

Lawless Elementary

10621666006068

Principal's Name: Meredith Farnsworth

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

Consolidated Program Assurances

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

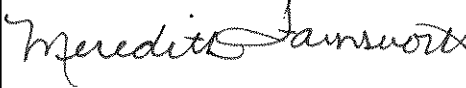

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Meredith Farnsworth	X				
2. Chairperson – Alicia Brookshire				X	
3. Vice Chairperson – Rita Garcia				X	
4. Secretary – Tiffany McCall			X		
5. DAC Representative – Barbara Singh				X	
6. Janice Keys-Bramlett		X			
7. Cynthia Salinas		X			
8. Bryant Major		X			
9. Zachary Scott		X			
10. Cynthia DeLaRosa				X	
11. Charlotte Young				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Lawless Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Meredith Farnsworth		3/19/2024
SSC Chairperson	Alicia Brookshire		3/19/2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$73,305 *
7090	LCFF Supplemental & Concentration	\$232,126
7091	LCFF for English Learners	\$44,064

TOTAL 2024/25 ON-SITE ALLOCATION

\$349,495

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,172
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Remaining Title I funds are at the discretion of the School Site Council	\$71,133
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Total Title I Allocation	\$73,305
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Lawless Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		18.53 %	25 %	2023-2024	30.1 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth		55.5 %	53 %	2023-2024	58.1 %
i-ReadyELAD2 proficiency - percentage of students on/above		50.23 %	37.9 %	2023-2024	42 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth		60.04 %	50.6 %	2023-2024	55.7 %
i-ReadyMath D2 proficiency - percentage of students on/above		35.4 %	24.7 %	2023-2024	30.8 %
SBAC ELA - Average distance from standard	✓	0 pts	-43.8 pts	2023-2024	-28 pts
SBAC ELA - percentage of students met/exceeded standard	✓	45.54 %	32.3 %	2023-2024	42.4 %
SBAC Math - Average distance from standard	✓	0 pts	-48.5 pts	2023-2024	-34 pts
SBAC Math - percentage of students met/exceeded standard	✓	35.34 %	28.8 %	2023-2024	35.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action #1 -

Students and staff:

The school-wide focus for professional learning was based upon good first instruction, clarity and student engagement. Professional learning also focused on Clarity and Success Criteria as well as student engagement.

2

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

iReady Student Group Breakdown Diagnostic #2 - On or Above Grade Level - Reading

Overall - 35.3%

English Learners 21.9%

RFEP - 62.1%

SED - 31.6%

SWD - 25.8%

African American - 28.7%

- The teachers were offered 15 hours of voluntary paid planning which allowed time to include SBAC stems and integrated EL instruction into daily lessons and provide high quality instruction.
- Professional Learning Communities met for 30 hours throughout the year weekly to set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- The school implemented school-wide RTI focusing on reading interventions. Grade level RTI occurred every Monday through Thursday for a half an hour for every grade level in grades 1-6. Kindergarten implemented their own small group RTI utilizing the paraprofessionals and Teaching Fellow.
- The Kindergarten and first grade teachers attended two days of ELA training through CIPL making collective commitments to ensure fidelity with the guaranteed viable curriculum and ensure best practices in phonics and phonemic awareness instruction.
- The second grade teachers collaborated with Breakthrough Results to focus on reading fluency and met weekly to plan and analyze data. They progress monitored students and set a SMART goal.
- The academic coach supported teachers with modeling and planning lessons, interventions, and walking classrooms of colleagues.
- Substitutes for SST days were utilized once a month.
- TST meetings occurred weekly and the Tier II Intervention Specialist and Home School Liaison were utilized to meet individual student needs.
- Lead teachers attended regional trainings around student engagement and worked through the PLC+ Activator's guide.

Families:

- Teachers conducted parent teacher conferences in October.
- The school partnered with Parent University and Success Together to hold a family literacy night focusing on creating life long readers.

Action #2

Students & Staff

- The teachers were offered 15 hours of voluntary paid planning which allowed time to include SBAC stems and integrated EL instruction into daily lessons and provide high quality instruction.
- Professional Learning Communities met for 30 hours throughout the year weekly to set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- The academic coach supported teachers with modeling and planning lessons, interventions, and walking classrooms of colleagues.
- Substitutes for SST days were utilized once a month.
- The school worked closely with the Math Educational Advancement Group (EAG) project which provided California Teaching Fellows to support in math instruction and teachers utilized Reflex Math. The group analyzed iReady math growth of African American students.
- The school implemented end of year math fluency medals to students showing math fact fluency mastery.

Families

- The teachers conducted Parent Teacher Conferences in October.
- The school partnered with Parent University and Success Together to hold a Family Science and STEM night.

Action #3

Students & Staff

- Asian - 35%
- Hispanic - 35.9%
- Two or More Races - 39.5%

SBAC ELA Percent Meets or Exceeds + Distance from Standard

- All Students 32.5% DFS = -46
- English Learner 20% DFS = -90
- SED 31.3% DFS = -48
- SWD 11.1% DFS = -104
- African American 20% DFS = -68
- Asian 37.2% DFS = -42
- Hispanic 34.4% DFS = -44
- Two or More Races 35.7% DFS = -28

Resource inequities and other key factors that contributed to the disproportionality of low performing student groups include low teacher self efficacy and collective teacher efficacy. More work needs to be done around equity and grading for equity as well as PLC + work.

- The teachers were offered 15 hours of voluntary paid planning hours which allowed time to include SBAC stems, and designated and integrated EL instruction into daily lessons and provide high quality instruction.
- The after school EL Intervention club was provided twice a week for EL students to help with reading, writing, listening, and speaking.
- The school was unable to hire a part-time Punjabi speaking Home School Liaison.
- The Spanish speaking Home School Liaison made phone calls home to parents and conducted home visits. She provided translation supports to parents and teachers as needed.

Families

- The school held a minimum of 4 ELAC meetings
- The school utilized Parent Square to communicate with parents.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Although teachers were provided 15 hours of voluntary paid planning not all teachers utilized the time given.

Not all teachers took advantage of the Academic Coach and her support. Most teachers were willing to allow her to observe and model. She also provided professional learning to the teachers for good first instruction and how to intervene to meet individual student needs.

Two of the four first grade teachers provided after school reading intervention and tutoring to identified students beginning in February and was funded through the Early Literacy Plan funds.

The second grade teachers worked closely with Breakthrough Results to meet weekly and identify best teaching practices and set goals to progress monitor identified students in reading fluency.

The EL after school intervention club was not staffed for the first semester of the year due to California Teaching Fellows staffing issues. The club was staffed in January 2023.

The Punjabi speaking Home School Liaison position was filled late into the third quarter of the year.

The school did hire a Tier II Intervention Specialist and did conduct weekly Targeted Support Team (TST) meetings. Students identified as Tier II were provided supports as needed.

The school provided EL professional Learning through the district's EL department to support with EL newcomers.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The school will continue to provide school-wide RTI supports in reading and provide targeted intervention supports to identified students through a Literacy Specialist. The school will provide professional learning around collective teacher efficacy through the PLC+ framework. The school will continue its school-wide focus on clarity, success criteria, and student engagement and introduce professional learning around student feedback. The school will provide professional learning to in Designated and Integrated EL instruction to support teachers and ensure that students are showing growth on their summative ELPAC assessments (ELPI level). The after school EL Boot camp will continue twice a week. The school will purchase assessment resources including ESGI and school-wide licenses for programs including Scholastic WORD, Nearpod, Read 180, Reflex Math, and DIBELS. The school will provide professional learning in writing through Write Tools for grades K-6. In order to ensure students are reading by first grade, provide Orton Gillingham training for Kindergarten and first grade teachers.

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

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div><ul style="list-style-type: none">SSC Meeting on 1/16/24 to establish the writing team and timelineSSC meeting on 3/19/24 to review and approve SPSA and Budget</div>	<div>2 ELAC:</div> <div><p>2-7-24 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year</p><p>3-19-24 Reviewed and approved SPSA and budget.</p></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Staff meeting on 1/18/24 to collect staff feedback on SPSA and budget needs.</div>
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Action 1

Title: All students will excel in reading and writing

Action Details:

The school will implement a comprehensive reading support and intervention program to improve foundational reading skills and comprehension with an emphasis on early learning and development to ensure students are reading on grade level or beyond by third grade.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div><ul style="list-style-type: none">iReady Diagnostic & lessonsiReady Standards MasteryQuarterly BPSTIABs & FIABsGrade level common formative assessmentsGradesDaily progress monitoring (walkthroughs, feedback, reflective conversations)Classroom observations/feedbackData ChatsStudent goal-settingFluencyDRDPFSA & TKFSA</div>	<div>Owner(s):</div> <div>Administration</div> <div>Teachers</div> <div>PLC teams</div> <div>ILT</div> <div>Students</div>	<div>Timeline:</div> <div>Quarterly</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CORE Instruction:
- Increase the digital literacy of students in alignment with the State Standards for Teaching by having students utilizing tablets daily

- Substitutes for SSTs and learning walks
- Substitutes for quarterly grade level planning
- Awards and incentives for academic achievement
- Professional learning books
- Write Tools Professional Learning
- Orton Gillingham training for Kindergarten and first grade teachers.
- Individual goal setting
- Supplemental contracts for planning
- Supplemental contracts for after school tutoring
- Web-based learning subscriptions and/or publications including Time 4 Kids, Accelerated Reader (AR), Scholastic FIRST, Scholastic WORD, Generation Genius, Brain Pop, and ESGI assessments
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program.
- Student Planners
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Inclusion of complex text, task, and talk
- Daily writing about reading
- Daily speaking and listening opportunities in all lessons
- Teacher conferences including PLC+, Corwin, and webinars
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1& 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and iReady Diagnostics & Standards Mastery
- Interpreters to support parents
- Bilingual Home School Liaison to support and involve parents

Tiered System of Intervention:

- All students in grades K-6 will participate in targeted RTI intervention based on grade level common formative assessment data.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, para professionals and/or Teaching Fellows
- California Teaching Fellows
- Reading Specialist or Certificated Tutor

Technology:

- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, Promethean boards, poster maker, and LED Displays
- Ricoh lease agreement
- Cellphone service to communicate with parents regarding student achievement, behavior, or emergencies.
- School-wide site license for assessments and learning programs and platforms including: Read 180, Scholastic WORD, DIBELS, Accelerated Reader (AR), and Nearpod

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

According to the California Dashboard for the 2023 school year, English Learner students performed on average 73.7 points below the standard which was an increase of 26.2 points from 2022.

With Title I funds we plan to support English learner students by providing school-wide Response to Intervention (RTI) supports in reading four times weekly within small groups according to reading level.

With 7090 or 7091 funds we plan to support English learner students by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Providing school-wide Response to Intervention (RTI) in reading according to reading level four times weekly in within small groups.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

No student groups were identified in the red category. Below is the data for low-performing student groups.

- The African American student population is performing at the lowest level in English Language Arts with an average of 67.9 points below the standard. This is 20% of African American students met or exceeded standards in ELA according to the SBAC.
- The white student population is performing at 22.7% of students met or exceeded standards in ELA according to the SBAC.
- The Hispanic student population is performing at 34% of students meeting or exceeding standards in English Language Arts with an average of 40.3 points below the standard according to the SBAC.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in English Language Arts with an average of 48.1 points below the standard.

With Title I funds we plan to support (African American, Hispanic, and white student groups by providing school-

- Purchase school-wide site licenses for reading programs including Accelerated Reader (AR), Scholastic FIRST, and Scholastic WORD.
- Provide family literacy nights to support reading and academics at home.

English Learner supports through Integrated and designated ELD instruction.

Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.

Build capacity and application of academic language.

Targeted reading, writing, listening, and speaking instruction according to ELPAC results.

wide Response to Intervention (RTI) supports in reading four times weekly within small groups according to reading level.

With 7090 or 7091 funds we plan to support (Specific student group) by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Providing school-wide Response to Intervention (RTI) in reading according to reading level four times weekly in within small groups.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading programs including Accelerated Reader (AR), Scholastic FIRST, and Scholastic WORD.
- Provide family literacy nights to support reading and academics at home.

The planned actions to support this student group are:

- Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.
- Academic discourse embedded in daily instruction.
- Response to intervention for identified students.
- Reading Specialist or Certificated Tutor to provide intervention supports to identified students.
- Utilize the academic coach to support teachers in specific academic needs.
- Provide family literacy nights to support reading and academics at home.
- All kindergarten teachers will be provided a paraprofessional to support with whole class and small group instruction and interventions.
- Supplemental contracts for teacher planning
- Academic awards and incentives
- Student planners
- Write Tools professional learning
- Bilingual Home School Liaison to support all families.
- Purchase of web based school-wide site licenses and subscriptions for literacy supports
- Purchase assessments to progress monitor student achievement
- Purchase technology to support instruction and student learning.
- Professional learning supports to certificated teachers and classified personnel including possible conferences or webinars around equity and individual and collective efficacy.

Action 2

Title: All students will excel in math

Action Details:

The school will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them").

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

Explain the Progress Monitoring and data used for this Action

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

iReady Diagnostic Assessments, lessons, & Standards Mastery Assessments

IABs & FIABs

PLC common formative assessments

Grades

RTI

Daily progress monitoring (walk-through feedback, reflective conversations)

Classroom observations/feedback

Student goal setting

Data chats

Owner(s):

Administration

Teachers

PLC teams

ILT

Students

Timeline:

Quarterly

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

CORE Instruction:

- Go math curriculum
- Calculators
- Web-based learning subscriptions and/or publications
- Student goal setting
- Increase digital literacy of students in alignment with the State Standards for Technology
- Real life problem solving and application
- Math manipulatives
- Materials and supplies
- Supplemental contracts for planning
- Awards and incentives for academic achievement
- Substitute teachers for SSTs to determine appropriate interventions for students
- Teacher planning time
- PLC teams will create common formative assessments, analyze data weekly and create or adjust intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
- Student planners
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Bilingual Home School Liaisons to involve and support parents
- Subscriptions and web based subscriptions including Generation Genius, Brain Pop, and various assessment platforms
- Substitutes for quarterly grade level planning and grade level walks
- Supplemental contracts for after school tutoring
- Conferences and webinars

Tiered System of Intervention:

- RTI - including California Teaching Fellows
- Conferences and webinars

Technology:

- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, Promethean boards, poster maker, and LED Displays, Promethean

Boards

- School-wide site license for learning programs including ReflexMath and Generation Genius

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

According to the 2023 SBAC math results, 14.6% of EL students met or exceeded standards and were an average of 60.2 points below standard.

With Title I funds we plan to support English learner students by:

With 7090 or 7091 funds we plan to support English learner students by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading programs including ReflexMath and Frax.
- Provide family math nights to support reading and academics at home.
- Provide professional learning for certificated and classified staff around Tier I instruction and Tier II supports through the district CIPL department or through webinars or conferences.

English Learner supports through Integrated and designated ELD instruction.

Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.

Build capacity and application of academic language.

Targeted reading, writing, listening, and speaking instruction according to ELPAC results.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

There are no student groups in the red category. Below is the breakdown of the low-performing student groups.

- The African American student population is performing at the lowest level in English Language Arts with an average of 79 points below the standard. This is 18% of African American students met or exceeded standards in math according to the SBAC.
- The Hispanic student population is performing at 29.84% of students meeting or exceeding standards in math with an average of 49.8 points below the standard according to the SBAC.
- The Asian student population is performing at 30.4% of students met or exceeded standards in according to the math SBAC.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in math with an average of 54 points below the standard.

With Title I funds we plan to support African American, Hispanic, and Asian student groups by:

- Providing substitute teachers for teacher planning days and SST days.

With 7090 or 7091 funds we plan to support (Specific student group) by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading programs including Reflex and Frax as well as Generation Genius.
- Provide family math nights to support academics at home.

The planned actions to support this student group are:

- Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.
- Academic discourse embedded in daily instruction.
- Response to intervention for identified students.
- Utilize the academic coach to support teachers in specific academic needs.
- Provide family math nights to support academics at home.

Action 3

Title: All students will show success in EL Progress Indicator

Action Details:

Students will receive designated and integrated EL instruction. The school will also provide an after school intervention/homework club for students who are identified as English Learners including long term and at risk according to the EL Progress Indicator.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReadyDiagnostic, lessons & Standards Mastery Assessments	Administration	Quarterly
PLC Common formative assessments	Teachers	
Fluency	PLC teams	
QuarterlyBPST	ILT	
Grades	Students	
QuarterlyData Chats	Bilingual Home School Liaison	
ELPAC		
Daily progress monitoring (walk-through feedback, reflective conversations)		
Classroom observation feedback		
Individual Instructional Plans		
FSAand TKFSA		
DRDP		

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

- CORE Instruction:
- Daily designated EL instruction
 - Daily integrated EL instruction
 - Inclusion of complex text, task, and talk
 - Daily writing about reading
 - Daily speaking and listening opportunities in all lessons
 - Supplemental contracts for planning
 - Professional learning on reading, writing, listening, and speaking
 - Materials and supplies
 - PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
 - Student planners
 - Utilize Academic Coach to provide individualized and targeted supports to staff, including EL supports
 - Reclassified students will be celebrated and recognized during quarterly awards assemblies.
 - Site Administrators will provide feedback to teachers using the updated IPG during Designated and Integrated ELD instruction and support through EL PL plan.
 - Bilingual Home School Liaison
 - Interpreters
 - Teachers/PLCs/ site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
 - EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.

Tiered System of Intervention:

- After school intervention/homework club
- California Teaching Fellows
- Supplemental contracts for certificated teachers for after school supports
- ELPAC assessors
- Student planners

Technology:

- Purchase of technology - including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, Promethean boards, poster maker and supplies, and auditory devices.
- School-wide Site license for learning programs including Scholastic WORD, Accelerated Reader (AR), Scholastic FIRST, and Generation Genius.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

According to the 2023 ELPAC results:

- 70.2% of EL students progressed at least one ELPI level
- 2.1% maintained ELPI level 4
- 21.3% maintained ELPI levels 1, 2L, 2H, 3L, 3H
- 6.4% decreased at least one ELPI level

With Title I funds we plan to support English learner students by:

With 7090 or 7091 funds we plan to support English learner students by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading programs.
- Provide family literacy nights to support reading and academics at home.
- Provide professional learning for certificated and classified staff around Tier I instruction and Tier II supports through the district CIPL department or through webinars or conferences.

English Learner supports through Integrated and designated ELD instruction.

Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.

Build capacity and application of academic language and ELD standards and frameworks.

Targeted reading, writing, listening, and speaking instruction according to ELPAC results.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

There are no students in the red group according to the California Dashboard. Below is a breakdown of the ELPAC results.

According to the 2023 ELPAC results:

- 70.2% of EL students progressed at least one ELPI level
- 2.1% maintained ELPI level 4
- 21.3% maintained ELPI levels 1, 2L, 2H, 3L, 3H
- 6.4% decreased at least one ELPI level

With Title I funds we plan to support English Learner student groups by providing school-wide Response to Intervention (RTI) supports in reading four times weekly within small groups according to reading level.

With 7090 or 7091 funds we plan to support (Specific student group) by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading and math programs.
- Provide family literacy and math nights to support reading and academics at home.

The planned actions to support this student group are:

- Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.
- Academic discourse embedded in daily instruction.
- Response to intervention for identified students.
- Utilize the academic coach to support teachers in specific academic needs.
- Provide family math and literacy nights to support reading and academics at home.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			August Planning Day 6 hours for 32 teachers - No IEPs	11,769.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & supplies - No Food or Incentives	1,584.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Split Fund 4 Teaching Fellows for school-wide RTI for Grades 1-6	50,780.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers - After School tutoring in math 112 hours	6,865.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	69,076.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Agreement - 2 copy machines	5,102.00
G1A1	Sup & Conc	Instructional Library, Media & Tech	Bks & Ref			: Site License for online programs including: Nearpod, Reflex Math, Scholastic First, Scholastic Word	20,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL Students	8,682.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Split Fund - School-wide RTI for grades 1-6	7,321.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts - EL After School Boot Camp 2 teachers 130 Hrs.	7,993.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			2 ELPAC Assessors 8 days	5,884.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Subs for teacher quarterly planning (Split Fund) 128 days	8,584.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : After school EL Intervention 2 TFs twice weekly	5,600.00

\$221,240.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.66 %	84.2 %	2023-2024	90.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- The school implemented clubs including Minecraft, Lego, Yearbook, and Coding. All clubs have been well attended and our Coding Club went on to the district Hour of Code and participated at the STEAM Fair and our third and fourth grade teams won first place.
- The Leadership club actively participated at the Bullard Regional Leadership conference and met weekly and presented to the school their message. The Leadership students have helped lead Blacktop Assemblies and assisted with making posters and lunchtime activities.
- The school hosted its annual Multicultural Night, which increased in family attendance.
- All grade levels participated in various field trips.
- Grade level performances took place once a month.
- According to the 2023 fall Culture & Climate student survey, 84% of students responded favorably to the question, "My school prepares me for life with real-world experiences" this was up 2 points since Spring, 2023. In response to the question "My school teaches lessons in ways that connect to my life" 76% students responded favorably, which was up 1 point from Spring, 2023.
- 6th graders completed Xello Career Assessment and a community college field trip.

2

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

- Clubs were limited to grades 3-6 during lunch times. There were no clubs offered for grades 1-2 due to lack of teacher participation and lunch schedules.
- Minecraft club was run for 1 quarter.
- The following is a break-down of the student responses for "real world experiences" based on student groups: Black/African American: 84% English Learner: 85, Hispanic: 83% RFEP: 86% White: 85% Asian: 88%

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Although we had planned for specific clubs, it was not possible with budget to maintain all clubs for the entire school year. Student jobs is an area of focus for the 24-25 school year to expose students with opportunities to experience the interview process and volunteer work on campus. The Student Engagement Activities team has been established to increase activity planning and student engagement during lunch. for the next school year we will also budget for more opportunities to provide clubs for students to participate in at lunch time.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The work will continue through the Student Activities team and voice of Leadership Club students to implement work to continue to implement actions for school needs and student activities to increase student engagement at lunch. The school will continue to hold its annual Multicultural Night where staff and families can come together to celebrate the many cultures of our school. The school will work to increase teacher recruitment for additional student clubs and actively seek out community and district opportunities. Continue monthly grade level performances. Read Across America will continue with interested readers from our community. The goal is to provide a Career Fair for next school year to engage students with members of the community to learn about careers.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">SSC Meeting on 1/16/24 to establish the writing team and timelineSSC meeting on 3/19/24 to review and approve SPSA and Budget</div>	<div>2 ELAC:</div> <div><p>2-7-24 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year</p><p>3-19-24 Reviewed and approved SPSA and budget.</p></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Staff meeting on 1/18/24 to collect staff feedback on SPSA and budget needs.</div>
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Action 1

Title: Student engagement

Action Details:

The school will increase student connections with their peers and caring adults at school through engagements in arts, activities and athletics by implementing meaningful work through student jobs, student clubs, multicultural night, Saturday Sports camp, Morning Meetings, and various other school activities.

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

Explain the Progress Monitoring and data used for this Action

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

- Atlas engagement reports
- Monthly performance attendance records
- School job applications
- Club attendance records
- Atlas behavior data
- Grade level Common Formative Assessment Data
- IAB and FIAB student data

Owner(s):

Administration

Teachers

PLC teams

ILT

Students

Parents

Resource Counseling Assistant

Home School Liaisons

Timeline:

Monthly

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

- Student Jobs - Students complete an application and hiring process to fill various student jobs throughout the year.
- Clubs - leadership, yearbook, coding, Mnecraft and sports, Multicultural club
- Multicultural Night - Annual family night where cultures from around the world are recognized and celebrated through food, story, song, and dance. Grade levels create art, writing, and projects from each continent to post around the room.
- Red Ribbon Week- postive message from community members to stay "drug free", daily dress up days relating to positive "drug free" message.
- Incentives for students to participate in student activities
- Career Fair - Exposure to Careers through a Career Fair, incorporating members of the community to present on careers and education and training to attain this career.
- Student Activities Team - Staff involved collaboration to create engaging student activities and dress up days as voiced by student Leadership students. Student Leadership support in creating posters and leading activities at lunch.
- Grade level field trips
- 6th graders Xello Career Assessment and community college field trip.
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Resource Counseling Assistant will work with identified student groups through Targeted Support Team referral to address specified student needs and support the school leadership team in the peer mediation process.
- Home School Liaisons will work closely with families to communicate and hold monthly Family Engagement Hours to ensure families are an active member of the school.
- The school will utilize The Positivity Project to focus on 24 character traits focusing on the "Other People Matter" mindset to help foster an inclusive and safe school environment.
- Students are engaged in daily opportunities of reading, writing, listening, and speaking throughout daily lessons in all subject areas.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

According to the California Dashboard for the 2023 school year, English Learner students performed on average 73.7 points below the standard which was an increase of 26.2 points from 2022. In addition, English Learner students showed in the Blue for Condition and Climate.

With 7090 or 7091 funds we plan to support English learner students by:

- Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and parents in order to encourage participation in activities.
- Support English learner students by providing engaging clubs and sports for students to be involved in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

- According to the California Dashboard for the 2023 school year, there are no subgroups called out in red for student condition and climate. Here is the data by subgroup represented. The African American, Hispanic, Socioeconomically Disadvantaged, and students with disabilities student population are showing combined 1.2% increased suspensions of a 2% suspension rate.
- The African American student population is performing at the lowest level in English Language Arts with an average of 67.9 points below the standard. This is 20% of African American students met or exceeded standards in ELA according to the SBAC.
- The white student population is performing at 22.7% of students met or exceeded standards in ELA

This next school year we plan to have a multicultural club for English Learners to engage in.

- Provide incentives for English Language Learners to participate in.

according to the SBAC.

- The Hispanic student population is performing at 34% of students meeting or exceeding standards in English Language Arts with an average of 40.3 points below the standard according to the SBAC.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in English Language Arts with an average of 48.1 points below the standard.

With 7090 or 7091 funds we plan to support all students by:

- Increase clubs, sports and activities for student populations; African American, Hispanic, Socioeconomically Disadvantaged, and students with disabilities to participate in.
- Provide incentives for students to participate in student activities.
- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.
- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Providing school-wide Response to Intervention (RTI) in reading according to reading level four times weekly in within small groups.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.

With Prop 28 funds we plan to support all students by:

- Provide a dance teacher who will teach culturally rich dance including Folklorico, Bhangra, African Dance and/or drumming.
- Purchase a new stage curtain
- Purchase a new stage sound system.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for attendance, ROARS incentives, Field Days, Staff Development	5,125.00

\$5,125.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		28.4 %	2023-2024	20.8 %
Suspension Rate - Semester 1	✓	0.53 %	1.8 %	2023-2024	0.47 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism - Semester 1

Our school moved out of ATSI status for Chronic Absenteeism this school year. The credit goes to the action points listed below. To date, there are 64 (8.64%) students identified as severely chronic and 175 (23.62%) students identified as Chronic.

Tier 1

- The Spanish speaking Home School Liaisons was hired in January and worked closely with families, conducted phone calls and home visits to ensure students are at school everyday and on time. The Spanish HSL conducted monthly Family Engagement Hours to address topics and provide resources to families regarding school attendance.
- The Resource Counseling Assistant worked closely with identified students to build relationships and identify needs in order to ensure students feel safe and welcome at school..
- The Punjabi HSL Liasion position still has not been filled, the job posting is still in the hiring process seeking a Pumjabi speaking candidate.
- The School and Climate Culture Team adopted a schoolwide attendance campaign. Here are the Action Steps taken for this school year.
 - Reviewed attendance data as team and as staff. Attendance data by grade level posted weekly on Main Office and Cafeteria wall.
 - Reviewed attendance data with staff, family, and parents with attendance percentage bulletins.
 - Created a campaign slogan with staff and student voice.
 - Communicated attendance information to parents during back to school night and parent teacher conferences; Parent Square, ELAC, SSC meetings,
 - Regular Outstanding Attendance Recipient Attender adopted as missing only 1 day a month and no tardies.

2

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

Chronic Absenteeism:

- SWD- 19 (20.7%) severely chronic - 24 (26.1%) chronic
- EL - 20 (18.0%) chronic
- African American- 19 (17.5%) severely chronic - 14 (23.75%) chronic
- Asian - 3 (2.31%) severely chronic - 17 (13.08%) chronic
- Two or more races - 4 (8.7%) severely chronic - 11 (29.1%) chronic
- White - 11 (13.58%) severely chronic - 20 (24.69%) chronic
- Pacific Islander- 5 (83.3%) chronic
- Native American - 1 (9.09%) chronic
- Hispanic - 32 (8.47%) severely chronic- Chronic 102 (26.98%)

Suspension Rate:

- SWD- 2 (50%)
- 504 - 0 (0%)
- ELL- 1 (14.3%)
- Foster Youth - 0 students
- Two or more races - 0 (0 %)
- Hispanic - 4 (57.1%)
- African American - 2 (28.6%)
- White- 1 (14.3%)

Analysis of Data:

Weekly TST meetings to review student referrals and assure intervention in place.

Attendance Team to review student attendance data and interventions.

EL student Intervention tutoring afterschool.

- 6. Monthly celebrations for ROAR attendees.
- 7. 95% weekly attendance rate celebrations per grade level.
- 8. Increased student engagement in common areas through student activities at lunch.
- 9. End of year student and family 9 days or less attendance celebration.
- Positive Behavior Incentives- ROAR tickets, weekly prize drawings, monthly behavior incentives.

Tier 2

- The Resource Counseling Assistant and Spanish HSL conduct weekly home visits to families in need of increased student attendance.
- The Attendance Team comprising of School Registrar, Spanish HSL, Tier 2 Intervention Specialist, Vice Principal and Resource Counseling Assistant meet to review student data and attendance intervention support for families.

Tier 3

- The school conducted monthly Tier 3 SST meetings to identify students at risk and possible resources and programs to support student needs.

Suspension Rate - Semester 1

To date, the school has had 7 suspensions involving 7 students.

Tier 1

- The school continued utilizing The Positivity Project curriculum which focuses on 24 character traits.
- The program includes daily lessons and school-wide calendar to ensure unity across the school. The school used Second Step Curriculum with bully prevention curriculum.
- The Student Activities team worked to create positive student engagement with lunch time activities; dress up days, SEL awareness, Read Across America,
- The Resource Counseling Assistant continued to open the Lion's Den at recesses to students in need of alternative play or supervised playtime. The RCA also worked with identified students to conduct daily check-ins and check-outs and conducted peer mediations as needed.
- The school implemented a quarterly Lion Heart Award for the second semester to recognize and celebrate students who showed kindness and fostered an "other people matter" mindset.

Tier 2

- The Tier 2 Targeted Support Team was established comprising of Resource Counseling Assistant, Tier 2 Intervention Specialist, All 4 youth Counselor, Extended Learning Coordinator, Resource Teacher, Vice Principal, Principal, Academic Coach, and Speech Language Pathologist. The team established a referral system for staff and families to refer students who have academic, attendance or social emotional needs. The team meets weekly to review referred students and put in place interventions of support for students.

Tier 3

- The school partnered with All 4 Youth to provide on-site counseling for identified students.
- The school conducted monthly Tier 3 SST meetings to identify students at risk and possible resources and programs to support student needs.

Student Activities team created to increase positive behavior at lunch with increased student engagement.
Working alongside teachers to clarify Levels of Misbehavior.
Holding re-entry meetings with families post-suspension

Calibration of all suspensions to reduce implicit bias and disproportionality
Use of the A4 center for suspended students to keep students on track

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our Spanish HSL was not hired until second semester which inhibited the opportunity for Family Engagement Hours until second semester. Our Punjabi HSL has not been hired yet, the job is still posted and the school is looking for a Punjabi speaking HSL. The communication with Punjabi speaking families would assist in improving our attendance. The Student Focus Groups were not implemented; instead the Leadership students gave input for ideas for student activities. The Student Activities formed and implemented these student activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The Climate Culture Team will continue to broaden the Attendance campaign to improve student attendance through student classroom lessons on the importance of attendance. The Targeted Support Team will continue the referral system and review of student attendance, academic and behavior data to increase attendance, learning, and positive behavior. The Spanish HSL and Punjabi HSL will work closely with families through Family Engagement Hours and resources to increase attendance on campus. and The school will continue to implement The Positivity Project curriculum to increase student character and positive behavior. The Resource Counseling Assistant will continue with the Lion's Den and work with identified students and student groups. The teachers and administration will continue monthly SST meetings to identify and provide supports to identified students and families. Continue partnership with All 4 Youth counseling. The school will continue to institute the ROAR attendee monthly incentives and rewards each quarter including, dog tags, bracelets, and school t-shirts.

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

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">SSC Meeting on 1/16/24 to establish the writing team and timelineSSC meeting on 3/19/24 to review and approve SPSA and Budget</div>	<div>2</div> <div>ELAC:</div> <div><p>2-7-24 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year</p><p>3-19-24 Reviewed and approved SPSA and budget.</p></div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Staff meeting on 1/18/24 to collect staff feedback on SPSA and budget needs.</div>
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Action 1

Title: Chronic Absenteeism

Action Details:

Implement a comprehensive MTSS Tiered level parent communication and outreach program including the Home School Liaison and Attendance Specialist to develop greater parent attendance at school sponsored events resulting in increased parent involvement. Chronically absent students will be referred to Targeted Support Team referral on campus and/or an SST will be scheduled. The school will implement a school-wide reward/incentive attendance program for daily classroom attendance, the class with the highest weekly attendance, and students with perfect attendance.

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

Explain the Progress Monitoring and data used for this Action

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

- ATLAS
- A2A attendance data
- Power BI Data
- Weekly grade level attendance averages
- Weekly Chronic Absence

Owner(s):

Administration
Teachers
ILT
PLC teams
Bilingual Home School Liaison
Home School Liaison
Parents
Culture & Climate Team
Resource Counseling Assistant

Timeline:

Monthly
Quarterly
Yearly

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

- Provide a systematic behavior intervention system.
- Tier 1 interventions will be provided by classroom teacher through The Positivity Project, Class Meetings, OLWEUS, Morning Meetings, and individual student conferences.
- Interpreters for parent conferences and attendance meetings
- Utilize Attendance Specialist and Home School Liaisons to work closely with students and families of chronically absent students.
- Tier 1 interventions will be provided by teachers and will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- The school will hold quarterly awards and incentives including Good Behavior/Attendance Activities
- Lion's Den to support Tier 2 and 3 students on social skills and provide a safe environment.
- Interpreters for parental involvement
- Resource Counseling Assistant to provide Tier 2 and 3 supports to identified students.
- Professional learning in MTSS
- Materials and supplies
- Graphics for banners and posters
- Ricoh lease agreement for school to home communication
- The school will hold monthly School Success Team (SST) meetings to address students who are chronically absent and utilize the home school liaison to work closely with identified families and provide resources and supports as needed.
- The school will utilize the Punjabi/Hindi Home School Liaison to communicate with families identified as Asian (subgroup Punjabi) to address attendance needs and resources. This will also be addressed during monthly Family Engagement hours.
- Teachers will make phone calls home, utilize Parent Square communication, and send notes home to chronically absent students including students with disabilities, Two or more races, and white students who were identified with very high absenteeism.
- The school will implement quarterly perfect attendance incentives and rewards including dog tags, bracelets, and school t-shirts.
- Blacktop assemblies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in

- Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

According to the California Dashboard for the 2023 school year, English Learner students performed on average 73.7 points below the standard which was an increase of 26.2 points from 2022. In addition, English Learner were 21% chronically absent for 2023 school year, declining 17.5 percent as compared to 2022 school year. .

With 7090 or 7091 funds we plan to support English learner students by:

- Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and parents to educate on attendance laws, and importance to be in school to learn.
- Support English learner students and families with positive attendance incentives and rewards to be in school.
- Interpreters for parent conferences and meetings
- Home School Liaisons to work closely with students and families of chronically absent students, including home visits and supports as needed.
- Provide activities and incentives for positive attendance.
- Resource Counselor Assistant and Home School Liaison review student performance and attendance data; make appropriate referral Targeted Support Team for needs and intervention support.

Assessment and the SPSA PowerBI for student group data.

- According to the California Data Dashboard for 2023, there are no subgroups called out in red for student attendance. Here is the data by subgroup represented for attendance.
 - African American 42.2%,declined 11.1% since 2022
 - English Language Learners 21%, declined 17.5% since 2022
 - Two or more races 34.9%, declined 5.1% since 2022
 - Students with disabilities 39.4%, declined 11.1% since 2022
 - White 41.9%, declined 4.4 % since 2022
 - Foster Youth 29.4%, Increased 12.7% since 2022
 - Asian 18.6%, declined 20.5% since 2022
 - Hispanic 37.8%, declined 10.5% since 2022
 - Socioeconomically Disadvantaged 38.4%declined 10.2%,
- The African American student population is performing at the lowest level in English Language Arts with an average of 67.9 points below the standard. This is 20% of African American students met or exceeded standards in ELA according to the SBAC.
- The white student population is performing at 22.7% of students met or exceeded standards in ELA according to the SBAC.
- The Hispanic student population is performing at 34% of students meeting or exceeding standards in English Language Arts with an average of 40.3 points below the standard according to the SBAC.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in English Language Arts with an average of 48.1 points below the standard.

With 7090 or 7091 funds we plan to support (Specific student group) by:

- Utilize the Resource Counseling Assistant and bilingual Home School Liaison educate students and families on attendance laws, and importance of being in school to learn.
- Reward students and families with positive attendance incentives and rewards to be in school.
- Interpreters for parent conferences and meetings
- Home School Liaisons to work closely with students and families of chronically absent students, including home visits and supports as needed.
- Provide activities and incentives for positive attendance.
- Resource Counselor Assistant and Home School Liaison review student performance and attendance data; make appropriate referral Targeted Support Team for needs and intervention support.
- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Providing school-wide Response to Intervention (RTI) in reading according to reading level four times weekly in within small groups.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Teachers to make positive connection with identified students as chronically absent to foster a relationship and provide supports as needed.
- Targeted Support Team to review and provide Tier 2 attendance, social emotional or academic supports to increase attendance.
- Student Incentives for increased attendance.
- Hire social emotional mentors

Action 2

Title: Suspensions

Action Details:

To cultivate character and competencies essential for success and create a community of safety, dignity, and mutual respect the school will implement a Multi-tiered System of Support in response to behavior aimed at behavior management, character building, relationship building, and meeting the social-emotional needs of students to decrease suspensions and negative behavior entries on ATLAS. The school will utilize the Targeted Support Team, Tier 2 Specialist, Resource Counseling Assistant and Home School Liaisons to work closely with students and families.

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

Explain the Progress Monitoring and data used for this Action

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

- Behavior entries in ATLAS
- OLWEUS/Second Step class meeting verification
- Suspensions
- Expulsions
- Office referrals
- SSTs
- Daily progress monitoring (walkthroughs, feedback, reflective conversations) Classroom observations/feedback
- Classroom engagement
- Classroom management

Owner(s):

Administration
Teachers
ILT
PLC teams
Resource Counseling Assistant
Home School Liaisons
Parents
Culture & Climate Team

Timeline:

Quarterly

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

- Provide a systematic behavior intervention system. Tier 1 interventions will be provided by classroom teacher through The Positivity Project, Class Meetings, OLWEUS, Morning Meetings. Tier 2 supports will be provided by the Resource Counseling Assistant through small group pull out during lunch recess including individual student conferences. The School Psychologist will provide Tier 3 interventions through one on one counseling. Teachers and parents will complete referrals as needed.
- Resource Counseling Assistant
- Home School Liaisons
- The Positivity Project
- Lion's Den
- OLWEUS class meetings
- Second Step
- ROARS expectations & incentives
- Morning Meetings
- Good behavior activities/incentives
- Materials and supplies
- Graphics

- 1.0 School Psychologist

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the California Dashboard for the 2023 school year, English Learner students performed on average 73.7 points below the standard which was an increase of 26.2 points from 2022. In addition, English Learner students showed in the Blue for Condition and Climate.

With 7090 or 7091 funds we plan to support English learner students by:

- Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and families in order to encourage participation in activities.
- Support English learner students by providing engaging clubs and sports for students to be involved in. This next school year we plan to have a multicultural club for English Learners to engage in.
- Provide incentives for English Language Learners to participate in.
- Bilingual Home School Liaison will work with families and teachers to support EL students.
- Resource Counseling Assistant will work closely with identified targeted students to pull groups, push into classrooms, work closely with families and teachers in order to build relationships and meet social emotional needs of EL learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

- According to the California Dashboard for the 2023 school year, there are no subgroups called out in red for student condition and climate. Here is the data by subgroup represented. The African American, Hispanic, Socioeconomically Disadvantaged, and students with disabilities student population are showing combined 1.2% increased suspensions of a 2% suspension rate.
- The African American student population is performing at the lowest level in English Language Arts with an average of 67.9 points below the standard. This is 20% of African American students met or exceeded standards in ELA according to the SBAC.
- The white student population is performing at 22.7% of students met or exceeded standards in ELA according to the SBAC.
- The Hispanic student population is performing at 34% of students meeting or exceeding standards in English Language Arts with an average of 40.3 points below the standard according to the SBAC.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in English Language Arts with an average of 48.1 points below the standard.

With 7090 or 7091 funds we plan to support (Specific student group) by:

- Increase clubs, sports and activities for student populations; African American, Hispanic, Socioeconomically Disadvantaged, and students with disabilities to participate in.
- Provide incentives for students to participate in student activities.
- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.
- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Providing school-wide Response to Intervention (RTI) in reading according to reading level four times weekly in within small groups.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Provide Social skills groups for targeted/identified students with the Resource Counseling Assistant.
- Tier 1 instruction to students utilizing the Positivity Project curriculum.
- Increase clubs and lunchtime activities to increase positive student engagement and behavior
- ROARS positive student incentives
- Alternative to suspensions curriculum to focus on social emotional skillset.
- Hiring of Social Emotional Mentors
- Hiring of a campus safety assistant

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works: 7 monthly reward activities & 2 additional family events	5,500.00
G3A2	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			The Positivity Project - Annual License	4,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,358.00

\$87,358.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	98.85 %	96.2 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

We have continued to recruit and hire staff that reflects the diversity of our students at all positions and levels. According to the fall 2023 Culture & Climate student survey results, 90% of students responded favorably to the question, "My school values understanding different races, ethnicities, and cultures." This was an increase of 3% from the previous year.

According to the fall 2023 Staff Culture & Climate survey in the domain of Organizational Environment the staff responded 96% favorably. The staff responded 95% favorable to the question, "This school prepares me to meet my students' needs." The staff also responded with 100% favorable to the question, "I enjoy being at this school."

The staff participated in Diversity Equity and Inclusion (DEI) training.

The school provided Professional Learning around good Tier I instruction including clarity and engagement and criteria for success.

The lead teachers collaborated and focused on the PLC+ Activator's Guide to support PLCs

2

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

English Language Arts SBAC Results:

- African American - 20% met or exceeded standards
- English Learner - 20% met or exceeded standards
- Hispanic - 34% met or exceeded standards
- White - 22.7% met or exceeded standards
- Socioeconomically Disadvantaged - 28.18%

Math SBAC Results:

- African American - 18% met or exceeded standards
- English Learner - 14.63% met or exceeded standards
- Hispanic - 29.84% met or exceeded standards
- Socioeconomically Disadvantaged - 29.4% met or exceeded standards

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The staff participated in professional learning around Clarity and Engagement and Success Criteria within good first Tier I instruction. The staff also completed a course from Diversity Equity and Inclusion (DEI) training. Most teachers took advantage of the support provided by the Academic Coach, but not all teachers utilized the support. The school hired a Tier II Intervention Specialist to support student behaviors and social emotional supports. The school hired an Extended Day Coordinator and a new After School lead to support the after school program. The Spanish speaking Home School Liaison was hired in October and the Punjabi speaking Home School Liaison has not been hired to date.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Continue to recruit and hire highly qualified staff that reflects our student body population. Pair up veteran teachers with newer teachers, not just in their PLC but also across grade levels. Plan and provide opportunities for team building activities. Increase opportunities for feedback and reflection. Increase recruitment of diverse parent participants for the School Site Council, PTA, and other school wide events. The school will fund a Punjabi speaking Home School Liaison. We will hire a Reading specialist to provide intervention supports to identified students. In order to provide more PLC and planning time for teachers the school will fund a physical education teacher to ensure students are meeting their daily PE minutes and standards. Continue school-wide Response to Intervention (RTI) for reading support for students in grades 1-6. All kindergarten classrooms will have a paraprofessional. Provide Write Tools professional learning to support in writing instruction.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">SSC Meeting on 1/16/24 to establish the writing team and timelineSSC meeting on 3/19/24 to review and approve SPSA and Budget</div>	<div>2 ELAC:</div> <div><p>2-7-24 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year</p><p>3-19-24 Reviewed and approved SPSA and budget.</p></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Staff meeting on 1/18/24 to collect staff feedback on SPSA and budget needs.</div>
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Action 1

Title: Recruitment and retention of diverse staff

Action Details:

The school will seek to hire high quality staff that reflects the diversity of our community. The school will retain high quality staff through diverse professional development that meets the needs of students and teachers.

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

Explain the Progress Monitoring and data used for this Action

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

- Professional Learning Sign in sheets
- Staff Meeting Sign in sheets
- Staff formative and summative evaluations
- Culture & Climate survey results
- Classroom observations & feedback
- Staff retention rate
- Staff diversity data
- School demographic data
- Interview candidate lists and candidate ratings

Owner(s):

- Administration
- Teachers
- PLCs
- Culture & Climate Team
- Instructional Leadership Team

Timeline:

- Monthly
- Quarterly

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

- Grading for Equity
- Academic professional learning
- The Positivity Project
- School-wide site license subscriptions
- Utilize Academic coach to provide individualized and targeted supports to staff
- Staff team building activities including materials and supplies
- Staff appreciation events and recognition
- PLC+ Professional Learning
- Write Tools professional learning
- Tier II Intervention Specialist
- TST Meetings
- Conferences including PLC+, Corwin, Clarity and engagement, equity, and webinars
- Reading Specialist teacher

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

According to the 2023 ELPAC results:

- 70.2% of EL students progressed at least one ELPI level
- 2.1% maintained ELPI level 4
- 21.3% maintained ELPI levels 1, 2L, 2H, 3L, 3H
- 6.4% decreased at least one ELPI level

With Title I funds we plan to support English learner students by:

- Providing school-wide Response to Intervention around literacy four times weekly for identified students with the support of California Teaching Fellows and the Reading Specialist.

With 7090 or 7091 funds we plan to support English learner students by:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

With Title I funds we plan to support African American, Socioeconomically disadvantaged, Hispanic, and white students by:

With 7090 or 7091 funds we plan to support African American, Socioeconomically disadvantaged, and Hispanic students by:

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading and programs.
- Provide family math and literacy nights to support reading and academics at home.
- Provide professional learning for certificated and classified staff around Tier I instruction and Tier II

- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Purchase school-wide site licenses for reading programs.
- Provide family literacy nights to support reading and academics at home.
- Provide professional learning for certificated and classified staff around Tier I instruction and Tier II supports through the district CIPL department or through webinars or conferences.

English Learner supports through Integrated and designated ELD instruction.

Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.

Build capacity and application of academic language and ELD standards and frameworks.

Targeted reading, writing, listening, and speaking instruction according to ELPAC results.

- supports through the district CIPL department or through webinars or conferences.
- Provide Write Tools training.
- Hiring of SEL mentors.
- Hiring of Campus Safety Assistant.

English Learner supports through Integrated and designated ELD instruction.

Instructional Leadership Team to attend conferences around PLC+ work and improve daily Tier I academic instruction as well as provide Tier II supports.

Build capacity and application of academic language.

Targeted reading, writing, listening, and speaking instruction according to ELPAC results.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Quarterly Teacher Planning - 4 quarters -36 days - 32 teachers (split fund)	29,862.00

\$29,862.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.26 %	90.7 %	2023-2024	95.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The school will provide inclusive opportunities for families to engage in their student's education.

- Back-to-school night
- Open House
- 2 Family nights with Krazy Karen; Family Fun Night and Carol-o-Kee were held
- 2 Success Together Family Workshops; Topics - Literacy and Family Science Night
- Multicultural Family Night
- Family Engagement Workshops
- PTA Family Carnival
- PTA Family Paint Night
- PTA Pastries with Families
- 4 Family Engagement Meetings with HSL
- ROARs "9 days or less for Lion Success" family attendance celebration
- Grade level student performances; monthly
- Saturday Sports Program; monthly
- Read Across America with community readers on campus
- Continue to engage students and families in Goal 2 commitments with Arts, Athletics, and Activities

2

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

According to the fall 2023 Culture & Climate Family Survey results, 84% of parents responded favorably to the question, "I feel like I am a part of my child's school." This is a decrease of 1% from the fall of 2022. According to the fall 2023 Culture & Climate Family Survey results, 98% of parents responded favorably to the question, "My child's school encourages family participation." This is an increase of 5% from the fall of 2022.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

This year we have increased our amount of family engagement activities and also increased our attendance at activities. The communication has been increased through use Parent Square messaging. PTA has increased engagement activities and our Home School Liaison has been active in building relationships and communicating with families. There has been a balance of fun and educational opportunities for families to engage and learn on campus. Our community partnership with Krazy Karen has provided Family Fun Nights which students and families to engage together. We will continue our partnership with community partner, Northpoint Church for the Saturday

Sports program. We are hosting our first "9 days or less for Lion Success" family attendance celebration

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Although the school community has increased engagement opportunities for families; the continued work will be to involve various members of our school community through special meetings designed to engage parents in targeted areas that students need support in. We will continue to increase various communication to families to gather needs of families and increase engagement in family events.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">SSC Meeting on 1/16/24 to establish the writing team and timelineSSC meeting on 3/19/24 to review and approve SPSA and Budget</div>	<div>2 ELAC:</div> <div><p>2-7-24 - Reviewed and discussed current SPSA budget allocations and needs for the 2024-25 school year</p><p>3-19-24 Reviewed and approved SPSA and budget.</p></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><p>1-18-24 Staff Meeting was held to review SPSA and budget priorities and provide feedback and needs for the 24-25 school year.</p></div>
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Action 1

Title: Inclusive family engagement opportunities.

[Action Details:](#)

The school will provide inclusive opportunities for families to give feedback and to engage in their student's education.

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Attendance reports	Administration	Quarterly
Power BI data	Teachers	
Culture & Climate survey results	Culture & Climate Team	
Sign In sheets	Instructional Leadership Team	
	Home School Liaison	
	Resource Counseling Assistant	

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
<ul style="list-style-type: none">• Quarterly Awards assemblies• Multicultural Night• Bilingual Home School Liaison• Materials & supplies including: paper, games and activities, rewards and incentives, advertising,• Ricoh lease agreement• Graphics and printing• Family dances/activities/behavior rewards• Fun Works• Kona Ice• Family game nights (supplemental contracts for teachers and staff)• Monthly grade level performances• Back to School Night• Open House• Parent Teacher Conferences• Interpreters• Saturday Sports Camp• Supplemental contracts for staff to support family events	<p>According to the California Dashboard for the 2023 school year, there are no subgroups called out in red for student condition and climate. Here is the data by subgroup represented. The African American, Hispanic, Socioeconomically Disadvantaged, and students with disabilities student population are showing combined 1.2% increased suspensions of a 2% suspension rate.</p> <ul style="list-style-type: none">•<ul style="list-style-type: none">◦ The African American student population is performing at the lowest level in English Language Arts with an average of 67.9 points below the standard. This is 20% of African American students met or exceeded standards in ELA according to the SBAC.◦ The white student population is performing at 22.7% of students met or exceeded standards in ELA according to the SBAC.◦ The Hispanic student population is performing at 34% of students meeting or exceeding standards in English Language Arts with an average of 40.3 points below the standard according to the SBAC.◦ The Socioeconomically Disadvantaged student population is performing at the lowest level in English Language Arts with an average of 48.1 points below the standard. <p>To increase family engagement</p>
Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	

- According to the California Dashboard for the 2023 school year, English Learner students performed on average 73.7 points below the standard which was an increase of 26.2 points from 2022. In addition, English Learner students showed in the Blue for Condition and Climate.
- With 7090 or 7091 funds we plan to support English learner students by:
- Communication through bilingual Home School Liaison to support and communicate with EL families and support teachers and staff in working as a team with families regarding academic achievement, school involvement, and engagement opportunities.
 - Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and families in order to encourage participation in activities.
 - Support English learner students by providing engaging clubs and sports for students to be involved in. This next school year we plan to have a multicultural club for English Learners to engage in.
 - Provide incentives for English Language Learners to participate in.
 - Bilingual Home School Liaison will work with families and teachers to support EL students.
 - Resource Counseling Assistant will work closely with identified targeted students to pull groups,

push into classrooms, work closely with families and teachers in order to build relationships and meet social emotional needs of EL learners.

- Free or no cost to participate in family engagement activities
- Flexible conference scheduling
- Bilingual Home School Liaison to support and communicate with families and support teachers and staff in working as a team with parents regarding academic achievement, school involvement, and engagement opportunities.

7090 or 7091 funds we plan to support (Specific student group) by:

- - Krazy Karen Family events
 - Interpreters in student home language
 - Increase clubs, sports and activities for student populations; African American, Hispanic, Socioeconomically Disadvantaged, and students with disabilities to participate in.
 - Provide incentives for students to participate in student activities.
 - Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.
 - Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
 - Providing school-wide Response to Intervention (RTI) in reading according to reading level four times weekly in within small groups.
 - Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
 - Provide Social skills groups for targeted/identified students with the Resource Counseling Assistant.
 - Tier 1 instruction to students utilizing the Positivity Project curriculum.
 - Increase clubs and lunchtime activities to increase positive student engagement and behavior
 - ROARS positive student incentives
 - Alternative to suspensions curriculum to focus on social emotional skillset.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parent Involvement - No Food or Incentives	2,172.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs 9 Days	2,688.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cell Phone Service	800.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			: HSL Mileage reimbursement -	250.00

\$5,910.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0295 Lawless K-8 (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			August Planning Day 6 hours for 32 teachers - No IEPs	11,769.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & supplies - No Food or Incentives	1,584.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Split Fund 4 Teaching Fellows for school-wide RTI for Grades 1-6	50,780.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers - After School tutoring in math 112 hours	6,865.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	69,076.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Agreement - 2 copy machines	5,102.00
G1A1	Sup & Conc	Instructional Library, Media & Technology	Bks & Ref			: Site License for online programs including: Nearpod, Reflex Math, Scholastic First, Scholastic Word	20,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL Students	8,682.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Split Fund - School-wide RTI for grades 1-6	7,321.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts - EL After School Boot Camp 2 teachers 130 Hrs.	7,993.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			2 ELPAC Assessors 8 days	5,884.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Subs for teacher quarterly planning (Split Fund) 128 days	8,584.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : After school EL Intervention 2 TFs twice weekly	5,600.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for attendance, ROARS incentives, Field Days, Staff Development	5,125.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works: 7 monthly reward activities & 2 additional family events	5,500.00
G3A2	Sup & Conc	Instructional Library, Media & Technology	Bks & Ref			The Positivity Project - Annual License	4,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	1.0000		74,358.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Quarterly Teacher Planning - 4 quarters -36 days - 32 teachers (split fund)	29,862.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parent Involvement - No Food or Incentives	2,172.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs 9 Days	2,688.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cell Phone Service	800.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			: HSL Mileage reimbursement -	250.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,305.00
Sup & Conc	7090	\$232,126.00
LCFF: EL	7091	\$44,064.00
Grand Total		\$349,495.00

\$349,495.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$221,240.00
G2 - Expand student-centered and real-world learning experiences	\$5,125.00
G3 - Increase student engagement in their school and community	\$87,358.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$29,862.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,910.00
Grand Total	\$349,495.00