2023

## Person(s) Responsible

Administration

Teachers

## Proposed Expenditures for this Strategy/Activity

Description

Budgeted in Goal 1ELA, Activity 21



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Lawrence Elementary School will show an increase in parent involvement on the following measures:

Parent /Teacher Conferences

### LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed. (LCAP Goal 3)

### Basis for this Goal

2020-21 Attendance at school-wide events (Back to School, Parent Events, Parent/Teacher Conferences)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Teacher Conferences participation rate	Parent/Teacher Conferences 2020/21 participation rate- 97%	Increase parent participation by 1%
Chronic Absenteeism rate	2020/21 Chronic Absenteeism rate- 29.72%	Reduce Chronic Absenteeism rate by 5%

### Planned Strategies/Activities

#### Strategy/Activity 1

Parent Involvement 1

Support Parent Involvement and provide Parent Education

- \* Provide Parent Education in English by offering "Jump into English" classes at Lawrence
- \* Purchase materials needed to support "Jump into English"
- \* Parent Cafe
- \* Back to School Night
- \* Open House
- \* School Site Council
- \* ELAC
- \* Parent/Teacher Conferences
- \* Other Community Building Activities

## Students to be Served by this Strategy/Activity

All students.

## Timeline

July 2022 - May 2023

## Person(s) Responsible

- Administration
- Teachers
- Para-educators
- Community Liaison

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1671.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Support Classes-Jump Into English

## Strategy/Activity 2

Parent Involvement 2

Provide Parent Handbooks, fliers, and information about upcoming events

\* Copy items at District Print Shop

## Students to be Served by this Strategy/Activity

All students.

## Timeline

July 2022- May 2023

## Person(s) Responsible

Administration  
Teachers  
Para-educators  
Community Liaison  
Counselor

## Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Description</b>	Parent Handbooks and fliers

## Strategy/Activity 3

Parent Involvement 3

Provide fingerprinting services for parents and community members to increase parent/community member volunteers.

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2022- June 2023

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Fingerprinting services for parent volunteers

### Strategy/Activity 4

Parent Involvement 4

Provide light snacks for parent involvement meetings.

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2022- June 2023

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount

500.00

Source

Title I: Parent Involvement

Budget Reference

4325 Food For Meetings

Description

Light snacks for parent meetings

### Strategy/Activity 5

Parent Involvement 5

Pay classified staff to provide childcare during after school meetings.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022- June 2023

### Person(s) Responsible

Administration  
Classified Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	825.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	2200 Class Support Temp
<b>Description</b>	Timecards for childcare
<b>Amount</b>	318.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	3000 Benefits

### Strategy/Activity 6

Parent Involvement 6

Pay bilingual classified staff to provide translation services before and after school

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022- June 2023

### Person(s) Responsible

Administration  
Bilingual paraeducators  
Community Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	825.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	2920 Other Class Temp
<b>Description</b>	Time cards for translation support before and afterschool
<b>Amount</b>	319.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	3000 Benefits



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

By March 31, 2023, Lawrence Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework  
K-2 The Consortium On Reading Excellence CORE  
K-6 iReady - Math

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready. (LCAP Goal 1)

### Basis for this Goal

2020-21 ELA and Math Benchmarks, CAASPP, DIBELS, and Reading Lexiles

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign-in sheets	No Baseline Data Available due to timeline change of Title One plans.	100% of staff will attend professional development and collaboration
Increase scores on ELA and Math CAASPP	2020/2021 CAASPP ELA Overall- 22% Met/Exceeded standards  2020/2021 CAASPP Math Overall- 12% Met/Exceeded standards	Increase 2021/22 CAASPP ELA Overall Met/Exceeded Standards by 5% from 22% to 27%.  Increase 2021/22 CAASPP Math Overall Met/Exceeded Standards by 5% from 12% to 17%.

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 1

Provide professional development opportunities to improve instruction and student engagement in ELA, Math, ELD, Social-emotional learning SEL, Positive Behavioral Interventions and Supports PBIS, and the MTSS framework.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022- June 2023

### Person(s) Responsible

- Administration
- Teachers
- Literacy Coach
- District Coaches

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Description</b>	District instructional coaches and internal professional learning opportunities.
<b>Amount</b>	15000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	External conferences both virtual and/or in-person. (example:// Ron Clark Academy & "Get Your Teach On".

### Strategy/Activity 2

PD 2

Provide release time for MTSS Professional Development training and/or conferences.

### Students to be Served by this Strategy/Activity

All

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administrators  
 Teachers  
 Administrators  
 Teachers  
 Counselor  
 Mental Health Therapist  
 PBIS Team  
 Intervention Teachers  
 RSP Teacher  
 District PBIS coach

### Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes for teacher release time for training, coaching, and collaboration.
Amount	761.00
Source	Title I
Budget Reference	3000 Benefits
Description	Certificated substitute benefits

### Strategy/Activity 3

PD 3

MTSS Data Conferences: provide release time for teachers and admin: analyze the DIBELS, Reading Inventory, and CAASPP data. Collaborate, plan and respond with best practice Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

### Students to be Served by this Strategy/Activity

ALL

### Timeline

July 2022- June 2023

### Person(s) Responsible

Administrators  
Counselor  
Teachers  
Intervention Teachers

### Proposed Expenditures for this Strategy/Activity

Description	Budgeted in Goal 1 ELA, Activity 13
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### Strategy/Activity 4

PD 4

Provide teacher release time for coaching/training and collaboration in school and district aligned curricular programs. (examples:// early literacy, ELD, Mathematics, NGSS)

### Students to be Served by this Strategy/Activity

All



**Timeline**

July 2022- June 2023

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

Description

Budgeted in Goal 1 ELA, Activity 24

**Strategy/Activity 5**

PD 5

Pay Certificated teachers to participate in school-wide strategic MTSS planning and collaboration.

Afterschool  
Summer break  
Fall break  
Spring break

**Students to be Served by this Strategy/Activity**

All

**Timeline**

July 2022- June 2023

**Person(s) Responsible**

Administration  
Teachers

**Proposed Expenditures for this Strategy/Activity**

Description

Budgeted in Goal 1 ELA, Activity 21

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	261,230.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	231,614.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	227,156.00	0.00
Title I: Parent Involvement	4458.00	0.00



# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Title I	98,109.00
1120 Teacher Temp	Title I	11,795.00
1150 Teacher Sub	Title I	15,400.00
3000 Benefits	Title I	42,965.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	11,787.00
4328 Warehouse Supplies	Title I	1,000.00
4375 Technology (under \$500)	Title I	2,000.00
4475 Technology (\$500-\$9,999)	Title I	5,000.00
5220 Conference	Title I	15,000.00
5800 Prof and Operating/Consultants	Title I	4,000.00
5872 Field Trips	Title I	6,000.00
5875 Technology Licenses	Title I	9,100.00
2200 Class Support Temp	Title I: Parent Involvement	825.00
2920 Other Class Temp	Title I: Parent Involvement	825.00
3000 Benefits	Title I: Parent Involvement	637.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,671.00

# FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Kelly Collins	Principal
Melissa McClelland	Classroom Teacher
Jennifer Pesavento	Classroom Teacher
Jenna Pal-Freeman	Classroom Teacher
Valerie VonElsner	Other School Staff
Monika Lara	Parent or Community Member
Juanita Lopez	Parent or Community Member
Joanna Ramirez	Parent or Community Member
Cassandra Portillo Rosas	Parent or Community Member
Kristi Garibaldi Robinson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# FORM E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/28/2022 03:30 pm.

Attested:

**Preliminary Plan**

**Final Plan**



04/28/2022 03:30 pm

*Principal*

*Date*

*Principal*

*Date*



04/28/2022 03:30 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



05/13/2022 02:30 pm

*Program Manager*

*Date*

*Program Manager*

*Date*