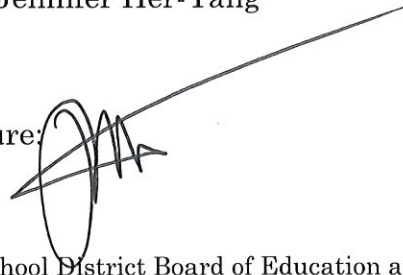


Lowell Elementary

10621666006373

Principal's Name: Jennifer Her-Yang

Principal's Signature:

A handwritten signature in black ink, appearing to be 'J Her-Yang', written over a horizontal line. The signature is stylized with a large loop at the beginning and several vertical strokes.

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>

School Site Council

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

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

Required Signatures

School Name: Lowell Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Her-Yang		4/25/25
SSC Chairperson	Jeanette Calles		4/25/25

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

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

FY 2025/26

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$70,656 *
7090	LCFF Supplemental & Concentration	\$220,242
7091	LCFF for English Learners	\$85,008

TOTAL 2025/26 ON-SITE ALLOCATION	\$375,906
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,048
Program Budget	\$68,608
Total Title I Allocation	\$70,656

ESSA Assistance Status: Not Identified for Assistance

Lowell 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
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		38.3 %	2023-2024	43.4 %
SBAC ELA - Average distance from standard	✓	0 pts	-55.8 pts	2023-2024	-39.8 pts
SBAC ELA - percentage of students met/exceeded standard	✓	27.5 %	32.7 %	2023-2024	37.7 %
SBAC Math - Average distance from standard	✓	0 pts	-65.7 pts	2023-2024	-49.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	19 %	25.1 %	2023-2024	30.1 %

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.

POP 1: Only 38.3% of Lowell English Language Learners are making progress towards increasing by 1 ELPI level.

POP 2: Only 32.7% of Lowell students in grades 3rd to 6th are meeting or exceeding standards in ELA with a DFS of -55.8.

POP 3: Only 25.1% of Lowell students in grades 3rd to 6th are meeting or exceeding standards in Math with a DFS of -65.7.

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

POP 1: English Language Learners (ELLs)

- There is inconsistent Designated and Integrated ELD instruction provided to EL students.
- Limited student exposure to the domains being assessed on ELPAC.
- Limited family communication on ELLs ELPAC progress.

POP 2: ELA proficiency and DFS gains

- There is limited teacher clarity around instructional practices and delivery of lessons aligned to the complexity and rigor of SBAC.
- Students have limited cognitive opportunities to demonstrate proficiency abilities in comprehending ELA subject matter and the standard being taught
 - Limited opportunities for students to actively engage in productive struggles and in-depth academic discourse that helps them self-assess and address misconceptions.
 - Instructional lessons are often highly scaffolded, thus limiting student's active and purposeful participation.

POP 3: Math proficiency and DFS gains

- There is limited teacher clarity around instructional practices and delivery of lessons aligned to the complexity and rigor of SBAC.
- Students have limited cognitive opportunities to demonstrate proficiency abilities in comprehending Math subject matter and the standards being taught.
 - Limited opportunities for students to actively engage in productive struggles and in-depth academic discourse that helps them self-assess and address misconceptions.
 - Instructional lessons are often highly scaffolded, thus limiting student's active and purposeful participation.

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.

POP 1: English Language Learners (ELLs)

- There is a need for additional professional development on effective pedagogical approaches when supporting ELLs language acquisition across language domains (listening, speaking, reading, and writing).
- Establish an effective communication with families of ELLs to share student's progress, assessment data, including ELPAC, and to provide strategies and resources for supporting language development at home.
- Implement daily LETRS knowledge in the primary grade levels as a method for increasing ELLs language acquisition.
- Increase monitoring through daily classroom observations with specific feedback from site's administrators.

POP 2 and 3: ELA and Math proficiency and DFS gains

- Increase the number of purposeful opportunities for students to actively and cognitively participate in daily instructional lessons.
- Increase the use of note-taking tools and checking for student's understanding during instructional lessons (**graphic organizers, academic discourse, and asking and answering clarifying questions**).
- Continue teacher professional learning around Teacher Clarity and instructional best teaching practices.
- Increase effective teacher planning and delivery of rigorous instruction that is aligned to SBAC claims and targets.
- Improve analysis of data that targets distinct skills for students along with specific teacher feedback from the site's administrators.
- Structure Professional Learning Community's (PLC) time to develop cycles of inquiry around data analysis, development of common challenges, and progress monitoring of student learning.

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

- A literacy approach was implemented based on the district's ELA curriculum and common Core State Standards.
- Grade levels created a minimum of 2 Common Formative Assessments (CFA) in ELA per quarter. These CFA were created referencing the district's curriculum, SBAC released items that are aligned to the ELA claims and targets.
- In support of students who were performing 2 or more grade levels below, four Interact Fellows were hired to support with reading and math intervention: Grades 1st to 3rd received reading intervention and 4th to 6th received math intervention.
- A total of seven teachers, in grades TK - 3rd, and the site's literacy coach continue to be part of LETRS training.
- Teachers in grades TK to 2nd emphasized the use of instructional minutes to target reading foundational skills during their designated ELA block.
- Teachers in grades 3rd to 6th emphasized the use of instructional minutes to target reading comprehension, increase writing abilities, and to incorporate close reading strategies.
- Grade level lead teachers attended conferences around Teacher Clarity, Success Criteria, Making Thinking Visible, and PLC+

Action 2: ELs will advance at least one proficiency level

Partially Implemented

- Leveled reading text sets were purchased to support students' literacy and language acquisition abilities.
- Students in grades 4th to 6th received agendas for organizing classroom assignments and were encouraged to reference them to help them keep track of learning.
- Teachers in grades 1st and 3rd attended district's professional development around effective Designated and Integrated English Language Development.
- Three ELPAC Assessors were contracted to support the site during the ELPAC state assessment.
 - The Assessors supported with the 1:1 speaking assessment for grades 3rd to 6th.
- Teachers in grades K to 6th grade conducted data chats and goal set with students.
- Grade levels created an ELLs 1st semester Action Plan that included pre-scheduled assessments and grade level data analysis.

Action 3: All students will excel in math

Partially Implemented

- The site created a three-tiered systematic response to intervention within the school, and continues to improve math instruction at each level of intervention to ensure students make continuous progress and master common core math standards.
- One Interact Fellow is providing math intervention support in grades 4th to 6th.
- Administrators at the site provided math professional development around the 4-quadrant strategy for solving math word problems in grades K to 6th.
- The site purchased a licensed for Math Reflex and Frax to help students build and strengthen math facts and create a deeper understanding of fractions.
- The site emphasizes teacher-student data chats and goal setting to support student's abilities to self-monitor their academic progress.

Action 4: Reading by Third Grade

Partially Implemented

- 7 out of 10 teachers in grades TK - 3rd took part in the regional literacy plan, LETRS.
- Teacher professional development provides teachers with opportunities to collaborate and have common understanding of how to address literacy needs
- Guided Reading instruction is implemented across grades K to 3rd in an effort to increase student's reading fluency and comprehension.

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

- The district's Math i-Ready Diagnostics were administered to students. The data indicated a 16% increase for students performing on grade level. double digit percentage gains from D1 to D2 in both Reading and Math, about 5% of students met their stretch goal.
- Majority of students made gains but still have not met their typical growth.
- IAB/FIAB data shows on average DFS of -55 for ELA and Math.

Action 2: ELs will advance at least one proficiency level

Partially Effective

- There was a 20% drop in EL students making progress as measured by ELPI

Action 3: All students will excel in math

Partially Effective

- While iReady data shows double digit percentage gains from D1 to D2 in both Reading and Math, about 5% of students met their stretch goal.
- Majority of students made gains but still have not met their typical growth.
- IAB/FIAB data shows on average DFS of -55 for ELA and Math.

Action 4: Reading by Third Grade

Partially Effective

- BAS data indicates only 46% of K-2 students are reading on grade level.
- 1st and 2nd grade made minimal progress in students reading at grade level.
- DIBELS data indicates a decrease in percent of students at or above grade level from Beginning of Year and Mid-Year (average decrease = 11%)

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.

1. The site will develop clear and systematic expectations with ILT on the following points:

- Instructional research-based strategies in reading (reciprocal teaching), math (problem solving), and writing (short constructed responses and process writing)
- PLC cycles of inquiry (agenda, minutes, data analysis protocol around a common challenge)
- Progress monitor student learning by creating action plans based on student academic data.
- Purposeful and timely feedback to teachers after classroom walks. Feedback will be around improving teacher clarity
- Improve student ownership and active participation throughout an instructional lesson (levels of student engagement, effective articulation of learning intentions and success criteria as well as asking clarifying questions of student peers)
- RTI and progress monitor utilizing triangulation of data (iReady, DIBELS, IAB). Implement intervention supports for students in grades K to 4th.
- Implement a Tier II instructional approach to support reading foundational skills in the primary grades.
- Teachers will provide differentiated small group instruction for Tier III students and will monitor student's progress.

2. Develop a Balanced Early Literacy plan with the site's academic coach and teachers in grades K to 1st grade to ensure proficiency reading abilities for all 1st grade students.

- Implement systematic strategies for Phonemic Awareness (Heggerty) and Phonics (Secret Stories) to supplement the district's Wonders curriculum.

3. Implement a model of professional development and coaching provided by Fresno County's math coach, Shannon Crass for grades 2-6.

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:

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

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

- Increase the rate of students meeting stretch growth goal as measured by I-Ready Reading and Math diagnostics.
- Student progress will be monitored using IABs/FIABs assessments..
- Students' reading levels will be monitored quarterly using the BAS assessment system.
- Goal setting (data chats and student data journals) will be conducted quarterly or BAS and after each I-Ready assessment period.
- Incorporate Data Walls that create a visual for students to monitor their own progress.

School Site Council will review actions specific to current data which will indicate the impact of the actions.

School Site Council's feedback around current actions will be taken into consideration. Focus will be on Reading by 1st Grade and increasing the rate of students moving to the Meeting and Exceeding bands and gains of 15 DFS points or more as measured by SBAC ELA and Math for 3rd-6th grade and I-Ready Assessments for K-6. All K-6 students will have access to the GVC (grade level standards) and receive daily guided reading instruction.

ELAC:

ELAC members will engage in discussions about I-Ready data in ELA and Math after each student completes each diagnostic. In addition, ELAC members will discuss assessment data for IABs/FIABs in grades 3rd to 6th.

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

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

ELAC members input around current actions will be taken into consideration. Focus will be on Reading by 1st Grade and increasing the rate of students moving to the Meeting and Exceeding bands and gains of 15 DFS points or more as measured by SBAC ELA and Math for 3rd-6th grade and I-Ready Assessments for K-6. All K-6 students will have access to the GVC (grade level standards) and receive daily guided reading instruction.

Staff:

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

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

Staff Recommendations:

- Differentiate Guided Reading PL for K-2nd and 3rd-6th as students transition from learning to read to reading to learn.
- PL around effective writing instruction for students to become proficient writers in all the three types of writing -Narrative, Explanatory, and Opinion.
 - Integrate Write Tools strategies with a focus on teaching the three types of writing genres.
- Instructional focus will be early literacy skills -Fluency, Phonemic Awareness, Phonics, and Comprehension.
- Grade Level Planning days provided for teachers to create and analyze CFAs as well as planning for instruction.
- Supports provided by All 4 Youth therapist, Tier II IS (Intervention Specialist - IS) and/or School Social Worker to

- students with social and emotional needs.
- Full-Time school Social Worker and Tier II IS (Intervention Specialist - IS) will support Tier I/III students
- Additional supplemental resources to increase ELA and Math results (subscriptions to online tools, student devices, and technology supplies)
- Professional learning for teachers to effectively integrate technology in GVC (grade level standards) and plan for blended learning Lowell Elementary
- Progress Monitoring student learning
- Teaching Fellows support with tutoring small group reading instruction for students not yet reading at grade level.
- All teachers will receive ongoing PLC+ training.
- Planning days to develop instruction aligned to Claims and Targets (SBAC Push)

Action 1 :

All students will excel in reading and writing

Action Details:

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

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

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

- Teachers in grades K to 6th grade will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers in grades K to 6th grade will develop a data wall to monitor BAS reading levels and student performance on Interim CFAs after the administrations of each assessment per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can set and reflect on learning goals for each CFA
- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to, student agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.
- Maintenance and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.

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

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

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

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

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

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

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

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

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

- Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.
- Ongoing PL around Designated and Integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.
- When analyzing quarterly CFAs, FIABs/IABs, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC,I-Ready) to ensure students are making adequate progress towards reclassification. RFEP students will also be progress monitored quarterly.
- TSA and Teaching fellow will provide additional support to students not yet reading on grade level.
- ELPAC Push will be provided by TSA to focus on reading, writing, speaking, and listening skills.

Student Groups

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

Socio-economically Disadvantaged (SED):

- Planning days for teachers to analyze data, determine a common challenge, and develop action plan that includes research-based strategies and progress monitoring
- Interact Fellows to support Tier II/III K-4 students in reading foundational skills and 4th-6th grade students in basic math skills

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

Socio-economically Disadvantaged (SED):

- Contract a School Social Worker to support the emotional needs of all EL students
- Contract ELPAC Assessors to support during ELPAC assessment
- Provide enrichment opportunities such as study field trips
- Purchase professional reading materials that will be discussed during scheduled PLs
- Purchase supplies and materials to support and increase access to high levels of learning

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

Socio-economically Disadvantaged (SED):

- Teachers will continue to plan instruction, analyze student assessment data, monitor student progress, and create actionable steps as deemed necessary by referencing student assessment data in their PLCs
- ILT will continue to analyze systematic student assessment data, identify disparities in student learning, and come up with actionable steps to increase student learning
- CCT will continue to analyze Climate and Culture surveys and implement actionable plans that can support and increase student, families, and staff belongingness at the site

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> <ul style="list-style-type: none"> • By increasing the number of weekly classroom walkthroughs to 70% of classrooms visited per week. • Timely and purposeful feedback to teachers after a classroom walk focused on increasing student and teacher clarity. • Monthly ILT meetings where student work, by grade level, will be analyzed and discussed in an effort to monitor student learning. <p>Outcomes will be monitored by teachers, grade level PLCs, and the admin team (Principal, Vice Principal, Literacy Coach, and other stakeholders as needed)</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • District Benchmark i-Ready Diagnostic, SBAC interim assessments • Students taking iReady Personalized Learning Lessons will pass with 70% or better. • 20% of students meeting their stretch growth will increase by 10% comparing last year's iReady scores to this year's. <p>Outcomes will be monitored by teachers, grade level PLCs, and the admin team (Principal, Vice Principal, Literacy Coach, and other stakeholders as needed)</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Meet targets of 37.7% proficiency and DFS of -40.8 in ELA as measured by SBAC</p> <p>Outcomes will be monitored by Principal, VP, ILT, teachers, coach</p>

Action 2 :

ELs will advance at least one proficiency level

Action Details:

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

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

- Teachers will conduct ELPAC and BAS/IAB/FIAB/CFA chats with students to review academic progress and EL status for reclassification.
- Admin will conduct quarterly data chats with all teachers to discuss goals as well as the ELA and math academic progress of ELs needed for improving student achievement.
- Students in Grade 4-6 will receive Agendas to organize class and homework assignments to stay on track with their academics.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both process writing and short term writing responses.
- Students will participate in class discussions through productive talk using "text talk" frames.
- Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day.
- Online resources such as Nearpod, NewsELA and MobyMax will be used as a supplemental resource for applying reading comprehension skills. Materials and supplies will be purchased in order to support students' academic achievement.
- Home School Liaison will support with school wide activities such as Warrior Day, Student of Month Events, and other extracurricular activities.
- Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP Meetings.
- Leveled reading text sets will be purchased to support guided reading instruction.
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve CSI goals.

- Teachers will be provided consistent professional learning on ELD instruction (designated/integrated).
- Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- Provide EL appropriate Tier I instruction and Tier II and Tier III interventions based on student need and data trends.
 - Professional learning emphasizing access for EL students to CCSS and academic language utilizing the ELD Standards and driven by the ELA/ELD Framework (i.e. scaffolding, academic discourse, complex/culturally relevant texts, explicit language instruction, etc.)
 - Data chats that include all learners at all levels of English proficiency
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
 - At-Risk and LTELs receive appropriate language support for areas of needed growth
 - Provide site-based interventions that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.
 - Designated and Integrated ELD instruction will be provided to students on a daily basis across all curricular areas of literacy, math, science, and social studies.
- Teachers will plan and utilize ELD components of the adopted programs aligned to the ELD Standards and Frameworks to provide differentiated support for students at all English proficiency levels.
- EL/RFEP Data Chats between classroom teacher/admin team, classroom teacher/students and classroom teacher/parents:
 - Review and monitoring of EL and RFEP students' linguistic and academic progress will be shared and discussed during data chats
 - Action plans will be developed to address student needs/enrichment while working towards re-designation and meeting grade level standards

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.

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

- Planning days for teachers to analyze data, determine a common challenge, and develop action plan that includes research-based strategies and progress monitoring
- Interact Fellows to support Tier II/III K-4 students in reading foundational skills and 4th-6th grade students in basic math skills

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

English Learner (EL):

- Contract a School Social Worker to support the emotional needs of all EL students
- Contract ELPAC Assessors to support during ELPAC assessment
- Provide enrichment opportunities such as study field trips
- Purchase professional reading materials that will be discussed during scheduled PLs
- Purchase supplies and materials to support and increase access to high levels of learning

English Learner (EL):

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

English Learner (EL):

- Teachers will continue to plan instruction, analyze student assessment data, monitor student progress, and create actionable steps as deemed necessary by referencing student assessment data in their PLCs
- ILT will continue to analyze systematic student assessment data, identify disparities in student learning, and come up with actionable steps to increase student learning
- CCT will continue to analyze Climate and Culture surveys and implement actionable plans that can support and increase student, families, and staff belongingness at the site
- Teachers will be encouraged to attend district Designated and Integrated ELD training.

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>Classroom walk throughs utilizing the IPG for teacher feedback:</p> <p>Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 2.B in the short term.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>	<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, iReady Diagnostic reading assessments, SBAC Interim assessments:</p> <ul style="list-style-type: none"> • Outcomes measured by growth from assessment to assessment • Students taking iReady Personalized Learning Lessons will pass with 70% or better. • 20% of students meeting their stretch growth will increase by 10% comparing last year's iReady scores to this year's. <p>Outcomes monitored by teachers, grade level PLCs, and admin.</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>Meet target of 39.4% for ELPI level as measured by ELPAC</p> <p>Principal, VP, ILT, and teachers</p>

Action 3 :

All students will excel in math

Action Details:

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

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

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

- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct quarterly data chats with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interims 1/2 after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement.
- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs such as Personal Math Trainer from Go Math.
- Students in Grade 4-6 will receive Agendas to organize class/homework assignments to stay on track with their academics.
- All 4 Youth services will support students with social and emotional needs to impact academic performance. A part-time counselor will be available 5 days a week. Services will include working with students on coping

strategies, social skills, anger management, and building self-esteem.

- A full-time Social Worker will provide SEL support that includes building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- Students in Grade 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- Teachers will attend Unbound Standards Institute to gain knowledge and strategies around math standards and equity.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve ATSI goals.
- Build staff capacity in planning and teaching mathematics at high levels by having all teachers attend Unbound Ed Standards Institute, FCOE/FUSD Claims/Target training and district CIPL MLD training.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout all content areas.
- Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- Utilize Reflex Math to target math fluency

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.

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

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

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

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

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

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

- Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (DRP, ELPAC, Interims 1 & 2) to ensure that students are making adequate progress towards reclassification and redesignation.
- TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.
- ELPAC Bootcamp will be provided by TSA to focus on reading, speaking, listening, and writing skills.

Student Groups

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

Socio-economically Disadvantaged (SED):

- Planning days for teachers to analyze data, determine a common challenge, and develop action plan that includes research-based strategies and progress monitoring
- Interact Fellows to support Tier II/III K-4 students in reading foundational skills and 4th-6th grade students in basic math skills

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

Socio-economically Disadvantaged (SED):

- Contract a School Social Worker to support the emotional needs of all EL students
- Provide enrichment opportunities such as study field trips
- Purchase professional reading materials that will be discussed during scheduled PLs
- Purchase supplies and materials to support and increase access to high levels of learning
- Provide professional learning and coaching support from Fresno County math coach, Shannon Crass for 2nd-6th grade

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

Socio-economically Disadvantaged (SED):

- Teachers will continue to plan instruction, analyze student assessment data, monitor student progress, and create actionable steps as deemed necessary by referencing student assessment data in their PLCs
- ILT will continue to analyze systematic student assessment data, identify disparities in student learning, and come up with actionable steps to increase student learning
- CCT will continue to analyze Climate and Culture surveys and implement actionable plans that can support and increase student, families, and staff belongingness at the site

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.

- By increasing the number of weekly classroom walkthroughs to 70% of classrooms visited per week.
- Timely and purposeful feedback to teachers after a classroom walk focused on increasing student and teacher clarity.
- Monthly ILT meetings where student work, by grade level, will be analyzed and discussed in an effort to monitor student learning.

Outcomes will be monitored by teachers, grade level PLCs, and the admin team (Principal, Vice Principal, Literacy Coach, and other stakeholders as needed)

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 i-Ready Diagnostic, SBAC interim assessments
- Students taking iReady Personalized Learning Lessons will pass with 70% or better.
- 20% of students meeting their stretch growth will increase by 10% comparing last year's iReady scores to this year's.

Outcomes will be monitored by teachers, grade level PLCs, and the admin team (Principal, Vice Principal, Literacy Coach, and other stakeholders as needed)

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.

Meet targets of 30.1% proficiency and DFS of -50.7 in Math as measured by SBAC

Outcomes will be monitored by Principal, VP, ILT, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for IEP/SST Meetings, data chats, and grade level planning days. Additional Actions: G1A2-A3, G4A1	18,488.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Instructional materials and resources from Graphics in support of site goals. Additional Actions: G1A2-3	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food: Snacks and water for student activities and during testing. Additional Actions: G1A1-A2	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplies and materials: paper, field trips, incentives, school apparel, assemblies FOOD, culture and climate, student and staff engagement in support of site goals. Additional Actions: G1A1, G1A3, G3A1-2, G4A1, G5A1	19,871.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors and proctors	2,453.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Provide primary language support to ELs during core instruction	16,321.00
G1A3	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			ADMIN substitutes for conferences, professional development, data chats, and planning days with teachers. Additional Actions: G1A1-2, G4A1	9,541.00

\$68,174.00

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	✓	84.1 %	82.9 %	2024-2025	84 %

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.

POP: Panaroma survey data indicates a 2% from 89% to 87% drop on Question 2 (Even when things are hard, I can overcome challenges in my life.)

- Students lack confidence in persevering and overcoming daily challenges.

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

- classroom environment does not foster students to have growth mindset and self-efficacy
- classroom instruction is often scaffolded which do not provide opportunities for students to productively struggle and persevere
- classrooms do not have effective routines and procedures to transition learning from one lesson to the next
- skills learned from Second Step and classroom meetings are not applied and connected to everyday life situation

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.

- professional development and coaching provided by Climate and Culture Specialist around increasing students' growth mind set
- there is a need for teachers to build relationships with students through clubs (quarterly club wheel)
- there is a need to provide opportunities for students to have leadership roles

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

- Second Step curriculum is taught weekly in TK-6
- Students in grades 5-6 are highly encouraged to participate in sports
- all students attend at least one study trip during the school year

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

Effective

- Data on the Student Climate and Culture Survey shows a 96% favorable response on the question "I have opportunities to be part of extra curricular activities at school (Example: sports, clubs, music, etc.)."

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.

- Increase teacher participation in hosting clubs and activities that build student engagement and belongingness
- Scheduled classroom supports with our Climate and Culture Specialist to build student engagement in the classroom setting
- Increase student voice on the type of activities they would like to have at the site

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:

SCHOOL SITE COUNCIL has been presented with a list of all programs and extracurricular activities.

SSC members made recommendations to add additional clubs for

ELAC:

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

ELAC members made recommendations to add additional clubs for

Staff:

- Climate and Culture Team (CCT) continues to establish a positive culture and climate at Lowell where staff and parents are encouraged to be advisors for a club.

students who do not enjoy participating in sports.

- Awards, incentives, and recognition for the students
- Sports for the students in grades 1-4
- More computers and technology
- Chess
- Teachers have supplies in the classroom.
- Mentoring Programs through local parishes and DPI (Young Men of Character, Girl Power)
- Parent Involvement opportunities Parent Volunteers to assist with school wide events (Jog-a-thon, Read Across America, Family Literacy Night, Carnivals)
 - Parent volunteers to assist in supervising activities and clubs during morning recess and lunch.
- College student volunteers
- Incentives for student engagement in clubs and sports
- College student volunteers
- Incentives for student engagement in clubs and sports.
- Social Worker
- Tier II IS
- All 4 Youth therapy
- CenCal Sports

students who do not enjoy participating in sports.

- Increase academic rigor for English Learners to engage in reading, writing, speaking, and listening across all curricular areas
- After school tutoring with teachers, teaching fellows, and/or mentors.
- Progress reports sent home quarterly
- After school study skills and extra help with standards-based concepts.
- After School Program Incentives from teachers Clubs (art, music, and/or dance)
- Social Worker
- Tier II IS
- CENCAL SPORTS
- All 4 Youth therapist
- Parent Involvement opportunities
 - Parent volunteers to assist in supervising activities and clubs during morning recess and lunch.
 - Parent Volunteers to assist a with school wide events (such as: Jog-a-thon, Read Across America, Family Literacy Night, Carnivals)

- All students that are eligible based on age and grade level criteria are encouraged to participate in clubs and sports.
- Extra pay contracts provided to staff interested in facilitating club activities.
- Club Rush by the third week of school for students to sign up for clubs of their choice

Staff Recommendations:

- Provide more clubs for students
 - Establish quarterly club wheels where teachers host a club for students once a week
 - Rotation of clubs occurs every quarter
 - Semester 1 = teacher's class only
 - Semester 2 = cross mix by grade level
- Establish an incentive program to recognize students who are engaged in Goal 2 (ie. incentives such as Block W, medals, awards, etc.)
- Recruit staff to facilitate club activities
- Extra pay contracts will be provided on a quarterly basis.
- Continue with quarterly Warrior Day to promote good behavior

Action 1 :

Student Engagement

Action Details:

- Lowell will create opportunities for students in grades 2– 6 to participate in a comprehensive program that promotes intellectual curiosity, critical thinking, and problem solving. Thus, preparing students for college and career. In addition, establish pathways by developing partnerships with external organizations from the community to participate in the after school program. Furthermore, increase the availability of clubs during lunch and after school that engage and foster activities that allow hands-on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning. Lowell will also provide opportunities for field trips, career days, mentorship opportunities, college visits, and job shadowing. Participation of intra mural and competitive sports helps develop physical skills, exercise, make new friends, have fun, learn to be a team member, learn about playfair, improve self-esteem, and enhances the physical and mental development of our children. Contracts will be provided to external organizations from the community and supplemental pay contracts to teachers and paraprofessionals to instruct and supervise clubs and sports.

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

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

[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.

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

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

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

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

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

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

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

- All students including ELs are encouraged to participate in Goal 2 Activities.
- Analyze Goal 2 Participation Rates to ensure that EL students are participating in numbers compared to school wide.
- Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

Student Groups

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

Socio-economically Disadvantaged (SED):

- offer extra pay contracts to teachers interested in hosting a club and/or coaching sports

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

Socio-economically Disadvantaged (SED):

- offer extra pay contracts to classified staff interested in coaching sports
- establish an incentive program that promotes and recognizes students for participating in sports, clubs, and/or student council

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

- Socio-economically Disadvantaged (SED): Create and offer supplemental contracts to teachers for after school coaching of sports
- Encourage students in grades 5-6 to join a sport of their choice/interest

- Involve students in planning for spirit week to get their voice of choices of activities
- partner with Cen Cal Sports for weekend sports opportunities

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.

- student connectedness with the school culture through clubs and sports
- an increase in student participation in extracurricular activities

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.

- increase student engagement as measured by climate and culture student survey (student engagement domain)
- Outcomes monitored by admin, CCT, and teachers

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.

- increase student engagement from 96% currently to 98% where students are favorable of having opportunities to participate in extracurricular activities at school (sports, clubs, music)

Outcomes monitored by admin, CCT, and ILT

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	✓		31 %	2023-2024	30.4 %
Suspension Rate	✓	0 %	1.4 %	2023-2024	1.07 %

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.

POP 1: Chronic Absenteeism

- Lowell's chronic absenteeism rate has steadily decreased over the past two years by 11.8%, however, our rate continues to stay high at 31% (more than a quarter of our student enrollment).

POP 2: Suspension Rate

- Lowell's suspension rate has increased by 0.1% from last year.

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

POP 1: Chronic Absenteeism

- Lowell has a high transient rate of students who are Project Access resulting in missed school days due to transportation.

POP 2: Suspension Rate

- Students were suspended based on Ed Code 48900 (i, k) for utilizing habitual profanity and vulgarity towards adults.

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.

POP 1: Chronic Absenteeism

- family attendance meetings to educate parents on the importance of coming to school every day
- goal setting with students to ensure they are tracking their attendance progress
- incentives for having good and/or perfect attendance
- provide full-time school social worker to support with attendance check-ins

POP 2: Suspension Rate

- parent meetings to inform and educate families on school wide expectations for good behavior and levels of misbehavior
- conduct semester expectation assemblies to review rules and guidelines for success
- Implement Second Step Curriculum and Classroom Meetings to address and problem solve social situations and behaviors
 - Teach lessons focused on social awareness, self-management, self-awareness, and responsible decision making
- teachers build rapport and relationships with students to address misbehaviors and help with correcting behaviors
- provide full-time school social worker to support with behavioral check-ins

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: Careers and Competencies for Workplace Success

Fully Implemented

At Lowell, the stated actions were Fully Implemented to meet the desired student outcomes of decreasing chronic absenteeism.

Action 2: Social Emotional Support for All Students

Fully Implemented

The stated actions were Fully Implemented to meet the desired student outcomes to ensure that suspension rate remains low.

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: Careers and Competencies for Workplace Success

Effective

Actions stated for Chronic Absenteeism were effective as data indicates Lowell's chronic absenteeism decreased by 11.8% within the last two years and continues to decrease yearly.

Action 2: Social Emotional Support for All Students

Partially Effective

While Lowell's suspension rate is low, and students are engaged in Second Step curriculum and Class Meetings there is a need to find alternative ways for suspending students.

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.

- Implement an Alternative to Suspension program that allows for students to self-reflect on their misbehaviors
- Offer sessions during Parent Coffee Hour to inform parents of the effect of suspensions and attendance that they have on student learning
- Partner with DPI and/or outside agencies for Mentoring Programs

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:

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

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

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

ELAC:

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

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

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

Staff:

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

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

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

Action 1 :

Careers and Competencies for Workplace Success

Action Details:

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

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

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

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.

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

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

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

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

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

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

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

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills. In addition, teachers in their PLCs plan for purposeful instruction that addresses the needs of EL students at different proficiency levels. Furthermore, teachers meet with EL students to review current ELPAC scores and goal set with students.

Student Groups

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

- A full time social worker to support the SEL needs of EL students
- Teacher professional learning on best teaching practices for increasing EL language acquisition

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

- Supplemental contracts for ELPAC assessors to assist in administering the state assessment.
- Incentives for celebrating EL students effort and increased academic scores (i-Ready, SBAC, ELPAC)

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

- EL family meetings where ELPAC data can be reviewed and discussed for family input on celebrating and addressing EL students' needs
- Incentives and celebrations for EL students who demonstrate proficient academic scores
- Increased EL participation in clubs and extra curricular activities
- Family Literacy Nights where books from different cultures are presented

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> <ul style="list-style-type: none"> • student connectedness with the school culture through clubs and sports • an increase in student participation in extracurricular activities 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • increase student engagement as measured by climate and culture student survey (student engagement domain) 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • increase student engagement from 96% currently to 98% where students are favorable of having opportunities to participate in extracurricular activities at school (sports, clubs, music)

Action 2 :

Social Emotional Support for All Students

Action Details:

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

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

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

good attendance pizza parties and/or receive attendance award.

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.

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

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

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

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

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

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

- Monitor EL student population for chronic and severe absenteeism rate.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Monitor Tutoring supports for English Language Learners with grades, Lexia, iReady, CFAs, ELPAC, and BAS reading levels.

Student Groups

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

Socio-economically Disadvantaged (SED):

- provide sessions during Parent Coffee Hour to educated parents of the importance of being in school every day

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

Socio-economically Disadvantaged (SED):

- offer supplemental contracts to teachers who would host SEL Clubs such as Young Men of Character and Girl Power
- a full-time school social worker to provide 1:1 and/or small group support with SEL strategies
 - attendance goal setting
 - behavior check-ins

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

Socio-economically Disadvantaged (SED):

- offer supplemental contracts to teachers who would host SEL Clubs such as Young Men of Character and Girl Power
- a full-time school social worker to provide 1:1 and/or small group support with SEL strategies
 - attendance goal setting
 - behavior check-ins
- school psychologist to provide SEL and behavioral support when needed
- CCT will review survey results and set Smart Goals around student connectedness and sense of belonging
 - develop plan of action to address survey result needs
- Incentives for having good/perfect attendance
- quarterly Warrior Day to promote guidelines for success

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 walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback around Tenet 1: Culture of Learning

- student growth mindset
- routines and procedures

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.

Outcomes measured by data reported on CAData Dashboard around chronic absenteeism and suspension rate.

- progress monitoring - monthly attendance meetings (admin huddle)
 - target students = manageable

Outcomes monitored by admin and CCT

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.

Meet targets of 30.4% (chronic absenteeism) and 1.07% (suspension) as measured by CAData Dashboard.

Outcomes will be monitored by admin, CCT, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2720	SSW in support of improving academic, attendance and SEL for students and parent involvement. Actions: G3A1-2, G5A1	41,420.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5652	SSW in support of improving academic, attendance and SEL for students and parent involvement. Actions: G3A1-2, G5A1	86,068.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.1528	SSW in support of improving academic, attendance and SEL for students and parent involvement. Actions: G3A1-2, G5A1	23,268.00

\$150,756.00

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	✓	88.8 %	73.7 %	2024-2025	74.8 %

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.

POP: Only 73.7% of staff feel they are valued and a part of the Lowell culture.

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

- not all staff feel that they are recognized for their work
- not all staff feel connected or have a sense of belonging at Lowell
- not all staff feel that they receive timely feedback

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.

- there is a need for admin to have weekly and consistent walkthroughs with timely feedback provided as appropriate
- CCT will continue to create surveys to gather staff input for staff appreciation and school wide activities
- CCT will develop a plan of action to ensure all staff has a sense of belonging at Lowell

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: Increase recruitment and retention of staff

Fully Implemented

- CCT meets monthly to review climate and culture survey data to develop smart goals and an action plan to address needs around staff connectedness and sense of belonging.
- strategy to include morning greetings and afternoon farewell
- CCT will continue to send out via email the monthly meeting agenda prior to the scheduled CCT meeting
- CCT will continue to send out via email the Meeting Minutes after each meeting

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: Increase recruitment and retention of staff

Partially Effective

- While admin is diligently seeking to fill vacancies
- SPED teacher and paraprofessional positions have been difficult to fill as there are not many interested or qualified candidates available
- Turnover rate at Lowell is extremely low as not many staff will lateral or overage unless it is due to leveling

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.

- Provide opportunities for CCT to attend Professional Development, outside of the district, that focus on increasing knowledge on building strong school cultures.
- Quarterly recognizing staff members with an award for their contribution to student learning and the culture of the school during that particular quarter

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:

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

- Differentiated professional learning based on the needs of staff members.
- Professional learning on social emotional, behavioral,

ELAC:

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

- Differentiated professional learning based on the needs of staff members.
- Professional learning on social emotional, behavioral,

Staff:

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

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

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

- Monthly meetings for teachers new to Lowell
- Monthly ILT Meetings
- Monthly CCT Meetings
- Weekly PLC Meetings
- Regular staff meetings for Nuts and Bolts, district updates, and health/safety information
- Weekly email communication
- New teacher support provided by site and district academic coaches
- Quarterly Grade Level Planning Days
- Quarterly Data Chats and Technology support

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

- Monthly meetings for teachers new to Lowell
- Monthly ILT Meetings
- Monthly CCT Meetings
- Weekly PLC Meetings
- Regular staff meetings for Nuts and Bolts, district updates, and health/safety information
- Weekly email communication
- New teacher support provided by site and district academic coaches
- Quarterly Grade Level Planning Days
- Quarterly Data Chats and Technology support

Staff recommendations include:

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

Action 1 :

Increase recruitment and retention of staff

Action Details:

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

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

Student Academics:

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

- Build teacher capacity in planning and lesson delivery through Monthly "New Teacher On-Ramp" Meetings. These meetings are provided to teachers new to Lowell and/or all interested teachers for additional professional learning around literacy instruction, math lesson design, SBAC Claims and Targets, Classroom Management strategies, and writing.

Student Centered and Real-World Learning:

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

Student Engagement:

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

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.

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

Student Groups

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

- Purchase children literature to gain greater knowledge on diversity and respect for everyone
- Purchase classroom materials and resources for teachers to support deliver of instructional lessons

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

- Teacher planning days, one per quarter
- Fund teacher substitutes for teacher planning day
- Incentives and food for staff appreciation and for site PLs

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

- Admin and CCT to monitor teacher retention data and/or create action plans as needed
- Climate and Culture Specialist to support CCT in brainstorming ideas for increasing the school's diversity and staff connectedness

- Continued CCT attendance to Fall and Spring Climate and Culture Planning Days
- Opportunities for CCT members to attend Professional Development outside of the district

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.

- CCT will review the Spring 2025 CCT survey data and make revisions, as needed, to the goals that were selected for the 25-26 school year based on the new data
- CCT to brainstorm ideas for "Welcome to Lowell" staff basket for new employees
- School site to continue to sustain a School-Wide Literacy Theme at the start of the school year - Connecting literacy skills through literature (Text to Self, Text to Text, Text to World)

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.

- CCT to collect data and monitor progress toward meeting goals set for improving diversity of staff and retention.

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.

- Meet intended goal for improving staff diversity and building a stronger sense of belongingness at Lowell.
- CCT will ensure an actionable plan that sustains staff retention, increase diversity, and a sense of belongingness for the entire staff (100%)

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	✓	87.6 %	94.1 %	2024-2025	95.2 %

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.

POP: Only 94.1% of families have a sense of connectedness with Lowell School and feel they are partners in decision making.

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

Parent Engagement:

- Not all parents attend Coffee Hour, ELAC, and SSC where data and information about Lowell's instructional program is shared
- Lowell did not receive 100% return of parent surveys
- Not all parents attend Back to School, Open House, and Family Literacy Night events

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.

Parent engagement:

- Opportunities to give access to resources (books) to families
- Training opportunities to educate and inform families of literacy and math skills to support students at home
- Utilize multiple forms of communication - Parent Square and Flyers

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: Opportunities for families to engage in student learning

Fully Implemented

- ELAC Meetings
- SSC Meetings
- Parent Coffee Hours happening once per month
- Family Literacy Night (site and regional)

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: Opportunities for families to engage in student learning

Effective

Create opportunities for parents to be involved:

- parent chaperones on study trips
- invitations to Parent Coffee Hours, ELAC, SSC, and Family Literacy Night events
- showcase student learning and expectations during Back to School Night and Open House
- celebrate student academic excellence during quarterly award ceremonies and SBAC academic recognition dinner

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.

- continue with academic excellence celebrations and recognition
- continue with showcasing student learning and expectations
- include attendance meetings as part of Coffee Hour topic
- showcase Lowell's academic data at all formal parent meetings

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:

- A full-time Social Worker (1 FTE) will continue to be hire for supporting staff, students, and families in areas of Social Emotional Learning.
- School Social Worker will lead Targeted Student Team monthly meetings to pre-identify, support, and monitor students at risk of becoming Tier 2-3
- Additional SEL supports such as Handle With Care, All 4 Youth, and Care Solace
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours
- In partnership with Parent University, parents will receive training modules focus on SEL strategies and literacy skills.

ELAC:

- A full-time Social Worker (1 FTE) will continue to be hire for supporting staff, students, and families in areas of Social Emotional Learning.
- Partnership with DPI for additional SEL supports such as Handle With Care, All 4 Youth, and Care Solace
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours
- In partnership with Parent University, parents will receive training modules focus on SEL strategies and literacy skills

Staff:

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

Staff recommendations for increasing parent engagement include:

- Parent-Teacher Conferences in the 1st quarter as well as throughout the school year as needed
- Having a variety of ways to communicate with parents such as School Messenger, Monthly Newsletters, phone calls,
- Class Dojo, Remind App
- A full-time Social Worker (1 FTE) will continue to be hire for supporting staff, students, and families in areas of Social Emotional Learning.
- A full-time Home School Liaison for parent outreach through home visits, school wide activities, Attendance meetings, and Coffee Hours
- BIAs to support with communication in the primary language during parent conferences.
- Schoolwide activities/events to encourage parent engagement such as: Family Literacy Nights and Dinner, Awards Assemblies, Chaperones on Field trips

Action 1 :

Opportunities for families to engage in student learning

Action Details:

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

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

STUDENT ACADEMICS:

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

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

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

STUDENT CENTERED AND REAL-WORLD LEARNING:

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

STUDENT ENGAGEMENT:

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

STUDENT SAFETY:

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

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.

- Utilize EL Reclassification Goal Setting and RFEP Monitoring Tools to ensure EL students are progressing towards academic goals.
- After School Tutoring through Expanded Learning Program (ELP) and/or FUSD EL Services supports
- Full-time SSW and On-Site Counselors to provide SEL supports to students and families
- Parent University training modules
- Weekly Coffee Hours
- Lowell will host Family Literacy Nights to promote literacy and relationship building with students and families outside of the learning environment.

Student Groups

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

Socio-economically Disadvantaged (SED):

- provide supplies/materials for all parent meetings in support of student learning and training for families
- provide babysitting services so families can attend Coffee Hour

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

Socio-economically Disadvantaged (SED):

- allot funding for Bilingual Instructional Aides to support EL students with access to core curriculum
- incentive programs for academic excellence, iReady goals met, and Reclassification recognition
- additional resources and technology in support of English Language Acquisition
- Interact Fellows in support of intervention around literacy and math basic skills

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

Socio-economically Disadvantaged (SED):

- incentive programs for academic excellence, iReady goals met, and Reclassification recognition
- Interact Fellows in support of intervention around literacy and math basic skills
- additional resources and technology in support of literacy and math instruction

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.

Outcomes measured by climate and culture survey and are reviewed with CCT and ILT on a regular basis, aligned to CCT goals and action plan

Outcomes monitored by admin, CCT, and ILT

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.

- An increase in percent favorable where parents feel like a partner in making decisions from 85% to 89%.
- An increase in percent favorable where parents receive frequent updates about student learning from 92% to 95%.

Outcomes monitored by admin, teachers, CCT and ILT

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.

Meet target of 95.2% in the family engagement domain as measured by the culture and climate survey

Outcomes monitored by Principal, VP, ILT, and CCT

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators for parent teacher conferences and school wide parent meetings. Additional Actions: G1A2-3, G3A2	655.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and materials for parent involvement. Additional Actions: G1A1-A4 **NO Food or Incentives**	1,257.00

\$1,912.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0315 Lowell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for IEP/SST Meetings, data chats, and grade level planning days. Additional Actions: G1A2-A3, G4A1	18,488.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Instructional materials and resources from Graphics in support of site goals. Additional Actions: G1A2-3	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food: Snacks and water for student activities and during testing. Additional Actions: G1A1-A2	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplies and materials: paper, field trips, incentives, school apparel, assemblies FOOD, culture and climate, student and staff engagement in support of site goals. Additional Actions: G1A1, G1A3, G3A1-2, G4A1, G5A1	19,871.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors and proctors	2,453.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Provide primary language support to ELs during core instruction	16,321.00
G1A3	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			ADMIN substitutes for conferences, professional development, data chats, and planning days with teachers. Additional Actions: G1A1-2, G4A1	9,541.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2720	SSW in support of improving academic, attendance and SEL for students and parent involvement. Actions: G3A1-2, G5A1	41,420.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5652	SSW in support of improving academic, attendance and SEL for students and parent involvement. Actions: G3A1-2, G5A1	86,068.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.1528	SSW in support of improving academic, attendance and SEL for students and parent involvement. Actions: G3A1-2, G5A1	23,268.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators for parent teacher conferences and school wide parent meetings. Additional Actions: G1A2-3, G3A2	655.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and materials for parent involvement. Additional Actions: G1A1-A4 **NO Food or Incentives**	1,257.00
							\$220,842.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,332.00
Sup & Conc	7090	\$135,468.00
LCFF: EL	7091	\$42,042.00
Grand Total		\$220,842.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$68,174.00
G3 - Increase student engagement in their school and community	\$150,756.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,912.00
Grand Total	\$220,842.00