

Lawless Elementary

10621666102016

Principal's Name: Meredith Farnsworth

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

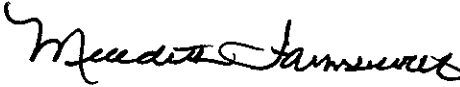

Consolidated Program Assurances

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

Required Signatures

School Name: Lawless Elementary

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Meredith Farnsworth		3/25/25
SSC Chairperson	Patricia Lane		3-25-2025

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Meredith Farnsworth	X				
2. Chairperson - Patricia Lane				X	
3. Vice Chairperson - Tameco Smith				X	
4. Secretary - Tiffany McCall			X		
5. Ericka Allen				X	
6. Barbara Singh				X	
7. William Rodriguez				X	
8. Cynthia Salinas		X			
9. Bryant Major		X			
10. Vanessa Herrera				X	
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 _____.

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

FY 2025/26

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$77,004 *
7090	LCFF Supplemental & Concentration	\$244,524
7091	LCFF for English Learners	\$49,896

TOTAL 2025/26 ON-SITE ALLOCATION **\$371,424**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,232
Program Budget	\$74,772
Total Title I Allocation	<u>\$77,004</u>

ESSA Assistance Status: Not Identified for Assistance

Lawless Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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		30.1 %	25 %	2023-2024	30 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		46.4 %	2023-2024	47.5 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth		58.1 %	57.3 %	2024-2025	65 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			70.7 %	2024-2025	75 %
i-Ready ELAD2 proficiency - percentage of students on/above		42 %	36.8 %	2024-2025	46 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth		55.7 %	52.7 %	2024-2025	53.8 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			68.1 %	2024-2025	75 %
SBAC ELA - Average distance from standard	✓	-28 pts	-32.9 pts	2023-2024	-17.9 pts
SBAC ELA - Average distance from standard (African American)	✓		-73.3 pts	2023-2024	-58.3 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-97.9 pts	2023-2024	-82.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	42.4 %	36.6 %	2023-2024	45 %
SBAC Math - Average distance from standard	✓	-34 pts	-53.3 pts	2023-2024	-38.3 pts
SBAC Math - Average distance from standard (African American)	✓		-102.1 pts	2023-2024	-87.1 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-120 pts	2023-2024	-105 pts
SBAC Math - percentage of students met/exceeded standard	✓	35.9 %	27 %	2023-2024	37 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

A high percentage of students are not reading on grade level as identified by SBAC and iReady. Students with disabilities and African American students are specific groups performing below grade level in ELA and math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Three causes of students not reading on grade level:

1. Students not mastering foundational skills in the primary grades.
2. Tier II interventional practices are not strong to support intermediate grades when foundational skills are not mastered in the primary grades.
3. The need for developing foundational skills building for staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Tutoring/intervention for students not on grade level
2. Parent engagement; opportunities to give access to resources (books) and trainings to families
3. Professional learning opportunities for staff

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: All students will excel in reading and writing

Partially Implemented

think high level - Where am I at on my actions? speak to that where are we in the process of the current plans work?

- The school fully implemented a school-wide RTI program for grades 1-6 focusing on foundational reading skills.
- The school did not have professional learning with Write Tools
- The school partially implemented quarterly grade level planning. Grade levels were provided planning days once per semester and grades 3-6 were provided an additional planning day.
- All kindergarten and first grade teachers were provided Orton Gillingham trainings and are implementing foundational skills daily.
- The school partially implemented a school-wide assessment calendar.
- The academic coach provided individualized and targeted supports to staff including professional learning.
- The school did not hire a reading specialist.

- The school was able to hire a Punjabi speaking Home School Liaison.
- The school did not utilize subs for grade level learning walks.
- Reading fluency medals will be given to students annually for meeting school-wide math proficiency standards
- The school did not provide after school tutoring due to lack of teacher involvement.
- Student incentives were fully implemented with iReady Diagnostic typical and growth goal activities

Action 2: All students will excel in math

Partially Implemented

- The school partially implemented the PE teacher as the teacher was hired in January.
- The school partially implemented quarterly grade level planning. Grade levels were provided planning days once per semester and grades 3-6 were provided an additional planning day.
- The academic coach provided individualized and targeted supports to staff including professional learning.
- The school was able to hire a Punjabi speaking Home School Liaison.
- The school did not utilize subs for grade level learning walks.
- Math fluency medals will be given to students annually for meeting school-wide math proficiency standards
- The school did not provide after school tutoring due to lack of teacher involvement.
- Student goal setting was partially implemented
- Student incentives were fully implemented with iReady Diagnostic typical and growth goal activities

Action 3: All students will show success in EL Progress Indicator

Partially Implemented

- The school fully implemented the after school EL intervention program for identified students.
- The school partially implemented quarterly grade level planning.
- The school fully implemented a Punjabi speaking Home School Liaison.
- Some teacher attended district provided designated EL PL and all teachers attended site based PL.
- Administration and two teachers attended Quality Teaching of English Learner (QTEL) conference in August 2024.
- The school will hire two ELPAC assessors for the administration of the ELPAC assessment.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: All students will excel in reading and writing

Partially Effective

According to SBAC, the school increased the percentage of students meeting or exceeding standard by 4.3% but we did not meet our goal of 42.4%. The school increased its distance from standard by 10.9 points from -43.8 points to -32.9 points but we did not meet our goal of -28 points.

According to iReady, the school dropped 1.1% at Diagnostic 2 of the percentage of students who were on or above grade level from 37.9% to 36.8%. According to i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth went from 50.6% to 52.7% for a 2.1% increase. According to i-Ready ELAD1 to D2 - 70.7% of students met 40% or above typical growth. Specific student groups including African American students showed a decrease according to iReady Diagnostic #2 in proficiency from 28.7% in 2023 to 25.3% in 2024. Our students with Disabilities went from 25.8% in 2023 to 19.2% in 2024, a decrease of 6.6%. Our Kindergarten students Diagnostic #2 proficiency for 2024 was 46% a decrease of 3.5% from 2023. Our first grade students Diagnostic #2 proficiency for 2024 was 35.4% a decrease of 3.5% from 2023.

- The implementation of the school-wide RTI was partially effective for some student groups but ineffective for African American and students with disabilities showing the need for more intentional instructional supports, goal setting, interventions, and progress monitoring.
- The Kindergarten and first grade students are focusing on foundational reading skills including phonemic awareness, phonics, high frequency words, and comprehension through whole class and small group

instruction including Orton Gillingham strategies, but the iReady data is not showing it's effectiveness to date. The Kindergarten FSA#1 for 2024 shows that 2% of Kindergarten students have mastered all FSA literacy skills with Uppercase letters =44%, Lowercase letters = 26%, letter sounds = 6%, High frequency words = 7%. Our regional goals are that by FSA#3 there will be a 5% increase on assessed literacy components.

- The data shows that teachers need more professional learning in effective research based strategies including the science of reading in Tier I instruction.

Action 2: All students will excel in math

Ineffective

According to SBAC, the school decreased the percentage of students meeting or exceeding standard by 5.2%. The school increased it's distance from standard by 4.8 points from -48.5 points to -53.3 points.

According to iReady, the school increased .5% at Diagnostic 2 of the percentage of students who were on or above grade level from 24.7% to 25.2%. According to i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth went from 53% to 57.3% for a 4.3% increase. According to i-Ready ELAD1 to D2 - 68.1% of students met 40% or above typical growth. Specific student groups including African American students showed a increase according to iReady Diagnostic #2 in proficiency from 9.9% in 2023 to 12.2% in 2024. Our students with Disabilities went from 23.1% in 2023 to 15.7% in 2024, a decrease of 7.4%.

The school-wide plan to support math interventions through the PE teacher has not been fully implemented as it just began in January of 2025.

Action 3: All students will show success in EL Progress Indicator

Partially Effective

According to the iReady ELA Diagnostic #2 data our English Learner (EL) students showed 39.4% proficiency which was a 0.5% decrease from last school year. 25% of students scored a 4 on the ELPAC assessment. According to the 2024 ELPAC assessment, 46.4% of students improved at least one ELPI level (Long-Term English Learner).

The school implemented the After school EL Intervention twice weekly. According to the ELA iReady Diagnostic #2 the students enrolled in the intervention 92% of students showed growth from Diagnostic #1 and 42% met their typical growth and 12% met their stretch growth. The total effectiveness is not known as the ELPAC hasn't been administered for the 2025 school year to date.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will continue to implement school-wide RTI for grades 1-6 for Tier II reading interventions.
- We will continue to utilize the PE teacher to provide grade level math supports through push-in math interventions.
- We will continue to provide after school EL interventions.
- We will continue to provide an Punjabi speaking Home School Liaison.
- We will implement intentional instructional supports, goal setting, interventions, and progress monitoring for African American Students and Students with Disabilities.
- Professional learning to increase Tier I academic supports in reading and math.
- Supplemental contracts for additional PL and PLC time
- Continue Accelerated Reader and incentives

Section D: 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.

SSC:

ELAC:

Staff:

- SSC Meeting on 11-5-24 the council suggested providing a workshop to help parents understand the purposes and how to complete the Needs Assessments
- SSC Meeting on 211-25 the council reviewed the completed parent Needs Assessment results which showed that 14 parents responded. The parents were in favor of keeping the current programs and personnel including RCA, HSLs, academic supports through the California Teaching Fellows, The Positivity Project, positive behavior and attendance incentives, and classroom instructional and student technology, and family nights.

- ELAC 2-7-25 - Reviewed and discussed current SPSA budget allocations and needs for the 2025-26 school year.
- ELAC 9 25 24 EL Family Needs Survey
- Training for teaches to meet the needs of EL learners.
- Parenting skills and help child with homework
- Additional Learning opportunities (afterschool, summer programs)
- Programs to help for Russian speaking students
- HSL Punjabi speaking
- Provide supplemental materials and technology
- ELD Instruction
- Supplemental Contracts -EL Afterschool Intervention 2 teachers, 2 Teaching Fellows
- Subs for teachers quarterly planning
- 4 Teaching Fellows schoolwide RTI Grades 1-6
- Materials and Supplies for EL students
- 3-19-25 Reviewed and approved SPSA and budget.

- Staff Meeting on 2/4 concluded that the staff wish to keep the RCAs and HSL to support instruction. The staff wish to continue the partnership with California Teaching Fellows to support with RTI.
- ILT on 2/18 the team determined that the Write Tools training could be taught inhouse through the current staff. The team felt that the cost of removing teachers from the classroom would not outweigh the benefit of the training.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

CORE Instruction:

- Increase the digital literacy of students in alignment with the State Standards for Teaching by having students utilizing tablets daily
- Substitutes for learning walks
- Substitutes for quarterly grade level planning
- Awards and incentives for academic achievement
- Orton Gillingham training for Kindergarten and first grade teachers.
- Supplemental contracts for planning
- Supplemental contracts for after school tutoring
- Web-based learning subscriptions and/or publications including Time 4 Kids, Accelerated Reader (AR), Scholastic FIRST, Scholastic WORD, Generation Genius, Brain Pop, and ESGI assessments
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program.
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Teacher conferences including PLC+, Corwin, and webinars
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1& 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and iReady Diagnostics & Standards Mastery
- Bilingual Home School Liaison to support and involve parents

Tiered System of Intervention:

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

Technology:

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

English Learner supports through Integrated and designated ELD instruction.

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

Build capacity and application of academic language.

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

Student Groups

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

Students with Disabilities (SWD):

- MTSS -California Teaching Fellows to support schoolwide RTI for ELA
- Supplemental contracts for teachers for extra PLC time
- Supplemental contracts for professional learning time
- Partnership with CGI Math Teacher Learning Center

African American (AA):

- MTSS -California Teaching Fellows to support schoolwide RTI for ELA
- Supplemental contracts for teachers for extra PLC time

- Supplemental contracts for professional learning time
- Partnership with CGI Math Teacher Learning Center

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

Students with Disabilities (SWD):

- Monthly SST days to support identified students
- Substitutes to support learning walks and peer observations
- Supplemental contracts for teachers for additional PLC time and after school tutoring

African American (AA):

- Partnership with Taylor'd Consulting: Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.
- Partnership with the African American Acceleration (A4) program to provide after school reading support and family workshops to identified African American students. Students will receive weekly reading interventions and the program will provide books and incentives to students and at home family reading supports.
- The school will provide academic incentives for students meeting or exceeding individual, class, and school-wide goals through quarterly and monthly rewards and incentives. Identified students meeting their typical or stretch growth goals in iReady will receive awards, brag tags, certificates, and incentives including movie and popcorn parties, video gaming trucks, and other various incentives.
- The school will include professional learning around Grading for Equity to ensure equitable grading practices.
- The school will communicate and partner with families to provide at home academic supports through family reading and STEAM nights and communicate student progress quarterly and during Parent Teacher conferences.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- School-wide RTI to support identified students in reading and comprehension.
- Weekly TST meetings
- Monthly SST days to support identified students
- Professional learning around good Tier I instruction and utilizing research based strategies to support academic instruction
- Utilize the ILT to analyze school-wide data and support a culture of learning
- Substitutes to support learning walks and peer observations
- Supplemental contracts for teachers for additional PLC time and after school tutoring

African American (AA):

- Partnership with Taylor'd Consulting: Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.
- Partnership with the African American Acceleration (A4) program to provide after school reading support and family workshops to identified African American students. Students will receive weekly reading interventions and the program will provide books and incentives to students and at home family reading supports.
- The school will provide academic incentives for students meeting or exceeding individual, class, and school-wide goals through quarterly and monthly rewards and incentives. Identified students meeting their typical or stretch growth goals in iReady will receive awards, brag tags, certificates, and incentives including movie and popcorn parties, video gaming trucks, and other various incentives.
- The school will include professional learning around Grading for Equity to ensure equitable grading practices.

- The school will communicate and partner with families to provide at home academic supports through family reading and STEAM nights and communicate student progress quarterly and during Parent Teacher conferences.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>classroom observations, ILT work, weekly RTI, math supports during PE</p> <p>Overseen by administration, ILT, and PLCs</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>District Benchmark Assessments, iReady, FIABs, Formative Assessments, TK FSA, FSA, Quarterly Fluency Assessments</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>SBAC Increase DFS and students meeting/exceeding standards.</p> <p>Overseen by Administration, PLCs, ILT</p>

Action 2 :

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").

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

CORE Instruction:

- Go math curriculum
- Calculators
- Web-based learning subscriptions and/or publications
- Student goal setting
- Increase digital literacy of students in alignment with the State Standards for Technology
- Real life problem solving and application
- Math manipulatives

- Materials and supplies
- Supplemental contracts for planning
- Awards and incentives for academic achievement
- Substitute teachers for SSTs to determine appropriate interventions for students
- Teacher planning time
- PLC teams will create common formative assessments, analyze data weekly and create or adjust intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
- Student planners
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Bilingual Home School Liaisons to involve and support parents
- Subscriptions and web based subscriptions including Generation Genius, Brain Pop, and various assessment platforms
- Substitutes for quarterly grade level planning and grade level walks
- Supplemental contracts for after school tutoring
- Conferences and webinars

Tiered System of Intervention:

- RTI - including California Teaching Fellows
- Conferences and webinars

Technology:

- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, Promethean boards, poster maker, and LED Displays, Promethean Boards
- School-wide site license for learning programs including ReflexMath, Fracs, and Generation Genius

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

English Learner supports through Integrated and designated ELD instruction.

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

Build capacity and application of academic language.

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

Student Groups

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

Students with Disabilities (SWD):

- Partnership with CGI Math to provide professional learning to certificated and classified staff
- Provide supplemental contracts for teachers for extra PLC and planning time

African American (AA):

- Partnership with CGI Math to provide professional learning to certificated and classified staff
- Provide supplemental contracts for teachers for extra PLC and planning time
- Supplemental contracts for after school tutoring

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

Students with Disabilities (SWD):

- Family math, science, and STEAM nights to support math instruction at home
- Academic incentives including quarterly awards assemblies, end of year math fluency medals, and iReady Diagnostic goal setting incentives
- Professional learning to staff around math talks, fluency, and real world math problems.

African American (AA):

- Family math, science, and STEAM nights to support math instruction at home
- Academic incentives including quarterly awards assemblies, end of year math fluency medals, and iReady Diagnostic goal setting incentives
- Professional learning to staff around math talks, fluency, and real world math problems.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Family math, science, and STEAM nights to support math instruction at home
- Academic incentives including quarterly awards assemblies, end of year math fluency medals, and iReady Diagnostic goal setting incentives
- Professional learning to staff around math talks, fluency, and real world math problems.
- Daily math fluency practice
- Conceptual understanding through the use of manipulatives and real-world math problems.

African American (AA):

- Partnership with Taylor'd Consulting around inclusive school culture and practices
- Family math, science, and STEAM nights to support math instruction at home
- Academic incentives including quarterly awards assemblies, end of year math fluency medals, and iReady Diagnostic goal setting incentives
- Professional learning to staff around math talks, fluency, and real world math problems.
- Daily math fluency practice
- Conceptual understanding through the use of manipulatives and real-world math problems.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What you expect to see - classroom observations, ILT work, weekly RTI, math supports during PE

Overseen by administration, ILT, and PLCs

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District Benchmark Assessments, iReady, FIABs, Formative Assessments, TK FSA, FSA, Quarterly Fluency Assessments

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Increase DFS and students meeting/exceeding standards.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

CORE Instruction:

- Daily designated EL instruction
- Daily integrated EL instruction
- Inclusion of complex text, task, and talk
- Daily writing about reading
- Daily speaking and listening opportunities in all lessons
- Supplemental contracts for planning
- Professional learning on reading, writing, listening, and speaking
- Materials and supplies
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
- Student planners
- Utilize Academic Coach to provide individualized and targeted supports to staff, including EL supports

- Reclassified students will be celebrated and recognized during quarterly awards assemblies.
- Site Administrators will provide feedback to teachers using the updated IPG during Designated and Integrated ELD instruction and support through EL PL plan.
- Bilingual Home School Liaison
- Interpreters
- Teachers/PLCs/ site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.

Tiered System of Intervention:

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

Technology:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Based on the 2024 ELPAC results:

- **46.4%** of EL students progressed at least one ELPI level.
- **0%** maintained ELPI level 4.
- **42.9%** remained at ELPI levels 1, 2L, 2H, 3L, 3H.
- **10.7%** decreased at least one ELPI level.
- 10 students were reclassified during the 2024 school year

Planned Support Using Title I and 7090/7091 Funds

To support English Learner (EL) students, including newcomers, Long-Term English Learners (LTELs), and reclassified students, we will implement the following strategies:

Academic Supports for ELs

- **Targeted ELD Instruction:** Provide integrated and designated ELD instruction focusing on reading, writing, listening, and speaking skills based on ELPAC results.
- **After-School Tutoring:** Offer tutoring services through California Teaching Fellows and supplemental contracts for certificated teachers and paraprofessionals.
- **Instructional Leadership Development:** Support the Instructional Leadership Team in attending PLC+ conferences to enhance Tier I instruction and provide Tier II interventions.

Teacher and Staff Development

- **Planning and Collaboration:** Provide substitute teachers to allow time for collaborative planning of designated and integrated EL instruction.
- **Professional Learning:** Offer training for certificated and classified staff on Tier I instruction and Tier II interventions through the district CIPL department, webinars, or conferences.
- **Building Capacity in ELD Standards:** Strengthen the application of academic language and ELD standards and frameworks in daily instruction.

Family and Community Engagement

- **Family Literacy Nights:** Host literacy events to equip families with strategies to support reading and academic success at home.

Additional Resources

- **Instructional Programs:** Purchase school-wide site licenses for reading programs to enhance literacy development.

By implementing these supports, we aim to improve EL student outcomes, accelerate language acquisition, and increase overall academic achievement.

Student Groups

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

Long Term English Learner (LTEL):

- School-wide RTI in reading through the California Teaching Fellows; 4 tutors four times weekly for 3.5 hours a day?
- After school EL Intervention supports in reading, writing, listening, and speaking and ELPAC supports
- Supplemental contracts for teachers to support after school EL intervention and additional PLC time

English Learner (EL):

- School-wide RTI in reading through the California Teaching Fellows; 4 tutors four times weekly for 3.5 hours a day?
- After school EL Intervention supports in reading, writing, listening, and speaking and ELPAC supports
- Supplemental contracts for teachers to support after school EL intervention and additional PLC time
- Professional learning opportunities to support designated and integrated ELD instruction

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

Long Term English Learner (LTEL):

- Materials and supplies including classroom supplies and student planners
- Student technology including computers and headphones
- Site licenses for additional academic supports
- Split fund California Teaching Fellows contracts for RTI and after school EL interventions

English Learner (EL):

- Materials and supplies including classroom supplies and student planners
- Student technology including computers and headphones
- Site licenses for additional academic supports
- Split fund California Teaching Fellows contracts for RTI and after school EL interventions

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTEL):

English Learner (EL):

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

classroom observations, ILT work, weekly RTI, math supports during PE, designated and integrated EL Instruction

Overseen by administration, ILT, and PLCs

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District Benchmark Assessments, iReady, FIABs, Formative Assessments, TK FSA, FSA, Quarterly Fluency Assessments

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Increase DFS and students meeting/exceeding standards. Students will increase at least one ELPI level on annual ELPAC assessment.

2025-2026 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			Supplemental Contracts for extra PLC and Planning Time for Teachers *No IEPs or 504s*	19,710.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	4,267.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows M-TH 3.5 Hrs/Day + PD to support RTI	50,795.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for quarterly planning	35,781.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for 10 SST days	4,771.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Extra PLC and Planning Time	12,260.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	23,902.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom technology	5,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			Site License for online programs including Renaissance, Scholastic First, Frax, Reflex Math	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for after school EL Intervention & supports	12,260.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers for after school tutoring	12,260.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			2 ELPAC Assessors	18,391.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Extra PLC and planning around EL Instruction	6,744.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,875.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Tutors twice weekly for 1.5 Hrs/Day to support after school EL Intervention	5,626.00

\$236,642.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.3 %	84.8 %	2024-2025	88 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While the current curriculum is diverse and age-appropriate, it does not consistently engage students in meaningful, real-world learning experiences. As a result, students struggle to see the relevance of their learning to their lives and future aspirations. To enhance student engagement and deepen understanding, we need to expand student-centered, real-world learning opportunities that foster critical thinking, problem-solving, and authentic application of knowledge.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Teachers are not connected to student’s lives and needs.
- Students are not relating to current curriculum
- Teachers are not excited about topics in the current curriculum

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Supplemental curriculum that relates to student’s lives. Teachers need to incorporate journaling to get to know students. Teachers need to provide more opportunities to ask students about text to self connections and provide relevance in their lessons. Students need more real world learning experiences.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student engagement

Partially Implemented

Completed

- Read Across America
- Clubs including leadership, yearbook, art, and coding
- Multicultural Night - Annual family night where cultures from around the world are recognized and celebrated through food, story, song, and dance.
- Red Ribbon Week - positive message from the community members to stay "drug free" through an assembly and weekly dress up days and a door decorating contest
- Grade level field trips
- The school incorporated The Positivity Project into daily instruction through 24 character traits with daily lessons, videos, books, and class discussions

Not Completed

- Student Jobs
- Career fair
- Student activities team

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student engagement

Partially Effective

Based on the student survey data regarding whether lessons connect to students' lives:

- 39% (119 students) agreed that their school teaches lessons in ways that connect to their lives.
- 29% (89 students) strongly agreed with this statement.
- 15% (46 students) disagreed, while 6% (17 students) strongly disagreed.
- 10% (31 students) neither agreed nor disagreed.

Effectiveness in Meeting Student Needs:

- Strengths: With 68% of students (strongly agree + agree) finding lessons relevant to their lives, there is a solid foundation of student-centered, real-world learning experiences.
- Areas for Growth: However, 21% of students (disagree + strongly disagree) feel that lessons do not connect well to their lives. This suggests a gap in engagement for a significant portion of the student body.
- Next Steps: The school might explore additional project-based learning, community partnerships, or real-world applications in lessons to address the concerns of students who feel disconnected.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The school plans to provide more field trips for students to engage in real world experiences and learning. The school plans to provide more STEAM activities into current curriculum. In order to engage students in real world experiences and learning opportunities, the school will invite guest speakers from the community, host a young author's fair, engage in science fairs, and a career day. In order to provide these opportunities, the school will provide supplemental contracts to staff to plan, manage, and run the activities.

Section D: 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.

SSC:

- SSC Meeting on 11-5-24 the council suggested providing a workshop to help parents understand the purposes and how to complete the Needs Assessments
- SSC Meeting on 2-11-25 the council reviewed the completed parent Needs Assessment results which showed that 14 parents responded. The parents were in favor of keeping the current programs and personnel including RCA, HSLs, academic supports through the California Teaching Fellows, The Positivity Project, positive behavior and attendance incentives, and classroom instructional and student technology, and family nights.

ELAC:

- ELAC 9-25-24 EL Family Needs Survey
- Additional Learning opportunities (afterschool, summer programs)
- Extra curricular
- Increase the opportunity of students for field games like running, jumping, football so that they also love being in games.
- Provide supplemental materials and technology
- 3-19-25 Reviewed and approved SPSA and budget.

Staff:

ILT Meeting on 2/18 - The team helped determine the staff needs to support the current curriculum and provided input on next steps for the upcoming year.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Jobs - Students complete an application and hiring process to fill various student jobs throughout the year.
- Clubs - leadership, yearbook, coding, arts, Minecraft and sports, Multicultural club
- Multicultural Night - Annual family night where cultures from around the world are recognized and celebrated through food, story, song, and dance. Grade levels create art, writing, and projects from each continent to post around the room.
- Red Ribbon Week- positive message from community members to stay "drug free", daily dress up days relating to positive "drug free" message.

- Incentives for students to participate in student activities
- Career Fair - Exposure to Careers through a Career Fair, incorporating members of the community to present on careers and education and training to attain this career.
- Student Activities Team - Staff involved collaboration to create engaging student activities and dress up days as voiced by student Leadership students. Student Leadership support in creating posters and leading activities at lunch.
- Grade level field trips
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Resource Counseling Assistant will work with identified student groups through Targeted Support Team referral to address specified student needs and support the school leadership team in the peer mediation process.
- Home School Liaisons will work closely with families to communicate and hold monthly Family Engagement Hours to ensure families are an active member of the school.
- The school will utilize The Positivity Project to focus on 24 character traits focusing on the "Other People Matter" mindset to help foster an inclusive and safe school environment.
- Students are engaged in daily opportunities of reading, writing, listening, and speaking throughout daily lessons in all subject areas.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Lawless Elementary has a total student population of 735 students. Of those, 13% are classified as English Language Learners. According to the SBAC for 2024, English Learner students performed on average -56 points distance from standard on ELA as compared to -33 points for all students and -52 points below the standard in math as compared to -53 points for all students. In order to address these needs, the school plans to support all English Language Learner students through the following:

- Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and parents in order to encourage participation in activities.
- Support English learner students by providing engaging clubs and sports for students. This next school year we plan to have a multicultural club for English Learners.
- Provide incentives for English Language Learners who meet individual, classroom, or school-wide goals.
- The school will increase student engagement for all students through culturally rich relevant texts, hands on learning opportunities through meaningful intentional curriculum that relates to students current needs interests.

Student Groups

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

Students with Disabilities (SWD):

- Provide supplemental contracts for teachers for extra PLC time, after school supports, additional planning time and to incorporate additional extra curricular and supplemental curricular activities and lessons.

African American (AA):

- Provide supplemental contracts for teachers for extra PLC time, after school supports, additional planning time and to incorporate additional extra curricular and supplemental curricular activities and lessons.

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

Students with Disabilities (SWD):

- Supplemental curriculum materials to include real-world student centered hands on learning experiences?

African American (AA):

- Supplemental curriculum materials to include inclusive real-world student centered hands on learning experiences?

As a site: What are the planned actions to support this student group?

The school plans to provide more field trips for students to engage in real world experiences and learning. The school plans to provide more STEAM activities into current curriculum. In order to engage students in real world experiences and learning opportunities, the school will invite guest speakers from the community, host a young author's fair, Black History Month activities and family engagements, engage in science fairs, and a career day. In order to provide these opportunities, the school will provide supplemental contracts to staff to plan, manage, and run the activities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walkthrough data to include enhanced student engagement through culturally rich, student relevant, real-world application and hands on learning experiences
- Family engagement nights sign in sheets
- Increased student attendance and decreased chronic absenteeism.
- Weekly attendance meetings including TST and SSTs

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased iReady Diagnostic Assessment data
- Increased classroom interim data including CFAs IABs and FIABs, culture & climate survey results
- Increased student attendance

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- End of year Diagnostic Assessment data
- End of year summative SBAC assessments
- Spring Culture & Climate survey results
- Increased ROAR attendee participation

2025-2026 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Curriculum including STEAM activities, career day, science fair, Young Author's Fair, and Community Guest Speakers	15,000.00

\$15,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		30 %	2023-2024	25 %
Suspension Rate	✓	0.47 %	3 %	2023-2024	1.67 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our suspensions have increased 1% and 30% of our students are chronically absent.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of engagement at school
- Mental health or social emotional issues
- Health issues
- School Climate
- Transportation
- Lack of parent engagement

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Social emotional supports

- Positive activities for students to engage in
- Clubs and meaningful jobs
- Attendance incentives and initiatives
- Home School Liaison's to support with family connections and resources
- Family nights and engagements
- Resource Counseling Assistants
- SSTs for chronically absent students
- Tier II supports including Targeted Support Teams (TST)
- Staff and HSL to engage students and families

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism

Partially Implemented

Completed

- Implemented a systematic positive behavior intervention system.
- Tier 1 interventions were provided by classroom teachers through The Positivity Project, Class Meetings, OLWEUS, Morning Meetings, and individual student conferences.
- The school provided Interpreters for parent conferences, parental involvement, and attendance meetings.
- The school utilized the Attendance Specialist and Home School Liaisons to work closely with students and families of chronically absent students.
- Tier 1 interventions were provided by teachers.
- The school held quarterly and monthly awards and incentives including Good Behavior/Attendance Activities, monthly ROARS attendee celebrations and annual student/family 9 days or less celebration.
- Resource Counseling Assistants provided Tier 1 supports to identified students.
- Professional learning was provided by Climate Culture Specialist, School Psychologist and Tier 2 Specialist on MTSS structures to teachers.
- The school held monthly School Success Team (SST) meetings to address students who are chronically absent and utilized the home school liaison to work closely with identified families and provide resources and supports as needed.
- The school utilized the Punjabi/Hindi Home School Liaison to communicate with families identified as Asian (subgroup Punjabi) to address attendance needs and resources. This was also addressed during monthly Family Engagement hours.
- Blacktop assemblies were held to reward students who demonstrated ROARS character traits.

Not Completed

- Lion's Den to support Tier 1 students on social skills and provide a safe environment is still under development.
- Graphics for banners and posters have not been purchased to date.
- Some teachers made phone calls home, and/or utilized Parent Square communication, or sent notes home to chronically absent students including students with disabilities, Two or more races, and white students who were identified with very high absenteeism.
- The school partially implemented quarterly perfect attendance incentives through certificates, but we did not purchase rewards including dog tags, bracelets, and school t-shirts.

Action 2: Suspensions

Partially Implemented

Completed

- The school provided a systematic behavior intervention system. Tier 1 interventions were provided by classroom teachers through The Positivity Project, Class Meetings, OLWEUS, and Morning Meetings. Tier 2 supports were provided by the Tier 2 Specialist who leads groups and Targeted Support Team meetings. Teachers completed TST referrals as needed for students with specific social emotional, academic or attendance need.
- A second Resource Counseling Assistant was hired. The school now has two Resource Counseling Assistants who led Tier 1 individual student conferences and student groups. The School Psychologist provided Tier 3 interventions through one-on-one counseling.
- The school hired a Home School Liaison who speaks Hindi/Punjabi who supported families and provided interpreting as needed. The school hired the Punjabi/Hindi Home School Liaison to communicate with families identified as Asian (subgroup Punjabi) to address student and family supports.
- The school held monthly School Success Team (SST) meetings to address student social emotional, academic or attendance needs and utilized the home school liaison to work closely with identified families and provide resources and supports as needed.
- The school held quarterly and monthly awards and incentives including Good Behavior Activities.

Not Completed

- Lion's Den to support Tier 1 students on social skills and provide a safe environment is still under development.
- Graphics for banners and posters to post schoolwide expectations, guidelines for success and ROAR expectations have not been purchased to date.
- The Second Step curriculum is being implemented by some teachers.
- Lion's Den to support Tier 1 students on social skills and provide a safe environment is still under development.
- Graphics for banners and posters to post schoolwide expectations, guidelines for success and ROAR expectations have not been purchased to date.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism

Partially Effective

A high percentage of students are shown to have high absences; 30% were chronically absent, the absences declined 5.5% from previous school year. We are currently at 25.2% chronically absent for this school year. For 2024, there are no significant subgroups in this area.

Action 2: Suspensions

Partially Effective

Suspensions were at 3% and increased by 1% for last year with no significant subgroups of students identified. For 2024, there are no significant subgroups in this area.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To address increasing attendance and decreasing suspensions, we will continue to implement Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning (SEL) to promote positive behaviors and improve attendance. Key strategies include:

- Tiered Supports – School-wide expectations, targeted interventions, and individualized support for at-risk students.
- Restorative Practices – Mediation, peer circles, and reflection to prevent suspensions.

- Staff-Student Relationships – Mentorship and check-ins to encourage attendance and engagement.
- Attendance Incentives & Family Engagement – Rewards for attendance, addressing barriers, and partnering with families.
- Family Engagement training with Taylor'd Consulting
- Foster a supportive school climate through strong, inclusive and culturally responsive school environment.
- Implement data -driven strategies to monitor progress to gather insights and build relationships.

Section D: 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.

SSC:

- SSC Meeting on 11-5-24 the council suggested providing a workshop to help parents understand the purposes and how to complete the Needs Assessments
- SSC Meeting on 211-25 the council reviewed the completed parent Needs Assessment results which showed that 14 parents responded. The parents were in favor of keeping the current programs and personnel including RCA, HSLs, academic supports through the California Teaching Fellows, The Positivity Project, positive behavior and attendance incentives, and classroom instructional and student technology, and family nights.

ELAC:

- ELAC 9 25 24 EL Family Needs Survey
- Additional Learning opportunities (afterschool, summer programs)
- Extra curricular
- Social emotional support/Mentoring Peer Tutoring
- ELAC 2-7-25 - Reviewed and discussed current SPSA budget allocations and needs for the 2025-26 school year.
- Programs to help for Russian speaking students
- Increase the opportunity of students for field games like running, jumping, football so that they also love being in games.
- HSL Punjabi speaking
- Resource Counselor Assistant
- Positivity Project
- Supplies for attendance, ROARS incentives, Field days, Staff Development
- 3-19-25 Reviewed and approved SPSA and budget.

Staff:

ILT Meeting on 2/18 - The team helped determine the staff needs to support the current curriculum and provided input on next steps for the upcoming year.

Staff survey results show that favorably to keeping the two RCAs for social emotional supports and the HSLs to support with families.

Action 1 :

Chronic Absenteeism

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

Student Groups

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

There will be no expenses for Title 1 for these student groups.

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

According to the California Dashboard these are the subgroups called out in orange for attendance: Students with Disabilities (SWD), African American (AA), White (WH). There were no subgroups called out in red on the California Dashboard for attendance.

As a site: What are the planned actions to support this student group?

For the following subgroups we will utilize materials and supplies for incentives to increase attendance with activities for Students with Disabilities, (SWD), African American (AA) and white (WH) students and families.

- 9 Days or Less celebrations for student and families
- Monthly ROAR attender celebrations
- Positive behavior activities
- Family engagement activities
- Blacktop Assemblies
- Quarterly Academic Awards
- Incentives for students to attend school

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Implementation of PBIS daily</p> <p>Morning Meetings</p> <p>Second Step Lessons</p> <p>Schoolwide expectations</p> <p>Attendance expectations for Regular Outstanding Attendance Recipient taught in classroom.</p> <p>9 Days or Less Student and Family Celebration expectations taught with students and shared with family</p> <p>Positivity Project implemented</p> <p>Climate Culture Team and staff to review current attendance data; educate on Chronic Absenteeism and relation to student learning</p> <p>Administration to observe in classroom and monitor through Teacher Classroom Meeting documentation tool</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>ROAR monthly attendance celebrations</p> <p>Fun works monthly positivity celebration</p> <p>Attendance data gathered through Atlas and PowerBI to review weekly by grade level and shared with staff, students and community</p> <p>TST team to review student attendance needs and appropriate interventions.</p> <p>HSL weekly home visits and communication with families on attendance.</p> <p>RCA student support meetings</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase attendance rate in student groups; Students with Disabilities (SWD), African American (AA), White (WH) as measured by California dashboard.</p> <p>Decreast Chronic Absenteeism in student groups; Students with Disabilities (SWD), African American (AA), White (WH) as measured by California dashboard.</p>

Action 2 :

Suspensions

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

Student Groups

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

We will not be using Title 1 funds to support these groups.

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

According to the California Data Dashboard we had not subgroups that are in the red for suspension. The following subgroups were called out in orange; White (WH), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI) and English Learner (EL). The planned expenses to increase student engagement within the school setting and reduce suspensions are funding positive student incentives, positive behavior activities, Tier 1 instruction on character through Positivity Project, and funding a Resource Counseling Assistant to support positive student behavior.

As a site: What are the planned actions to support this student group?

Here are the planned actions to support increased student engagement and reduced suspensions for the following subgroups: White (WH), Students with Disabilities (SWD), Socio-economically Disadvantaged

(SED), Hispanic (HI) and English Learner (EL).

- 9 Days or Less celebrations for student and families
- Positivity Project
- Fun works monthly positive behavior activities
- Monthly ROAR attendee celebrations
- Positive behavior activities
- Family engagement activities
- Blacktop Assemblies
- Quarterly Academic Awards
- Incentives for students to attend school
- Resource Counseling Assistant

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Implementation of PBIS daily

Morning Meetings

Second Step Lessons

Schoolwide expectations

Positivity Project implemented weekly in classrooms.

Administration to observe in classroom and monitor through Classroom Meeting documentation tool

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Cycle of review of students and social emotional supports by administration, and RCA with TST team

SST's led by administration with students and families to provide appropriate intervention of support.

Administration to review attendance data by subgroup.

Levels of misbehavior data gathered through Atlas and PowerBI to review bi-monthly by subgroup with administration and. Climate and Culture Team

TST team to review student attendance needs and appropriate interventions.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Reduction in suspension rate in subgroups called out in orange; White (WH), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI) and English Learner (EL). as measured by California Data Dashboard.

Reduction in Level 2 and Level 3 misbehaviors as measured on Atlas and PowerBi

Administration to review Suspension and Misbehavior data by subgroup.

2025-2026 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	Cons Svc/Oth			Fun Works : Monthly Good Behavior Activities and Family Engagements	6,000.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: The Positivity Project - Annual Site License	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		76,538.00

\$87,538.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	100 %	88.6 %	2024-2025	92 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the fall Culture & 18% of staff feel that the school does not have a culture that recognizes the work of staff and 14% of staff feel that we don't have a culture that provides staff with feedback to improve and grow.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Although the school provides opportunities throughout the year to recognize and honor staff, not all staff members are feeling included or seen and not all staff members participate in the events. The school does provide feedback to staff, but the type of feedback given does not always meet the specific needs of each individual staff member.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

In order to recognize staff needs and provide appropriate feedback for improvement, the school will offer differentiated professional learning opportunities and utilize staff and peers to support in the learning. Administration will survey staff to determine appropriate methods of feedback and follow up with feedback to ensure it is being received and utilized.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and retention of diverse staff

Partially Implemented

Completed

- Weekly TST meetings were held to discuss individual student needs and provide appropriate supports
- The staff attended one PLC+ Training through the district in August and the Instructional Leadership Team attended two additional trainings with Corwin around PLC+
- The school hired a Tier II Specialist to work closely with the TST and provide supports to identified students
- The Academic Coach worked closely with teachers and the Teaching Fellows to implement a school-wide RTI program and support individual teachers and PLCs.
- The school provided professional learning in the areas of: ELD, math, PLC+ protocols and task analysis, levels of misbehavior and MTSS supports, and Good first Tier I instructional practices.
- The administration and two classroom teachers attended a Quality Teaching of English Learners (QTEL)
- Some staff bonding and appreciation activities were provided throughout the year including: connection activities prior to meetings and PL, coffee and breakfasts, the winter staff BINGO celebration, the Souper Funshine lunch, weekly staff shoutouts, and Friendsgiving staff potluck.
- The school did purchase site licenses including: The Positivity Project and Accelerated Reader

Not Completed

- Write Tools Professional Learning did not occur due to scheduling conflicts and allowing the appropriate time for teachers to be out of the classroom to attend the trainings.
- The staff did not attend conferences or webinars through Corwin
- The school did not hire a Reading Specialist teacher
- The school did not continue professional learning around Grading for Equity

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and retention of diverse staff

Partially Effective

Based on the staff survey data regarding recognition for the work they do:

- 49% (21 staff members) agreed that they receive recognition for their work.
- 30% (13 staff members) strongly agreed.
- 16% (7 staff members) disagreed, while 2% (1 staff member) strongly disagreed.
- 2% (1 staff member) selected "Don't Know/Not Applicable".

Effectiveness in Meeting Staff Needs:

- Strengths: A strong majority (79%) of staff feel recognized for their work, indicating a generally positive culture of appreciation.
- Areas for Growth: 18% of staff (disagree + strongly disagree) feel a lack of recognition, which suggests that more efforts could be made to ensure all staff feel valued.
- Next Steps: The school could implement additional staff appreciation initiatives, such as structured recognition programs, peer shout-outs, or leadership-driven acknowledgments, to bridge this gap.

The Culture & Climate Team set the following goal and actions to address this need:

By March, 2025, we will increase staff communication and staff engagement from Climate Culture Survey Domain Organizational Environment from 88% to 93%.

Action Steps

1. Friendsgiving-staff potluck
2. Grab and Go breakfast week before winter break; staff contribution
3. Winter staff Bingo and lunch staff celebration

4. Souper Valentines Day lunch
5. Staff engagement survey
6. Coffee Challenge Staff Celebration

Based on the staff survey data regarding feedback to improve and grow:

- 42% (18 staff members) agreed that they receive feedback to improve and grow.
- 40% (17 staff members) strongly agreed.
- 14% (6 staff members) disagreed, while 0% strongly disagreed.
- 5% (2 staff members) selected "Don't Know/Not Applicable."

Effectiveness in Meeting Staff Needs:

- **Strengths:** A large majority (82%) of staff feel they receive constructive feedback, indicating a strong culture of professional growth.
- **Areas for Growth:** 14% of staff (disagree) feel that feedback is lacking, which means there is still room for improvement.
- **Next Steps:** The school could consider implementing more structured feedback systems, such as regular check-ins, coaching opportunities, or professional learning communities, to ensure all staff receive meaningful growth-oriented feedback.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- In order to ensure that the school is retaining and recruiting staff reflecting the diversity of our community, the school plans to promote a positive culture and climate through the partnership with Taylor'd Consulting HR Solutions. Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.
- The school will continue to elicit feedback from staff around the types and purposes of classroom observation feedback in order to ensure that teacher needs are being met and student achievement data increases.
- The school will continue to provide staff bonding opportunities and celebrations to recognize the progress and great work taking place.
- The school will provide professional learning around needs assessment and data results.
- Provide substitutes for peer observations and peer planning time.
- Teachers will be provided with supplemental contracts for additional PLC and planning time.

Section D: 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.

SSC:

- SSC Meeting on 11-5-24 the council suggested providing a workshop to help parents understand the purposes and how to complete the Needs Assessments

ELAC:

- ELAC 9 25 24 EL Family Needs Survey
- Programs to help for Russian speaking students
- HSL Punjabi speaking

Staff:

The ILT on 2/18 helped determine needs for the current problem of practice including differentiated PL opportunities, a social hour, and intervention supports.

- SSC Meeting on 2/11-25 the council reviewed the completed parent Needs Assessment results which showed that 14 parents responded. The parents were in favor of keeping the current programs and personnel including RCA, HSLs, academic supports through the California Teaching Fellows, The Positivity Project, positive behavior and attendance incentives, and classroom instructional and student technology, and family nights.

- Resource Counselor Assistant
- Supplemental Contracts -EL Afterschool Intervention 2 teachers, 2 Teaching Fellows
- 4 Teaching Fellows schoolwide RTI Grades 1-6
- 3-19-25 Reviewed and approved SPSA and budget.

Staff Survey results showed that the staff did not wish to include Write Tools trainings but they did want additional planning time for PLCs.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Partnership with Taylor'd Consulting creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.
- Academic professional learning
- The Positivity Project
- School-wide site license subscriptions
- Utilize Academic coach to provide individualized and targeted supports to staff
- Staff team building activities including materials and supplies
- Staff appreciation events and recognition
- PLC+ Professional Learning
- Tier II Intervention Specialist
- TST Meetings
- Conferences including PLC+, Corwin, Clarity and engagement, equity, and webinars

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

According to the 2023 ELPAC results:

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

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

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

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

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

English Learner supports through Integrated and designated ELD instruction.

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

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

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

Student Groups

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

Students with Disabilities (SWD):

- School-wide RTI to support reading through the California Teaching Fellows Foundation
- Supplemental contracts for extra PLC time, planning time, and after school tutoring

African American (AA):

- School-wide RTI to support reading through the California Teaching Fellows Foundation

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

Students with Disabilities (SWD):

- Site licenses to provide additional resources and supports to identified students
- Classroom materials and supplies
- Classroom technology including computers and headphones

African American (AA):

- Partnership with Taylor'd Consulting HR Solutions creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.
- Site licenses to provide additional resources and supports to identified students
- Classroom materials and supplies
- Classroom technology including computers and headphones

As a site: What are the planned actions to support this student group?

In order to ensure that the school is retaining and recruiting staff reflecting the diversity of our community, the school plans to promote a positive culture and climate through the partnership with Taylor'd Consulting HR

Solutions. Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.

The school will continue to elicit feedback from staff around the types and purposes of classroom observation feedback in order to ensure that teacher needs are being met and student achievement data increases.

The school will continue to provide staff bonding opportunities and celebrations to recognize the progress and great work taking place.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom observation feedback
- Fall Culture & Climate survey results from staff and students
- Enhanced professional learning opportunities for staff

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement levels
- Increased iReady Diagnostic Assessment results
- Increased staff attendance in professional learning opportunities and intervention opportunities for students

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Increased fall Culture & Climate survey results
- Increased summative assessment data
-

2025-2026 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh Lease Agreement - 2 copy machines	5,102.00

\$5,102.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.8 %	93.1 %	2024-2025	96 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The school needs more opportunities to engage with families around student academics and school involvement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The school offers monthly and quarterly family engagement opportunities, but attendance is low due to:

- Family work schedules
- Lack of interest in topics provided around engagement
- Communication is provided through Parent Square, but not in paper format and with some phone calls home

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

In order to involve more families in student academics, the school needs to offer more learning opportunities to families around homework, math, and reading supports.

The school needs to offer these supports in the evenings when families are home from work and communicate these events through Parent Square, paper flyers, and phone calls home.

The school needs to get an adequate needs assessment of parent needs. for the fall Culture & Climate survey there was 194 responses. Of the responses the highest participation was from parents of second grade students at 20% with kindergarten and first grade coming in second with 14%. The lowest responses were from TK and sixth grade parents with 6% and 9%.

The fall Culture & Climate survey shows that 89% of parents feel favorably that they are a partner in making decisions at my child's school. This is the lowest response.

The current SPSA needs assessment showed 14 responses from families. We aren't getting a true reading of family needs at school or at home. The school needs to provide a survey that can target specific family needs in order to address them appropriately.

The school has almost monthly School Site Council and English Language Advisory Committee meetings, but family attendance at these meetings is low. Families need more information around the purpose and responsibility of these committees in order to get more involvement. Family attendance has increased at ELAC meetings with increased phone calls to families inviting them to attend.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive family engagement opportunities.

Partially Implemented

Completed

- At the beginning of the school year, the school hosted a Back to School Night for families to meet teachers and review classroom and school-wide expectations.
- The school held Parent Teacher conferences in the month of October with an early release day for the week to allow time for families to meet with teachers.
- Once monthly a grade level performs a musical performance for families in the evenings.
- The school hosted two family fun nights contracted through Fun Works and included the PTA for additional resources.
- The school holds quarterly academic awards assemblies during the day to celebrate students for academic achievements.
- The school offers blacktop assemblies in the mornings monthly to celebrate students showing ROARS expectations and parents are invited to attend.
- The school offered monthly Family Engagement hours in the mornings on various topics through the Home School Liaisons.
- The school will host the annual 9 Days or Less for Lion Success attendance celebration in May to honor those students with good attendance with a dinner and certificates.
- The school partnered with Success Together to offer quarterly family reading nights to support at home literacy.
- The school held the yearly Multicultural Fair in the Fall to engage families of various cultural backgrounds.

Not Completed

- The school did not offer a family math or science night due to lack of staffing to run the events.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive family engagement opportunities.

Partially Effective

The school will continue to provide inclusive opportunities for families to engage in their student's education with these events below.

- Family math or science night
- Open House
- Family nights with Fantastic Fry; Family Fun Night and Winter event
- Success Together Family Workshops; topics focused on Literacy
- Multicultural Family Night
- Family Engagement Workshops through Parent University and the Home School Liaisons
- PTA Family Carnival, Paint Nights, and other activities
- Monthly Family Engagement Meetings with HSL

- ROARs "9 days or less for Lion Success," family attendance celebration
- Monthly grade level student performances
- Saturday Sports Program
- Read Across America with community readers on campus
- Continue to engage students and families in Goal 2 commitments with Arts, Athletics, and Activities

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- The opportunities for families to engage with events on campus is available. We will utilize opportunities to connect in informal family input throughout school year on how we can support the needs to increase family engagement on campus.
- The school will partner with Taylor'D Consulting with the following goal: Through creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.
- We have a strong PTA who plans events for families that are well attended. We will continue to utilize this strong partnership.
- The school will continue to provide inclusive opportunities for families to engage in their student's education.
- The HSL's will continue to establish relationships with families to engage them with invitation to these events.

Section D: 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.

SSC:

- SSC Meeting on 11-5-24 the council suggested providing a workshop to help parents understand the purposes and how to complete the Needs Assessments
- SSC Meeting on 2/11-25 the council reviewed the completed parent Needs Assessment results which showed that 14 parents responded. The parents were in favor of keeping the current programs and personnel including RCA, HSLs, academic supports through the California Teaching Fellows, The Positivity Project, positive behavior and attendance incentives, and classroom instructional and student technology, and family nights.

ELAC:

-
- Parenting skills and help child with homework
- Programs to help for Russian speaking students
- HSL Punjabi speaking
- Provide supplemental materials and technology
- ELD Instruction
- Parent Involvement – Family Engagement hour
- Fun Works- Fantastic Frye/ Krazy Karen
- 3-19-25 Reviewed and approved SPSA and budget.

Staff:

- Staff Meeting on 2/4 concluded that the staff wish to keep the RCAs and HSL to support instruction. The staff wish to continue the partnership with California Teaching Fellows to support with RTI.
- ILT on 2/18 the team identified alternative ways to engage families to connect to the school including a Young Author's Fair, career day, science fair, and various STEAM activities. They identified the need for more field trips and how to incorporate real world learning experiences in curriculum.

Action 1 :

Inclusive family engagement opportunities.

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Partnership with TaylorD Consulting; Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.
The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.
- Quarterly Awards assemblies
- Multicultural Night
- Bilingual Home School Liaison
- Materials & supplies including: paper, games and activities, rewards and incentives, advertising,
- Ricoh lease agreement
- Graphics and printing
- Family dances/activities/behavior rewards
- Fun Works
- Kona Ice
- Family game nights (supplemental contracts for teachers and staff)
- Monthly grade level performances
- Back to School Night
- Open House
- Parent Teacher Conferences
- Interpreters
- Saturday Sports Camp
- Supplemental contracts for staff to support family events

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- According to the California Dashboard for the 2024 school year, English Learner students performed on average 83.8 points below the standard SBAC ELA, which was a decline of 10.1 points from 2023 and recently reclassified English Learners were 4 points below standard, declining 39.9 points. In addition, English Learner students showed in the orange for Condition and Climate. In math English Learner students were 66.5 points below standard, declining 6.3 points from 2023 and recently reclassified English Learners were 14.7 points below standard, declining 35.1 points.

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

- Communication through bilingual Home School Liaison to support and communicate with EL families and support teachers and staff in working as a team with families regarding academic achievement, school involvement, and engagement opportunities.
- Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and families in order to encourage participation in activities.
- Support English learner students by providing engaging clubs and sports for students to be involved in.
- Provide incentives for English Language Learners.
- Bilingual Home School Liaison will work with families and teachers to support EL students.

- Resource Counseling Assistant will work closely with identified targeted students to pull groups, push into classrooms, work closely with families and teachers in order to build relationships and meet social emotional needs of EL learners.
- ELD designated professional learning offered to teachers.
- ELD designated instruction in classroom.

Student Groups

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

Students with Disabilities (SWD):

- Schoolwide incentives for students with disabilities.

English Learner (EL):

- The school will provide family reading, math, and science nights to support academic success at home

African American (AA):

- Partnership with Taylor'd Consulting; Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.

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

Students with Disabilities (SWD):

- The school will provide family reading, math, STEAM, and science nights to support academic success at home
- Funworks Family events
- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.

African American (AA):

- The school will partner with the African American Acceleration (A4) department to provide after school reading supports weekly to identified African American students. The program will also provide monthly family learning workshops.
- The school will provide family reading, math, and science and STEAM nights to support academic success at home
- Materials and supplies for parent events
- Funworks Family events
- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.

English Learner (EL):

- Funworks Family events
- Interpreters in student home language
- School-wide incentives to reward academic achievement for reaching achieved goals.
- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.
- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.

- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Provide social skills groups for targeted/identified students with the Resource Counseling Assistant.
- Increase clubs and lunchtime activities to increase positive student engagement and behavior ROARS positive student incentives

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- School-wide RTI four times weekly for thirty minutes targeting identified students who are two or more grade levels below according to the iReady Diagnostic in reading. The school will also assess grades 1-6 quarterly in fluency to progress monitor and assess individual reading progress.
- The school will utilize the PE teacher to support in math interventions during a teacher's PE time weekly.
- Provide family fun learning events including; family math, science, and reading nights.

African American (AA):

- Partnership with Taylor'd Consulting; Creating a strong, inclusive, and culturally responsive school environment requires intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged. The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.
- Partnership with the African American Acceleration Department (A4) to provide after school reading supports and family workshops to support academics at home.

English Learner (EL):

- ELD designated instruction
- EL Intervention afterschool tutoring
- ELPAC Assembly to goal set and prepare for ELPAC exam
- ELPAC Assessors to administer the exam
- Monthly Family Engagement hours to support academics and other identified needs.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Attendance Reports
- Power Bi Data - iReady Diagnostic #1 data and student, classroom, and school-wide goal setting
- Fall Climate & Culture survey results
- Sign in Sheets from family activities
- Informal Parent Needs surveys

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Attendance Reports
- Power Bi Data including iReady Diagnostic Assessment results, IAB and FIAB assessment data
- Progress on student, classroom, and school-wide goal setting
- Family Engagement activity and workshop sign in sheets

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Attendance Reports
- iReady Diagnostic #3 data and summative ELPAC and SBAC assessments data
- Spring Climate & Culture survey results

2025-2026 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 Food or Incentives*	2,232.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Family Engagements	12,260.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G5A1	Sup & Conc	Instructional Supervision & Admii	Communicatio			Cellphone service	800.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Family engagement opportunities	8,000.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			HSL Mileage reimbursement	350.00

\$27,142.00

2025-2026 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			Supplemental Contracts for extra PLC and Planning Time for Teachers *No IEPs or 504s*	19,710.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	4,267.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows M-TH 3.5 Hrs/Day + PD to support RTI	50,795.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for quarterly planning	35,781.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for 10 SST days	4,771.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Extra PLC and Planning Time	12,260.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	23,902.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom technology	5,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			Site License for online programs including Renaissance, Scholastic First, Frax, Reflex Math	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for after school EL Intervention & supports	12,260.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers for after school tutoring	12,260.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			2 ELPAC Assessors	18,391.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Extra PLC and planning around EL Instruction	6,744.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,875.00
G1A3	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 Tutors twice weekly for 1.5 Hrs/Day to support after school EL Intervention	5,626.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Curriculum including STEAM activities, career day, science fair, Young Author's Fair, and Community Guest Speakers	15,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Monthly Good Behavior Activities and Family Engagements	6,000.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: The Positivity Project - Annual Site License	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		76,538.00
G4A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh Lease Agreement - 2 copy machines	5,102.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parental Involvement *No Food or Incentives*	2,232.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Family Engagements	12,260.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G5A1	Sup & Conc	Instructional Supervision & Admi	Communicatio			Cellphone service	800.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Family engagement opportunities	8,000.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			HSL Mileage reimbursement	350.00

\$371,424.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,004.00
Sup & Conc	7090	\$244,524.00
LCFF: EL	7091	\$49,896.00
Grand Total		\$371,424.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$236,642.00
G2 - Expand student-centered and real-world learning experiences	\$15,000.00
G3 - Increase student engagement in their school and community	\$87,538.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,102.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$27,142.00
Grand Total	\$371,424.00