Lawless Elementary

10621666102016

Principal's Name: Meredith Farnsworth

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Meredith Farnsworth	X				
2. Chairperson - Patricia Lane				X	
3. Vice Chairperson – Tameco Smith				X	
4. Secretary – Estela Hernandez		X			
5. Maribelle Espinosa		X			
6. Lisa Biskup		X			
7. Ashley Aulet			X		
8. Ericka Allen				X	
9. Mary Duplon				X	
10. William Rodriguez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Toby Lawless Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Meredith Farnsworth**	Meredith Farnsworth	3/17/2026
SSC Chairperson	**Patricia Lane**	Patricia Lane	3-17-2026

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

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

FY 2026/27

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	$78,384 *
7090	LCFF Supplemental & Concentration	$220,800
7091	LCFF for English Learners	$39,100
	TOTAL 2026/27 ON-SITE ALLOCATION	**$338,284**

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$2,272
Program Budget	$76,112
Total Title I Allocation	$78,384

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Lawless Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4	30 %	13.7 %	2024-2025	**14.8 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		49.2 %	2024-2025	**50.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		58.4 %	2025-2026	**65 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	65 %	53.1 %	2025-2026	**58 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.8 %	2025-2026	**60 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)	75 %	65.6 %	2025-2026	**70 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	46 %	36.7 %	2025-2026	**41.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		66.3 %	2025-2026	**71.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	53.8 %	52.8 %	2025-2026	**57.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		55.6 %	2025-2026	**60.6 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)	75 %	68.2 %	2025-2026	**73.2 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		26.8 %	2025-2026	**30.8 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-17.9 pts	-40.8 pts	2024-2025	**-25.8 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-82.9 pts	-107.3 pts	2024-2025	**-92.3 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		35.4 %	2024-2025	**40.4 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-38.3 pts	-56.5 pts	2024-2025	**-41.5 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.3 %	2024-2025	**33.3 %**

Goal 2	Chronic Absenteeism - (African American)		41.4 %	2024-2025	**36.4 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	25 %	18.7 %	2025-2026	**13.7 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96 %	98 %	2025-2026	**99 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92 %	91 %	2025-2026	**95 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	**83 %**	↑
Goal 2	Suspension Rate - (African American)		8.6 %	2024-2025	**5.6 %**	↓
Goal 2	Suspension Rate (ALL) Semester 1	1.67 %	2.8 %	2025-2026	**1.8 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Problem of Practice POP 1: English Learner Progress on ELPAC and Academic Language Development

English Learners are not making sufficient progress toward English language proficiency, as evidenced by only 13.7% of students meeting the ELPAC Level 4 target compared to the 14.8% goal, despite stronger gains in ELPI growth (49.2% actual vs. 50.3% target).

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

Problem of Practice (POP) 2: Reading Achievement and Proficiency (i-Ready & SBAC ELA)

While many students are demonstrating growth in reading, overall proficiency remains low, with only 36.7% of students meeting i-Ready ELA proficiency and SBAC ELA performance remaining below target (average distance from standard -40.8 pts vs. -25.8 pts target).

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

Problem of Practice POP 3: Mathematics Achievement and Conceptual Understanding

Despite growth in math, student proficiency remains low, with only 26.8% of students meeting i-Ready Math proficiency and SBAC Math performance below target (average distance from standard -56.5 pts vs. -41.5 pts target).

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

Problem of Practice POP 4: Chronic Absenteeism (African American Students & Overall)

Chronic absenteeism remains a significant concern, particularly for African American students (41.4% actual vs. 36.4% target) and overall attendance trends continue to exceed desired levels.

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

Problem of Practice POP 5: Suspension Rates and Student Behavior Supports

Suspension rates remain above target, particularly for African American students (8.6% actual vs. 5.6% target) and overall (2.8% actual vs. 1.8% target).

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

POP 1 Causes

- Instructional focus has emphasized ELPI growth over reclassification readiness, resulting in incremental progress but limited movement to Level 4.
- Inconsistent implementation of designated ELD across classrooms.
- Limited integration of academic language objectives during core ELA instruction.
- EL students do not consistently receive targeted feedback tied to ELPAC task types (speaking, writing, listening).

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

POP 2 Causes

- Instruction has prioritized growth metrics without sufficient focus on grade-level standards mastery.
- Limited consistent use of small-group, needs-based reading instruction across classrooms.
- Inconsistent use of data to adjust instruction between diagnostics and benchmarks.
- Students with disabilities show significantly larger gaps (-107.3 pts distance from standard).

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

POP 3 Causes

- Emphasis on procedural fluency over conceptual understanding.
- Limited opportunities for mathematical discourse and problem-solving.
- Inconsistent implementation of math intervention and differentiation.
- Gaps in foundational skills impacting upper-grade performance.

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

POP 4 - Causes

- Limited targeted outreach and monitoring for high-risk student groups.
- Inconsistent communication with families around the impact of attendance on achievement.
- Barriers such as transportation, health, and family needs impacting regular attendance.
- Lack of Tier II attendance interventions.

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

POP 5 Causes

- Inconsistent implementation of positive behavior supports across settings.
- Limited access to proactive SEL and behavior interventions.
- Disproportionate disciplinary responses impacting African American students.
- Need for additional staff capacity to support behavior intervention and de-escalation.

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 Needs

- Increased emphasis on reclassification-aligned instruction, including structured academic discourse and writing.
- Professional learning for teachers on integrating ELD with core ELA.
- Targeted small-group ELD support aligned to ELPAC domains.
- Monitoring tools to track students approaching Level 4 and adjust instruction accordingly.

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 2 Needs

- Stronger alignment of Tier 1 instruction to grade-level text complexity and standards.
- Expansion of targeted intervention supports for students below grade level.
- Structured PLC focus on item analysis and instructional response.
- Specialized supports and co-planning for students with disabilities in ELA.

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 3 Needs

- Professional learning focused on conceptual math instruction and student discourse.
- Consistent use of small-group math instruction informed by i-Ready data.
- Intervention supports targeting foundational skill gaps.
- PLC collaboration around math task design and student thinking.

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 4 Needs

- Targeted attendance interventions focused on African American students and chronically absent students.
- Strengthened family engagement and communication strategies.
- Increased coordination between school staff, families, and community supports.
- Ongoing monitoring and early identification systems for attendance concerns.

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 5 Needs

- Expansion of PBIS and SEL implementation school-wide.
- Targeted professional learning on restorative practices and culturally responsive discipline.
- Increased access to behavior intervention supports.
- Data monitoring to reduce discipline disproportionality.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

All students will excel in reading and writing — **Partially Implemented**

Implementation Status: Partially Implemented / Moderately Effective

- Kindergarten Foundational Skills Assessment (FSA) showed 60% proficiency in mastering all literacy skills.

- Actions focused on Tier 1 instruction, i-Ready growth, and PLC data analysis are yielding consistent student growth, as evidenced by:
    - i-Ready ELA typical growth (ALL): 65.6% actual vs. 70% target
    - i-Ready ELA stretch growth (1st grade): 58.4% actual vs. 65% target
- However, proficiency remains low, indicating that actions emphasizing growth have not yet translated into sufficient grade-level mastery:
    - i-Ready ELA proficiency: 36.7% actual vs. 41.7% target
    - SBAC ELA distance from standard (ALL): -40.8 pts vs. -25.8 pts target
    - Students with Disabilities remain significantly below target (-107.3 pts)

SPSA actions supporting growth monitoring, schoolwide interventions, instructional pacing, and PLC collaboration are being implemented with fidelity, but additional emphasis on standards-aligned instruction, targeted intervention, and subgroup-specific supports is needed to improve proficiency outcomes.

All students will excel in math

Partially Implemented

While math intervention time was designated during PE, full implementation did not occur due to inconsistent utilization of the time and varying levels of implementation across grade levels. Additionally, supplemental contracts for after-school math tutoring were not fully utilized by teachers.

All students will show success in EL Progress Indicator

Partially Implemented

The actions were partially implemented. Teaching Fellows were hired to support the EL Intervention program, providing afterschool tutoring alongside two teachers. Implementation of designated ELD lessons to prepare students for ELPAC was partial, as only some teachers attended designated ELD training. There is a continued need to strengthen alignment to ELD standards within the instructional day. Opportunities to attend designated ELD training were offered, with limited participation. Contracts were also offered for teachers to lead a family literacy night; however, no teachers elected to participate.

Student engagement

Partially Implemented

> Student engagement actions were partially implemented. Staff contracts resulted in the establishment of some student clubs. The annual multicultural night was held. Students participated in quarterly athletic sports. Saturday sports camp through the local church was not available. An arts integration teacher provided integrated classroom lessons. RCA staff facilitated student conflict mediations. Student jobs have not been implemented due to staffing capacity. Monthly ROARS Guidelines for Success, blacktop assemblies, and PBIS implementation through weekly ROARS ticket prize drawings continued.

Chronic Absenteeism

Partially Implemented

The actions were partially implemented. Tier 1 Positivity Project and Olweus lessons were delivered by most staff. Collaboration with the Attendance Specialist and Home School Liaisons (HSLs) occurred inconsistently, and additional training is needed for HSLs to implement Tier 2 attendance interventions. The Targeted Support Team reviewed some students with Tier 2 attendance needs, though more students could be included. Positive attendance incentives were provided to students and families. SST and RCAS meetings prioritized behavioral needs, limiting focus on attendance. Family engagement was consistent through ELAC, while HSL-led meetings had lower family participation.

Suspensions

Partially Implemented

The systemic behavior integration system was partially implemented. Administration consulted on behavior consequences, and Tier 1 practices were implemented through the Positivity Project, morning meetings, and teachers implemented Second Step lessons, with varying consistency. Tier 2 supports were provided by the Resource Counselor Assistant, and the Targeted Support Team reviewed student needs and interventions. Lions Den providing a calming area for students. Areas of growth include increased collaboration with administration on interventions and consequences, and addressing staffing fluctuations on staffing with noontime assistants which has given less recess supervision.

Recruitment and retention of diverse staff

Fully Implemented

The school fully implemented its recruitment and retention of diverse staff strategy by completing Year 1 of a three-year partnership with Taylor'd Consulting. Year 1 focused on building a strong foundation of classroom culture and culturally proficient classroom management practices to strengthen staff relationships and support retention. In addition, the School Culture and Climate Team implemented staff appreciation events to foster a positive, inclusive work environment and promote staff morale and retention.

Inclusive family engagement opportunities.

Partially Implemented

The school partially implemented inclusive family engagement opportunities. The school began creating staff working groups in collaboration with Taylor'd Consulting to promote community and family engagement. Implementation included quarterly academic awards assemblies, monthly grade-level performances, Back to School Night, Multicultural Night, and parent-teacher conferences held in October. The school also hosted two family engagement nights in partnership with Fun Works and the PTA. However, family game nights, family literacy nights, and the monthly Saturday Sports Camp were not implemented due to staffing limitations and lack of availability from community partner groups.nswer not provided.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

All students will excel in reading and writing

Partially Effective

The schoolwide RTI in ELA 4 times daily has shown to be effective especially for our African American students. Black or African American students demonstrated increased year-to-year ELA performance, indicating positive academic momentum.

African American students demonstrate strong growth trends in ELA under current SPSA implementation, despite continued challenges in proficiency:

- 23% of African American students (n = 61) are on grade level, reflecting a –2.4% decrease compared to last year's Diagnostic 2 proficiency.

- 68.9% met typical growth, representing an 8.9% increase from the prior year.
- 54.1% met stretch growth, representing a 6.1% increase from the prior year.

All students will excel in math

Partially Effective

Current SPSA actions in Mathematics during the 2025–26 school year are minimally to partially effective in achieving expected outcomes. While some student groups demonstrate incremental improvement, overall data indicate that current actions have not yet resulted in meaningful gains in proficiency and, in some cases, growth outcomes have declined, particularly for Students with Disabilities.

i-Ready Diagnostic 2 data further demonstrate persistent challenges in mathematics proficiency:

- Students with Disabilities (n = 67):
  - 12.1% on or above grade level, reflecting a –1.1% decrease compared to last year
- African American students (n = 61):
  - 14.8% on or above grade level, reflecting a +2.6% increase from last year

While African American students show a small improvement in proficiency, overall proficiency levels for both groups remain significantly below expectations, indicating that SPSA actions have not yet resulted in sustained grade-level mastery.

i-Ready Diagnostic 2 – Growth Outcomes (Students with Disabilities)

Growth data indicate declining outcomes for Students with Disabilities:

- Stretch Growth:
  - 40.9% met stretch growth, a –13.8% decrease from last year
- Typical Growth:
  - 62.1% met typical growth, a –19.0% decrease from last year

The decline in both typical and stretch growth suggests that current SPSA math actions and interventions for Students with Disabilities are not being implemented with sufficient intensity or precision to meet student needs.

All students will show success in EL Progress Indicator

Effective

The 2025 ELPAC results indicate that the after-school EL Intervention Tutoring program staffed by two Teaching Fellows and two teachers and focused on reading, writing, speaking, and listening is contributing to measurable growth for EL students. However, the data also indicates a need for improved consistency in designated ELD instruction, as gains are not yet sufficient across all EL levels. To build on these gains, we need to strengthen daily designated ELD delivery for all EL students, while continuing the successful tutoring model and expanding professional development and progress monitoring systems.

- 2024-2025 49.2% of EL students made progress on the ELPAC
- 2024-2025 Increase of 2.8% in ELPI level progress from the previous school year
- 2024-2025 13.7% of EL students scored an ELPAC Level 4

Student engagement

Partially Effective

Based on the Fall Culture and Climate Survey, 78% of students reported favorable responses related to student engagement, which is below the Fresno Unified School District average of 83%. This data indicates that while progress has been made in promoting student engagement, outcomes have not yet met district benchmarks.

Student engagement actions were partially implemented during the school year. Staff supplemental contracts supported the establishment of select student clubs, providing opportunities for student voice and connection. The school successfully hosted its annual Multicultural Night, and students participated in quarterly athletic sports opportunities, supporting engagement through cultural and physical activities. An arts integration teacher delivered integrated classroom lessons, increasing student access to creative and engaging instructional experiences. Additionally, RCA staff facilitated student conflict mediations, contributing to positive peer relationships and student connection to school.

Schoolwide engagement structures continued, including monthly ROARS Guidelines for Success instruction, blacktop assemblies, and PBIS implementation through weekly ROARS ticket prize drawings, reinforcing positive behaviors and schoolwide expectations.

However, several planned engagement actions were not fully implemented. Saturday Sports Camp in partnership with a local church did not occur due to lack of staffing, and student jobs were not implemented as planned due to staffing capacity constraints. These limitations reduced opportunities for consistent leadership development and extended engagement experiences for students.

Overall, while foundational engagement structures and select enrichment opportunities were in place, inconsistent implementation and staffing limitations impacted the overall effectiveness of student engagement actions, as reflected in student survey results. Continued focus on expanding student leadership opportunities, enrichment programs, and consistent implementation of engagement initiatives is needed to increase student engagement outcomes and close the gap with district averages.

Chronic Absenteeism

Partially Effective

The SPSA actions showed partial effectiveness in improving attendance. While overall chronic absenteeism declined, the increase among African American students highlights a an equity gap. Tier 1 supports and attendance incentives were implemented, but inconsistent Tier 2 interventions, need for staff learning on attendance interventions reduced impact. Strengthening Tier 2 supports, family communication, and targeted outreach is needed to improve outcomes for high-risk students.

2024–2025: 26.7% chronically absent, declined 3.3%

2024 African American students: 41.4% chronically absent, increased 3.3%

Suspensions

Partially Effective

Overall, the school has a strong foundation of tiered support including PBIS rewards, assistance, targeted intervention teams, and administration decisions and support staff. However, suspension rates increased slightly schoolwide and significantly for African American students, indicating that our current practices may not be fully addressing behavior needs or disproportionality. Gaps such as inconsistent implementation of Second Step SEL curriculum, limited staff coverage for supervision, and a need for more restorative and culturally responsive discipline practices likely contributed to these outcomes. Improving staff training, increasing access to intervention supports, and strengthening data monitoring will be essential to reduce suspensions and address disproportionality.

- 2024-2025 Schoolwide 3.4% suspension rate, increased 0.4% from previous school year, currently we are at 2.8% suspension rate.
- 2024–2025 African American suspension rate increased 8.6%, increased 5.3% from previous school year.

Recruitment and retention of diverse staff

Partially Effective

Although we did not meet our goal of 92%, the percent favorable in organizational culture slightly increased from 88.6% to 91%. The school culture work with Taylor'd Consulting is having a positive impact. The school is creating working groups or subcommittees to increase positive school culture and climate, academic achievement and family and community engagement. The school Culture and Climate team is sending monthly newsletters to staff and including monthly staff recognition opportunities. The instructional leadership team (ILT) is implementing a school-wide assessment calendar, PLC systems and structures and a new school mission and vision.

Inclusive family engagement opportunities.

Effective

Based on the Fall Climate and Culture Family Survey data, the school's actions to strengthen school climate, family engagement, and communication have been highly effective. During the 2024–25 school year, overall favorable responses were 93.1%. The SPSA goal for 2025–26 was to increase favorable responses to 95.8%. Current 2025 survey results indicate that 98% of families reported favorable perceptions of the school's climate and culture, exceeding the established goal by 2.2 percentage points.

This increase reflects the positive impact of intentional schoolwide efforts to promote a welcoming environment, strengthen family-school partnerships, and maintain consistent communication with families. The data demonstrates that implemented actions successfully improved family perceptions of safety, belonging, and overall school climate, supporting continued implementation and expansion of these practices moving forward.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- School culture work around tiered systems of behavior and interventions
- Provide subs for peer observations around best Tier I instructional practices
- Provide professional learning to staff and HSL around Tier II attendance interventions
- Provide professional learning to staff for designated ELD
- Targeted professional learning on restorative practices and culturally responsive discipline.
- Professional learning and PLC time for specialized supports and co-planning for students with disabilities in ELA.
- Professional learning focused on conceptual math instruction and student discourse.
- Targeted attendance interventions focused on African American students and chronically absent students.

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

SSC:	ELAC:	Staff:
At the SSC meeting on 1/20/26		

The site currently funds 4 additional staff from the site budget and the Equity Multiplier budget. The school will not be able to fund all four positions with the remaining money. It is proposed that the school will fund two 1.0 FTE Resource Counseling Assistants, and a 0.5 FTE Home School Liaison. The site will not be able to include the PE teacher for the next school year.

M- L. Biskup S- T. Smith C- (6-0) APPROVED

Public Input: Possible ideas to spend up Prop 28 funds were discussed. These included a heat press machine to make t-shirts and school swag and the possibility of hiring McCoy Hip Hop for an after school dance class.

At the SSC meeting on 2/10/26

Review Needs Assessment parent survey results : There were a total of 48 parent respondents. Twenty responses were online through Microsoft Forms and twenty eight responses were completed by paper. The highest rated item was positive behavior and attendance incentives and the least rated item were the Accelerated Reader program, Family math and science nights, and home school liaisons for community outreach. There were positive comments including, “I actually like everything they do for our children, thank you very much.” And, “I would say Lawless is an overall great school environment. I appreciate staff always keeping us informed.” Other comments included, “More athletics at recess - more volleyballs and basketballs” and “Teachers who provide more one on one time with their students, awards for kindergarten achievements.”

SPSA needs assessment review: The principal reviewed the SPSA needs assessment draft for the 2026-27 school year. The needs assessment has 5 problems of practice, the causes and the needs for the problems of practice. It reviewed school-wide data and the major changes listed for the 2026-27 school year along with the actions. Once the SPSA and budget are complete, it will be reviewed at the next SSC meeting in March. Non-Voting Item

ELAC families emphasized prioritizing substitutes for teacher release time to observe peers and continued investment in Orton-Gillingham instruction in grades K–2. For the Literacy Intervention goal, feedback highlighted strong support for Teaching Fellows to provide targeted interventions, along with additional release time for teachers to collaborate and observe effective practices. ELAC parents also supported supplemental contracts for teachers and the purchase of materials and supplies to enhance instructional quality. Feedback strongly favored expanding the Positivity Project and increasing positive behavior incentives to reinforce schoolwide expectations. Additionally, families supported the use of ELPAC assessors, supplemental contracts for EL instruction and planning, Teaching Fellows for EL intervention, and materials to support language development. Qualitative feedback further emphasized the need for English classes for parents, more structured English language support for multilingual students, consistent homework reminders, improved classroom organization, and practical supports such as lunch trays to improve daily student routines.

ELAC families emphasized the importance of strengthening instructional capacity and student supports across multiple goal areas. For Early Literacy, stakeholders prioritized substitutes for teacher release time to observe peers and continued investment in Orton-Gillingham instruction in grades K–2. For the Literacy Intervention Goal, feedback highlighted strong support for Teaching Fellows to provide targeted interventions, along with additional release time for teachers to collaborate and observe effective practices.

Based on staff input, there was agreement to discontinue funding the PE teacher–led math intervention for the 2026–27 school year. Staff expressed the importance of maintaining student support services and recommended continuing funding for at least one Resource Counseling Assistatn (RCA) and the Home School Liaison to support student behavior, attendance, and family engagement needs. Discontinue The Positivity Project for SEL.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

All students will excel in reading and writing

Action Details

Literacy Intervention

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

Direct Instructional Services

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

CORE Instruction:

- Substitutes for learning walks
- Substitutes for quarterly grade level planning
- Awards and incentives for academic achievement
- Supplemental contracts for planning
- Supplemental contracts for after school tutoring
- Web-based learning subscriptions and/or publications
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program.
- Utilize Academic Coach to provide individualized and targeted supports to staff
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1& 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and iReady Diagnostics & Standards Mastery
- Bilingual Home School Liaison to support and involve parents

Tiered System of Intervention:

- Universal screener
- All students in grades K-6 will participate in targeted RTI intervention based on grade level common formative assessment data.

- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, para professionals and/or Teaching Fellows
- California Teaching Fellows
- Substitutes for SSTs
- Quarterly planning days for grade level teachers

Technology:

- Purchase of technology
- School-wide site license for assessments and learning programs and platforms

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.

- Purchasing materials and supplies to support English language acquisition.
- Newcomers support
- Supplemental contracts for teachers for EL after school tutoring and supports
- California Teaching Fellows contract for EL after school tutoring and supports
- Designated and integrated ELD instruction

Student Groups

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

Students with Disabilities (SWD):

- MTSS -California Teaching Fellows to support schoolwide RTI for ELA
- Supplemental contracts for teachers for extra PLC time
- Supplemental contracts for professional learning time
- Substitutes for quarterly planning days

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

Students with Disabilities (SWD):

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

African American (AA):

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family literacy nights to support at home literacy.
- Monthly school site council and ELAC meetings
- Monthly grade level performances
- Weekly Parent Square notifications
- Home school liaisons to provide translation services and parent meetings

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on creating a culture of achievement, MTSS supports, writing across curriculum, PLC+, Levels of misbehavior, and SEL implementation.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

Teachers will strengthen implementation of high-quality Tier 1 literacy instruction and targeted intervention through PLC collaboration, data analysis, and instructional coaching. Staff will use common formative assessments, iReady diagnostics, and weekly progress monitoring to identify student needs and adjust instruction. Teachers will implement research-based strategies in reading and writing, including differentiated small-group instruction and targeted RTI supports.

Measurement:
Classroom observations, PLC data cycles, weekly RTI progress monitoring, grade-level CFUs, and SMART goal tracking.

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.

Students will demonstrate measurable improvement in foundational reading skills, comprehension, and writing through consistent participation in core instruction and Tier 1 and Tier 2 interventions. Teachers will regularly adjust instruction based on assessment data and implement targeted supports for English learners, students with disabilities, and identified student groups. Students will show increased engagement, goal-setting, and ownership of their academic progress.

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.

Students will demonstrate sustained academic growth in literacy, resulting in increased percentages of students meeting or exceeding grade-level standards. The school will see improved outcomes on SBAC ELA assessments and increased numbers of students achieving their typical or stretch growth on iReady. Early literacy outcomes will strengthen, ensuring more students are reading on grade level by the end of third grade and demonstrating strong writing skills across grade levels.

Monitoring:
Administration, Instructional Leadership Team (ILT), and PLC teams.

Measurement:
District Benchmark Assessments, iReady Diagnostics, formative assessments, fluency assessments, TK FSA, FSA, and common formative assessments.

Monitoring:
Administration, PLC teams, ILT, and MTSS teams.

Measurement:
SBAC ELA results, iReady growth data, district benchmark trends, and schoolwide literacy data.

Monitoring:
Administration, PLC teams, and the Instructional Leadership Team.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

All students will excel in math

Action Details

College & Career Readiness

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

Direct Instructional Services

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

CORE Instruction:

- Go math curriculum
- Daily fluency and math talks
- Web-based learning subscriptions and/or publications
- Student goal setting
- Real life problem solving and application
- Math manipulatives
- Materials and supplies
- Supplemental contracts for planning
- Awards and incentives for academic achievement
- Teacher planning time
- PLC teams will create common formative assessments, analyze data weekly and create or adjust intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
- Utilize Academic Coach to provide individualized and targeted supports to staff
- Bilingual Home School Liaisons to involve and support parents
- Subscriptions and web based subscriptions for various platforms
- Substitutes for quarterly grade level planning and grade level walks
- Supplemental contracts for after school tutoring
- Conferences and webinars

Tiered System of Intervention:

- RTI - including California Teaching Fellows
- Conferences and webinars
- Substitute teachers for SSTs to determine appropriate interventions for students

Technology:

- Purchase of technology – including but not limited to tablets, printers, document cameras, auditory devices, Promethean boards, poster maker, and LED Displays
- School-wide site license for learning programs.

English Learner Students

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

According to the 2025 SBAC math results, EL students were 78.6 points below standard declining 12.1 points.

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

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

English Learner supports through Integrated and designated ELD instruction.

Build capacity and application of academic language.

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

Student Groups

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

African American (AA):

- Provide supplemental contracts for teachers for extra PLC and planning time
- Supplemental contracts for after school tutoring

Students with Disabilities (SWD):

- Provide supplemental contracts for teachers for extra PLC and planning time

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

African American (AA):

- Family math, science, and STEAM nights to support math instruction at home
- Academic incentives including quarterly awards assemblies, end of year math fluency medals, and iReady Diagnostic goal setting incentives
- Professional learning to staff around math talks, fluency, and real world math problems.
- Partnership with Taylor'D Consulting to provide professional learning and collaboration around a culture of achievement

Students with Disabilities (SWD):

- Family math, science, and STEAM nights to support math instruction at home
- Academic incentives including quarterly awards assemblies, end of year math fluency medals, and iReady Diagnostic goal setting incentives
- Professional learning to staff around math talks, fluency, and real world math problems.
- Partnership with Taylor'D Consulting to provide professional learning and collaboration around a culture of achievement

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

African American (AA):

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

Students with Disabilities (SWD):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family math, science, and STEAM nights to support math instruction at home
- Quarterly awards assemblies

Professional Learning

Describe Professional Learning related to this action.

- Professional learning focused on conceptual math instruction and student discourse.
- Professional learning around math fluency and number talks

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

Teachers will strengthen implementation of high-quality Tier 1 math instruction aligned to the Common Core State Standards with an emphasis on conceptual understanding, mathematical discourse, and problem solving. Teachers will implement daily math fluency routines, math talks, and real-world problem-solving tasks while utilizing manipulatives and visual models to support student understanding. PLC teams will collaboratively analyze common formative assessments and district benchmark data to identify student needs and adjust instruction and intervention.

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.

Students will demonstrate increased engagement in mathematical reasoning, problem solving, and mathematical discourse. Through targeted instruction and Tier 1 and Tier 2 supports, students will improve computational fluency, conceptual understanding, and their ability to explain mathematical thinking. Teachers will regularly adjust instruction based on assessment data and provide differentiated supports through RTI groups and small-group instruction.

Measurement:
District Benchmark Assessments, iReady Diagnostics, FIABs, formative assessments, TK FSA/FSA assessments, and quarterly fluency assessments.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Students will demonstrate sustained growth in mathematics achievement, resulting in increased percentages of students meeting or exceeding grade-level standards. The school will see improved outcomes on SBAC mathematics assessments and increased numbers of students achieving their typical or stretch growth on iReady. Students will demonstrate stronger conceptual understanding, computational fluency, and the ability to apply mathematical thinking to real-world problem solving.

Measurement:
SBAC mathematics results, iReady growth data, district benchmark trends, and schoolwide math data.

Measurement:
Classroom observations, ILT instructional rounds, weekly RTI data, grade-level common formative assessments, and student math goal-setting.

Monitoring:
Administration, Instructional Leadership Team (ILT), and PLC teams.

Monitoring:
Administration, PLC teams, ILT, and MTSS teams.

Monitoring:
Administration, PLC teams, and the Instructional Leadership Team.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

All students will show success in EL Progress Indicator

Action Details

Literacy Intervention

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

Direct Instructional Services

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

CORE Instruction:

- Daily designated EL instruction
- Daily integrated EL instruction
- Inclusion of complex text, task, and talk
- Daily writing about reading
- Daily speaking and listening opportunities in all lessons
- Supplemental contracts for planning
- Professional learning on reading, writing, listening, and speaking
- Materials and supplies
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.
- Student planners
- Utilize Academic Coach to provide individualized and targeted supports to staff, including EL supports
- Reclassified students will be celebrated and recognized during quarterly awards assemblies.
- Site Administrators will provide feedback to teachers using the updated IPG during Designated and Integrated ELD instruction and support through EL PL plan.
- Bilingual Home School Liaison
- Interpreters
- Teachers/PLCs/ site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.

Tiered System of Intervention:

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

Technology:

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

English Learner Students

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

Based on the 2025 ELPAC results:

- 2024-2025 49.2% of EL students made progress on the ELPAC
- 2024-2025 Increase of 2.8% in ELPI level progress from the previous school year
- 2024-2025 13.7% of EL students scored an ELPAC Level 4

Planned Support Using Title I and 7090/7091 Funds

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

Academic Supports for ELs

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

Teacher and Staff Development

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

Family and Community Engagement

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

Additional Resources

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

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

Student Groups

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

Long Term English Learner (LTEL):

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

English Learner (EL):

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

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

Long Term English Learner (LTEL):

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

English Learner (EL):

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

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

Long Term English Learner (LTEL):
Provide targeted support for LTEL students through daily designated and integrated ELD instruction, small group language development, after-school intervention, and progress monitoring using ELPAC, i-Ready, classroom assessments, and teacher PLC data. Teachers will analyze student language and academic data to identify barriers to progress and adjust instruction, interventions, and scaffolds. LTEL students will also receive additional opportunities for academic talk, vocabulary development, writing about reading, and structured speaking and listening tasks across the instructional day.

English Learner (EL):
Provide all English Learners with daily designated and integrated ELD instruction aligned to ELPAC needs, grade-level standards, and language acquisition goals. English Learners will receive differentiated Tier I supports, targeted small group instruction, after-school academic intervention, and access to supplemental materials and technology to strengthen reading, writing, listening, and speaking. Staff will monitor EL progress regularly through ELPAC, i-Ready, classroom formative assessments, and PLC collaboration to ensure students are making progress toward annual growth and reclassification.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families of English Learners, including families of LTELs, newcomers, and reclassified students, will be provided inclusive opportunities to engage in their child's academic and language development. The school will communicate student progress through parent conferences, report cards, progress reports, EL-specific updates, and translated communication when needed. Family literacy nights, informational workshops, and Parent Square communication will provide families with strategies to support reading, language development, attendance, and homework at home. The school will partner with the Bilingual Home School Liaison and interpreters to strengthen home-school connections and increase participation in school events and decision-making opportunities such as SSC and ELAC.

Professional Learning

Describe Professional Learning related to this action.

Certificated and classified staff will participate in professional learning focused on effective designated and integrated ELD instruction, language development strategies, scaffolding for English Learners, and the use of ELPAC and classroom data to guide instruction. Teachers will engage in PLC collaboration to analyze student work, formative assessments, i-Ready, and ELPAC results in order to plan targeted supports and monitor EL progress. Additional professional learning opportunities may include district trainings, PLC+ conferences, coaching support, and collaboration around high-impact instructional practices that promote academic vocabulary, structured student discourse, writing, and access to grade-level content for English Learners.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

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

Overseen by administration, ILT, and PLCs

Shape these behaviors...

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

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

And ultimately achieve these impacts.

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

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

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies *No Food or Incentives*	5,176.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 TFs for school-wide RTI 4 times weekly	51,210.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for 10 SST days **Budget lines for personnel include salaries and related benefits	3,582.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Substitute teachers for quarterly planning - 28 teachers/4 quarters **Budget lines for personnel include salaries and related benefits	34,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies - Student academic achievement incentives	16,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom technology	12,328.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics - banners and signage. Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh lease agreement - 2 copy machines	5,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			Site licenses including AR	7,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			3 ELPAC Assessors for 2 weeks + one day of make ups **Budget lines for personnel include salaries and related benefits	14,724.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts EL After school intervention - 2 teachers **Budget lines for personnel include salaries and related benefits	9,816.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	9,199.00
G1A3	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : After school EL intervention - 2 Tutors twice weekly for 1.5 Hrs/Day	5,361.00

$178,752.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Chronic Absenteeism

Action Details

Health & Wellness

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

Direct Instructional Services

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

- Provide a systematic behavior intervention system.
- Tier 1 interventions will be provided by classroom teacher through Second Step, Class Meetings, OLWEUS, Morning Meetings, and individual student conferences.
- Interpreters for parent conferences and attendance meetings
- Utilize Attendance Specialist and Home School LIaisons to work closely with students and families of chronically absent students.
- Tier 1 interventions will be provided by teachers and will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- The school will hold quarterly awards and incentives including Good Behavior/Attendance Activities
- Lion's Den to support Tier 2 and 3 students on social skills and provide a safe environment.
- Interpreters for parental involvement
- Resource Counseling Assistant to provide Tier 2 and 3 supports to identified students.
- Professional learning in MTSS
- Materials and supplies
- Graphics for banners and posters
- Ricoh lease agreement for school to home communication
- The school will hold monthly School Success Team (SST) meetings to address students who are chronically absent and utilize the home school liaison to work closely with identified families and provide resources and supports as needed.
- The school will utilize the bilingual Home School Liaison to communicate with families to address attendance needs and resources. This will also be addressed during monthly Family Engagement hours.
- Teachers will make phone calls home, utilize Parent Square communication, and send notes home to chronically absent students including students will disabilities, Two or more races, and white students who were identified with very high absenteeism.
- Blacktop assemblies

English Learner Students

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

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

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

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

Student Groups

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

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

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

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

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

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

- 9 Days or Less celebrations for student and families
- Monthly ROAR attender celebrations
- Positive behavior activities
- Family engagement activities
- Blacktop Assemblies

- Quarterly Academic Awards
- Incentives for students to attend school

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Lawless Elementary will implement a tiered family engagement plan to reduce chronic absenteeism and increase daily attendance. The bilingual Home School Liaison and Attendance Specialist will conduct phone calls, Parent Square outreach, home visits, and individualized attendance meetings for families of students identified as chronically absent or at risk.

Family engagement opportunities will include:

- Attendance education during Back-to-School Night, Parent Teacher Conferences, SSC, and ELAC meetings
- Monthly communication highlighting the importance of daily attendance and the “9 Days or Less for Lion Success” expectation
- Family attendance contracts and goal-setting meetings
- Recognition of families during ROAR assemblies and quarterly attendance celebrations
- Family participation in multicultural night, academic awards assemblies, and school-wide celebrations tied to attendance milestones
- Resource connection support (transportation resources, health services, counseling supports)

Attendance data will be shared transparently with families, and support plans will be developed collaboratively to remove barriers impacting student attendance.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on building staff capacity to reduce chronic absenteeism through MTSS structures and culturally responsive engagement strategies.

Professional learning will include:

- Training on MTSS attendance tiers and referral processes (SST, TST, RCA supports)
- Data analysis training using Atlas and Power BI to monitor attendance trends by grade level and subgroup
- Professional learning on culturally proficient family engagement practices through Year 2 of the Taylor’d Consulting partnership
- PBIS and SEL implementation training to strengthen school connectedness (Morning Meetings, Second Step)

- Strategies for conducting productive attendance conferences and restorative conversations with families
- Review of California Dashboard attendance indicators and subgroup analysis

Attendance data will be reviewed during staff meetings, ILT meetings, and SST meetings to monitor progress and adjust interventions.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

Implementation of PBIS daily

Morning Meetings

Second Step Lessons

Schoolwide expectations

Attendance expectations for Regular Outstanding Attendance Recipient taught in classroom.

9 Days or Less Student and Family Celebration expectations taught with students and shared with family

Climate Culture Team and staff to review current attendance data; educate on Chronic Absenteeism and relation to student learning

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

ROAR monthly attendance celebrations

Fun works monthly positivity celebration

Attendance data gathered through Atlas and PowerBI to review weekly by grade level and shared with staff, students and community

TST team to review student attendance needs and appropriate interventions.

HSL weekly home visits and communication with families on attendance.

RCA student support meetings

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 attendance rate in student groups; Students with Disabilities (SWD), African American (AA), White (WH**)** as measured by California dashboard.

Decreast Chronic Absenteeism in student groups; Students with Disabilities (SWD), African American (AA), White (WH**)** as measured by California dashboard.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspensions

Action Details

Health & Wellness

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

Direct Instructional Services

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

- Provide a systematic behavior intervention system. Tier 1 interventions will be provided by classroom teacher through Second Step, Class Meetings, OLWEUS, Morning Meetings. Tier 2 supports will be provided by the Resource Counseling Assistant through small group pull out during lunch recess including individual student conferences. The School Psychologist will provide Tier 3 interventions through one on one counseling. Teachers and parents will complete referrals as needed.
- Resource Counseling Assistant
- Home School Liaisons
- Lion's Den
- OLWEUS class meetings
- Second Step
- ROARS expectations & incentives
- Morning Meetings
- Good behavior activities/incentives
- Materials and supplies
- Graphics
- 1.0 School Psychologist
- Weekly TST meetings
- Monthly SST meetings

English Learner Students

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

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

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

According to the California Dashboard for the 2025 school year, English Learner students showed in the green for suspensions.

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

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

Student Groups

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

African American (AA):

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

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

African American (AA):

According to the California Data Dashboard we had one subgroup in the red for suspension being African American students. The planned expenses to increase student engagement within the school setting and reduce suspensions are funding positive student incentives, positive behavior activities, Tier 1 instruction on character through Second Step, and funding a Resource Counseling Assistant to support positive student behavior.

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

African American (AA):

The site will disaggregate suspension and behavior referral data monthly to specifically monitor African American student outcomes. Targeted mentoring, family outreach, and positive engagement opportunities will be prioritized for students identified through data review to reduce disproportionality in suspension rates.

Here are the planned actions to support increased student engagement and reduced suspensions:

- 9 Days or Less celebrations for student and families
- Fun works monthly positive behavior activities
- Monthly ROAR attender celebrations
- Positive behavior activities
- Family engagement activities
- Blacktop Assemblies
- Quarterly Academic Awards
- Incentives for students to attend school
- Resource Counseling Assistant
- Partnership with Taylor'D Consulting and A4

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Lawless Elementary will partner with families to reduce suspensions and improve student behavior outcomes through proactive communication and relationship building. Families of students identified through Atlas and PowerBi behavior data will be contacted early and invited to participate in Student Success Team (SST) meetings. The Resource Counseling Assistant and Home School Liaison will conduct check-ins and provide community resources as needed.

The school will host quarterly academic and behavior recognition assemblies, Blacktop ROARS celebrations, and 9 Days or Less attendance celebrations to promote positive school engagement. Family engagement opportunities such as Back to School Night, Multicultural Night, and family academic events will reinforce schoolwide ROARS expectations and social-emotional supports.

Families will receive communication regarding PBIS expectations and available behavioral supports to ensure alignment between school and home.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on strengthening Tier 1 classroom management and culturally responsive practices to reduce disproportionality in suspensions. Staff will receive training in:

- PBIS implementation and fidelity
- Restorative practices and de-escalation strategies
- Culturally proficient classroom management (Year 2 of Taylor’d Consulting partnership)
- Implementation of Morning Meetings and Class Meetings

- Use of Atlas and PowerBi data to monitor behavior trends
- Trauma-informed practices

Weekly TST meetings and monthly SST meetings will support staff in identifying students needing Tier 2 or Tier 3 interventions. Administration will conduct classroom walkthroughs to monitor implementation of Second Step, and ROARS expectations.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

We expect to see:

- Daily implementation of PBIS systems with posted ROARS expectations in all classrooms
- Weekly Morning Meetings and/or Class Meetings documented
- Weekly implementation of Positivity Project lessons
- Increased staff use of restorative language and de-escalation strategies
- Documentation of Tier 2 referrals through TST process

Monitoring:
Administration walkthrough tool, classroom meeting logs, TST referral documentation, monthly behavior data review.

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.

We expect to see:

- Reduction in Level 2 and Level 3 behavior referrals
- Decrease in repeat referrals for identified students
- Increased attendance rates among students previously identified for behavior concerns
- Increased student participation in incentives and engagement activities

Monitoring:
Monthly Atlas and PowerBi reports reviewed by administration, Climate & Culture Team, and TST team. Subgroup data disaggregated (AA, SWD, EL, SED).

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.

We expect to see:

- Reduction in overall suspension rate
- Reduction in suspension disproportionality for African American students
- Improved California Dashboard status for Suspension Indicator
- Increased favorable responses on student Climate & Culture survey

Monitoring:
California Dashboard data, district suspension reports, annual SPSA review.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Arts Integration - Prop 28

Action Details

Literacy Intervention

Implement a comprehensive Arts Integration Program funded through Proposition 28 by providing an Arts Integration Teacher to deliver standards-aligned visual and performing arts instruction embedded within core academic subjects, along with necessary instructional materials and supplies to support classroom implementation.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Proposition 28 funds will support:

- A credentialed Arts Integration Teacher to collaborate with classroom teachers and provide co-taught, standards-based lessons integrating visual and performing arts into ELA and Mathematics instruction.
- Professional learning and coaching for teachers on arts-integrated instructional strategies.
- Purchase of art materials, visual arts supplies, performance materials, and consumables to ensure equitable access to high-quality arts experiences for all students.
- Development of student performance opportunities and showcases that reinforce academic learning through artistic expression.

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.

English Learners (EL):

- Arts integration increases opportunities for academic language development, oral discourse, and vocabulary acquisition through performance, visual representation, and collaborative tasks.
- Multimodal learning supports language comprehension and expression aligned to ELPAC demands.

- Provides alternative entry points for students to demonstrate understanding beyond written text

Student Groups

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

African American (AA):

- Culturally responsive arts experiences promote engagement, identity affirmation, and relevance in learning.
- Increased student voice and performance opportunities strengthen connection to school and academic motivation.
- Research-based arts engagement supports improved attendance and academic persistence.

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

African American (AA):

The school will:

- Provide a credentialed Arts Integration Teacher (1.0 FTE or proportionate FTE based on allocation) to:
  - Co-plan and co-teach arts-integrated lessons in ELA and Mathematics
  - Provide direct standards-based visual and performing arts instruction
  - Support teachers in embedding arts strategies into Tier 1 instruction
  - Purchase arts materials and supplies to ensure equitable implementation across grade levels

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

African American (AA):

- Culturally responsive arts experiences promote engagement, identity affirmation, and relevance in learning.
- Increased student voice and performance opportunities strengthen connection to school and academic motivation.
- Research-based arts engagement supports improved attendance and academic persistence.

Students with Disabilities (SWD):

- Arts integration provides multiple means of representation, engagement, and expression aligned to Universal Design for Learning (UDL).
- Supports fine motor development, executive functioning, and conceptual understanding.

- Allows students alternative pathways to demonstrate mastery of grade-level standards.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Facilitate student performance opportunities and showcases aligned to academic standards

Monthly grade level performances.

Professional Learning

Describe Professional Learning related to this action.

Foundational Arts Integration Training

Need: Teachers require structured training in how to intentionally integrate visual and performing arts into core academic standards rather than treating arts as enrichment.

Focus Areas:

- Designing standards-aligned arts-integrated lessons
- Aligning arts activities to ELA and Math standards
- Understanding the difference between arts enhancement vs. arts integration
- Co-planning protocols between classroom teachers and the Arts Integration Teacher

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

Grade level/PLC CFUs and SMART goals, increased achievement in weekly assessments and increased attendance rates

Monitored by grade level PLCs, ILT, HSL, and administration

Shape these behaviors...

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

---

iReady diagnostic assessments, quarterly fluency assessments

Monitored by grade level PLCs, ILT, CCT, and administration

And ultimately achieve these impacts.

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

Annual ELPAC and SBAC assessments and end of year iReady Diagnostic assessments

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student engagement

Action Details

College & Career Readiness

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

Direct Instructional Services

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

- Student Jobs - Students complete an application and hiring process to fill various student jobs throughout the year.
- Clubs - leadership, yearbook, coding, arts, Minecraft and sports, Multicultural club
- Multicultural Night - Annual family night where cultures from around the world are recognized and celebrated through food, story, song, and dance. Grade levels create art, writing, and projects from each continent to post around the room.
- Red Ribbon Week- positive message from community members to stay "drug free", daily dress up days relating to positive "drug free" message.
- Incentives for students to participate in student activities
- Career Fair - Exposure to Careers through a Career Fair, incorporating members of the community to present on careers and education and training to attain this career.
- Student Activities Team - Staff involved collaboration to create engaging student activities and dress up days as voiced by student Leadership students. Student Leadership support in creating posters and leading activities at lunch.
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Resource Counseling Assistant will work with identified student groups through Targeted Support Team referral to address specified student needs and support the school leadership team in the peer mediation process.
- Home School Liaisons will work closely with families to communicate and hold monthly Family Engagement Hours to ensure families are an active member of the school.
- Students are engaged in daily opportunities of reading, writing, listening, and speaking throughout daily lessons in all subject areas.

English Learner Students

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

Lawless Elementary has a total student population of 710 students. Of those, 12.25% are classified as English Language Learners. According to the SBAC for 2025, English Learner students performed on average -95 points distance from standard on ELA as compared to -48.8 points for all students. In order to address these needs, the school plans to support all English Language Learner students through the following:

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

Student Groups

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

Students with Disabilities (SWD):

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

African American (AA):

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Lawless Elementary will increase meaningful family engagement opportunities to strengthen student connectedness, academic success, and school culture. The school will provide inclusive, culturally responsive events that encourage families to actively participate in their child's educational experience.

Planned family engagement opportunities include:

- Back to School Night
- Parent-Teacher Conferences (Fall)
- Multicultural Night
- Quarterly Academic Awards Assemblies
- Monthly grade-level student performances
- Family Engagement Nights in partnership with PTA (e.g., FunWorks events)
- School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings
- Young Author's Fair
- Career Fair and guest speaker events
- Black History Month activities and family engagement opportunities

To increase access and participation:

- The Home School Liaison and Resource Counseling Assistant (RCA) will conduct outreach to families, including targeted communication to English Learner families and historically underrepresented groups.
- Communication will be shared through Parent Square, phone calls, flyers, and bilingual messaging when appropriate.
- Sign-in sheets and participation logs will be maintained to monitor engagement trends.
- Family feedback will be collected through surveys and SSC/ELAC meetings to inform continuous improvement.

The goal is to increase family participation rates, improve favorable responses on the Spring Culture & Climate Family Survey, and strengthen home-school partnerships that support student attendance, engagement, and academic growth.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on increasing student engagement through culturally responsive teaching, relationship-building strategies, real-world learning opportunities, and inclusive classroom practices.

Planned professional learning includes:

- Continued partnership with Taylor'd Consulting (Year 2 of 3) to strengthen culturally proficient classroom management and relationship-centered instructional practices.
- PLC+ cycles focused on analyzing engagement data (attendance, iReady growth, culture & climate surveys) and identifying instructional strategies to move learning forward.
- Training on culturally relevant pedagogy and real-world application strategies.
- Professional learning on increasing student discourse, student voice, and leadership opportunities within lessons.
- MTSS-aligned strategies to improve engagement for Students with Disabilities (SWD), English Learners (EL), and African American students.
- Collaboration time for teachers to design engaging hands-on STEAM activities and cross-curricular experiences.

Staff may receive supplemental contracts to plan, coordinate, and implement student engagement activities such as clubs, leadership, multicultural events, and family engagement nights.

Monitoring of professional learning impact will include:

- Walkthrough data focused on student engagement indicators
- PLC documentation and action steps
- Attendance and participation trends
- Culture & Climate survey data
- Academic growth metrics (iReady, CFAs, SBAC)

This professional learning is intended to increase instructional engagement practices, strengthen classroom culture, and improve measurable student outcomes in attendance, academic growth, and school climate.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

Shape these behaviors...

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

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Quarterly good behavior activities and family engagements	3,300.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			HSL milease reimbursement	500.00
G2A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		78,419.00
G2A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Sub			Classified substitutes for RCAs **Budget lines for personnel include salaries and related benefits	2,121.00
G2A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for staff-led student activities and staff culture events **Budget lines for personnel include salaries and related benefits	8,590.00

$92,930.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Recruitment and retention of diverse staff

Action Details

Effective Staff

Lawless Elementary will intentionally recruit, hire, and retain high-quality staff who reflect the diversity of our student population and community. The school will continue to strengthen systems that promote belonging, professional growth, cultural proficiency, and staff voice in order to improve retention and ensure equitable outcomes for students.

Recruitment efforts will include:

- Participation in district recruitment fairs and outreach efforts
- Targeted recruitment of bilingual and culturally responsive educators
- Strategic use of interview protocols aligned to culturally responsive practices
- Inclusion of diverse panel members in interview processes
- Partnerships with local universities and alternative certification pathways

Retention efforts will include:

- Ongoing partnership with Taylor'd Consulting (Year 2 of 3-year contract) to deepen culturally proficient practices and build sustainable systems of inclusive leadership
- Structured mentoring and peer support opportunities
- Instructional coaching and academic coaching cycles
- Staff appreciation events and recognition systems
- Opportunities for teacher leadership (ILT, sub-committees, PLC facilitation)
- Ongoing feedback cycles through surveys and classroom observation reflections

Direct Instructional Services

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

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

English Learner Students

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

Based on the 2025 ELPAC results:

- 2024-2025 49.2% of EL students made progress on the ELPAC
- 2024-2025 Increase of 2.8% in ELPI level progress from the previous school year
- 2024-2025 13.7% of EL students scored an ELPAC Level 4

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

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

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

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

English Learner supports through Integrated and designated ELD instruction.

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

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

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

Student Groups

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

Students with Disabilities (SWD):

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

African American (AA):

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Lawless Elementary will strengthen inclusive family engagement to support recruitment and retention by:

- Hosting community events (Back to School Night, Multicultural Night, Family Engagement Nights, academic awards assemblies, grade-level performances)
- Engaging SSC and ELAC in reviewing culture and climate data and providing feedback on school initiatives
- Increasing bilingual communication through Parent Square, newsletters, and school events
- Partnering with community organizations to create welcoming spaces for families
- Showcasing diverse staff and cultural representation during schoolwide assemblies and celebrations

These efforts will reinforce a welcoming environment for families and strengthen community trust, which supports long-term staff retention.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will include:

- Continued implementation of Taylor'd Consulting Year 2 focus: refining inclusive systems, building staff capacity in culturally responsive classroom management, and strengthening collective efficacy
- Academic coaching cycles aligned to PLC+ protocols
- Professional development around equity, engagement, and culturally responsive instruction
- Training in restorative practices and relationship-centered discipline
- Attendance at conferences (PLC+, Corwin, engagement/equity webinars)
- Leadership development for aspiring teacher leaders

Professional learning will be monitored through:

- Classroom walkthrough data
- Staff surveys

- Participation records
- Culture & Climate survey data

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

Short-Term (Learning Outcomes)

- Increased staff perception of belonging and support (Staff Climate Survey)
- Increased participation in professional learning
- Improved classroom observation feedback trends

Monitored by: Administration, ILT, Culture & Climate Team

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.

Medium-Term (Change in Behavior/Performance)

- Increased student engagement levels
- Improved iReady Diagnostic results (D1 → D2 → D3 growth)
- Increased teacher retention rates
- Increased staff attendance and participation in collaborative structures

Monitored by: Administrative team, data chats, retention data

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.

Long-Term (Change in Condition)

- Increased Culture & Climate Survey results (staff and student)
- Increased summative assessment data (SBAC/CAASPP, ELPAC growth)
- Stable staffing across grade levels with reduced turnover
- Staff demographics more closely aligned to student population demographics

Monitored annually through district data and site review processes.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Inclusive family engagement opportunities.

Action Details

Community Engagement

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

Direct Instructional Services

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

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

English Learner Students

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

- Based on the 2025 ELPAC results:
  - 2024-2025 49.2% of EL students made progress on the ELPAC
  - 2024-2025 Increase of 2.8% in ELPI level progress from the previous school year
  - 2024-2025 13.7% of EL students scored an ELPAC Level 4
  -

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

- Communication through bilingual Home School Liaison to support and communicate with EL families and support teachers and staff in working as a team with families regarding academic achievement, school involvement, and engagement opportunities.
- Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and families in order to encourage participation in activities.
- Support English learner students by providing engaging clubs and sports for students to be involved in.
- Provide incentives for English Language Learners.
- Bilingual Home School Liaison will work with families and teachers to support EL students.
- Resource Counseling Assistant will work closely with identified targeted students to pull groups, push into classrooms, work closely with families and teachers in order to build relationships and meet social emotional needs of EL learners.
- ELD designated professional learning offered to teachers.
- ELD designated instruction in classroom.

Student Groups

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

Students with Disabilities (SWD):

- Schoolwide incentives for students with disabilities.

English Learner (EL):

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

African American (AA):

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

English Learner (EL):

- Funworks Family events
- Interpreters in student home language
- School-wide incentives to reward academic achievement for reaching achieved goals.
- Utilize the Home School Liaison and Resource Counseling Assistant to work with families to communicate and involve them in school activities.
- Providing substitute teachers for teacher planning days to support planning in designated and integrated EL instruction.
- Provide after school tutoring supports through California Teaching Fellows and supplemental contracts for certificated teachers or paraprofessionals.
- Provide social skills groups for targeted/identified students with the Resource Counseling Assistant.
- Increase clubs and lunchtime activities to increase positive student engagement and behavior ROARS positive student incentives

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

Students with Disabilities (SWD):

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

African American (AA):

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

English Learner (EL):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Lawless Elementary will provide inclusive, culturally responsive, and accessible opportunities for families to actively engage in their child's education and in school decision-making processes. Family engagement efforts will include:

- Collaboration with Taylor'd Consulting (Year 2 of 3) to strengthen culturally proficient family partnerships and build relational trust across stakeholder groups.
- Ongoing input and feedback opportunities through School Site Council (SSC), ELAC, parent surveys, and informal needs assessments.
- Academic family learning events including Family Reading Nights, Math/STEAM Nights, and grade-level performances designed to provide families with strategies and resources to support learning at home.
- Multicultural Night and Back-to-School Night to celebrate diversity and strengthen school-home connections.
- Partnership with the African American Acceleration (A4) Department to provide after-school reading supports and family workshops.
- Support from the Bilingual Home School Liaison and Resource Counseling Assistant to increase communication, remove barriers to participation, and conduct targeted outreach to underrepresented families.
- Use of interpreters and translated materials to ensure equitable access for multilingual families.
- Monthly family engagement hours and workshops connected to ELPAC preparation, academic supports, and student goal setting.
- Family-friendly incentives and events (FunWorks, assemblies, celebrations) to increase positive engagement and strengthen Lion Pride school culture.

These actions are designed to increase participation rates across all student groups, particularly English Learners, African American students, and Students with Disabilities, while strengthening two-way communication and family-school partnerships.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on strengthening staff capacity to build authentic, culturally responsive, and inclusive partnerships with families.

- Continued partnership with Taylor'd Consulting (Year 2 of 3) to deepen staff understanding of culturally proficient practices, relational trust, and inclusive classroom and schoolwide engagement systems. Year 2 will emphasize implementation of targeted strategies, reflection cycles, and progress monitoring to ensure sustained cultural and climate improvements.
- Professional development for certificated and classified staff on:
    - Strategies for increasing two-way communication with families
    - Conducting effective and strengths-based parent conferences
    - Engaging multilingual families through accessible communication tools
    - Creating inclusive family events aligned to academic standards
    - Restorative and relationship-centered engagement practices
- Training and collaboration time for the Home School Liaison, Resource Counseling Assistant, and site leadership team to analyze family participation data, identify underrepresented groups, and implement targeted outreach strategies.
- Professional learning aligned to English Learner supports, including building staff understanding of ELPAC, designated and integrated ELD, and how to communicate student progress clearly with families.
- Ongoing collaboration during staff meetings and ILT meetings to review family survey data (Fall and Spring Climate & Culture), attendance reports, and event participation data to monitor effectiveness and adjust engagement strategies accordingly.

These professional learning efforts will ensure that family engagement practices are intentional, data-informed, culturally responsive, and aligned to the school's Champion Standards of Excellence and ROARS expectations.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.		*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

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

Shape these behaviors...

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

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

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

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for extra PLC and planning time for teachers - *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	19,726.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for data chats and peer observations **Budget lines for personnel include salaries and related benefits	9,549.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for extra professional learning/skill building with Taylor'D Consulting - once per quarter = 8 days **Budget lines for personnel include salaries and related benefits	3,582.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts - Extra 8 hours for ILT and 2 added members **Budget lines for personnel include salaries and related benefits	12,270.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parent Involvement *No Food or Incentives*	2,272.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for family engagement opportunities **Budget lines for personnel include salaries and related benefits	9,203.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			Family Engagement opportunities	10,000.00

$66,602.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0295	1110	1000	1160	Teacher-Supp					G3A1	Supplemental contracts for extra PLC and planning time for teachers - *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	19,726.00
060	3010	0295	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies *No Food or Incentives*	5,176.00
060	3010	0295	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : 4 TFs for school-wide RTI 4 times weekly	51,210.00
060	3010	0295	1110	2495	4300	Mat & Supp					G3A2	Title I Parent Involvement *No Food or Incentives*	2,272.00
030	7090	0295	1110	1000	1120	Teacher-Subs					G3A1	Substitutes for data chats and peer observations **Budget lines for personnel include salaries and related benefits	9,549.00
030	7090	0295	1110	1000	1120	Teacher-Subs					G3A1	Substitutes for extra professional learning/skill building with Taylor'D Consulting - once per quarter = 8 days **Budget lines for personnel include salaries and related benefits	3,582.00
030	7090	0295	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for 10 SST days **Budget lines for personnel include salaries and related benefits	3,582.00
030	7090	0295	1110	1000	1160	Teacher-Supp					G1A1	Substitute teachers for quarterly planning - 28 teachers/4 quarters **Budget lines for personnel include salaries and related benefits	34,356.00
030	7090	0295	1110	1000	1160	Teacher-Supp					G3A1	Supplemental contracts - Extra 8 hours for ILT and 2 added members **Budget lines for personnel include salaries and related benefits	12,270.00
030	7090	0295	1110	1000	1160	Teacher-Supp					G3A2	Supplemental contracts for family engagement opportunities **Budget lines for personnel include salaries and related benefits	9,203.00
030	7090	0295	1110	1000	1160	Teacher-Supp					G2A4	Supplemental contracts for staff-led student activities and staff culture events **Budget lines for personnel include salaries and related benefits	8,590.00
030	7090	0295	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies - Student academic achievement incentives	16,000.00
030	7090	0295	1110	1000	4400	Nc-Equipment					G1A1	Classroom technology	12,328.00
030	7090	0295	1110	1000	5723	Direct-Maint					G1A1	: Technology Maintenance	2,000.00
030	7090	0295	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics - banners and signage. Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
030	7090	0295	1110	1000	5899	Cons Svc/Oth					G2A1	Fun Works : Quarterly good behavior activities and family engagements	3,300.00
030	7090	0295	1110	2100	5631	Off Eq Lease					G1A1	Ricoh lease agreement - 2 copy machines	5,500.00
030	7090	0295	1110	2420	4200	Bks & Ref					G1A1	Site licenses including AR	7,000.00
030	7090	0295	1110	2495	4300	Mat & Supp					G3A2	Family Engagement opportunities	10,000.00
030	7090	0295	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Dejuarez, Grace	1.0000	G2A2		78,419.00
030	7090	0295	1110	3130	2220	Cls Sup-Sub					G2A2	Classified substitutes for RCAs **Budget lines for personnel include salaries and related benefits	2,121.00
030	7090	0295	1110	3130	5211	Local Mileag					G2A1	HSL milease reimbursement	500.00
030	7091	0295	4760	1000	1160	Teacher-Supp					G1A3	3 ELPAC Assessors for 2 weeks + one day of make ups **Budget lines for personnel include salaries and related benefits	14,724.00
030	7091	0295	4760	1000	1160	Teacher-Supp					G1A3	Supplemental contracts EL After school intervention - 2 teachers **Budget lines for personnel include salaries and related benefits	9,816.00

030	7091	0295	4760	1000	4300	Mat & Supp	G1A3	Materials and supplies	9,199.00
030	7091	0295	4760	1000	5899	Cons Svc/Oth	G1A3	California Teaching Fellows Foundation : After school EL intervention - 2 Tutors twice weekly for 1.5 Hrs/Day	5,361.00
									$338,284.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$78,384.00
Sup & Conc	7090	$220,800.00
LCFF: EL	7091	$39,100.00
Grand Total		**$338,284.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$178,752.00
G2 - The Whole Child (SEL and Engagement)	$92,930.00
G3 - Operational Excellence	$66,602.00
Grand Total	**$338,284.00**