

Lowell Elementary

10621666006068

Principal's Name: Jennifer Her-Yang

Principal's Signature:



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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Her-Yang	X				
2. Chairperson – Jeanette Calles				X	
3. Erika Arreguin		X			
4. Jeremy Pusey		X			
5. Martha Samaniego-Rodriguez		X			
6. Zee Yang			X		
7. Adriana Quintero				X	
8. Tamika Rodriguez				X	
9. Johneta Ohler				X	
10. Aileen Rizo				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Lowell 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	Jennifer Her-Yang		May 2, 2024
SSC Chairperson	Jeanette Calles		May 2, 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

Lowell - 0315

ON-SITE ALLOCATION

3010	Title I	\$40,500 *
7090	LCFF Supplemental & Concentration	\$126,538
7091	LCFF for English Learners	\$40,608

TOTAL 2024/25 ON-SITE ALLOCATION

\$207,646

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,200
Remaining Title I funds are at the discretion of the School Site Council	\$39,300
Total Title I Allocation	<u>\$40,500</u>

Lowell 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
SBAC ELA - Average distance from standard	✓	-61 pts	-75.1 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-96.4 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-71.7 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-76.3 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	32.13 %	26.4 %	2023-2024	27.5 %
SBAC Math - Average distance from standard	✓	-78 pts	-85.6 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (English Learner)	✓		-100.2 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	24.68 %	17.9 %	2023-2024	19 %

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.

ELA ACTION:

Lowell implements a balanced literacy program based on our Guaranteed Viable Curriculum in TK-6 focusing on identifying student gaps and strengths of the ELA State Standards. TK-2 teachers dedicate instructional minutes to address reading foundational skills during their ELA block along with additional Guided Reading instruction to ensure students are reading on grade level. Instruction in grades 3-6 focuses on reading comprehension, close reading strategies, and writing to enhance literacy skills. Teachers develop rigorous assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.

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 DATA: (number represents percent of students at each performance level)

Reading		Tier 1	Tier 2	Tier 3
D1	K-2	14%	70%	16%
	G3-6	15%	27%	59%
D2	K-2	36%	38%	10%
	G3-6	40%	28%	48%

Lessons focus on essential reading standards with a high culture of learning, expectations, quality of text, questions and tasks that integrate thinking, reading, writing, speaking, and listening. Teachers provide instruction during all content areas using school wide close reading strategies, routines, and deconstruction of standards to improve students' reading comprehension skills. Teachers integrate foundational reading skills to develop fluency, comprehension and writing to ensure that all students are reading at grade level. Teachers attend PLC Institute at Works to gain knowledge around building and maintaining effective PLCs focused on student learning, using data to set goals and drive instruction, as well as creating grade level appropriate common formative assessments. Additionally, teachers attend Unbound Standards Institute to strengthen their knowledge around the deconstruction of standards, developing rigorous tasks aligned to grade level standards, and utilizing data to drive instruction and planning. ELA

IMPLEMENTATION and RESOURCES:

- PLC teams create a minimum of 2-3 CFAs in ELA per quarter utilizing Wonders assessments and SBAC released items aligned to the ELA Claims and Targets.
- CFA results are analyzed, and misconceptions are identified for targeted reteaching of instruction.
- CFAs are calendared to include dates for assessments, analysis, corrective instruction, and reassessments.
- ELACFAs will focus on SBAC Claim 1 (Reading) and short constructed responses. PLC teams engage in deconstructing standards during quarterly planning sessions to deepen knowledge of content standards.
- Deconstruction of standards includes aligning content to context to have clarity on how taught standards are assessed.
- Literacy instruction includes guided and whole group reading with opportunities to apply literacy skills with a variety of texts (both at instructional and grade level).
- Literacy lesson design will include the Close Reading strategy to engage students in reading, speaking, and writing about texts.
- Literacy includes a minimum of 45 minutes daily for writing instruction around the three writing genres – Narrative, Informative/Explanatory, and Opinion/Argument.
 - Write Tools will be used as a resource to support writing instruction. PLC teams in grades 3-6 will utilize the SBAC Interim Assessment Blocks (IABs and FIABs) as pre-and post-assessments throughout the academic school year to monitor student progress.
- PLC teams will utilize SBAC Claims and Targets information to improve instruction and assessment development.
- Planning days will be provided for K-6 teachers to develop assessments and analyze CFA/IAB/FIAB results.
 - Grades 3-6 will focus on major SBAC clusters:
 - Grades 3-5 Read Literary Texts
 - Grade 6 Read Informational Texts
 - Data analysis will determine targeted instruction to address misconceptions.
 - PLC teams will use the IPG as an instructional tool to strategically plan and improve Tier 1 instructional strategies specifically around text complexity and student engagement.
 - Data chats with students to reflect and set learning goals.
 - Quarterly data chats with individual teachers to discuss student achievement and goal setting.
 - Engage students in I-Ready lessons for additional practice to improve skill mastery in Phonics, Phonological Awareness, High Frequency Words, Vocabulary, and Comprehension of Literature and Informational Texts.
 - Professional Learning to enhance teacher knowledge of content standards and instruction

D3	K-2			
	G3-6			
Math		Tier 1	Tier 2	Tier 3
D1	K-2	2%	78%	20%
	G3-6	4%	31%	65%
D2	K-2	23%	67%	10%
	G3-6	11%	42%	48%
D3	K-2			
	G3-6			

23-24 BAS Data:

	Total SS	Q1	%	Q2	%	Change
K	42	13	31%	25	60%	+29%
G1	33	7	21%	6	18%	-3%
G2	37	10	27%	15	41%	+14%
G3	35	16	39%	17	49%	+10%

CA Data Dashboard Indicators: Historical Trends for Lowell

YEAR	ELA	Math	Absenteeism	Suspension	ELs
2024					
2023: ATSI	26.39% -75.1 pts DFS	17.85% -85.6 pts DFS	41.9% (-8.3%)	2.2% (+1.7%)	57.8% Progressing (+4.5%)
	(-3.8 pts)	(=2.8 pts)		AA	
2022: ATSI	25.6% -71.2 pts DFS	17.68% -88.4 pts DFS	50.1% SWD	0.5% AA	53.3% Progressing
2021	COVID	COVID	COVID	COVID	COVID
2020	COVID	COVID	COVID	COVID	COVID

provided PLC+, Solution Tree -PLCs at Work, collaboration with district Curriculum and Instruction Department and their Coaches as well as site specific professional development around deconstruction of standards, development of assessments, data analysis, reading foundational skills (Orton Gillingham), guided reading, close reading and Cultural Proficiency.

- o TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning that supports planning and delivery of lessons for small group instruction.
- o RTI program will include tutoring services will be provided by Teaching Fellows to students not enrolled in the regular Extended Learning Program focusing on literacy skills
 - TSA will provide intervention to identified Tier III students needing foundational skills in literacy and math.
- o Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- o Opportunities for administrators and teachers to attend conferences/workshops around Teacher Clarity, Success Criteria, Make Thinking Visible, and PLC+ provided by Corwin to improve instructional practices.
- o Purchase leveled texts in support of guided reading instruction
- o Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- o Teachers will attend Unbound Standards Institute to build repertoire around good teaching strategies, deepen understanding of content standards, and develop rigorous tasks as well as common formative assessments aligned to SBAC Claims and Targets.
- o Additional professional learning around integration of technology using GVC and blended learning.
- o The first cohort of K-3 teachers and administrators will continue with LETRS training in support of early literacy skills.
 - Second cohort of K-3 teachers will receive LETRS training.

MATH ACTION:

Lowell implements 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 is placed on Math Practice 1 “Make sense of problems and persevere in solving them”, Practice 3 “Construct Viable Arguments and Critique Reasoning of Others” and Practice 6 “Attend to Precision”. Supports centered on professional learning, with PLC’s as the drivers, the use of common formative assessments, performance tasks, and RTI.

Teachers provide math instruction delivered through a Math Lesson Design that engages students in high rigor, conceptual understanding, procedural skill, application, coherence and fluency. Teachers utilize district Go Math curriculum and other supports to teach to the standards with depth and understanding. Staff utilize common formative assessments to monitor the progress of students’ performance toward meeting grade level standards. Assessment resources include Illustrative Math, SBAC Released Items, and Louisiana Rigor Document.

Lowell creates a three-tiered systematic response to intervention within our school, and continually improve math instruction at each level of intervention, to ensure that students make continuous progress and can demonstrate mastery of standards. Tier I and II levels of instruction is provided by the classroom teacher utilizing the Go Math curriculum. Specific prescriptive interventions are provided to Tier III students either inside or outside the classroom via classroom teacher and/or Intervention teacher. Teachers attend

2019: CSI	34.85%	33.87%	20.7%	6.5%	Unavailable
	-48.1 pts DFS	-24.3 pts DFS	(+1.5%)	(+2.4%)	
2018	40.41%	48.10%	19.1%	4.2%	Unavailable
	-19.8 pts DFS	-20.6 pts DFS	(-1.2%)	(+1.8%)	
2017	37.04%	36.07%	Unavailable	2.4%	71.1%
	-31.0 pts DFS (+16.6 pts)	-29.4 pts DFS (+25.8 pts)		(-1.1%)	Progressing (+6%)
2016	30.00%	23.00%	Unavailable	Unavailable	65.10%
2015	25.00%	20.00%	Unavailable	Unavailable	65.80%

Disproportional Student Groups:

1. African American
2. Students with Disability
3. Hispanic
4. English Learners
5. Socioeconomically Disadvantaged
6. Foster Youth

Factors that may have caused these groups to be disproportionate or low performing in ELA:

- Inconsistency in developing and presenting professional learning opportunities for teachers to utilize and understand the GVC, Guided reading instruction, close reading strategies, and foundational skills.
- Inconsistency in developing and presenting professional learning for teachers on ELD instruction (designated/integrated).
 - o Inconsistent English Language Instruction for Designated ELD time.
 - o ELLs often struggle with reading fluency and comprehension.
 - o ELLs need daily opportunities to engage in reading, writing, and speaking about high level texts.
 - o Inconsistent use of ELD Standards and frameworks when planning for instruction
- Inconsistent implementation of Designated and Integrated ELD instruction across all curricular areas SEL supports and strategies are needed when integrating identity and agency into daily lessons.
- Inconsistency in developing and presenting professional learning opportunities for staff on SEL support and strategies for students (learning, solving everyday problems, perseverance, and motivation).
- Chronic Absenteeism of students overall impact learning as students miss out on foundational skills
- Progress monitoring of students with disability is not as frequent throughout the school year.
- Student reporting is discussed only during annual or triennial IEP meetings although progress reports are sent home quarterly.

Unbound Standards Institute to gain deeper knowledge around the deconstruction of standards, developing rigorous tasks aligned to grade level standards, and utilizing data to drive instruction and planning.

MATH IMPLEMENTATION and RESOURCES:

- PLC teams create a minimum of 2-3 CFAs/IABs/FIABs in mathematics per quarter utilizing Go Math assessments and SBAC released items aligned to the ELA Claims and Targets.
- CFA results are analyzed, and misconceptions are identified for targeted reteaching of instruction.
- CFAs are calendared to include dates for assessments, analysis, reteach, and reassessments.
- Professional learning focused on aligning taught and tested standards.
- PLC teams engage in deconstructing standards during quarterly planning sessions to deepen knowledge of content standards.
 - Deconstruction of standards includes aligning content to context to have clarity on how taught standards are assessed under each claim.
- Analysis of math standards assessed in the different claims are used to plan instruction that are reflective of those skills.
- PLC teams in grades 3-6 will utilize the SBAC interim Assessment Blocks (IAB/FIAB) throughout the academic school year as a main assessment tool to monitor student progress.
- Planning days will be provided for grades K-6 teachers to analyze CFAs/IABs/FIABs results and plan for rigorous instruction to address misconceptions through Corrective Instruction and/or Extension lessons.
- PLC teams will use the IPG as a tool to strategically plan and improve Tier 1 instructional strategies specifically around Rigor, Coherence, and Focus in mathematics.
- School wide math expectations will include 90 minutes of mathematics.
 - Math Lesson Design will allow for students to engage in Productive Struggle, Direct Instruction, Cooperative Learning, and Independent Practice with Go Deeper and Think Smarter math problems as well as SBAC Claims and Targets Items.
- Data chats with students to set learning goals.
 - Quarterly data chats with individual teachers to discuss student achievement and goal setting. Engage students in I-Ready lessons for additional practice to improve skill mastery in Number Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.
 - Grades 3-6 will focus on major SBAC clusters by administering IABS:
 - Grade 3 OA
 - Grade 4 NBT
 - Grade 5 NF
 - Grade 6 EE
 - Engage students in Reflex math for additional practice to improve math fluency.
 - Professional Learning to enhance teacher knowledge of math standards and instruction provided through Unbound Standards Institute, collaboration with district Math Department and Coaches, and site-specific professional development around deconstruction of standards, development of assessments, data analysis, and Cultural Proficiency.
 - TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
 - Teachers attend Unbound Standards Institute to build repertoire around good teaching strategies, deepen understanding of content standards, and develop rigorous tasks as well as common formative assessments aligned to SBAC Claims and Targets.
 - Tutoring services will be provided by Teaching Fellows to students not enrolled in the regular Extended Learning Program focusing on basic math skills.
 - Instructional coach will provide PL and Coaching Cycles to improve teaching practices and

Factors that may have caused these groups to be disproportionate or low performing in MATH:

- Students need additional opportunities to practice math fluency and develop conceptual knowledge of math concepts.
- Inconsistent opportunities for students to demonstrate knowledge of math concepts through Mathematical Practices and Productive Struggle.
- Inconsistency in developing and presenting professional learning opportunities for teachers to utilize and understand the math curriculum and align it to standards.
- Inconsistency in developing and presenting professional learning opportunities for teachers in utilizing Illustrative Math, Louisiana Rigor, and Achieve the Core documents.
- Clarity with delivery of math lessons through Gradual Release of Responsibility: When is it appropriate for Direct Instruction vs. Guided Practice vs. Independent Practice?
 - Inconsistent school wide implementation of Math Lesson Design.
- Chronic Absenteeism of students overall impact learning as students miss out daily instruction, thus lacking foundational and basic math skills
- Progress monitoring of students with disability is not as frequent throughout the school year.
 - Student progress is discussed only during annual or triennial IEP meetings although progress reports are sent home quarterly.

- pedagogy.
- o TSA will provide intervention to identified students needing foundational skills in literacy and math.

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).

All 4 Youth, School Social Worker (SSW), and Tier II IS (Intervention Specialist - IS) are instrumental resources and partnerships that support students with social and emotional learning needs. Individual and group counseling allows students to develop coping strategies as well as building self-esteem and social skills.

Lowell failed to properly implement an effective RTI program to support students with academic gaps after receiving Tier 1 instruction. Additional resources and strategies are needed to support teachers with designing great Tier 1 instruction rather than waiting to address misconceptions through Corrective Instruction. In addition, English Learners did not get consistent instruction around the ELD Frameworks and Standards. There is a need for systematic Designated and Integrated ELD Instruction throughout all curricular areas.

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.

A full-time Social Worker, Tier II IS (Intervention Specialist - IS), and All 4 Youth therapist would ensure social emotional learning supports and academic success for all students. SEL support will include building positive relationships with Tier 3 students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' attendance and overall social emotional needs.

Additional professional learning opportunities to support with Tier I strategies, interventions, teacher knowledge and instructional practice will be improved upon through Intensive Professional Development for teachers and administrators in Common Core State Standards knowledge through the following:

- Attend Unbounded Institute for 5 days of intense learning around rigorous math instruction, deconstruction of math content standards, and planning with an equity lens for all students.
- Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction. Schedule District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- Utilize district pivot teams to support metrics.
- Accountability system will continue with the TSA Intervention Teacher with monitoring and goal setting, monthly data chats and accountability.
- More intensive work with school supervisor to monitor student academic progress and implementation of all actions which includes 6–8-week action plans specific to indicators and focus areas
- Grades 3-6 will administer and utilize IABs/FIABs for corrective instruction as part of CCI (Continuous Cycle of Improvement).
 - o **Math** = administer all grade level IABs/FIABs with a focus on (G3 -OA, G4 -NBT, G5 -NF, G6 -EE)
 - o **ELA** = administer IABs/FIABs for Reading Literary, Reading Informational, Language and Vocabulary, and Listening
- ELA and Math as appropriate to the pacing of district Scope and Sequence Intervention
- Teacher will continue to support students in the (K-2) grade with Tier III interventions in reading.
- Utilize knowledge from Cultural Proficiency and SEL Strategies when planning 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

SCHOOL SITE COUNCIL will be presented with I-Ready data in ELA and Math at the beginning of the year as well as each quarter following IABs/FIABs are given.

SCHOOL SITE COUNCIL will be informed of Language Arts and Math focus for the academic school year based on preliminary data:

- Increase the rate of students moving to Meeting and Exceeding performance band as measured by I-Ready Reading and Math.
- Student progress is monitored using CFAs/IABs/FIABs assessments. Students' reading levels are monitored quarterly using BAS assessments.
- Goal setting (data chats and student data journals) is conducted quarterly for BAS and after each I-Ready assessment period.
- Data walls create a visual for students to monitor their own progress. SCHOOL

SITE COUNCIL will review actions specific to current data which indicated the impact of the actions.

SCHOOL SITE COUNCIL's input around current actions will be taken into consideration. Focus is on Reading-by- Third Grade and increasing the rate of students moving to the Meeting and Exceeding bands as measured by SBAC ELA and Math for all 3 -6 and I-Ready Assessments for K-6. All K-6 students will have access to the GVC (grade level standards) and receive daily guided reading instruction.

ELAC will be presented with I-Ready data in ELA and Math at the beginning of the year as well as each quarter following IABs/FIABs are given.

ELAC will be informed of Language Arts and Math focus for the academic school year based on preliminary data:

- Increase the rate of students moving to Meeting and Exceeding performance band as measured by I-Ready Reading and Math.
- Student progress is monitored using CFAs/IABs/FIABs assessments.
- Students' reading levels are monitored quarterly using BAS assessments.
- Goal setting (data chats and student data journals) is conducted quarterly for BAS and after each I-Ready assessment period.
- Data walls create a visual for students to monitor their own progress.

ELAC will review actions specific to current data which indicates the impact of the actions.

ELAC suggests providing additional after school tutoring for students not enrolled in the regular extended learning program. Tutoring services will be provided by Teaching Fellows focused on literacy and math skills.

ELAC's input regarding current actions will be taken into consideration. Focus is on Reading-by- Third Grade and increasing the rate of students moving to the Meeting and Exceeding bands as measured by SBAC ELA and Math for all 3 -6 and I-Ready Assessments for K-6. All K-6 students will have access to the GVC (grade level standards) and receive daily guided reading instruction.

STAFF will review preliminary data at the beginning of the year to identify student performance at each band. Data is utilized to develop SMART Goals and identify target students.

- Latest I-Ready ELA and Math (K-6) CAASPP ELA and Math (grades 3-6)
- Latest BAS(K-6)
- Latest FSA(K)
- Utilize IAB/FIAB data to drive instruction when reteaching or enriching
- All teachers will receive training on Close Reading, Guided Reading, reading foundational skills, and utilizing standards-based resources such as Illustrative Math, Louisiana Rigor and Achieve the Core documents, Write Tools, and Math Lesson Design.
- K-3 teachers will be trained on LETRS.
- Teachers will be given the opportunity to observe demonstration lessons from each other and plan literacy and math lessons together.
- Ongoing learning around Teacher Clarity, Criteria for Success, analysis data, and developing Tier 1 instructional strategies will be provided through professional development as well as informal discussions during PLCs, data chats, and planning days.

Staff Recommendations:

- Differentiate Guided Reading PL for K-2nd and 3rd-6th as students transition from learning to read to reading to learn.
- PL around effective writing instruction for students to become proficient writers in all the three types of writing -Narrative, Explanatory, and Opinion.
 - Integrate Write Tools strategies with a focus on teaching the three types of writing genres.
- Instructional focus will be early literacy skills -Fluency, Phonemic Awareness, Phonics, and Comprehension.
- Grade Level Planning days provided for teachers to create and analyze CFAs as well as planning for instruction.
- Supports provided by All 4 Youth therapist, Tier II IS (Intervention Specialist - IS) and/or School Social Worker to students with social and emotional needs.
- Full-Time school Social Worker and Tier II IS (Intervention Specialist - IS) will support Tier 2 and Tier 3 students
- Additional supplemental resources to increase ELA and Math results (subscriptions to online tools, student devices, and technology supplies)
- Professional learning for teachers to effectively integrate technology in GVC (grade level standards) and plan for blended learning

- Teaching Fellows support with tutoring small group reading instruction for students not yet reading at grade level.
- All teachers will receive PLC+ training to strengthen 2024 SPSAPLC work.2

Action 1

Title: All students will excel in reading and writing

Action Details:

Lowell will implement a school wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for corrective and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence. CCT will review surveys and attendance data looking for trends and patterns and compares data with site goals quarterly. Team will implement plan in collaboration with staff and share plan with staff for input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

In addition, Lowell will implement a comprehensive reading support and intervention program with an emphasis on guided reading for all students and early literacy skills for students in grades K-2. Teachers will continue to implement and refine school wide reading comprehension strategies, participate in professional learning around best practices for early literacy development, and increased daily opportunities for students to engage in reading, writing, and speaking. Teachers will embed effective Write Tools strategies and utilize Performance Tasks when teaching the three types of writing to ensure students become proficient writers. Teachers will create Common Formative Assessments that include short constructed responses.

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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- Grade K-6 I-Ready
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback

ATSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- Instructional Practice Walks
- PowerBi

Owner(s):

Instructional Leadership Team (ILT)
 Professional Learning Communities (PLCs)
 Principal
 Culture and Climate Team (CCT)
 Vice Principal
 TSA/Intervention Teacher
 Instructional Coach
 Classroom Teachers
 Bilingual Instructional Aides
 Instructional Aides
 Parents and Students
 School Social Worker
 School Psychologist

Timeline:

August: CAASPP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).

All K-6 students will be BAS tested quarterly classroom teachers.

- BAS will be administered quarterly to monitor reading progress in Kindergarten, particularly students who are reading and by 3 quarter for non-readers.

PLCs will develop and administer 2-3 CFAs/IABs/FIABs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings will be focused on student learning, results, and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly ILT and CCT Meetings will be focused

1. CAASPP, I-Ready, and CFAs/IABs/FIABs Assessment results will be utilized to establish school wide and grade level goals.
2. I-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.
3. PLC common formative assessments will be refined to monitor student mastery of standards prior to I-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will develop online assessments utilizing Illuminate. PLCs will create calendars indicating instructional windows for each CFA—dates for administration, analysis, reflection, and development of an instructional response plan for each given CFA.
4. PLCs will review and set goals as well as identify target students after each I-Ready assessment.

CCT Support Monitoring Tools:

1. Staff, Student, and Parent SEL Survey results will be utilized to establish and monitor schoolwide goals.
2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

Tier II IS (Intervention Specialist - IS)

on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments (I-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- Teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers every quarter to discuss student achievement.

FSA will be administered by trimester to progress monitor students in Kindergarten.

BPST assessments will be administered monthly and/or as needed to progress monitor students in Reading Intervention.

TK Benchmarks and DPRP will be utilized to monitor students' academic and social emotional progress.

ATSI: ILT Continue to Work Around Prior CSI Process for:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:

- Set SMART goals
- Progress monitoring
- Analyzing data
- Identifying trends
- Actions using STOIC

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

- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can set and reflect on learning goals for each CFA.
- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students.

Materials and supplies, such as but not limited to, student agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.

- Maintenance and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs such as News ELA for additional reading and writing practices.
- All 4 Youth services will support students with social and emotional needs in order to impact academic performance. A part-time counselor will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.
- A full-time Social Worker, Tier II IS (Intervention Specialist - IS) and All 4 Youth therapist will provide SEL support that includes building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- An All 4 Youth Counselor is an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with Intensive students and their parents, conducting individual/small group sessions to build and repair relationships, teaching students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- SEL services provided by Social Worker will support ATSI goals around improving student academic performance in ELA and Math, chronic absenteeism, and suspension rate. Social Worker will re-engage students in learning by connecting and building positive relationships with students and parents so students come to school every day prepared and ready to learn.
- Supplies, materials, and xerox paper provided to teachers to support with classroom instruction. Copier contract is provided for maintenance.
- Students in Grade 4-6 will receive Agendas to organize class and homework assignments in order to stay on track with their academics.
- Students in Grade 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- ILT will attend conferences related to PLC work (PLC+, Solution Tree: PLCs at Work) to strengthen their knowledge, analysis, and planning within their Professional Learning Communities to improve student achievement.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve ATSI goals.
- Lowell will conduct Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout all content 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.

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

English Learner student population is performing at the lowest level in the areas of ELA and Math as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a pull-out intervention with support from TSA and Teaching Fellows. The intervention program will include structured instruction on English Language Development, both orally and written and vocabulary. Online resources and programs will be

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.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic and Socioeconomically Disadvantaged student populations are performing at the lowest level in the areas of ELA as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic and Socioeconomically Disadvantaged students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Hispanic and Socioeconomically Disadvantaged students by providing SEL and attendance needs with the support of a school social worker. SSW, IS, and HSL will work with parents and All 4 Youth Counselor for wrap around services as well as progress monitor students for behavioral, SEL, and attendance.

embedded in the intervention. Additionally, a Bilingual Instructional Aide will provide support in the primary language during Reading and Math instruction.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).

EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.

Ongoing PL around Designated and Integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.

When analyzing quarterly CFAs, FIABs/IABs, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.

EL student progress will be monitored after each assessment period (ELPAC, I-Ready) to ensure students are making adequate progress towards reclassification. RFEP students will also be progress monitored quarterly.

TSA and Teaching fellow will provide additional support to students not yet reading on grade level.

ELPAC Bootcamp will be provided by TSA to focus on reading, writing, speaking, and listening skills.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Targeted student groups are Hispanic, Homeless, **African American, Students with Disabilities**, Foster Youth, English Language Learners and socioeconomically disadvantaged.

School wide RTI program for students in K-6th grade will include 30-45 minutes of guided reading instruction to target basic reading skills at students' instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

RSP teacher will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

Social Worker will facilitate TST Meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST. TST members will include principal, VP, TSA, school psychologist, Tier II IS (Intervention Specialist - IS), and RSP teacher.

Root cause analysis support, Cross Functional Pivot teams, and ATSI focus areas will assist in the monitoring process.

Action 2

Title: ELs will advance at least one proficiency level

Action Details:

A coordinated effort by staff will be mounted to increase the re-classification rate for English Learner students who have been continuously enrolled for 5 years or more and were reclassified in the current year

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

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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- Grade K-6 I-Ready
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback
- Staff, Student, and Parent SEL Surveys

ATSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- Instructional Practice Walks
- PowerBi

Owner(s):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Vice Principal
TSA/Intervention Teacher
Instructional Coach
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and Students
All 4 Youth
School Social Worker
School Psychologist
Tier II IS (Intervention Specialist - IS)

Timeline:

- Quarterly goal setting and progress monitoring
- ELPAC will be administered in the spring of each academic school year and results will be reviewed in the fall.
- EL Goal Setting Reports will be reviewed on an ongoing basis.
- School wide Writing Performance Tasks will be administered by trimester with prompts reflective of each writing type.
- iReady will be utilized as a criterion to determine reclassification

ATSI: ILT Continue to Work Around Prior CSI

Process for:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

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

- Teachers will conduct ELPAC and BAS/IAB/FIAB/CFA chats with students to review academic progress and EL status for reclassification.
- Admin will conduct quarterly data chats with all teachers to discuss goals as well as the ELA and math academic progress of ELs needed for improving student achievement.
- Students in Grade 4-6 will receive Agendas to organize class and homework assignments to stay on track with their academics.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both process writing and short term writing responses.
- Students will participate in class discussions through productive talk using "text talk" frames.
- Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day.
- Online resources such as Nearpod, NewsELA and MobyMax will be used as a supplemental resource for applying reading comprehension skills. Materials and supplies will be purchased in order to support students' academic achievement.
- Home School Liaison will support with school wide activities such as Warrior Day, Student of Month Events, and other extracurricular activities.
- Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP Meetings.
- Leveled reading text sets will be purchased to support guided reading instruction.
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve CSI goals.
- Teachers will be provided consistent professional learning on ELD instruction (designated/integrated).
- Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- Provide EL appropriate Tier I instruction and Tier II and Tier III interventions based on student need and data trends.
 - Professional learning emphasizing access for EL students to CCSS and academic language utilizing the ELD Standards and driven by the ELA/ELD Framework (i.e. scaffolding, academic discourse, complex culturally relevant texts, explicit language instruction, etc.)
 - Data chats that include all learners at all levels of English proficiency
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
 - At-Risk and LTELs receive appropriate language support for areas of needed growth

- Provide site-based interventions that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.
- Designated and Integrated ELD instruction will be provided to students on a daily basis across all curricular areas of literacy, math, science, and social studies.
- Teachers will plan and utilize ELD components of the adopted programs aligned to the ELD Standards and Frameworks to provide differentiated support for students at all English proficiency levels.
- EL/RFEP Data Chats between classroom teacher/admin team, classroom teacher/students and classroom teacher/parents:
 - Review and monitoring of EL and RFEP students' linguistic and academic progress will be shared and discussed during data chats
 - Action plans will be developed to address student needs/enrichment while working towards re-designation and meeting grade level standards

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.

English Learner student population is performing at the lowest level in areas of SBAC ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by addressing EL students with social emotional learning and behavioral needs with the support of a school social worker.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a pull-out intervention with support from TSA and Teaching Fellows. The intervention program will include structured instruction on English Language Development, both orally and written and vocabulary. Online resources and programs will be embedded in the intervention. Additionally, a Bilingual Instructional Aide will provide support in the primary language during Reading and Math instruction.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL students will receive targeted instruction aligned to ELPAC and their specific needs in Reading, Writing, Listening and Speaking as indicated by ELPAC results.
 - First instruction throughout the school year will be provided that aligns to ELPAC structures and task types.
 - ELPAC Online practice and training test will be used to support test taking skills for all EL learners.
- Supplemental materials, incentives, and supplies will be purchased for ELL students to recognize and promote an increase in reclassification rate. Awards and incentives to recognize EL student achievement along ELD Proficiency Level continuum and reclassification.
- Bilingual Instructional Aides will support English Learners to access the core curriculum
- ELPAC Assessors will support with administering the ELPAC. Spanish and Hmong translators will be provided to support during parent/teacher conferences and school meetings
- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC, I-Ready) to ensure that students are making adequate progress towards reclassification.

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.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic and Socioeconomically Disadvantaged student populations are performing at the lowest level in the areas of ELA as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic and Socioeconomically Disadvantaged students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Hispanic and Socioeconomically Disadvantaged students by providing SEL and attendance needs with the support of a school social worker. SSW, IS, and HSL will work with parents and All 4 Youth Counselor for wrap around services as well as progress monitor students for behavioral, SEL, and attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Targeted student groups are Hispanic, Homeless, **African American, Students with Disabilities**, Foster Youth, English Language Learners and socioeconomically disadvantaged.

Schoolwide RTI program for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at students' instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

RSP teacher will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

TSA or Social Worker will facilitate TST Meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST.

Root cause analysis support, Cross Functional Pivot teams, and ATSI focus area will assist in the monitoring process.

- Reclassified students will be celebrated and recognized with a Principal's Award during quarterly award assemblies.
- Students will receive daily guided reading instruction where they are engaged in appropriate text sets at their instructional level.
- Students will have access to daily use of technology and tablets for additional language practice to acquire the English Language.
- ELPAC assessors or trained BIAs will be provided to support with ELPAC assessments for the one to one portion.
- Literacy instructional block will include both Designated and Integrated ELD to ensure EL students are provided with necessary learning to proficiently master the English language.
- Students will receive instruction in reading, writing, speaking, and listening that supports all learning modalities (visual, auditory, and tactile learners). Strategies include SDAIE, visual representations, vocabulary development, and TPR.

Action 3

Title: All students will excel in math

Action Details:

Lowell will implement a school wide focus on utilizing data to drive instruction. All ACs will use the Data Analysis Protocol when reviewing student work and Common Formative assessments. Teachers will identify trends strengths/growth areas, analyze the rigor of assessment items, and develop an action plan for corrective and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence. CCT will review surveys and attendance data looking for trends and patterns and compares data with site goals quarterly. Team will implement plan in collaboration with staff and share plan with staff for input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

All students will engage in rigorous math instruction that encompasses fluency, conceptual understanding, and application of mathematical knowledge with real world word problems. Students will have opportunities to apply literacy skills in mathematics through reading, writing, and talking about math.

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

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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- Grade K-6 I-Ready
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback

Owner(s):

- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLCs)
- Principal
- Vice Principal
- TSA/Intervention Teacher
- Culture and Climate Team (CCT)
- Instructional Coach
- Classroom Teachers

Timeline:

- August: CAASPP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).
- All K-6 students will be BAS tested quarterly classroom teachers.
- BAS will be administered quarterly to monitor reading progress in Kindergarten, particularly students who are reading and by 3 quarter for non-readers.
- PLCs will develop and administer 2-3 CFAs/IABs/FIABs quarterly and analyze results in collaboration with administration.

ATSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- Instructional Practice Walks
- PowerBi

1. SBAC, I-Ready, and CFAs/IABs/FIABs Assessment results will be utilized to establish school wide and grade level goals.
2. I-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.
3. PLC common formative assessments will be refined to monitor student mastery of standards prior to I-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will develop online assessments utilizing Illuminate. PLCs will create calendars indicating instructional windows for each CFA—dates for administration, analysis, reflection, and development of an instructional response plan for each given CFA
4. PLCs will review and set goals as well as identify target students after each I-Ready assessment.

CCT Support Monitoring Tools:

1. Staff, Student, and Parent SEL Survey results will be utilized to establish and monitor schoolwide goals.
2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

Bilingual Instructional Aides

Instructional Aides

Parents and Students

On-Site Counseling

School Social Worker

School Psychologist

Tier II IS (Intervention Specialist - IS)

- Weekly PLC Meetings will be focused on student learning, results, and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly iLT and CCT Meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments (I-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- Teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers every quarter to discuss student achievement.

FSA will be administered by trimester to progress monitor students in Kindergarten.

BPST assessments will be administered monthly and/or as needed to progress monitor students in Reading Intervention.

TK Benchmarks and DPRP will be utilized to monitor students' academic and social emotional progress.

ATSI: iLT Continue to Work Around Prior CSI

Process for:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify.

- Set SMART goals
- Progress monitoring
- Analyzing data
- Identifying trends
- Actions using STOIC

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

- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.

- Admin will conduct quarterly data chats with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interims 1/2 after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement.
- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs such as Personal Math Trainer from Go Math.
- Students in Grade 4-6 will receive Agendas to organize class/homework assignments to stay on track with their academics.
- All 4 Youth services will support students with social and emotional needs to impact academic performance. A part-time counselor will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.
- A full-time Social Worker will provide SEL support that includes building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- Students in Grade 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- Teachers will attend Unbound Standards Institute to gain knowledge and strategies around math standards and equity.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve ATSI goals.
- Build staff capacity in planning and teaching mathematics at high levels by having all teachers attend Unbound Ed Standards Institute, FCOE/FUSD Claims/Target training and district CIPL MLD training.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout all content areas.
- Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- Utilize Reflex Math to target math fluency

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.

English Learner student population is performing at the lowest level in areas of SBAC ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by addressing EL students with social emotional learning and behavioral needs with the support of a school social worker.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a pull-out intervention with support from TSA and Teaching Fellows. The intervention program will include structured instruction on English Language Development, both orally and written and vocabulary and making sense of math word problems. Online resources and programs will be embedded in the intervention. Additionally, a Bilingual Instructional Aide will provide support in the primary language during Reading and Math 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.

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.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic and Socioeconomically Disadvantaged student populations are performing at the lowest level in the areas of ELA as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic and Socioeconomically Disadvantaged students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Hispanic and Socioeconomically Disadvantaged students by providing SEL and attendance needs with the support of a school social worker. SSW, IS, and HSL will work with parents and All 4 Youth Counselor for wrap around services as well as progress monitor students for behavioral, SEL, and attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).

EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.

EL student progress will be monitored after each assessment period (DRP, ELPAC, Interims 1 & 2) to ensure that students are making adequate progress towards reclassification and redesignation.

TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.

ELPAC Bootcamp will be provided by TSA to focus on reading, speaking, listening, and writing skills.

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Targeted student groups are Hispanic, Homeless, **African American, Students with Disabilities**, Foster Youth, English Language Learners and socioeconomically disadvantaged.

School wide RTI program for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at students' instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

RSP teacher will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

Social Worker will facilitate TST Meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST. TST members will include principal, VP, TSA, school psychologist, Tier II IS (Intervention Specialist - IS), and RSP teacher.

Math interventions groups will access resources, lessons, and activities on MobyMax and Go Math PMTs.

Root cause analysis support, Cross Functional Pivot teams, and ATSI will assist in the monitoring process.

Action 4

Title: Reading by Third Grade

Action Details:

Lowell will implement a comprehensive reading program in which all students will engage in rigorous instruction aligned to state standards. All students will receive instruction using grade level materials as well as guided reading instruction to target students' instructional needs. Additionally, a reading intervention program with an emphasis on early literacy skills will be provided for students in grades K-3rd and on an as-needed basis for intermediate students.

CCT will review surveys and attendance data looking for trends and patterns and compares data with site goals quarterly. Team will implement plan in collaboration with staff and share plan with staff for input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- Grade K-6 I-Ready
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback
- Staff, Student, and Parent SEL Surveys

ATSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- Instructional Practice Walks
- PowerBi

CCT Support Monitoring Tools:

1. Staff, Student, and Parent SEL Survey results will be utilized to establish and monitor schoolwide goals.
2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

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

All K-6 students will receive daily Guided Reading instruction targeting students' instructional reading levels. Instruction will include both reading foundational skills (Phonics, Phonemic Awareness, Fluency with sight words) and reading comprehension skills. In addition, students will apply early literacy skills using leveled readers.

- Students will be strategically grouped for instruction based on BAS results.
- Guided Reading instruction will be 60 minutes daily with minimum of 4 rotations.
- Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels.
- Guided Reading materials including Rigby Leveled Readers, Wonders Leveled Readers, NewsELA, and other literacy supplemental resources will be provided as needed.

All students will receive daily rigorous instruction from the adopted program where they will:

- use Complex Text, Talk, and Tasks to make connections, inferences, and construct viable arguments both verbally and written, about text purpose and author's point of view.
- engage in discussions and writing about texts. support responses with text evidence.

Students will make sense of both literary and informational selections by analyzing complex texts using a variety of reading strategies such as:

- close reading text annotations verbal and written response to Text Dependent Questions
- response to writing tasks that are reflective of the three writing types use of Cornell or 2-column notes or graphic organizers when processing texts to determine the main ideas, key details, central theme/idea, and overall text structure.

Academic incentives will be provided to students to promote reading at home and school.

Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success of all students.

Owner(s):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Vice Principal
Culture and Climate Team (CCT)
TSA/Intervention Teacher
Instructional Coach
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and Students
On-Site Counseling
School Social Worker
School Psychologist
Tier II IS (Intervention Specialist - IS)

Timeline:

August: All students will be BAS tested before school starts to determine baseline reading levels. BAS will be administered quarterly by teachers, Teaching Fellows, and TSA to progress monitor all K-6 students. DRP will be administered to students in 2nd-6th grade per the district testing calendar (twice a year).

BSPT assessments will be administered bi-weekly and/or as needed to progress monitor students in Reading Intervention.

Teachers will conduct data chats with students to review academic progress after each assessment administration per the district testing calendar.

All other assessments will be administered as per Lowell and district testing calendar.

ATSI: ILT Continue to Work Around Prior CSI

Process for:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

All 4 Youth services will support students with social and emotional needs to impact academic performance. Two part-time counselors will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.

Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP Meetings.

Leveled reading text sets and novels will be purchased to support guided reading instruction

All TK-6th students will be BAS tested before the start of the new school year to determine current reading levels. BAS data will be used for planning instruction and grouping for guided reading.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

All teachers TK-6 will attend a 4-day Orton Gillingham workshop to effectively teach foundational skills to ensure students read by grade level. Strategies learned will be implemented during RTI to support with reading foundational skills.

Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve ATSI goals.

Reading incentives such as grade-level shirts will be provided to K-3 students that have met end of year reading benchmarks as measured by BAS

Reading incentives such as rainbow bracelets and sight word shirts will be provided to Kindergarten students that have met end of year goal for mastering all 60 sight words.

Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.

Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.

All teachers will integrate SEL skills into all content areas.

Students will have opportunities to practice SEL skills in all settings.

Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout all content 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.

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

English Learner student population is performing at the lowest level in areas of SBAC ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by addressing EL students with social emotional learning and behavioral needs with the support of a school social worker.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a pull-out intervention with support from TSA and Teaching Fellows. The intervention program will include structured instruction on English Language Development, both orally and written and vocabulary and making sense of math word problems. Online resources and programs will be embedded in the intervention. Additionally, a Bilingual Instructional Aide will provide support in the primary language during Reading and Math instruction.

During RTI, guided reading instruction will be provided by the teacher to support students reading 2-3 years below grade level.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students will pair up with other grade levels as Reading Buddies through teacher collaboration.

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.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic and Socioeconomically Disadvantaged student populations are performing at the lowest level in the areas of ELA as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic and Socioeconomically Disadvantaged students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Hispanic and Socioeconomically Disadvantaged students by providing SEL and attendance needs with the support of a school social worker. SSW, IS, and HSL will work with parents and All 4 Youth Counselor for wrap around services as well as progress monitor students for behavioral, SEL, and attendance.

- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Identification of EL students by PLC teams and specific instructional strategies related to teaching EL students embedded into plans for both instruction and professional learning.
- Materials, supplies, and supplemental materials for EL students.
- Teaching Fellows will work with low performing students in small groups.
- ELPAC Assessors

Instruction will include SDAIE strategies, student discussions & presentations, visuals, TPR and Language Frames.

EL students will access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Bilingual Instructional Aides will support English Learners to access the core curriculum.

- School staff serving as mentors to low performing student groups establishing a connection to school and build their identity and agency.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			TEACHER Substitutes for SST Meetings. Additional Actions: G1A2-4 **No IEPs**	5,974.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Purchase of books and reference materials for teachers. Additional Actions: G1 A2-A4, G4	25,083.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			TEACHER substitutes for IEP Meetings. Additional Actions: G1A2-A4	10,152.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and materials: paper, field trips, incentives, assemblies, FOOD, culture and climate, apparel, student and staff engagement in support of site goals: Additional Actions: G1A2-4, G2A1, G3A1-2, G4A1, G5A1	68,468.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and conferences for ADMIN in support of literacy, math, and SEL site goals. Additional Actions: G1A2-4, G3A1-2, G4A1	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs. Additional Actions: G1A2-A4	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Instructional materials and resources from Graphics in support of site goals. Additional Actions: G1A2-4	3,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			ADMIN substitutes for conferences, professional development, data chats, and planning days with grade level teachers. Additional Actions: G1A2-A4, G4A1	17,918.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors and Proctors	6,132.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,748.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Supplies and Materials: FOOD, incentives, apparel, assemblies, culture and climate, student and staff engagement activities in support of site goals. Additional Actions: G1A1-4, G2A1, G3A2, G4A1	7,506.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Furniture, technology purchase. Additional actions: G1A1, G1A3-4, G3A1-2, G4A1, G5A1	5,000.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Supplies and Materials: paper, incentives, apparel, FOOD, and building school culture connectedness in support of parent involvement. Additional Actions: G1A1, G1A3-4, G3A1-2, G5A1	5,172.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food: Snacks and water for student activities and during testing. Additional Actions: G1A1-2, G1A4	4,000.00

\$194,153.00

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	✓	78.66 %	83 %	2023-2024	84.1 %

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.

Lowell offers clubs for students in 1st-6th grade and are supervised by staff during lunch and/or after school. In addition, Lowell collaborates with the After School Program to establish a sports program that encourages all students including students with special needs (RSP, DIS) to participate during each sports season. Supplemental pay contracts are provided to teachers and paraprofessionals to instruct and supervise students involved with Student Council, Peach Blossom, Spelling Bee, and other activities. The district provides field trips for all grade levels to participate locally or off campus to create experiences. Students participate on trips to local businesses, Monterey Bay Aquarium, California Tech Museum and Camping Experience. Study trips support broaden student learning beyond the classroom as students make connections between curriculum and real-world experience. Mentoring Programs are offered to identified students with SEL needs with mentors from local parishes and DPI (Young Men of Character, Girl Power, All 4 Youth, On Ramps). Students in K-6 participate in the district's music program that offers learning how to play musical instruments, learning about the fundamentals of music, and choir.

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

There is a challenge with engaging younger students (TK-3rd) in clubs due to the lack of adult supervisors. Students in primary grades do not have a variety of options to participate in goal 2 activities. Students in 4th grade are limited to only track as a sport. All students in grades 5 and 6 are encouraged to participate in the sports teams; however, several students have poor grades and do not meet the guidelines to participate in a sport. In addition, students are not willing to stay with the music program all year in which the groups decreased.

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).

- Collaborate with the After School Program to address after school tutoring and student engagement in primary grades (TK-3rd)
- Parent engagement volunteering to hold workshops for student activities.
- Inclusion of school based SEL efforts in family letters and scheduled informational events at school that focus on SEL linking to academics.

- Lowell Elementary 2023-2024- SPSA Lack of communication/inclusion with music teachers and school population.
- Lack of connection between students and music teachers.
- Lack of class management from music teachers.
- Extra pay contracts provided to staff to facilitate club activities, although only few staff members were interested.
- Lack of coaches to coach sports for eligible students in grades 5-6.

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.

- Intramural sports during lunch recess – data of infractions and referrals vs engagement.
- After school program will leverage SEL efforts by establishing community partnerships with universities and businesses.
- Implementation of tools such as logs, classroom walkthroughs, surveys, reflections, parent suggestions-feedback and SMART goals.
- Identify students not participating in an activity and encourage them to participate in a club, sport and or field trips.
- Sustainable systems and structures to promote positive interactions and relationship building between staff-staff, staff-student, and student-student and with families and the community.
- Analyze the degree to which current programs, activities, and practices meet the needs of all students.
- Student input will be solicited to determine interest in activities, programs, and recognition/incentive systems.
- Students will have an opportunity to lead community building activities.
- Recruit coaches to coach sports for eligible students in grades 5-6
 - Provide extra pay contracts for coaches.
- Have Club Rush by the third week of school for students to sign up for clubs of their choice.

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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SCHOOL SITE COUNCIL has been presented with a list of all programs and extracurricular activities. SSC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

- Awards, incentives, and recognition for the students
- Sports for the students in grades 1-4
- More computers and technology
- Chess
- Teachers have supplies in the classroom.
- Mentoring Programs through local parishes and DPI (Young Men of Character, Girl Power)
- Parent Involvement opportunities
 - Parent Volunteers to assist with school wide events (Jog-a-thon, Read Across America, Family Literacy Night, Carnivals)

2 ELAC:

ELAC has been presented with a list of all programs and extracurricular activities.

ELAC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

- Increase academic rigor for English Learners to engage in reading, writing, speaking, and listening across all curricular areas
- After school tutoring with teachers, teaching fellows, and/or mentors.
- Progress reports sent home quarterly
- After school study skills and extra help with standards-based concepts.
- After School Program Incentives from teachers Clubs (art, music, and/or dance)
- Social Worker

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Climate and Culture Team (CCT) continues to establish a positive culture and climate at Lowell where staff and parents are encouraged to be advisors for a club.
- All students that are eligible based on age and grade level criteria are encouraged to participate in clubs and sports.
- Extra pay contracts provided to staff interested in facilitating club activities.
- Club Rush by the third week of school for students to sign up for clubs of their choice

Staff Recommendations:

- More clubs for students Establish an incentive program to recognize students who are engaged in Goal 2 (ie. incentives such as Block W, medals, awards, etc.)
- Recruit staff to facilitate club activities
 - Extra pay contracts will be provided on a quarterly

- Parent volunteers to assist in supervising activities and clubs during morning recess and lunch.
- College student volunteers
- Incentives for student engagement in clubs and sports
- College student volunteers
- Incentives for student engagement in clubs and sports.
- Social Worker
- Tier II IS
- All 4 Youth therapist
- CENCAL Sports

- Tier II IS
- CENCAL SPORTS
- All 4 Youth therapist
- Parent Involvement opportunities
 - Parent volunteers to assist in supervising activities and clubs during morning recess and lunch.
 - Parent Volunteers to assist a with school wide events (such as: Jog-a-thon, Read Across America, Family Literacy Night, Carnivals)

basis.

Action 1

Title: Student Engagement

[Action Details:](#)

Lowell will create equitable opportunities for all students in grades K– 6 to participate in a comprehensive program that promotes intellectual curiosity, critical thinking, and problem solving in order to be prepared for college and career pathways by developing partnerships with external organizations from the community to participate in the after school program. The availability of clubs during lunch and after school that engage and foster activities that allow hands-on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning. Providing opportunities for field trips, career days, mentorship opportunities, college visits, and job shadowing. Participation of intra mural and competitive sports helps develop physical skills, exercise, make new friends, have fun, learn to be a team member, learn about play fair, improve self-esteem, and enhances the physical and mental development of our children. Contracts will be provided to external organizations from the community and supplemental pay contracts to teachers and paraprofessionals to instruct and supervise clubs and sports.

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](#)

1. VP, ELP Coordinator, and Teachers will enter student rosters of students participating in extracurricular activities.
2. Culture & Climate team will monitor student participation during lunch and after school sponsored activities as well establish committees to facilitate student engagement activities.
3. Administration will increase efforts to recruit external organizations, coaches and paraprofessionals interested in running clubs and coaching during lunch and after school.
4. The school will sponsor additional field trips and activities for all grade levels.
5. Review and reflect on SEL data to inform actions and identify areas of needs.
6. CCT will involve staff in setting priorities and in implementing new ideas and improvements.
7. CCT will create a tracking sheet to monitor student engagement and identify students not participating.
8. Engagement activities will be publicized through posters on site, student council meetings, newsletters, etc.

Owner(s):

- Vice Principal
- ELP Coordinator
- Teachers
- Coaches
- Culture and Climate Team
- Principal

Timeline:

All clubs, sports, and after school rosters are uploaded on the Engagement Tool at the beginning of the year and following each quarter.

Events are created after each meeting to track student participation and attendance.

Data is utilized consistently and at regular intervals to guide decisions documented on Team MAP.

Student voice is sought out and collected frequently (community building activities, surveys, etc.)

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

- All students will be eligible to attend FUSD sponsored field trips and activities.
- Each grade level will have an opportunity to attend at least one more field trip sponsored through school fundraising.
- Purchase materials, supplies, and equipment to support successful implementation of clubs.
- Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.

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.

English Learner student population is performing at the lowest level in areas of SBAC ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by addressing EL students with social emotional learning and behavioral needs with the support of a school social worker.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a pull-out intervention with support from TSA and Teaching Fellows. The intervention program will include structured instruction on English Language Development, both orally and written and vocabulary and making sense of math word problems. Online resources and programs will be embedded in the intervention. Additionally, a Bilingual Instructional Aide will provide support in the primary language during Reading and Math instruction.

During RTI, guided reading instruction will be provided by the teacher to support students reading 2-3 years below grade level.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

All students including ELs are encouraged to participate in Goal 2 Activities.

Analyze Goal 2 Participation Rates to ensure that EL students are participating in numbers compared to school wide.

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

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 in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic and Socioeconomically Disadvantaged student populations are performing at the lowest level in the areas of ELA as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic and Socioeconomically Disadvantaged students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Hispanic and Socioeconomically Disadvantaged students by providing SEL and attendance needs with the support of a school social worker. SSW, IS, and HSL will work with parents and All 4 Youth Counselor for wrap around services as well as progress monitor students for behavioral, SEL, and attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Data chats with students.

Goal setting with students.

Monitoring student progress.

After school tutoring for students.

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	✓		33.1 %	2023-2024	32.5 %
Suspension Rate - Semester 1	✓	0 %	0.3 %	2023-2024	0 %
Suspension Rate - Semester 1 (African American)	✓		3.3 %	2023-2024	2.97 %

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 current chronic absenteeism rate overall is 41.9%. This rate is a result of high transiency of students and families being placed at the Marjorie Mason Center and families being Homeless.

The attendance team composed of school social worker, Tier II IS, HSL, and VP are monitoring weekly students assigned to each case manager and setting attendance goals. Office assistant sends home letters to clear absences. ILT is monitoring an assigned group of students that are "Manageable" within the 90.0 – 94.9% attendance range and early learning students. VP holds weekly attendance meetings with parents to discuss attendance.

- Pre-identify early on and monitor students those that are "Manageable" in Power BI attendance (4-6 days of attendance in the first 4 months of school) by meeting and setting goals with students and families before they fall into Chronic Absenteeism.
- Communication will be through HSL home support, daily phone calls, weekly student check-ins, and parent/student meetings.
- Quarterly data shows that chronic absenteeism has improved, and students have made progress in percentile movement.
- Attendance incentives are given to students reaching their goals, moving up a band, weekly good attendance and quarterly maintaining good attendance.

CHRONIC ABSENTEEISM

Historical trend for Lowell as reported by CA Data Dashboard for each student group:

	2018	2019	2022	2023
-				

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

- **African American** (8% is a decrease of 2.0% from 2022-2023) students were disproportionately chronically absent.
 - Total AA students = 21 students
 - 4 students are severely chronic
 - 5 students are chronically absent
- **Students with Disabilities** (7% is a decrease of 37.9% from 2022-2023) students were disproportionately chronically absent.
- Total SWD students = 29 students
- 4 students are severely chronic
- 2 students are chronically absent
- **Homeless families** have a history of chronic absenteeism due to the instability with housing and living arrangements.
 - Frequent home visits have been made by administration, SSW, and HSL to ensure students are in attendance in-person.
- **Hispanic** (28.0% is a decrease of 10.4% from 2022 - 2023) students are chronically absent
 - Total Hispanic students = 243 students
 - 13 students are severely chronic
 - 54 students are chronically absent

SUSPENSIONS students with 1 or more

- To date, Lowell has had 2 suspensions.

All Students	19.1%	20.7%	50.1%	41.9%
	-1.2%	+1.5%		-8.3%
African American	38.1%	40.4%	51.5%	46.4%
	+4.8%	+2.3%		-5.1%
Students with Disabilities	21.6%	6.5%	59%	56.1%
	-1.1%	+5%		-2.9%
Hispanic	0.9%	17.6%	50.2%	39.7%
	-4.0%	= -0.4%		-10.5%
Socioeconomically Disadvantaged	9.4%	21%	50.1%	42.1%
	-1.2%	+ 1.6%		-8.0%
English Learners	17.9%	10.6%	37.7%	25.2%
	-1.3%	+ 1.7%		-12.5%

SUSPENSION

Historical trend for Lowell as reported by CAData Dashboard for each student group:

	2018	2019	2022	2023
-				
All Students	4.2%	6.5%	0.5%	2.2%
	+1.8%	+ 2.4%		+1.7%
African American	6.5%	16.4%	0%	9.7%
	+ 1.3%	+9.9%		+9.7%
Students with Disabilities	5.7%	5.8%	2.5%	2.3%
	+0.5%	= 0.1%		-2% (=)
Hispanic	3.8%	5.3%	0.7%	1.2%
	+1.4%	+1.4%		+0.5%
Socioeconomically Disadvantaged	4.1%	6.8%	0.5%	2.3%
	+1.7%	+2.7%		+1.8%
English Learners	1.5%	5.2%	0.9%	0%
	-0.4%	+3.7%		-0.9%

SUSPENSIONS– Students with 1 or more

To date, Lowell has had 1 suspension. Support is available to transition students upon returning from a

suspension.

Counseling services provided by School Social Worker, Child Welfare Attendance Specialist, School Psychologist, or All 4 Youth will be offered to students and families to support with social emotional learning needs.

- Counseling service is provided to students and/or families that have had trauma in their life that may have affected student learning.
- Referrals to Care Solace and Wellness Center will be provided to students and families if site caseload has reached capacity.
- Counseling service is instrumental in keeping students on track with learning before becoming a misbehavior in class.

Social Worker 1.0 FTE

A full time Social Worker is essential to provide daily supports with our social emotional students. The social worker will:

- Develop plans and strategies to improve students' academic performance and social development.
- Work with students to address aggressive behavior, bullying, and/or frequent absences from school.

School Social Worker develops self-regulation strategies and social skills to help students socially and academically thrive in the classroom. Services and supports provided by SSW are as follows:

- Provide parents and students with resources to outside agencies focused on SEL needs
- Provide individual and group sessions for 30 students during the school year (Girl Power, Young Men of Character, and weekly individual student check-ins).
- Schedule meetings with parents to discuss family support and follow up with district as supports.
- Provide support for emergency basis for students having issues at home and emotional issues of not going to class.
- Provide ongoing professional development on social emotional learning strategies
- SSW is an active member and lead the following leadership teams:
 - Targeted Student Team (TST)
 - Student Success Team (SST)
 - Culture and Climate Team (CCT)

Professional Learning

Professional Training is needed during the school year to support staff on classroom management, interventions, restorative practices, culture responsive teaching, social emotional needs, and trauma-based strategies (Tier 1).

Monthly Climate and Culture team meetings are set and planned to review the progress of classroom support, strategies, and school wide procedures to improve the climate of the school. The team reviews the data for suspension, misbehaviors, and referrals to develop a plan for areas of concern for improvement.

Lowell strives to create a culture and climate that fosters equity for all staff, students, and parents. All staff members will receive Cultural Proficiency training where we can establish a culture for change, transformation, growth mindset and effectively describe, respond to, and plan for issues that arise in diverse environments. Thus, learning how to value cultural differences as assets on which educational experiences are built.

Teachers will provide their classrooms with:

- Clear Classroom expectations, CHAMPS, Class meetings and a Cool Down area in the classroom.

- Continue building relationships with students daily.
- Consistent use of 3 to 1 positive interactions by all staff members Implement school wide structures and routines
- Complete and follow classroom management plan for the year reviewed and reflected by administrators.
- Teachers will use digital second step curriculum with fidelity. Antbullying is taught schoolwide.
- Morning Meetings will be held twice a week.
- Additional professional learning for CCT will include Conferences and district trainings from DPI.
- PK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

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).

A full-time Social Worker (1 FTE) will remain as a full-time position to support staff, students, and families in areas of Social Emotional Learning. School Social Worker will lead Targeted Student Team (TST) and Attendance monthly meetings to pre-identify, support, and monitor students at risk of becoming Tier 2-3.

The district provided Lowell with a Tier II IS (Intervention Specialist - IS) to work with families of chronically absent and high SEL needs.

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.

A full-time School Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs. Funds in unit 7090 will be allocated for a full-time School Social Worker.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning and supporting students with misbehaviors.

Chronic Absenteeism Goal - Decrease by 10%

Lowell will monitor daily attendance of all the classrooms with a specific focus on grades TK-2, African American, and Students with Disabilities. Attendance Clerk, Office Manager, Tier II IS (Intervention Specialist - IS), School Social Worker, All 4 Youth, Home School Liaison, and administration will monitor teachers taking attendance. Daily review of absent students as reported by the school messenger report will be reviewed by the principal. Parent conferences/home visits will be conducted for students that have more than 10 days of absences. Principal/MP will make home visits to parents that he/she has not been able to contact via phone or letter regarding their attendance.

Attendance Incentives:

Provide incentives to students to promote attendance (including quarterly celebrations for good attendance). Encourage Chronic and Manageable absent students to attend school every day. Students will be recognized for improved attendance.

- Quarterly perfect attendance awards given to the students at awards assemblies.
- Perfect Attendance Medals are provided to students that have had perfect attendance for the entire school year.
- Monthly dog tags given to students that were in good attendance.
- Quarterly school apparel is given to students with good attendance.

- Q1: Water Bottle
- Q2: Lanyard
- Q3: Draw-string backpack
- Q4: Student Choice of incentive Small prizes from peace works given to students (from severely chronic-manageable) that reach their goal in increments of 2%and/or move up a band.
- Students with GOOD Attendance will participate in the Monthly Attendance Dance
- Extra recess for classrooms that complete card "ATTENDANCE" for each day classroom has all students on time in class in the morning Highest ADA per Primary and Intermediate classes monthly to receive a reward and trophy for attendance.
- Schoolwide Attendance flags will be displayed outside of each classroom to showcase perfect attendance for the day.
- Classrooms complete an ATTENDANCE card for coloring a letter for each day classroom has all students on time in class in the morning.
- Hold Parent Meetings to clarify absence recovery for both "Excused" and "Unexcused" absences
- Attendance Incentives (books and school supplies)
- Administration will monitor students who are "Manageable" and within the 90.0 – 94.9%range to ensure they do not fall into Chronic or Severely Chronic status.

Suspension Rate Goal - Less than 6.5% of students having at least 1 suspension:

- Continue with supports with School Social Worker, All 4 Youth, and Professional Learning on strong Tier 1 classroom support and Cultural Proficiency.
- Provide more in-depth training to Noon-Time Assistants as they supervise students during the lunch periods quarterly.
- Provide alternative recess activities for focus students.
- Identify students that have more than 2 suspensions and provide interventions and support to keep the suspensions at a minimum.
- Provide support and incentives to perform socially and emotionally.
- School Social Worker and Tier II IS (Intervention Specialist - IS) will conduct restorative practice conversations with students following a suspension in addition to having proactive conversations and relationship building with high needs students.
- Students and families will meet with administration upon returning from a suspension to put in place support to ensure academic and social emotional success.
- Lowell is provided a full-time (1 FTE) Campus Security Assistant who not only serves as additional safety support, but will positively interact with students through sports and mentorship.
- Pre-suspension programs will include:
 - Alternative to Suspension
 - Behavior Support Plans
 - Parent Conferences Mentors
 - Invitations for parents to support their students with misbehaviors in the classroom.
 - Parent workshop in supporting students with behavioral needs
 - Positive Relationship building with Campus Security Assistant and students

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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Lowell's **School Site Council** was informed about the data surrounding our chronic absenteeism and suspensions. The members of the SSC were pleased to know that our chronic absenteeism and suspension rates were both down this year when compared to previous years. Some members suggested that we work to not only recognize students with perfect attendance but also recognize students who improve their attendance after they are classified as chronically absent.

2 ELAC:

Lowell's **ELAC** was informed about the data surrounding our chronic absenteeism and suspensions. The members of the ELAC were pleased to know that our chronic absenteeism and suspension rates were both down this year when compared to previous years. Some members suggested that we work to not only recognize students with perfect attendance but also recognize students who improve their attendance after they are classified as chronically absent.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Lowell's staff was informed about the data surrounding our chronic absenteeism and suspensions. Staff agreed there is a need to address chronic absenteeism. Staff agreed suspension of students is appropriate when incidents are in violation of Ed Codes and student discipline expectations.

Staff members suggested that we could have monthly recognition of students with perfect attendance instead of just quarterly recognition. They also suggested that we hold raffles and give out incentives to

Members of the SSC agreed suspension of students is appropriate when incidents are in violation of Ed Codes and student discipline expectations.

- Awards, incentives, and recognitions for the students
- More computers and technology
- Student groups with mediator
- Parent involvement
- College student volunteers and mentors
- Incentives from teachers to students Clubs (art, music, dance)
- CENCAL Sports
- School Social Worker
- Partnership with DPI for additional supports (ie. All 4 Youth, Full-Time Tier II IS (Intervention Specialist))

Members of the SSC agreed suspension of students is appropriate when incidents are in violation of Ed Codes and student discipline expectations.

- Increased academic rigor but within class supports.
- After school tutoring with teachers or mentors
- Grade Checks sent home.
- After school study skills and extra help with needed standards-based concepts.
- After School Program Incentives Clubs (art, music, dance)
- CENCAL Sports
- All 4 Youth
- School Social Worker
- Psychologist
- Tier II IS (Intervention Specialist - IS)
- Home School Liaison
- Parent Square
- More parent groups or counseling on raising kids and being involved College student volunteers

get students excited about having perfect attendance.

- Intervention Teacher Reading program to motivate students to read inside and outside of school.
- Parent orientation for new students
- Teacher decided incentives in class
- Teaching Fellows
- School Social Worker
- Parent Square
- Alternative to Suspensions
- Clubs and Extracurricular Activities
- Partnership with DPI for additional support (ie. All 4 Youth, Full-time Tier II IS (Intervention Specialist))

Action 1

Title: Careers and Competencies for Workplace Success

Action Details:

Lowell Elementary School's staff will provide students TK through 6th grade a variety of opportunities to explore careers and competencies for workplace success. All students will have the opportunity to learn about careers through guest speakers, researching and presenting projects related to careers, and participating in career related field trips. Students from TK through 6th grade will be recognized for demonstrating character and competencies for workplace success.

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

1. Staff will coordinate career-related field trips for all students in TK through 6th grade and monitor students' participation in the field trips.
2. Classroom students along with teacher will nominate peers who demonstrate the qualities of given month for Character counts to be recognized as "Student of the Month".
3. School social worker and Tier II IS (Intervention Specialist - IS) will monitor and meet with students who are having difficulties with attendance to share information on competencies for workplace success.
4. Staff will invite guest speakers to all classes from TK through 6th grade so that they may present information, through class presentations and Career Day activities, on careers and competencies for the workplace.
5. CEN CAL Sports will host career and college day programs for students.
6. The staff at Lowell Elementary will implement schoolwide the Guidelines for Success (GFS):
 - GFS = Warrior Pledge: *We are the Warriors, Mighty Lowell Warriors. We are responsible, respectful, intelligent, organized, and ready to succeed. We are Warriors!*
 - GFS are will be used in daily announcements and communicated to staff, students and parents through newsletters and school events.
 - GFS will be incorporated school wide and classroom reward and incentive systems.
 - GFS will be embedded in classroom core lessons.

Owner(s):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Vice Principal
TSA/Intervention Teacher
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and Students
CCT
School Social Worker
Tier II IS (Intervention Specialist - IS)

Timeline:

1. Monthly
2. Quarterly

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

- Incentives (Character Counts shirts) and awards will be provided for all students in TK through 6th grade who demonstrate character and competencies for workplace success.
- Shirts provided to students involved in clubs:
 - Kindergarten Sight Word Club
 - Grades 1-3 Reading Clubs
 - Chess Club
 - Student Council
 - Book Club
- Character Counts shirts are rewarded to Warrior of the Month students.
- Field trip experiences will be funded to provide career-related experiences to students in all grade levels (TK - 6th).
- Materials and supplies will be provided for all classroom presentations on careers.
- Bus transportation costs will be provided for grade level studytrips (TK-6th).
- Supplemental tutoring contracts for teachers to support students after school (rotation).
- School athletic apparel for coaches

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.

English Learner student population is performing at the lowest level in areas of SBAC ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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 SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic and Socioeconomically Disadvantaged student populations are performing at the lowest level in the areas of ELA as measured by the SBAC and identified in red according to the CA Data Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic and Socioeconomically Disadvantaged students by addressing

With Title I funds we plan to support English learner students by addressing EL students with social emotional learning and behavioral needs with the support of a school social worker.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a pull-out intervention with support from TSA and Teaching Fellows. The intervention program will include structured instruction on English Language Development, both orally and written and vocabulary and making sense of math word problems. Online resources and programs will be embedded in the intervention. Additionally, a Bilingual Instructional Aide will provide support in the primary language during Reading and Math instruction.

During RTI, guided reading instruction will be provided by the teacher to support students reading 2-3 years below grade level.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Hispanic and Socioeconomically Disadvantaged students by providing SEL and attendance needs with the support of a school social worker. SSW, IS, and HSL will work with parents and All 4 Youth Counselor for wrap around services as well as progress monitor students for behavioral, SEL, and attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will provide data chats with students and set goals.

Monitor student progress.

Teachers will identify and refer students for tutoring support.

Action 2

Title: Social Emotional Support for All Students

[Action Details:](#)

Lowell Elementary staff will work to ensure that all students receive the social-emotional supports needed to be successful in school and on target to graduate. The focus will be on building relationships with all students so that students are aware that there are adults at school that truly care about them. The staff at Lowell Elementary will also continue to implement school-wide social-emotional supports through the use of Second Step, Olweus Antibullying lessons, Class Circles, and Morning Meetings. Students who need extra assistance will receive extra support through counseling services provided by All 4 Youth, Tier II IS (Intervention Specialist - IS) and/or School Social Worker. Counselling team will provide supports and build relationships with students who are struggling with school attendance and misbehaviors. The Culture and Climate Team will monitor data Tier I support such as implementation of Second Step curriculum, Class circles observational data, implementation of classroom management plan, Atlas entries for level 2 and 3 misbehaviors and suspension data for all students as well as significant subgroups in order to address trends to lower referrals for Tier II and III supports, Atlas entries for misbehaviors, office referrals and suspension rates.

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

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- The Culture and Climate Team (CCT) will develop a modified SEL survey that will be used quarterly in order to measure how students view adults at school.
- Attendance team (school social worker, Tier II IS (Intervention Specialist - IS), and VP) will monitor attendance data to identify students who are experiencing difficulties with attending school and connect the students with available supports and interventions in order to improve their attendance.
- Levels of Misbehavior:**
 - Staff receives professional learning regarding the three levels of misbehavior: Level 1 (mild), Level 2 (moderate), and Level 3 (severe) misbehavior.

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

- Culture and Climate Team (CCT)
- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLCs)
- Principal
- Vice Principal
- TSA/Intervention Teacher

[Timeline:](#)

- Quarterly
- Weekly

- Learning includes the potential limitations of using an office referral as a corrective procedure.
- Levels of Misbehavior are documented and are calibrated with the office referral form.
- Staff have been trained in writing appropriate office referrals and ATLAS entries
- Discipline data reflects the consistent use of levels of misbehavior.
- Accurate data is kept, analyzed, and shared quarterly for all Level 2 and Level 3 misbehaviors with the entire staff.
- Staff utilize Levels of Misbehavior consistently and as intended.
- Staff receives professional learning on identifying the needs behind the misbehavior and how to match the response to the need.
- Staff receives professional learning on how to provide feedback, respond appropriately, administer disciplinary actions, and use the continuum of restorative processes

Classroom Teachers
Parents and Students
School Social Worker
Tier II IS (Intervention Specialist - IS)

4. **Setting Classroom Conditions:**

- All teachers will complete PL on setting conditions for learning and implementing their FUSD Classroom Management plan with fidelity.
- Each classroom teacher will have a written FUSD Classroom Management Plan which includes basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.
- Each teacher will provide an FUSD Classroom Management Plan to substitute teachers.
- Observations by support staff and peers will provide implementation feedback.
- Time will be provided during staff meetings and/or PLC meetings to evaluate effectiveness and share ideas and best practices.
- A plan will be in place to train and support new teachers throughout the year.
- All team members will receive professional learning about the philosophy, concepts, and strategies for setting proactive classroom conditions for learning (i.e. CHAMPS and respect agreements).

5. **Early Interventions:**

- Data collection protocol is identified as a required intervention for social emotional and behavioral concerns.
- Data must be charted, and interventions are attempted with relentless fidelity for 2 weeks before formal request for assistance from support staff or Tier II Targeted Support Team.
- Staff will be taught the concept of 3:1 Ratio of Positive Interactions (RPIs) and the importance of building positive relationships and improving student behavior and overall success.
- Adults have been provided professional learning on early stage interventions, including tracking intervention and collecting data for monitoring progress, based on student needs and SEL skill development.

6. **SEL:**

- All teachers integrate SEL skills into all content areas.
- Students have opportunities to practice SEL skills in all settings.
- Observations from the administrative team provide teacher feedback of explicit and implicit teaching of SEL throughout all content areas.
- Adults receive professional learning in developing awareness of their own EQ skills.
- Teachers will participate in professional learning on the importance and impact of SEL on student learning and the five FUSD competencies.
- Teachers be trained in district baseline SEL curriculum (Second Step K-6)

7. **Olweus Antibullying Lessons:**

- Staff training on all bullying prevention modules.

- Staff teaches BP rules in conjunction with the four mandated BP lessons annually.
- Bullying prevention Rules are posted around campus.
- Evidence of student and staff activities that promote kindness (i.e. service projects, kindness campaign).
- Staff teach, model, and promote norms of kindness and inclusion.

8. Class Circles:

- All teachers utilize Class Circles effectively to build and affirm relationships, establish norms of kindness and inclusion, create a venue for student voice, practice social emotional learning skills, and address classroom community needs.
- Administrative team conducts Class Circles observations in all classrooms and provides feedback to staff to ensure quality and fidelity.
- Team receives professional learning on the purpose, organization, and facilitation of Class Circles (K-8 weekly, 9-12 bi-monthly).
- All teachers and support staff will be provided professional learning on the implementation of the school-wide conflict resolution practices

9. Tier I supports:

- All students receive differentiated Tier I supports based on individual needs and student outcome data.
- Second Step digital instruction is provided to students with fidelity school wide on Mondays.
- Second step data will be monitored by CCT.
- Use of the Tier I implementation Rubric as a guide (total score of 60 points or higher).

10. First Ten Days of School Processes and Procedures:

- Common area and school-wide expectations address all S.T.O.I.C. variables and are followed by all staff.
- Lesson plans for all common area procedures have been developed and archived, are taught and practiced quarterly, or as needed, based on data collection results and feedback from staff.
- Common area supervisory procedures are communicated to staff and monitored for implementation.
- Using the CCI process, common area procedures are reviewed and modified as needed and reviewed bi-annually with staff and students.

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

- Supplemental contracts will be provided for Culture and Climate team members so that they can have planning days to create lessons, plan for interventions and review social-emotional data for students at Lowell.
- Supplemental materials and supplies will be provided in order to assist the Attendance team as they work with students who are having difficulties with attendance.
- A full-time Social Worker and Tier II IS (Intervention Specialist - IS) are an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with Intensive students and their parents, conducting individual/small group sessions to build and repair relationships, teaching students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- Full time school psychologist is instrumental part in supporting the work of the counseling team (school social worker, Tier II IS (Intervention Specialist - IS), and All 4 youth counselor) in developing Behavior Support Plans, providing parent workshops to support social skills for parents and managing with stress and repairing relationships to support student needs.
- SEL services provided by Social Worker and Tier II IS (Intervention Specialist - IS) will support ATSI goals around improving student academic performance in ELA and Math, chronic absenteeism, and suspension rate. They will re-engage students in learning by connecting and building positive relationships with students and parents so students come to school every day prepared and ready to learn.
- A Warrior room will be provided for when students need a safe spot to work on their SEL skills.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- CCT will attend conferences to gain knowledge and strategies to support all students in the area of Social Emotional Learning, Absenteeism, and Discipline training provided by DPI.
- Lowell will host Family Literacy Nights to promote literacy and relationship building with students and families outside of the learning environment.

- CCT and ILT will utilize district adopted Behavior Matrix regarding fair discipline to monitor progress towards decreasing suspension rate.
- Students with good attendance and those progressing towards decreasing their chronic absenteeism rate will be recognized and celebrated during quarterly awards assemblies. In addition, students will be invited to monthly good attendance pizza parties and/or receive attendance award.

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.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

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

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Monitor EL student population for chronic and severe absenteeism rate.

Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.

Monitor Tutoring supports for English Language Learners with grades, Lexia, iReady, CFAs, ELPAC, and BAS reading levels.

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 SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

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

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

After School Tutoring during extended library hours.

Teachers will provide Tier 2 intervention and progress monitor at-risk students for a minimum of 6-weeks. Thereafter, TST will monitor students through observations, 1:1 chats/goal setting, bi-weekly check-ins with students and continuous communication with teachers prior to SST referrals.

During monthly TST meetings, team members will discuss academic and behavioral progress of students and align necessary supports/services for students as needed.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for study trips. Additional actions: G2A1	3,000.00

\$3,000.00

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	✓	88.06 %	87.7 %	2023-2024	88.8 %

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.

STAFF SURVEY: Organizational Culture Domain

	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
	<u>2021</u>	<u>2022</u>	<u>2022</u>	<u>2023</u>	<u>2023</u>	<u>2024</u>
I feel VALUED at this school.	97%	85%	85%	83%	78%	85%
		(-12)	(-12)	(-2)	(-5)	(+7)
I ENJOY being at this school.	97%	98%	94%	90%	94%	94%
		(+1)	(-3)	(-4)	(+4)	(=0)
We have a culture that provides staff with the following: FEEDBACK to improve and grow.	94%	88%	93%	90%	84%	90%
		(-6)	(-1)	(-3)	(-6)	(+6)
We have a culture that provides staff with the following: RECOGNITION for the work we do.	77%	88%	75%	76%	84%	85%
		(+11)	(-5)	(-4)	(+8)	(+1)

- All staff members will participate and receive training on support school-wide practices pertaining to

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

Staff Goal - Site Defined

Ensure 100% of all staff members receive training to support school-wide practices pertaining to social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals, within the MTSS framework.

Retain new teachers by building their confidence and knowledge around best instructional practices, providing research-based strategies and coaching support to best meet the needs of students at Lowell.

Provide ongoing support and communication with teachers to ensure clarity with school wide goals, expectations, and safety procedures

- Chain of communication starts with Admin to leadership members, and last to PLCs

Positive staff celebrations and recognition systems are implemented consistently by providing school apparel and incentives to promote school culture.

Staff beliefs, along with vision and mission statements, drive decisions and demonstrate the staff's commitment to creating a positive climate and culture.

Site has sustainable systems and structures to promote positive interactions and relationship building between staff-staff, staff-student, and student-student and with families and the community.

social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals, within the MTSS framework.

- New teachers meet once a month for additional support around instruction, planning, developing assessments, grading, safety procedures, and school-related activities and deadlines.
- Culture and Climate Team meets monthly to review data around Chronic Absenteeism, levels of misbehavior and Student Engagement (Power BI, Atlas entries and Survey Results) and develop action plan to address needs.
- Instructional Leadership Team meets monthly or site:
 - Site leadership teams: ILT and CCT
 - ATSI
 - Regional ILT
 - Site Attendance Meetings
 - Site and District TST
- Site and Regional ILT meetings are focused on rigorous instruction, student assessments, and intervention in support of ATSI and improving ELA and Math performance.
 - 23-24 ATSI focus areas:
 - Chronic Absenteeism – African American
 - Chronic Absenteeism – Students with Disabilities
 - 24-25 ATSI focus area:
 - Suspension – African American
 - The work of the region and at Lowell is developing and aligning tasks to SBAC Claims and Targets.
 - ILT will meet to develop an action plan in support of student Chronic Absenteeism.
 - The annual school theme is launched in August and is based on children’s literature.
 - Launching a school-wide theme sets the tone for the culture and climate at Lowell.
 - Connecting literacy skills through literature (Text to Self, Text to Text, and Text to World)

Year	Book Title	Theme
2016	Oh, the Places You'll Go	Ambition
2017	One	One voice can make everyone count - inclusion
2018	What Do You Do With an Idea?	Believing in yourself
2019	One Smile	Kindness
2020	I Am Enough	Self-Request
2021	Reach for the Stars	Growth Mindset
2022	I Promise	Goal Setting
2023	What the Road Said	Taking chances
2024	The Empty Pot	Honesty
2025		

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).

Students continue to exemplify the inability to effectively regulate their emotions and behaviors thus creating a challenge and need for social emotional learning (SEL) support.

ELAC and Coffee Hour Meetings are being conducted on a regular basis to share information pertaining to students' and families Social Emotional Learning.

Admin team will continue to share with staff SEL strategies through emails and Professional Development.

- Staff concerns are communicated to their grade level Climate and Culture Representative which are then presented to Leadership Teams (ILT and CCT).
- Q&A have been provided to teachers after PLs and/or Staff Meetings for further clarification. Principal and/or Vice Principal meet with Classified staff such as BIAs, NTAs, and Office staff to share strategies for supporting students' Social Emotional Learning, student academic achievement, and review school's expectations.

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 site will differentiate professional learning around SEL, behavior expectations, atlas entries, and office referrals for behavior.

New teachers to Lowell or the teaching profession will attend monthly "on-ramp" meetings for information pertaining to school events, grades, school policies, planning for instruction, developing, and analyzing data as well curricular areas (ie. writing, math, close reading strategies, guided reading, SBAC Claims and Targets, and other areas of interest and/or focus to the site).

100% of the staff will receive support from school-wide practices pertaining to social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals within the Multi-Tiered Systems of Support (MTSS) framework.

- TK- 6 grade teachers will continue to implement 2nd Step Lessons, 3: 1 positive interactions, Olweus antibullying curriculum, and Morning Meetings.

School Social Worker along with Tier II Intervention Specialist will support around attendance, self-management, and social skills through:

- Daily check-ins
- Small group and individual sessions
- Facilitate clubs for high-needs students:
 - Be You Club
 - Young Men of Character

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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

School Site Council was informed of district goals and shared results from the Staff Survey. SSC members agreed that there is a need to do more to keep staff connected so there is a stronger sense of belonging, thus committing to staying at Lowell.

2 ELAC:

ELAC was informed of district goals and shared results from the Staff Survey. ELAC members agreed there is a need for keeping staff to stay connected and having strong sense of belonging, thus committing to staying at Lowell.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Lowell's STAFF was informed of district goals and shared results from the Staff Survey. Staff members agreed there is a need to keep staff connected and having a strong sense of belonging, thus committing to staying at Lowell. Based on Panorama data, CCT will develop SMART Goals around:

- Differentiated professional learning based on needs of staff members.
- Professional learning on social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals, within the MTSS framework.
- Monthly meetings for teachers new to Lowell
- Monthly ILT Meetings
- Monthly CCT Meetings
- Weekly PLC Meetings
- Regular staff meetings for Nuts and Bolts, district updates, and health/safety information
- Weekly email communication
- New teacher support provided by site and district academic coaches
- Quarterly Grade Level Planning Days
- Quarterly Data Chats and Technology support

- Differentiated professional learning based on needs of staff members.
- Professional learning on social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals, within the MTSS framework.
- Monthly meetings for teachers new to Lowell
- Monthly ILT Meetings
- Monthly CCT Meetings
- Weekly PLC Meetings
- Regular staff meetings for Nuts and Bolts, district updates, and health/safety information
- Weekly email communication
- New teacher support provided by site and district academic coaches
- Quarterly Grade Level Planning Days
- Quarterly Data Chats and Technology support

- Staff feels valued at school.
- Cultivate a culture that recognizes staff for what they do.

Staff recommendations include:

- Monthly recognition of staff spotlights.
- Differentiated professional learning based on needs of staff members.
- Professional learning on social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals, within the MTSS framework.
- Monthly meetings for teachers new to Lowell
- Monthly ILT Meetings Monthly CCT
- Meetings Weekly PLC Meetings Regular staff meetings for Nuts and Bolts, district updates, and health/safety information
- Weekly email communication
- New teacher support provided by site and district academic coaches
- Quarterly Grade Level Planning Days
- Quarterly Data Chats Technology support
- Staff appreciation events throughout the school year
- School spirit apparel available for staff and students

Action 1

Title: Increase recruitment and retention of staff

[Action Details:](#)

Lowell's vision is to ensure all students stay in school on target to be college and career ready graduates. Thus, Lowell is committed to creating a positive and accepting culture of high expectations for all learners, collaborate within our community, and embrace diversity; having respect for self and others. Lowell will encourage students to excel in academics today and become productive, critical thinkers in our society tomorrow.

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

1. Survey results will be reviewed and shared with staff. ILT and CCT will develop a plan to improve recruitment and retention of new teachers.
2. Monthly "New Teacher On-Ramp" Meetings – New teachers meet once a month for additional support around instruction, planning, developing assessments, grading, safety procedures, and school-related activities and deadlines.
3. CCT will plan staff appreciation events to honor and recognize the work of the staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Lowell's Guidelines for Success.
5. Admin will conduct weekly check-ins with teachers and classified staff as a way to build connections and relationships as well as address concerns and/or ideas they may have to maintain a positive culture at Lowell.
6. All staff will continue to receive on-going training on social emotional, behavioral, mental health, culturally responsive, and attendance needs aligned to team goals, within the MTSS framework as they work to understand their own biases and gain strategies to work with diverse students and staff through the equity lens.
7. Display "Staff Spotlight" where staff members are randomly selected to showcase and share their "story" with Lowell. Handwritten notes by staff, students, and parents will be added to display bulletin boards.
8. Establish a Teacher Volunteer Mentor Program where new teachers are partnered with veteran teachers for additional support and connections.
9. End of Year staff recognition to celebrate years of completion --provide opportunities for staff to reflect on learns and wins.

Owner(s):

- Culture and Climate Team (CCT)
- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLC)
- Principal
- Vice Principal
- TSA/Intervention Teacher
- Classroom Teachers
- Classified Staff - Office, Aides, NTAs, and Custodial
- Parents and Students
- All 4 Youth
- School Social Worker
- Tier II IS (Intervention Specialist - IS)

Timeline:

- Annually
- Quarterly
- On-going basis as needed

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

Student Academics:

- Students will engage in weekly Social Emotional Learning lessons focused on making connections and building relationships with teachers and peers, SEL lessons will include curriculum from Morning Meetings, Olweus, and Second Step.
- Supplemental contracts will be provided for Culture and Climate team members so that they can have planning days to create lessons, plan for interventions and review social-emotional data for students at Lowell.
- Supplemental materials and supplies will be provided in order to assist the Attendance Team as they work with students who are having difficulties with attendance (incentives and awards for students).
- A full-time School Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students.
- SEL support will include building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- A Warrior room will be provided for when students need a safe spot to work on their SEL skills.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- CCT will attend conferences to gain knowledge and strategies to support all students in the area of Social Emotional Learning, Absenteeism, and Discipline training provided by DPI.
- Teachers will review student assessment data and set goals with students to improve ELA and Math results on CFAs.
- Build teacher capacity in planning and lesson delivery through Monthly "New Teacher On-Ramp" Meetings. These meetings are provided to teachers new to Lowell and/or all interested teachers for additional professional learning around literacy instruction, math lesson design, SBAC Claims and Targets, Classroom Management strategies, and writing.

Student Centered and Real-World Learning:

- Students will participate in class discussions, written tasks, and activities around antibullying, making good choices, and problem solving when given a specific situation.
- Students will utilize critical thinking and problem solving skills while working in groups both virtually and in-person.
- All lessons and tasks provided to students will embed opportunities for productive struggle, practice, and assessment of student learning.
- Study trips available for students to solidify and connect learning to real world experiences.

Student Engagement:

- Attendance team consisting of: SSW, Tier II IS (Intervention Specialist - IS), HSL, and VP will conduct bi-weekly meetings with parents and students to set attendance goals.
 - Incentives provided to students to promote good attendance.
- Vice Principal and School Social worker will conduct home visits and work with families to improve student attendance.
- Teachers will conduct parent teacher conferences to discuss completion of assignments, grades, academic and/or behavioral concern on an on-going basis or as needed.

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.

- Utilize EL Reclassification Goal Setting and RFEP Monitoring Tools to ensure EL students are progressing towards academic goals.
- After School Tutoring through Expanded Learning Program (ELP) and/or FUSD EL Services supports
- Full-time SSW and Tier II IS (Intervention Specialist - IS) to provide SEL supports to students and families.
- Professional development on 3:1 Positive Interactions with the importance of building relationships and improving student behavior and overall success.
- Professional learning on identifying student learning needs and how to match responses to needs.
- Professional learning about the philosophy, concepts, and strategies for setting proactive classroom conditions for learning (i.e. CHAMPS and respect agreements).

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.

- After School Tutoring through ELP and/or FUSD EL Services supports
- Full-time SSW and Tier II IS (Intervention Specialist - IS) to provide SEL supports to students and families.
- Professional development on 3:1 Positive Interactions, the importance of building relationships and improving student behavior and overall success.
- Professional learning on identifying student learning needs and how to match the response to the need.
- Professional learning about the philosophy, concepts, and strategies for setting proactive classroom conditions for learning (i.e. CHAMPS and respect agreements).

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	✓	94.66 %	86.5 %	2023-2024	87.6 %

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.

Family Goal – Site Defined

Family Goal – Site Defined

PARENT SURVEY RESULTS: Domain- Organization Culture

	<u>Fall</u> <u>2021</u>	<u>Spring</u> <u>2022</u>	<u>Fall</u> <u>2022</u>	<u>Spring</u> <u>2023</u>	<u>Fall</u> <u>2023</u>	<u>Spring</u> <u>2024</u>
My child's school embraces, values, and understands different races, ethnicities, and cultures.	92%	95%	97%	96%	96%	92%

PARENT SURVEY RESULTS: Domain- School Environment

	<u>Fall</u> <u>2021</u>	<u>Spring</u> <u>2022</u>	<u>Fall</u> <u>2022</u>	<u>Spring</u> <u>2023</u>	<u>Fall</u> <u>2023</u>	<u>Spring</u> <u>2024</u>
Lowell	92%	95%	94%	93%	91%	90%
My child feels safe at this school.	93%	95%	93%	90%	90%	86%

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

Family Goal - Site Defined

Parent Survey - Family Engagement

- Loss of learning due to the pandemic continues to present a challenge for staff, students, and families especially when keeping students engaged in learning.
- Instructional focus shifts to academics with continued support for social emotional learning, building relationships, and ensuring safety for all students as students return to full time in-person learning.
- Use of a variety of communication platforms such as Parent Square, Lowell School Website, Monthly Newsletters, Peachjar, phone calls, and paper flyers.
- Low parent participation rate for attending meetings such as coffee hours, parent/teacher conferences, general site parent meetings, ELAC, SSC, Parent University modules, and/or monthly site Family Literacy/Math Night.
- Non-attendance of parent meetings results in missed information pertaining to the safety and academic progress of students and school in general.
- Training of front office staff around Customer Service etiquette

My child knows the school rules and what is expected of them.	97%	97%	98%	96%	95%	96%
Adults at my child's school treat all students fairly.	87%	94%	90%	92%	87%	84%

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).

- A full-time Social Worker (1 FTE) was hired to be a support for staff, students, and families in areas of Social Emotional Learning.
- The district provided Lowell with a Tier II IS (Intervention Specialist - IS) to work with students and families of chronically absent and high social emotional needs.
- School Social Worker will lead Targeted Student Team monthly meetings to pre-identify, support, and monitor students at risk of becoming Tier 2-3
- Additional social emotional learning support is provided to students and parents:
 - Care Solace
 - All 4 Youth
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours
- 6th grade parent meetings specific to end of year privileges

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.

- Pre-identify early on and monitor students that are **"Manageable"** in Power BI attendance by meeting and setting goals with students and families:
 - Manageable
 - Chronically Absent
 - Severely Chronic
- Monitor **ATSI** student groups for Chronic Absenteeism:
 - **African American**
 - **Students with Disabilities**
- Provide parents with workshops and resources to community agencies around academic and social emotional learning

- Network with Parent University for additional supports and resources for families
- CCT and ILT will monitor focus student groups (ELs, Hispanics, Students with Disabilities, and African Americans) to ensure academic achievement is progressing.
- HSL will be an active member of CCT and attend TST Cohort Meetings to help establish and maintain a positive culture and climate at Lowell.
- Attendance team consisting of SSW, Tier II IS (Intervention Specialist - IS), HSL, and Vice Principal, Principal, and Office Assistant will:
 - Review attendance data on a monthly basis
 - Attendance clearance
 - Conduct attendance meetings
 - Set attendance goals with students and families prior to SART and SARB referrals
 - Conduct home visits
 - Opportunities for administrators, teachers, and support staff to attend conferences/workshops around social emotional learning and Restorative Practice

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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC

- A full-time Social Worker (1 FTE) will continue to be hired to support staff, students, and families in the areas of Social Emotional Learning.
- The district provided Lowell with a full-time Tier II IS (Intervention Specialist - IS) to work with students that are Tier 2 and Tier 3 supporting with attendance and SEL.
- School Social Worker will lead Targeted Student Team monthly meetings to pre-identify, support, and monitor students at risk of becoming Tier 2-3
- Additional SEL supports such as All 4 Youth, and Care Solace
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours

2 ELAC:

ELAC

- A full-time Social Worker (1 FTE) will continue to be hired to support staff, students, and families in the areas of Social Emotional Learning.
- A Tier II IS (Intervention Specialist - IS) provided by DPI to work with students and families who are chronically absent as well as support for behaviors and social emotional needs.
- Partnership with DPI for additional SEL supports such as All 4 Youth, and Care Solace
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours
- BIAs to support as interpreters for parent-teacher conferences and other parent meetings

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

STAFF

Lowell's staff was informed of district goals and shared results from the Staff Survey. Staff members agree parent involvement is an essential part of student success.

Staff recommendations for increasing parent engagement include:

- Parent-Teacher Conferences in the 1st quarter as well as throughout the school year as needed
- Having a variety of ways to communicate with parents such as Parent Square, Monthly Newsletters, phone calls, Class Dojo, Remind App
- A full-time Social Worker (1 FTE) will continue to support staff, students, and families in areas of Social Emotional Learning.
- Tier II IS (Intervention Specialist - IS) provided by DPI to work with students and families who are chronically absent as well as support for behaviors and social emotional needs.
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours
- BIAs to support communication in the primary language during parent conferences.
- Schoolwide activities/events to encourage parent engagement such as:
 - Family Literacy Night Academic
 - Recognition Dinner
 - Awards Assemblies
 - Chaperones on Field trips

Action 1

Title: Opportunities for families to engage in student learning

Action Details:

Lowell's vision is to ensure all students stay in school on target to be college and career ready graduates. Thus, Lowell is committed to creating a positive and accepting culture of high expectations for all learners, collaborate within our community, and embrace diversity; having respect for self and others. Lowell will encourage students to excel in academics today and become productive, critical thinkers in our society tomorrow.

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

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

1. Survey results will be reviewed and shared with staff. ILT and CCT will develop a plan to improve recruitment and retention of new teachers.
2. All staff will continue to receive on-going training on Cultural Proficiency as they work to understand their own biases and gain strategies to work with diverse students and staff through the equity lens.
3. A full-time Social Worker (1 FTE) was hired to be a support for staff, students, and families in areas of Social Emotional Learning.
4. District provided Lowell with a full time Tier II IS (Intervention Specialist - IS) to work with Tier 2 and 3 students supporting in attendance and SEL.
5. School Social Worker will lead Targeted Student Team monthly meetings to pre-identify, support, and monitor students at risk of becoming Tier 2-3
6. Partnership with DPI for additional SEL supports such as Handle With Care, All 4 Youth, and African American Students Attendance Focus Group

Owner(s):

- Culture and Climate Team (CCT)
- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLC)
- Principal
- Vice Principal
- TSA/Intervention Teacher
- Classroom Teachers
- Classified Staff - Office, Aides, NTAs, and Custodial
- Parents and Students
- All 4 Youth
- School Social Worker
- Tier II IS (Intervention Specialist - IS)
- DPI - Climate Culture Specialist (CCS)
- ATSI Team

Timeline:

- Annually
- Quarterly
- On-going basis as needed

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

STUDENT ACADEMICS:

- Students will engage in weekly Social Emotional Learning lessons focused on making connections and building relationships with teachers and peers, SEL lessons will include curriculum from Morning Meetings, Olweus, and Second Step.
- Supplemental contracts will be provided for Safe and Civil School team members so that they can have planning days to create lessons, plan for interventions and review social-emotional data for students at Lowell.
- Supplemental materials and supplies will be provided in order to assist the Child Welfare and Attendance Social Worker as they work with students who are having difficulties with attendance.
- A full-time School Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students.
- SEL support will include building positive relationships with intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students

social skills as well as providing continuous progress monitoring of students' overall social emotional needs.

- SEL services provided by Social Worker and On-Site Counselor will support ATSI goals around improving student academic performance in ELA and Math, chronic absenteeism, and suspension rate. On-Site Counselor and Social Worker will re-engage students in learning by connecting and building positive relationships with students and parents so students come to school every day prepared and ready to learn.
- A Warrior room will be provided for when students need a safe spot to work on their SEL skills.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- CCT will attend conferences to gain knowledge and strategies to support all students in the area of Social Emotional Learning, Absenteeism, and Discipline training provided by DPI.
- Teachers will review student assessment data and set goals with students to improve ELA and Math results on CFAs.
- Lowell will host Family Literacy Nights to promote literacy and relationship building with students and families outside of the learning environment.
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring, and Seal of Biliteracy
 - Support attendance and involvement in ELAC and other parent activities such as Family Literacy/Math Nights and Parent Coffee Hours
 - Awards and incentives to recognize EL parent involvement in ELAC and other parent activities.

STUDENT CENTERED AND REAL-WORLD LEARNING:

- Students will participate in class discussions, written tasks, and activities around antibullying, making good choices, and problem solving when given a specific situation.
- Students will utilize critical thinking and problem solving skills while working in groups both virtually and in-person.
- All lessons and tasks provided to students will embed opportunities for productive struggle, practice, and assessment of student learning.
- Guaranteed instructional minutes provided to students daily in support of increasing student achievement in reading, writing, speaking, and listening across all subject matter:
 - 120 minutes Language Arts
 - 60-90 minutes Mathematics
 - 45-60 minutes Writing
 - 30-45 minutes Science/Social Studies

STUDENT ENGAGEMENT:

- Counseling provided to students and families through All 4 Youth or School Social Worker to support the needs of students who are experiencing difficulties with their social-emotional needs and/or trauma.
- Vice Principal, with the support of SSW and Tier II IS (Intervention Specialist - IS) (attendance team) will conduct bi-weekly meetings with parents and students to set attendance goals.
- Tier II IS (Intervention Specialist - IS) will conduct home visits and work with families to improve student attendance.
- Teachers will conduct parent-teacher conferences to discuss completion of assignments, grades, academic and/or behavioral concern on an on-going basis or as needed.
- CCT will develop protocols to welcome and transition (on-ramp) new families and students at the beginning of the school year, or as new enrollments.
- School will develop a process to communicate to families, keeping them well informed of the school's expectations.
- School provides multiple opportunities for positive family interactions and parent involvement with school and staff

STUDENT SAFETY:

- CCT devised safe school plan to ensure and address safety concerns
- Drills (fire, lockdown, earthquake) are scheduled and practiced throughout the school to empower and prepare staff, students, and parents in the event of an emergency
- Professional Learning provided to staff and parents regarding drills
- Reminders and consistent communication to parents and students regarding Lowell's Guidelines for Success
- First Ten Days of School lessons and resource binder provided to teachers for instruction allowing students to have the same message for safety, Guidelines for Success, rules and expectations, and school-wide theme.
- Levels of Misbehaviors and Office Referral Document procedures are taught to students and utilized by all staff members to reinforce school expectations for safety and learning.
- Safety team consisting of Admin, SSW, Tier II IS (Intervention Specialist - IS) and/or School Psychologist to provide support during a threat assessment, child protective services incident, and/or trauma

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.

- Utilize EL Reclassification Goal Setting and RFEP Monitoring Tools to ensure EL students are progressing towards academic goals.
 - After School Tutoring through Expanded Learning Program (ELP) and/or FUSD EL Services supports
 - Full-time SSW and On-Site Counselors to provide SEL supports to students and families
 - Parent University training modules
 - Weekly Coffee Hours
 - Lowell will host Family Literacy Nights to promote literacy and relationship building with students and families outside of the learning environment.
- After School Tutoring provided by Expanded Learning Program (ELP)
 - Extra support after school provided by classroom teachers and/or aides on a supplemental contract
 - Pull-out for Tier 3 instruction provided by TSA/Intervention teacher and/or Teaching Fellows
 - 6-week intervention provided by classrooms during RTI
 - TST to monitor students identified for needing extra support in the areas of attendance, behavior, academics, and trauma
 - Full-time SSW and On-Site Counselors to provide SEL supports to students and families

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Baby sitting for parent meetings and coffee hours. Additional Actions: G1A1-A4	3,941.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			: Purchase of books for Family Literacy Night. Additional Actions: G1A1-4	4,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and materials for parent involvement. Additional Actions: G1A1-A4 **No food or incentives**	1,502.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for parent teacher conferences and school wide parent meetings. Additional Actions: G1A1-4, G3A2	1,050.00

\$10,493.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0315 Lowell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			TEACHER Substitutes for SST Meetings. Additional Actions: G1A2-4 **No IEPs**	5,974.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Purchase of books and reference materials for teachers. Additional Actions: G1 A2-A4, G4	25,083.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			TEACHER substitutes for IEP Meetings. Additional Actions: G1A2-A4	10,152.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and materials: paper, field trips, incentives, assemblies, FOOD, culture and climate, apparel, student and staff engagement in support of site goals: Additional Actions: G1A2-4, G2A1, G3A1-2, G4A1, G5A1	68,468.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and conferences for ADMIN in support of literacy, math, and SEL site goals. Additional Actions: G1A2-4, G3A1-2, G4A1	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs. Additional Actions: G1A2-A4	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Instructional materials and resources from Graphics in support of site goals. Additional Actions: G1A2-4	3,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			ADMIN substitutes for conferences, professional development, data chats, and planning days with grade level teachers. Additional Actions: G1A2-A4, G4A1	17,918.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors and Proctors	6,132.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,748.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Supplies and Materials: FOOD, incentives, apparel, assemblies, culture and climate, student and staff engagement activities in support of site goals. Additional Actions: G1A1-4, G2A1, G3A2, G4A1	7,506.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Furniture, technology purchase. Additional actions: G1A1, G1A3-4, G3A1-2, G4A1, G5A1	5,000.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Supplies and Materials: paper, incentives, apparel, FOOD, and building school culture connectedness in support of parent involvement. Additional Actions: G1A1, G1A3-4, G3A1-2, G5A1	5,172.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food: Snacks and water for student activities and during testing. Additional Actions: G1A1-2, G1A4	4,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for study trips. Additional actions: G2A1	3,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Baby sitting for parent meetings and coffee hours. Additional Actions: G1A1-A4	3,941.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			: Purchase of books for Family Literacy Night. Additional Actions: G1A1-4	4,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and materials for parent involvement. Additional Actions: G1A1-A4 **No food or incentives**	1,502.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for parent teacher conferences and school wide parent meetings. Additional Actions: G1A1-4,	1,050.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,500.00
Sup & Conc	7090	\$126,538.00
LCFF: EL	7091	\$40,608.00
Grand Total		\$207,646.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$194,153.00
G3 - Increase student engagement in their school and community	\$3,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$10,493.00
Grand Total	\$207,646.00