

Lawless Elementary

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List						
Member Name		Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Deborah Schlueter		X				
2. Chairperson – Alicia Brookshire					X	
3. Vice Chairperson – Rita Garcia					X	
4. Secretary – Tiffany McCall				X		
5. Sara Salazar			X			
6. Janice Keys-Bramlett			X			
7. Zachary Scott			X			
8. Whitney Whitten					X	
9. Jacob Salas					X	
10.						
11.						
12.						
13.						
14.						
15.						

Check the appropriate box below:

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

Required Signatures

School Name:			
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	Deborah Schlueter/ Meredith Farnsworth		3/14/23
SSC Chairperson	Alicia Brookshire		3/14/23

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 2023/24

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$67,770 *
7090	LCFF Supplemental & Concentration	\$219,975
7091	LCFF for English Learners	\$33,696
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$21,525</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$342,966

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,008
Remaining Title I funds are at the discretion of the School Site Council	<u>\$65,762</u>
Total Title I Allocation	<u>\$67,770</u>

Lawless Elementary 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		18.21 %	11.43 %	2021-2022	18.53 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth			48.4 %	2022-2023	55.5 %
i-ReadyELAD2 proficiency - percentage of students on/above		36.9 %	35.13 %	2022-2023	50.23 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth			51.94 %	2022-2023	60.04 %
i-ReadyMath D2 proficiency - percentage of students on/above		26.05 %	25.3 %	2022-2023	35.4 %
SBAC ELA - Average distance from standard	✓		-41 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		33.44 %	2021-2022	45.54 %
SBAC Math - Average distance from standard	✓		-62 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		25.24 %	2021-2022	35.34 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics. Action #1 - - The school-wide focus for professional learning was based upon good first instruction and around best teaching practice. Professional learning also focused on Response to Intervention and how to support and intervene when needed. - The teachers were offered 15 hours of voluntary paid planning which allowed time to include SBAC stems and integrated EL instruction into daily lessons and provide high quality instruction.	2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal. ELPAC - Percentage of students who scored 4 14% of students scored a 4 on the 2022 ELPAC assessment 9 students are currently classified as Long Term EL 36 students are currently classified as At Risk 4 (4.9%) of EL students are students with a disability 1 (1.23%) of EL students are RSP 1 EL student is classified as Foster Youth
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- Professional Learning Communities met for 30 hours throughout the year weekly to set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- The academic coach supported teachers with modeling and planning lessons, interventions, and walking classrooms of colleagues.
- Scholastic leveled books were purchased and students received guided reading to support students and meet individual needs.
- Substitutes for SST days were utilized once a month.
- Lead teachers for grades 3-6 piloted grading for equity by implementing minimum grading which makes the gradations of the letter scale more proportionate.

Action #2 -

- The school-wide focus for professional learning was based upon good first instruction and around best teaching practice. Professional learning also focused on Response to Intervention and how to support and intervene when needed.
- The teachers were offered 15 hours of voluntary paid planning which allowed time to include SBAC stems and integrated EL instruction into daily lessons and provide high quality instruction.
- Professional Learning Communities met for 30 hours throughout the year weekly to set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- The academic coach supported teachers with modeling and planning lessons, interventions, and walking classrooms of colleagues.
- Substitutes for SST days were utilized once a month.
- Lead teachers for grades 3-6 piloted grading for equity by implementing minimum grading which makes the gradations of the letter scale more proportionate.
- Grades 3-5 were involved in the math Educational Advancement group which provided additional professional learning and Teaching Fellows to support our African American students in math.

Action #3 -

- The teachers were offered 15 hours of voluntary paid planning hours which allowed time to include SBAC stems, and designated and integrated EL instruction into daily lessons and provide high quality instruction.
- The after school EL Intervention club was provided twice a week for EL students to help with reading, writing, listening, and speaking.
- The bilingual Punjabi Home School Liaison provided support to our Punjabi speaking families on how to support their students and provided translating services.
- 14% of EL students scored a 4 on the 2022 Summative ELPAC assessment. There were 34% of students who scored a level 3 on the assessment.

SBAC ELA - Percentage of students met/exceeded standard

- 1 (100%) Homeless students Nearly/Not met standards
- 2 (100%) Foster students Nearly/Not met standards
- 27 (90%) Students with Disability Nearly/Not met standards
- 167 (67%) Students Economically disadvantaged Nearly/Not met standards
- 25 (92.6%) EL students Nearly/Not Met standards

SBAC Math - Percentage of students met/exceeded standard

- 1 (100%) Homeless students Nearly/Not met standards
- 27 (90%) Students with Disability Nearly/Not met standards
- 183 (73.5%) Socioeconomically disadvantaged Nearly/Not met standards
- 25 (89.3%) EL students Nearly/Not Met standards

iReady Reading Diagnostic % on/above grade level (Reading)

The following student groups showed a decrease from Diagnostic #1 to #2.

- SED Decrease from -0.2% to -2.8%
- AA decreased 2% to -2.1%
- Asian decreased 2.1% to -1.1%
- White decreased 1.9% to -8.8%

iReady Math Diagnostic % on/above grade level (Math)

The following student groups showed a decrease from Diagnostic #1 to #2.

- English Learners Decrease from 3.2% to -11.6%
- SWD decreased 2.2% to -3.4%
- Asian decreased 7.8% to -8.2%
- Two or More Races decreased 15.6% to -2.2%
- White decreased -0.4% to -12%

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

- Although teachers were provided 15 hours of voluntary paid planning not all teachers utilized the time given.
- Not all teachers took advantage of the Academic Coach and her support. Most teachers were willing to allow her to observe and model. She also provided professional learning to the teachers for good first instruction and how to intervene to meet individual student needs.
- Once a month SSTs were held to discuss student needs and provide appropriate supports as needed.
- Professional Learning Communities met weekly for the 30 hours. Not all grade levels set weekly SMART goals. They did create common formative assessments but are working to provide appropriate interventions and

enrichment and analyze assessment data.

- The California Teaching Fellows Foundation struggled to fully staff all grade levels for the whole year. Some grade levels had periods of no Teaching Fellow to provide supports.
- The EL after school intervention club was not staffed for the first semester of the year due to California Teaching Fellows staffing issues. The club was staffed in January 2023.
- The school was unable to purchase Mystery Science kits due to the company selling out.
- Lead teachers in grades 3-6 piloted grading for equity by implementing minimum grading and noticed an increase in student achievement. This was only utilized for the lead teachers and not by each grade level teacher.

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 2023/24 SPSA.

In order to ensure Professional Learning Communities are functioning at a high level and appropriately planning and intervening to meet individual student needs, professional learning will be provided around continued good first instruction and RTI. The lead teachers who piloted the Grading for Equity with minimum grading will teach and implement to all grade levels in order to provide an equitable classroom culture in order to increase student motivation and academics. The bilingual Punjabi speaking Home School Liasion will continue to support families to be active members in their students' learning and provide translating services. The California Teaching Fellows Foundation will continue to support grade levels for small group interventions and enrichment opportunities although grades 3 & 4 and 5 & 6 will each share a Teaching Fellow. The school will still be included in the Math Educational Advancement Group to support our African American students in math. The school will provide professional learning to in Designated and Integrated EL instruction to support teachers and ensure that students are showing growth on their summative ELPAC assessments (ELPI level). The after school EL Intervention club will continue twice a week and include a third Teaching Fellow to support more students.

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

1 SSC: • 11-8-22 Review/revise the Needs Assesment • 1-17-23 - Established SPSA writing team and timeline and reviewed budget priorities for the 2-23-24 school year. • 2-14-23 - Reviewed Needs Assessment parent survey results • 3-14-23 - Reviewed and approved SPSA and budget	2 ELAC: • 10-21-22 - Reviewed and revised the Needs Assessment • 1-20-23 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year. • 3-17-23 - Reviewed and approved SPSA and budget	3 Staff: • 1-19-23 - Staff Meeting was held to review SPSA and budget priorities and provide feedback and needs for the 2-23-24 school year
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Action 1

Title: All students will excel in reading and writing

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• iReadyDiagnostic & lessons • iReadyStandards Mastery • QuarterlyBPST • IABs & FIABs • Grade level common formative assessments • Grades • Daily progress monitoring (walktroughs, feedback, reflective conversations) • Classroom observations/feedback • Data Chats • Student goal-setting • Fluency	Administration Teachers PLC teams ILT Students	Quarterly

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

- All students in grades K-6 will participate in targeted RTI intervention based on grade level common formative assessment data.
- Increase the digital literacy of students in alignment with the State Standards for Teaching by having students utilizing tablets daily
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, para professionals and/or Teaching Fellows
- Substitutes for SSTs
- Chapter books/text sets
- Rich complex texts for RIRAl lessons
- Awards and incentives for academic achievement
- Professional learning books - Including Grading for Equity
- Individual goal setting
- Supplemental contracts for planning
- Interpreters to support parents
- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, Promethean boards, poster maker, and LED Displays
- Web-based learning subscriptions and/or publications including Time 4 Kids, Generation Genius
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program.
- Cellphone service to communicate with parents regarding student achievement, behavior, or emergencies.
- California Teaching Fellows
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1& 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and iReadyDiagnostics & Standards Mastery Assessments.
- Student Planners
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Ricoh lease agreement
- Inclusion of complex text, task, and talk
- Daily writing about reading
- Daily speaking and listening opportunities in all lessons
- Bilingual Home School Liaison to support and involve parents

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Integrated and designated ELD instruction
 - Build capacity and application of academic language
 - Targeted reading, writing, listening, and speaking instruction according to ELPAC results
- Integrated and designated ELD instruction for English Learners
 - Academic discourse embedded in daily instruction
 - Response to intervention for identified students

Action 2

Title: All students will excel in math

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

iReady Diagnostic Assessments, lessons, & Standards Mastery Assessments

IABs & FIABs

PLC common formative assessments

Grades

RTI

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

Classroom observations/feedback

Student goal setting

Owner(s):

Administration

Teachers

PLC teams

ILT

Students

Timeline:

Quarterly

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

- Go math curriculum
- Calculators
- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, Promethean boards, poster maker, and LED Displays, Promethean Boards
- Web-based learning subscriptions and/or publications
- RTI - including California Teaching Fellows
- Student goal setting
- Increase digital literacy of students in alignment with the State Standards for Technology
- Real life problem solving and application
- Math manipulatives
- Materials and supplies
- Supplemental contracts for planning
- Awards and incentives for academic achievement

- Substitute teachers for SSTs to determine appropriate interventions for students
- Teacher planning time
- PLC teams will create common formative assessments, analyze data weekly and create or adjust intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
- Student planners
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Home School Liaisons to involve and support parents
- Student Planners

Specify enhanced services for EL students:

Additional supports for problem solving including academic vocabulary. Students will be given daily opportunities to speak and write about math.

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level content standards, utilizing Go Math curriculum.

- SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing Go Math curriculum.
- RSP students will utilize adopted supplemental curriculum as needed.
- Continue involvement in Math Educational Advancement Group for African American students

Action 3

Title: All students will show success in EL Progress Indicator

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
• Daily designated EL instruction • Daily integrated EL instruction • Inclusion of complex text, task, and talk • Daily writing about reading • Daily speaking and listening opportunities in all lessons • After school intervention/homework club • Supplemental contracts for planning • Professional learning on reading, writing, listening, and speaking • Materials and supplies • Purchase of technology - including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, Promethean boards, poster maker and supplies, and auditory devices • California Teaching Fellows • PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments. • Student planners • Utilize Academic Coach to provide individualized and targeted supports to staff, including EL supports • Extra hours for office assistant • ELPAC assessors • Bilingual Home School Liaison • Student planners • Interpreters • Teachers/PLCs/ site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs. • EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time. • Reclassified students will be celebrated and recognized during quarterly awards assemblies. • Site Administrators will provide feedback to teachers using the updated IPG during Designated and Integrated ELD instruction and support thorough EL PL plan.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
Incorporate Wonders ELD curriculum within daily designated instruction. After school intervention/support for ELD students to support reading, writing, listening, and speaking.	• Academic discourse throughout all lessons daily • Writing support within lessons

- Multi-media for listening and speaking
- After school intervention/homework club

2023-2024 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Voluntary planning 12 hours/30 teachers **No IEPs **	19,515.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	46,247.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs - 9 days	1,746.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Cotracts for after school support/tutoring - 20 hours for 4 teachers	4,336.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	33,685.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student Planners - Grades 4-6	1,200.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - 7 TFs	33,961.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			EKC : EKC - Removal of Smartboards	4,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease agreement - 2 color machines	5,102.00
G1A1	Sup & Conc	Instructional Library, Media & Tech	Bks & Ref			: School-wide Subscriptions: Generation Genius/Time 4 Kids/Brain Pop	5,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No incentives or food **	7,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	10,730.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	27,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Voluntary Planning 6 hours/30 teachers	9,561.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors -2 assessors 5 days	3,178.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	14,877.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : After School EL Intervention - 2 TFs	6,080.00

\$234,218.00

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	✓	86.57 %	79.56 %	2022-2023	85.66 %

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

1

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

The school implemented clubs including Minecraft, Lego, yearbook, and coding. All clubs have been well attended and our Coding Club went on to the district Hour of Code and participated at the STEAM Fair and our third and fourth grade teams won first place. The Leadership club actively participated at the Bullard Regional Leadership conference and met weekly and presented to the school their message. The school hosted its annual Multicultural Night and it was a huge success. All grade levels participated in various field trips. The Culture & Climate team identified three teachers to conduct Student Focus Groups for grades 4-6 to identify student needs and brainstorm solutions. Grade level performances took place once a month.

According to the 2022 fall Culture & Climate student survey, 78% of students responded favorably to the question, "My school prepares me for life with real-world experiences" which was down 5% from the fall of 2021. 70% of students responded favorably to the question "My school teaches lessons in ways that connect to my life" which was down 14% from fall 2021.

2

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

Clubs were limited to grades 3-6 during lunch times. There were no clubs offered for grades 1-2 due to lack of teacher participation and lunch schedules.

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

Although we had various clubs, recruitment of teachers for more clubs was difficult. Student jobs did not take place as there was a poor student turn out in applications and student interest. Although the Student Focus Groups for grades 4-6 met and identified needs and possible solutions the Culture & Climate team has not yet implemented school-wide resources and solutions for the identified problems.

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 2023/24 SPSA.

The Culture and Climate team will work to continue to implement student focus groups in grades 4-6 where they identify student and school needs and work with the Culture & Climate team and the Leadership team to ensure school-wide implementation and communication. The school will continue to hold its annual Multicultural Night where staff and families can come together to celebrate the many cultures of our school. The school will work to increase teacher recruitment for additional student clubs and actively seek out community and district opportunities. Continue monthly grade level performances.

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

1 SSC: 11-8-22 Review/revise the Needs Assessment 1-17-23 - Established SPSA writing team and timeline and reviewed budget priorities for the 2-23-24 school year. 2-14-23 - Reviewed Needs Assessment parent survey results	2 ELAC: 10-21-22 - Reviewed and revised the Needs Assessment 1-20-23 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year. 3-17-23 - Reviewed and approved SPSA and budget	3 Staff: 1-19-23 - Staff Meeting was held to review SPSA and budget priorities and provide feedback and needs for the 2-23-24 school year
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Action 1

Title: Student engagement

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target - Atlas engagement reports - Monthly performance attendance records - School job applications - Club attendance records - Atlas behavior data - Student Focus Group MAPS - Grade level Common Formative Assessment Data - IAB and FIAB student data	Owner(s): Administration Teachers PLC teams ILT Students Parents Resource Counseling Assistant Home School Liaisons	Timeline: Monthly
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Jobs - Students complete an application and hiring process to fill various student jobs throughout the year.
- Clubs - including sports, gardening, soccer, leadership, yearbook
- Spelling Bee
- Multicultural Night - Annual family night where cultures from around the world are recognized and celebrated through food, story, song, and dance. Grade levels create art, writing, and projects from each continent to post around the room.
- Student Focus Groups - Grade 4-6 students will meet monthly to address current issues and needs and work to brainstorm resolutions. Create a Student Focus Group MAP and present resolutions to the Culture & Climate and leadership team to push out to whole school.
- Grade level field trips
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Resource Counseling Assistant will work with identified student groups to address specified student needs and support the school leadership team in the peer mediation process.
- Home School Liaisons will work closely with families to communicate and hold monthly Family Engagement Hours to ensure families are an active member of the school.
- The school will utilize The Positivity Project to focus on 24 character traits focusing on the "Other People Matter" mindset to help foster an inclusive and safe school environment.
- Students are engaged in daily opportunities of reading, writing, listening, and speaking throughout daily lessons in all subject areas.

Specify enhanced services for EL students:

Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and parents in order to encourage participation in activities and provide support as needed through weekly check-ins.

Specify enhanced services for low-performing student groups:

- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities

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	✓	45.17 %	41.47 %	2022-2023	30.87 %
Suspension Rate - Semester 1	✓	0 %	0.86 %	2022-2023	0.53 %

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

1

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

Chronic Absenteeism - Semester 1

To date, there are 65 (10.3%) students identified as severely chronic and 169 (26.9%) students identified as Chronic.

The Punjabi and Spanish speaking Home School Liaisons worked closely with families and conducted phone calls and home visits to ensure students are at school every day and on time. They also conducted monthly Family Engagement Hours to address topics and provide resources to families regarding school attendance.

The Resource Counseling Assistant worked closely with identified students to build relationships and identify needs in order to ensure students feel safe and welcome at school.

Suspension Rate - Semester 1

To date, the school has had 24 suspensions involving 14 students.

The school continued utilizing The Positivity Project curriculum which focuses on 24 character traits. The program includes daily lessons and school-wide calendar to ensure unity across the school.

The Culture & Climate team worked to create Student Focus Groups in grades 4-6 where students meet to identify student and school needs and brainstorm possible solutions.

The Resource Counseling Assistant continued to open the Lion's Den at recesses to students in need of alternative play or supervised playtime. The RCA also worked with identified students to conduct daily check-ins and check-outs and conducted peer mediations as needed.

The school partnered with All 4 Youth to provide on site counseling for identified students.

The school conducted monthly SST meetings to identify students at risk and possible resources and

2

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

Chronic Absenteeism:

- SWD - 8 (11.9%) severely chronic - 19 (28.4%) chronic
- EL - 3 (3.7%) severely chronic - 12 (18.8%) chronic
- Asian - 3 (3.5%) severely chronic - 14 (16.5%) chronic
- Two or more races - 4 (10.2%) severely chronic - 12 (30.8%) chronic
- White - 7 (12.7%) severely chronic - 16 (29%) chronic

Suspension Rate:

- SWD - 2 (50%)
- 504 - 2 (50%)
- Foster Youth - 3 students
- Two or more races - 1 (4.17%)
- Hispanic - 16 (66.6%)
- African American - 7 (29.17%)

programs to support student needs.

The school implemented a quarterly Lion Heart Award for the second semester to recognize and celebrate students who showed kindness and fostered an "other people matter" mindset.

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

Although the Home School Liaison's conducted monthly Family Engagement Hours, the attendance for these meetings was low. The meetings were advertised on Parent Square and social media, but attendance was an issue. The School implemented The Positivity Project character traits and teachers implemented lessons, but student buy in remains low. The character trait of the week was announced in Sunday Messages to parents to involve parents in the learning and implementation. The Student Focus Groups didn't begin until the second semester and are in the infancy state of implementation.

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 2023/24 SPSA.

The school will continue to implement The Positivity Project curriculum and work to continue Student Focus Groups. The goal will be to increase student, staff, and parent involvement and buy-in and work to fully involve the Culture & Climate and leadership teams and staff to broaden the implementation and provide student voice. The Resource Counseling Assistant will continue with the Lion's Den and work with identified students and student groups. The Home School Liaison will work closely with families to continue monthly Family Engagement Hours and involve families and provide resources. The teachers and administration will continue monthly SST meetings to identify and provide supports to identified students and families. Continue partnership with All 4 Youth counseling. The school will institute perfect attendance incentives and rewards each quarter including, dog tags, bracelets, and school t-shirts.

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

1 SSC: 11-8-22 Review/revise the Needs Assessment 1-17-23 - Established SPSA writing team and timeline and reviewed budget priorities for the 2-23-24 school year. 2-14-23 - Reviewed Needs Assessment parent survey results 3-14-23 - Reviewed and approved SPSA and budget	2 ELAC: 10-21-22 - Reviewed and revised the Needs Assessment 1-20-23 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year. 3-17-23 - Reviewed and approved SPSA and budget	3 Staff: 1-19-23 - Staff Meeting was held to review SPSA and budget priorities and provide feedback and needs for the 2-23-24 school year
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Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- ATLAS - A2Attendance data - Power BI Data	Administration	Monthly
	Teachers	Quarterly
	ILT	Yearly
	AC teams	
	Bilingual Home School Liaison	
	Home School Liaison	
	Parents	
	Culture & Climate Team	

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

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

Specify enhanced services for EL students:

Interpreters for parent conferences and meetings

Utilize Attendance specialist and Home School Liaisons to work closely with students and families of chronically absent students, including home visits and supports as needed.

Specify enhanced services for low-performing student groups:

- Home School Liaison to work closely with staff and families
- Teachers will make phone calls home to identified students as chronically absent to foster a relationship and provide supports as needed.

Action 2

Title: Suspensions

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration

Teachers

ILT

PLC teams

Resource Counseling Assistant

Home School Liaisons

Parents

Culture & Climate Team

Timeline:

Quarterly

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

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

- ROARS expectations & incentives
- Morning Meetings
- Good behavior activities/incentives
- Materials and supplies
- Graphics
- 1.0 School Psychologist

Specify enhanced services for EL students:

Bilingual Home School Liaison will work with parents and teachers to support targeted students. Resource Counseling Assistant will work closely with identified targeted students to pull groups, push into classrooms, work closely with parents and teachers in order to build relationships and meet social emotional needs.

Specify enhanced services for low-performing student groups:

- Multi-tiered systems of support
- The Positivity Project
- ROARS positive behavior intervention system
- Social skills groups for targeted/identified students with the Resource Counseling Assistant
- Alternatives to suspension

2023-2024 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Quarterly perfect attendance rewards/incentives	4,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works: 7 monthly reward activities & 2 additional family events	5,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cellphone Service	800.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	0.4375		15,291.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: ROARS rewards and incentives including Field Days	6,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph			: Graphics - (In-house)	2,500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		67,621.00
G3A2	One-time School	Instruction	Bks & Ref			: The Positivity Project - Annual License	3,795.00

\$105,507.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	98.47 %	93.75 %	2022-2023	98.85 %

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

1

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

We have continued to recruit and hire staff that reflects the diversity of our students at all positions and levels.

According to the fall 2022 Culture & Climate student survey results, 87% of students responded favorably to the question, "My school values understanding different races, ethnicities, and cultures."

The staff participated in professional learning with All 4 Youth on creating a Trauma Informed Classroom. The professional learning was spread out over 3 modules throughout the year.

2

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

Per the PowerBi iReady Reading Stretch Growth by Student Group Report the following groups of students struggled to meet their stretch growth.

- 2 (100%) Pacific Islander
- 29 (%) White
- 34 (52.3%) African American
- 16 (%) Two or more races

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

The staff participated in professional learning with All 4 Youth on creating a Trauma Informed Classroom. The professional learning was spread out over 3 modules throughout the year. The Academic Coach and administration conducted professional learning throughout the year focusing on good first instruction and the Academic Coach offered her services to all teachers to help plan and model lessons and support in any way necessary. Most teachers took advantage of the Academic Coach, but not all teachers utilized the support.

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 2023/24 SPSA.

Continue to recruit and hire highly qualified staff that reflects our student body population. Pair up veteran teachers with newer teachers, not just in their PLC but also across grade levels. Plan and provide opportunities for team building activities. Increase opportunities for feedback and reflection. Increase recruitment of diverse parent participants for the School Site Council, PTA, and other school wide events.

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

1 SSC: 11-8-22 Review/revise the Needs Assesment 1-17-23 - Established SPSA writing team and timeline and reviewed budget priorities for the 2-23-24 school year. 2-14-23 - Reviewed Needs Assessment parent survey results 3-14-23 - Reviewed and approved SPSA and budget	2 ELAC: 10-21-22 - Reviewed and revised the Needs Assessment 1-20-23 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year. 3-17-23 - Reviewed and approved SPSA and budget	3 Staff: 1-19-23 - Staff Meeting was held to review SPSA and budget priorities and provide feedback and needs for the 2-23-24 school year
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Action 1

Title: Recruitment and retention of diverse staff

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Professional Learning Sign in sheets Staff Meeting Sign in sheets Staff formative and summative evaluations Culture & Climate survey results Classroom observations & feedback Staff retention rate Staff diversity data School demographic data Interview candidate lists and candidate ratings	Owner(s): Administration Teachers PLCs Culture & Climate Team Instructional Leadership Team	Timeline: Monthly Quarterly
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Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Grading for Equity

- Academic professional learning
- The Positivity Project
- Generation Genius and Scholastic News subscriptions
- Utilize Academic coach to provide individualized and targeted supports to staff
- Staff team building activities including materials and supplies
- Staff appreciation events and recognition

Specify enhanced services for Staff in support of EL students:

Professional learning around designated and integrated EL instruction

Professional learning around ELPAC administration and practice tests

Specify enhanced services for Staff to support low-performing student groups:

The Positivity Project - School-wide focus on 24 character traits

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	✓	90.35 %	89.16 %	2022-2023	95.26 %

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

1

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

- We were able to hold two different family nights with Krazy Karen
- We continue to have a very high percentage of our families who feel included and engaged in their students' education.
- We will continue the commitment to families and the community.
- Continue PL for Office staff in customer service and greeting of parents and community members. Continue to engage students and families in Goal 2 commitments with Arts, Athletics, and Activities.
- Continue with PTA created events and encourage parent participation in school wide events, classrooms, and community events.

2

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

According to the fall 2022 Culture & Climate Family Survey results, 85% of parents responded favorably to the question, "I feel like I am a part of my child's school." This is an increase of 3% from the fall of 2021.

According to the fall 2022 Culture & Climate Family Survey results, 93% of parents responded favorably to the question, "My child's school encourages family participation." This is an increase of 8% from the fall of 2021.

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).

We were able to hold two different family nights with Krazy Karen but did not hold the Family Math and Science Nights due to lack of staff support.

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 2023/24 SPSA.

We will continue to utilize the Home School Liaison's to help connect and involve parents. The Home School Liaisons will continue to hold Family Engagement Hour meetings monthly. We will continue to hold our annual Multicultural Night. We will continue to hold monthly grade level performances. We will continue to conduct quarterly awards assemblies. We will continue to have family nights and include PTA for family activities.

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

1 SSC: 11-8-22 Review/revise the Needs Assesment 1-17-23 - Established SPSA writing team and timeline and reviewed budget priorities for the 2-23-24 school year. 2-14-23 - Reviewed Needs Assessment parent survey results 3-14-23 - Reviewed and approved SPSA and budget	2 ELAC: 10-21-22 - Reviewed and revised the Needs Assessment 1-20-23 - Reviewed and discussed current SPSA budget allocations and needs for the 2023-24 school year. 3-17-23 - Reviewed and approved SPSA and budget	3 Staff: 1-19-23 - Staff Meeting was held to review SPSA and budget priorities and provide feedback and needs for the 2-23-24 school year
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Action 1

Title: Inclusive family engagement opportunities.

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Attendace reports

Power BI data

Culture & Climate survey results

Owner(s):

Administration

Teachers

Culture & Climate Team

Instructional Leadership Team

Home School Liaison

Resource Counseling Assistant

Timeline:

Quarterly

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Quarterly Awards assemblies
- Multicultural Night
- Cellphone service
- Bilingual Home School Liaison
- Materials & supplies including: paper, games and activities, rewards and incentives, advertising,

- Ricoh lease agreement
- Graphics and printing
- Family dances/activities/behavior rewards
- Fun Works
- Family game nights (supplemental contracts for teachers and staff)
- Monthly grade level performances
- Back to School Night
- Open House
- Parent Teacher Conferences
- Interpreters
- Saturday Sports Camp

Specify enhanced services for Families of EL students:

Utilize bilingual Home School Liaison to support and communicate with families and support teachers and staff in working as a team with parents regarding academic achievement, school involvement, and engagement opportunities.

Specify enhanced services for Families of low-performing student groups:

Utilize bilingual Home School Liaison to support and communicate with families and support teachers and staff in working as a team with parents regarding academic achievement, school involvement, and engagement opportunities.

2023-2024 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parental Involvement **No incentives or food **	2,008.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Family Engagement - Family Fun Nights - 2 teachers once a quarter plus coordinator	1,233.00

\$3,241.00

2023-2024 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Voluntary planning 12 hours/30 teachers **No IEPs **	19,515.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	46,247.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs - 9 days	1,746.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Cotracts for after school support/tutoring - 20 hours for 4 teachers	4,336.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	33,685.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student Planners - Grades 4-6	1,200.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - 7 TFs	33,961.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			EKC : EKC - Removal of Smartboards	4,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease agreement - 2 color machines	5,102.00
G1A1	Sup & Conc	Instructional Library, Media & Tech	Bks & Ref			: School-wide Subscriptions: Generation Genius/Time 4 Kids/Brain Pop	5,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No incentives or food **	7,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	10,730.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	27,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Voluntary Planning 6 hours/30 teachers	9,561.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors -2 assessors 5 days	3,178.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	14,877.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : After School EL Intervention - 2 TFs	6,080.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Quarterly perfect attendance rewards/incentives	4,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works: 7 monthly reward activities & 2 additional family events	5,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cellphone Service	800.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	0.4375		15,291.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: ROARS rewards and incentives including Field Days	6,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph			: Graphics - (In-house)	2,500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		67,621.00
G3A2	One-time School	Instruction	Bks & Ref			: The Positivity Project - Annual License	3,795.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parental Involvement **No incentives or food **	2,008.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Family Engagement - Family Fun Nights - 2 teachers once a quarter plus coordinator	1,233.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,770.00
Sup & Conc	7090	\$219,975.00
LCFF: EL	7091	\$33,696.00
One-time School	7099	\$21,525.00
Grand Total		\$342,966.00

\$342,966.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$234,218.00
G3 - Increase student engagement in their school and community	\$105,507.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,241.00
Grand Total	\$342,966.00