

Lawless Elementary

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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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


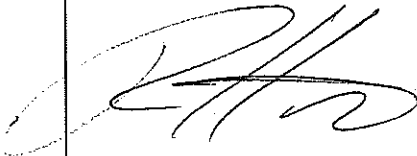
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Deborah Schlueter	X				
2. Chairperson – Robert Hill				X	
3. Vice Chairperson			X		
4. Secretary – Tiffany McCall		X			
5. Rhonda Garner		X			
6. Sara Salazar		X			
7. Janice Keys-Bramlett				X	
8. Jacob Salas				X	
9. Whitney Whitten					
10.					
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:			
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		3/22/22
SSC Chairperson	Robert Hill		3-22-22

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 2022/23

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$57,447 *
7090	LCFF Supplemental & Concentration	\$198,790
7091	LCFF for English Learners	\$37,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$108,665</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$402,102

* 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	\$1,964
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$55,483</u>
	Total Title I Allocation	<u>\$57,447</u>

Lawless Elementary 2022-2023 - 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			17.11 %	2020-2021	18.21 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		35.8 %	2021-2022	36.9 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		24.95 %	2021-2022	26.05 %

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.

i-Ready ELAD2 On Level

We did not meet our current target of 55.08%. After analysis of the current SPSA and actions the following has been determined:

- Teachers were offered 12 hours of paid voluntary planning hours which allowed time for them to include the SBAC stems into daily lessons and provide daily high quality instruction.
- Professional Learning Communities met inconsistently to set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- Some teachers set individual and class goals for student achievement.
- Teachers are still working to incorporate SBAC Stems and IABs and FIABs to determine specific student needs

i-Ready Math D2 On Level

We did not meet our target of 44.58% and this can be contributed to a few factors including:

- Teachers were offered 12 hours of paid voluntary planning hours which allowed time for them to include the SBAC stems into daily lessons and provide daily 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.

i-Ready ELA D2 proficiency - percentage of students on/above

- Foster Youth = 3 (42.86%)
- Homeless = 0
- EL = 10 (18.87%)
- SWD = 5 (13.16%)

i-Ready Math D2 proficiency - percentage of students on/above

- Foster Youth = 3 (42.86%)
- Homeless = 0
- EL = 9 (16.98%)
- SWD = 6 (15.79%)

ELPAC - percentage of students who scored 4

- There are currently 0 students who scored a 4, as those students were reclassified at the first reclassification cycle.

- Professional Learning Communities meet inconsistently to set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- Some teachers set individual and class goals for student achievement.
- MLD training for 5th and 6th grade teachers was provided

EL Reclassification Rate

There are currently 73 English Learner Students. Five (3.9%) students have been reclassified to date.

The ELD/Homework Club was held weekly with 10 students in primary grades attending regularly. However, only 3 upper grade students attend regularly. There are currently 10 Long Term English Learner students. There are 30 students at risk and 33 students on track.

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

PLCs were inconsistently implemented and not all teachers attended voluntary paid planning days provided due to the increased Buy Back days added to the calendar. Teachers struggle to catch up students and provide supports due to the attendance challenges of COVID-19 quarantine and isolation. Ninety six percent of teachers chose to keep students for the extra half hour of instruction for the second semester. The California Teaching Fellows provided supports to teachers, but grades 3-6 found that sharing Teaching Fellows did not allow them the necessary time needed to assess and support students as well as provide intervention. A second grade TF was not provided due to staffing difficulties. MLD training was provided for 5th and 6th grade teachers, however it was not fully implemented due to teacher substitute shortages. Teachers were not provided adequate time to reflect and plan with the MLD or district coach.

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 2022-23 SPSA.

PLCs will be consistently scheduled to meet to set SMART goals, create CFAs, analyze data and plan instruction for differentiated student needs. Voluntary paid planning will continue to be offered for extra time to plan instruction. The California Teaching Fellows will continue to provide intervention and supports with a TF for each grade level. The ELD homework club will continue with twice weekly hour sessions for both primary and upper grades. The school will have a full time instructional coach to provide teacher supports through professional learning, modeling, and feedback to improve instruction. In addition, Lawless will have a school welfare and attendance specialist to help improve attendance in order to improve academic achievement.

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:

1-18-22- Establish SPSA writing team and timeline & review budget priorities
 2-8-22 Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission &

2 ELAC:

11-19-21 - Review/revise Needs Assessment
 1-28-22 - Review budget priorities for 2021-22 school year.
 4-1-22 - Review, approve and adopt the SPSA & budget

3 Staff:

Staff Meeting on 1-13-22 - Staff submitted feedback using a Stop/Keep/Start strategy
 Staff Meeting on 2-10-22 - Staff input with new staffing information

Goals

3-8-22 - Review, approve, and adopt the SPSA and budget

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:

- iReady Diagnostic & lessons
- iReady Standards Mastery
- Quarterly BPST
- IABs & FIABs
- Grade level common formative assessments
- Grades
- Daily progress monitoring (walkthroughs, 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
- Leveled readers for guided reading
- Chapter books/text sets
- Rich complex texts for RIRA lessons
- Awards and incentives for academic achievement
- Professional learning books
- 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, and Brain Pop
- 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 iReady Diagnostics & Standards Mastery Assessments.
- Student Planners
- Utilize instructional coach to provide individualized and targeted supports to staff
- Scholastic Leveled Bookroom - Leveled books, short reads, and instructional resources to support reading instruction
- Ricoh lease agreement
- Mystery Science kits
- Inclusion of complex text, task, and talk
- Daily writing about reading
- Daily speaking and listening opportunities in all lessons

Specify enhanced services for EL students:

- Integrated and designated ELD instruction
- Build capacity and application of academic language
- Targeted reading, writing, listening, and speaking instruction according to ELPAC results

Specify enhanced services for low-performing student groups:

- 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:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

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 instructional coach to provide individualized and targeted supports to staff
- Mystery Science kits

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.

Action 3

Title: EL Redesignation Goal-setting

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 Redesignation Goal Setting Report.

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" 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

iReady Diagnostic, lessons & Standards Mastery Assessments

PLC Common formative assessments

Fluency

Quarterly BPST

Grades

Quarterly Data Chats

ELPAC

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

Classroom observation feedback

Individual Instructional Plans

Owner(s):

Administration

Teachers

PLC teams

ILT

Students

Bilingual Home School Liaison

Timeline:

Quarterly

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
- 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 instructional 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

Specify enhanced services for EL students:

Incorporate Wonders ELD curriculum within daily designated instruction. After school intervention/support for ELD students to support reading, writing, listening, and speaking.

Specify enhanced services for low-performing student groups:

- Academic discourse throughout all lessons daily
- Writing support within lessons
- Multi-media for listening and speaking
- After school intervention/homework club

2022-2023 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			Teaching Voluntary Planning - Supplemental contracts 12 hours/27 teachers **No IEPs**	15,723.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	39,660.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs - 9 days - 2 subs/day	5,100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	30,142.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	8,153.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Installation of technology	4,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh lease agreement - 2 machines	5,102.00
G1A1	One-time School	Instruction	Bks & Ref			: Scholastic Guided Reading Collection **No food or incentives**	39,995.00
G1A1	One-time School	Instruction	Bks & Ref			: Online subscriptions including Generation Genius, Time 4 Kids, & Brain Pop	5,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Mystery Science Kits - Grades K-5 **No food or incentives**	7,600.00
G1A1	One-time School	Instruction	Mat & Supp			: Student Planners for Grades 4-6 **No food or incentives**	2,500.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	20,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - Day Program - 7 TFs	26,642.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No food or incentives**	100.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No food or incentives**	2,093.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher Voluntary Planning - Supplemental contracts - 6 hours/27 teachers	7,863.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	1,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	1,000.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : ELD Homework Club - 2 Teaching Fellows - Twice weekly	3,050.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	23,175.00

\$248,398.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		85.47 %	2021-2022	86.57 %

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.

According to the fall Culture/Climate Survey 83% of students responded favorably to the question, "My school prepares me for life with real-world experiences." Eighty seven percent of staff feel that, "Students at this school are prepared for life with real-world experiences."

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

Percent Favorable Responses by Race/Ethnicity

White = 100%

Hispanic = 83%

Asian = 79%

African American = 71%

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).

Leadership club met weekly during lunch time. Third grade students were able to participate in Bricks 4 Kids. The school hired one full time and one part time Resource Counseling Assistant to assist with conflict mediation. The school had quarterly student jobs where students had to apply and were chosen to conduct various jobs around the school. Students were engaged in daily math problems, writing, and were provided listening and speaking opportunities. The school set school-wide ROARS behavior expectations for students to follow. The Positivity Project focused on 24 character traits with daily lessons and activities with a focus on "other people matter" mindset.

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 2022-23 SPSA.

The school will continue clubs including leadership club and activities as well as engagement trips for all students. The school will have a full time Home School Liaison, and Resource Counseling Assistant as well as a part time Attendance and Welfare Specialist to meet individual and family needs. The school will continue student jobs and school-wide ROARS behavior expectations. The Positivity Project will continue to be implemented daily with a

focus on "other people matter" mindset. Daily math problems with a focus on writing, listening and speaking opportunities will be included in lessons.

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:

1-18-22- Establish SPSA writing team and timeline & review budget priorities

2-8-22 Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals

3-8-22 - Review, approve, and adopt the SPSA and budget

2 ELAC:

11-19-21 - Review/revise Needs Assessment

1-28-22 - Review budget priorities for 2021-22 school year.

4-1-22 - Review, approve and adopt the SPSA & budget

3 Staff:

Staff Meeting on 1-13-22 - Staff submitted feedback using a Stop/Keep/Start strategy

Staff Meeting on 2-10-22

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](#)

Owner(s):

Timeline:

- Atlas engagement reports
- Monthly performance attendance records
- School job applications
- Club attendance records
- Atlas behavior data

Administration
Teachers
PLC teams
ILT
Students
Parents
Resource Counseling Assistant
Home School Liaisons

Monthly

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

- Student Jobs
- Clubs - including sports, gardening, soccer, leadership, yearbook
- Spelling Bee
- Multicultural Night
- Grade level field trips
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Resource Counseling Assistant
- Home School Liaisons
- The Positivity Project

Specify enhanced services for EL students:

Utilize the Resource Counseling Assistant, additional hours for Attendance Clerk, 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

2022-2023 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Instruction	Direct-Graph			Graphics	2,000.00

\$2,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		45.77 %	2021-2022	45.17 %
Suspension Rate - Semester 1	✓		0.31 %	2021-2022	0 %

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

To date, the attendance rate is 88.61%. As of January 2022, 158 (25.73%) are chronic and 144 (23.45%) are severely chronic.

The school has continued The Positivity Project which focuses on 24 character traits with daily lessons. These lessons are engaging and fun and include activities. The lessons occur first thing each morning to ensure students are in class and on time.

Teachers are encouraged to contact parents of students who are identified as chronic.

Administration conducts Individual Instructional Plans (IIP) meeting with teachers to track chronic students.

The Home School Liaison makes phone calls home and conducts home visits to students who are severely chronic.

According to the Atlas Quamantine report, 56% of students have been on quarantine one or more times this school year.

Suspensions students with 1 or more

To date, the school has had 3 suspensions involving 2 students.

According to the fall Culture/Climate survey, 66% of students responded favorably to the question, "Students at this school care about each other." The needs of students have centered more around social emotional needs and supports as well as supporting new students to the school with small group counseling/mediating, and check-ins with the Resource Counseling Assistant.

The school continued The Positivity Project which focuses on 24 character traits. The program includes daily lessons and a school-wide calendar. The whole school focuses on the same trait and utilizes the same

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 - Chronic = 12 (18.18%) Severely chronic = 21 (31.82%)
- EL - Chronic = 16 (21.92%) Severely chronic = 18 (24.66%)
- Foster - Chronic = 2 (25%) Severely chronic = 0
- Homeless - Chronic = 2 (100%) Severely chronic = 0

Suspension Rate

- SWD - 0
- EL - 2
- Foster - 0
- Homeless - 0

Percent Favorable Responses by Race/Ethnicity (Fall C/C Student Survey)

- White - 75%
- Two or More Races - 73%
- Hispanic - 65%
- Asian - 63%
- African American - 55%

vocabulary. Teachers embed these lessons in daily instruction and utilize them in times of need.

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 Positivity Project has been successful with positive feedback from staff. The Lion's Den which support students with behavioral or social emotional needs, occurred on a smaller scale due to COVID-19 restrictions. Due to COVID-19, the following did not occur; sports, Family math and science nights, grade level performances, grade level field trips, in person awards assemblies, and other family nights with Krazy Karen. The school continued the school-wide theme of #IAMACHAMPION. The school sold t-shirts and sweatshirts to help promote the theme. The school continued it's school-wide PBIS with weekly ROARS rewards. The Resource Counseling Assistant worked with targeted students to proactively meet individual student needs and provide conflict mediation and Tier 2 supports. The school was able to offer alternatives to suspension including community service, awards and incentives, online awards assemblies. Saturday sports through Every Neighborhood Partnership and Northpointe church occurred once a month.

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 2022-23 SPSA.

The Positivity Project will be renewed and fully implemented next school year. The Lion's Den will be fully reinstated next school year. Student and family supports will be provided by the Resource Counseling Assistant and Home School Liaison. Lawless will also have a full time school psychologist and full time Attendance and Welfare Specialist to provide additional supports. The school plans to offer sports, clubs, monthly grade level performances, Multicultural Night, field trips, Krazy Karen rewards, and other student 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:

- 1-18-22- Establish SPSA writing team and timeline & review budget priorities
- 2-8-22 Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals
- 3-8-22 - Review, approve, and adopt the SPSA and budget

2 ELAC:

- 11-18-21 - Review/revise Needs Assessment
- 1-15-21 - Review budget priorities for 2021-22 school year. 2-
- 4-1-22 - Review, approve and adopt the SPSA & budget

3 Staff:

- Staff Meeting on 1-13-22 - Staff submitted feedback using a Stop/Keep/Start strategy
- Staff Meeting on 2-10-22 - Staff input with new staffing information

Action 1

Title: Chronic Absenteeism

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

- ATLAS
- A2A attendance data
- Power BI Data

Owner(s):

- Administration
- Teachers
- ILT
- AC teams
- Bilingual Home School Liaison
- Home School Liaison
- Parents
- Culture & Climate Team

Timeline:

- Monthly
- Quarterly
- Yearly

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

- Provide a systematic behavior intervention system.
- Tier 1 interventions will be provided by classroom teacher through The Positivity Project, Class Meetings, OLWEUS, Morning Meetings, and individual student conferences.
- Interpreters for parent conferences and attendance meetings
- Utilize Attendance Specialist and Home School Liaisons to work closely with students and families of chronically absent students.
- Tier 1 interventions will be provided by teachers and will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- Awards and incentives including Good Behavior/Attendance Activities
- Lion's Den to support Tier 2 and 3 students on social skills and provide a safe environment.
- Interpreters for parental involvement
- Resource Counseling Assistant to provide Tier 2 and 3 supports to identified students.
- Professional learning in MTSS and cultural proficiency
- Materials and supplies
- Graphics
- Ricoh lease agreement
- Extra hours for office assistant

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

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

2022-2023 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	Instructional Supervision & Admin	Communicatio			Cellphone Service	720.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000		60,609.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: ROARS (PBIS) Incentives	6,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,780.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		59,684.00
G3A2	One-time School	Instruction	Bks & Ref			The Positivity Project - Annual School-wide license	2,335.00

\$144,128.00

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	✓		97.37 %	2021-2022	98.47 %

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

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

Staff Goal - The school will retain high quality staff and seek to hire high quality staff that reflects the diversity of our community.

Student Survey - Student fall survey results show 86% of students responded favorably to the question, "There is an adult at my school who cares about me." This is up 17% from the spring of 2021 which may be contributed to students returning to in-person instruction. This shows the importance of building relationships with students and getting to know them both academically and personally.

Staff Survey - When asked, if "students at the school care about each other", the staff responded 91% favorably. The school utilized the Resource Counseling Assistants to support individual student needs and provided a safe place for students as well as conflict mediation and problem solving skills. The Positivity Project helped contribute to the increase, but shows that we still have work to do in the area of "Other people matter mindset." This is one of the 24 character traits included in The Positivity Project which teachers are implementing daily.

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 - The school does not have a high turnover rate for staff. Most staff vacancies are due to enrollment numbers, retirement, or staff moving. Therefore, when an opening does occur, the school strives to hire the most qualified staff and ensures that they have adequate supports.

Student Survey - There was a 73% positive response from students to the question, "Adults at my school treat all students fairly." This shows that we have work to do to ensure that every student is treated fairly and that we are inclusive and value each and every student.

Staff Survey - The staff responded 91% favorably to the question, "The students at this school care about each other." This can be due to The Positivity Project's Other People Matter Mindset value.

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).

Prior to the start of the school year an African American and Caucasian teacher who were previously at Lawless were rehired to the teaching staff. During leveling, an additional Caucasian teacher was placed at Lawless. During the 2021-22 school year, Lawless hired a Punjabi Home School Liaison, and a Punjabi SPED Paraprofessional. Lawless also hired an Arabic, African American, and Hispanic NTA. In addition, two Hispanic RCAs and a Hispanic office assistant were placed at the site. PLCs, which support the retention of teachers, were inconsistently implemented due to negotiations. Voluntary teacher planning was not utilized to its capacity due to the increased Buy Back days added to the calendar. Team building activities were implemented during Buy Back days to increase staff morale.

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 2022-23 SPSA.

The goal is for PLCs to consistently meet to set SMART goals, create CFAs, analyze data and plan instruction for differentiated student needs. Voluntary paid planning will continue to be offered for extra time to plan individualized instruction. Hiring practices will continue to focus on high quality staff that reflect the diversity of the community. The ELD homework club will continue with twice weekly hour sessions for both primary and upper grades. The school will have a full time instructional coach to provide teacher supports through professional learning, modeling, and feedback to improve instruction. The school culture and climate team will work to create a school-wide theme that promotes a culture of belonging and a place where everyone is valued and respected.

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:

1-18-22- Establish SPSA writing team and timeline & review budget priorities

2-8-22 Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals

3-8-22 - Review, approve, and adopt the SPSA and budget

2 ELAC:

11-18-21 - Review/revise Needs Assessment

1-28-22 - Review budget priorities for 2021-22 school year. 2-

4-1-22 - Review, approve and adopt the SPSA & budget

3 Staff:

Staff Meeting on 1-13-22 - Staff submitted feedback using a Stop/Keep/Start strategy

Staff Meeting on 2-10-22 - Staff input with new staffing information

Action 1

Title: Recruitment and retention of diverse staff

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration
Teachers
PLCs
Culture & Climate Team
Instructional Leadership Team

Timeline:

Monthly
Quarterly

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

- Math Lesson Design for 5th & 6th grades
- Cultural Proficiency training
- Academic professional learning
- The Positivity Project
- Generation Genius and Brain Pop subscriptions
- Utilize instructional coach to provide individualized and targeted supports to staff
- Scholastic leveled Bookroom - Leveled books, short reads, and instructional resources to support reading instruction
- Staff team building activities including materials and supplies
- Staff appreciation events and recognition

Specify Professional Development or Staff Services to support EL students:

Professional learning around designated and integrated EL instruction
Professional learning around ELPAC administration and practice tests

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

Cultural Proficiency - building and applying our equity lens
The Positivity Project - 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	✓		89.25 %	2021-2022	90.35 %

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.

Due to COVID-19 restrictions, the planned family activities did not occur; Family math and science nights, Multicultural Night, and grade level monthly performances. Virtual options were provided for quarterly awards assemblies, back to school night, parent teacher conferences and, town hall meetings. Weekly newsletters were provided. Interpreters were provided when needed.

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

Due to COVID-19 restrictions, all students were affected in some way.

The fall Culture/Climate Family survey results showed a 91% favorable response to the question, "Adults at my school treat all students fairly." There was a 82% favorable response to the question, "I feel like I am part of my child's school." This shows that we need to ensure that parents are valued and members of the team to help all students achieve. The response can be attributed to COVID-19 restrictions that didn't allow parents physically onto campus. However, virtual options were offered when possible.

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).

Due to COVID-19 restrictions we were unable to hold the scheduled Family Nights with Fun Works as well as the Family Math and Science Nights. Virtual awards assemblies were held and parents were invited to attend. Virtual or in-person parent teacher conferences were held in October. In late fall we were able to hire a Punjabi speaking Home School Liaison to support Punjabi speaking families. However, due to a lack of candidates we were unable to hire a Spanish speaking Home School Liaison. In addition, we were unable to hold any family activities or even have parents on campus.

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 2022-23 SPSA.

Lawless will have a full time Home School Liaison as well as a part time Attendance and Welfare Specialist to meet individual and family needs. Lawless will plan to provide additional hours to the Attendance Clerk to provide services for Spanish speaking families. We plan to be able to reinstate our Multicultural Night as well as quarterly awards assemblies and monthly grade level performances depending on CDC guidelines.

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:

1-18-22- Establish SPSA writing team and timeline & review budget priorities

2-8-22 Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals

3-8-22 - Review, approve, and adopt the SPSA and budget

2 ELAC:

11-18-21 - Review/revise Needs Assessment

1-28-22 - Review budget priorities for 2021-22 school year. 2-

4-1-22 - Review, approve and adopt the SPSA & budget

3 Staff:

Staff Meeting on 1-13-22 - Staff submitted feedback using a Stop/Keep/Start strategy

Staff Meeting on 2-10-22 - Staff input with new staffing information

Action 1

Title: Inclusive family engagement opportunities.

[Action Details:](#)

The school will provide inclusive 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](#)

Attendance 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 and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

-
- Quarterly Awards assemblies
- Family Math Night

- Family Science Night
- 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
- Monthly grade level performances
- Back to School Night
- Open House
- Parent Teacher Conferences
- Weekly Newsletter
- Interpreters
- Extra hours for Spanish speaking office assistant
- Saturday Sports Camp

Specify Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support 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.

2022-2023 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			Materials & supplies for parental involvement **No food or incentives**	1,964.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works - 7 Monthly reward activities & 3 additional family events	4,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	1,112.00

\$7,576.00

2022-2023 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			Teaching Voluntary Planning - Supplemental contracts 12 hours/27 teachers **No IEPs**	15,723.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	39,660.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs - 9 days - 2 subs/day	5,100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	30,142.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	8,153.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Installation of technology	4,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh lease agreement - 2 machines	5,102.00
G1A1	One-time School	Instruction	Bks & Ref			: Scholastic Guided Reading Collection **No food or incentives**	39,995.00
G1A1	One-time School	Instruction	Bks & Ref			: Online subscriptions including Generation Genius, Time 4 Kids, & Brain Pop	5,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Mystery Science Kits - Grades K-5 **No food or incentives**	7,600.00
G1A1	One-time School	Instruction	Mat & Supp			: Student Planners for Grades 4-6 **No food or incentives**	2,500.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	20,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - Day Program - 7 TFs	26,642.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No food or incentives**	100.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No food or incentives**	2,093.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher Voluntary Planning - Supplemental contracts - 6 hours/27 teachers	7,863.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	1,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	1,000.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : ELD Homework Club - 2 Teaching Fellows - Twice weekly	3,050.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - 7 TFs	23,175.00
G2A1	One-time School	Instruction	Direct-Graph			Graphics	2,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cellphone Service	720.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	1.0000		60,609.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: ROARS (PBIS) Incentives	6,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,780.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		59,684.00
G3A2	One-time School	Instruction	Bks & Ref			The Positivity Project - Annual School-wide license	2,335.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & supplies for parental involvement **No	1,964.00

G5A1		Parent Participation	Mat & Supp	food or incentives**	1,964.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth	Fun Works : Fun Works - 7 Monthly reward activities & 3 additional family events	4,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Interpreters for parent meetings	1,112.00
					\$402,102.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,447.00
Sup & Conc	7090	\$198,790.00
LCFF: EL	7091	\$37,200.00
One-time School	7099	\$108,665.00
Grand Total		\$402,102.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$248,398.00
G2 - Expand student-centered and real-world learning experiences	\$2,000.00
G3 - Increase student engagement in their school and community	\$144,128.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,576.00
Grand Total	\$402,102.00