Lowell Elementary

10621666006373

Principal's Name: Jennifer Her-Yang

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 – Jennifer Her-Yang	X				
2. Chairperson - Jannette Calles				X	
3. Erika Arreguin		X			
4. Jeremy Pusey		X			
5. Martha Samaneigo-Rodriguez		X			
6. Zee Yang			X		
7. Aileen Rizo				X	
8. Adriana Quintero				X	
9. Tamika Rodriguez				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Lowell Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Jennifer Her-Yang**		4/15/2026
SSC Chairperson	Jeanette ~~Janette~~ **Calles**		4/15/26

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

Lowell - 0315

ON-SITE ALLOCATION

3010	Title I	$46,092	*
7090	LCFF Supplemental & Concentration	$130,176	
7091	LCFF for English Learners	$44,160	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$220,428**	

*	These are the total funds provided through the Consolidated Application		
*	Title I requires a specific investment for Parent Involvement		
	Parent Involvement Budget - Minimum	$1,336	
	Program Budget	$44,756	
	Total Title I Allocation	$46,092	

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Lowell 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		13.3 %	2024-2025	**15 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		54.1 %	2024-2025	**56 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		28.2 %	2025-2026	**30 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.3 %	2025-2026	**42 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.9 %	2025-2026	**49 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		53.8 %	2025-2026	**55 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		26.7 %	2025-2026	**28.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.2 %	2025-2026	**48.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.2 %	2025-2026	**42.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		42.9 %	2025-2026	**44 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.1 %	2025-2026	**59.2 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		16.3 %	2025-2026	**18.4 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-39.8 pts	-46.5 pts	2024-2025	**-31.5 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		32.2 %	2024-2025	**37.2 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-49.7 pts	-59.3 pts	2024-2025	**-44.3 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.9 %	2024-2025	**32.9 %**
Goal 2	Fall Climate & Culture staff survey- percent favorable in staff health & wellness domain		75 %	2025-2026	**80.33 %**

Goal 2	Chronic Absenteeism - (African American)		55.9 %	2024-2025	**50 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)		23.5 %	2024-2025	**21 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)		31.3 %	2024-2025	**29 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		35.1 %	2024-2025	**33 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		40 %	2024-2025	**38 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	30.4 %	29.7 %	2025-2026	**27 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.2 %	91 %	2025-2026	**92.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	74.8 %	79 %	2025-2026	**81.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	**87 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	1.07 %	0.8 %	2025-2026	**0.47 %** ↓

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.

POP 1: Only 54.1% of Lowell English Language Learners are making progress towards increasing by 1 ELPI level.

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

POP 2: Only 32.2% of Lowell students in grades 3rd to 6th are meeting or exceeding standards in ELA with a DFS of -46.5.

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

POP 3: Only 27.9% of Lowell students in grades 3rd to 6th are meeting or exceeding standards in Math with a DFS of -59.3.

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

POP 4: 29.7% of students are chronically absent with African American students (55.9%) and Students with Disabilities (40%) at the highest rates.

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

POP 1: English Language Learners

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

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

POP 2: ELA proficiency and DFS gains

- Inconsistent implementation of evidence-based literacy instruction including vocabulary, comprehension, and writing.
- Need for increased student engagement with complex text and academic discourse.
- Instructional lessons are often highly scaffolded, thus limiting student's active and purposeful participation.
- Gaps in foundational literacy skills impacting comprehension and writing in upper grades.

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

POP 3: Math proficiency and DFS gains

- Need for increase in mathematical discourse and reasoning opportunities during instruction.
- Gaps in foundational math skills and number sense impacting grade-level performance.
- Instructional lessons are often highly scaffolded, thus limiting student's active and purposeful participation.
- Need for increase in productive struggle and self-assessment in mathematical understanding

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

POP 4: Chronic Absenteeism

- Limited coordination of targeted supports for high-risk student groups, including Students with Disabilities and African American students.
- Barriers such as transportation, health, or family responsibilities impacting consistent attendance.
- Need for stronger schoolwide systems for positive attendance incentives and recognition.

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

POP 1: English Language Learners

- Increase monitoring through daily classroom observations with specific feedback from site's administrators.
- Increase structured opportunities for students to practice speaking, listening, reading, and writing through academic discourse, language frames, and collaborative learning routines during daily instruction.
- Strengthen family engagement and communication systems that inform families about ELPAC progress, language development expectations, and strategies to support language development at home, particularly for multilingual families.

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: ELA Proficiency and DFS Gains

- Provide professional development and collaborative planning structures to ensure consistent implementation of evidence-based literacy practices, including explicit vocabulary instruction, comprehension strategies, and writing instruction.
- Increase opportunities for students to engage in grade-level complex texts, structured academic conversations, and text-based writing tasks to strengthen comprehension and language development.
- Support teachers in implementing instructional strategies that promote productive struggle, student discourse, and deeper cognitive engagement during literacy instruction.

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: Math Proficiency and DFS Gains

- Provide professional learning and instructional supports that increase the use of mathematical discourse routines, reasoning tasks, and collaborative problem solving during math instruction.
- Provide targeted math intervention and differentiated small-group instruction to strengthen foundational math skills and number sense for students performing below grade level.
- Support teachers in implementing instructional strategies that promote productive struggle, conceptual understanding, and student-centered learning in mathematics.
- Increase use of formative assessment practices, student self-assessment opportunities, and reflection routines to support deeper mathematical understanding.

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: Chronic Absenteeism

- Develop and implement coordinated systems of support and early intervention strategies that monitor attendance data and provide targeted outreach and support for Students with Disabilities, African American students, and other high-risk groups.
- Increase family outreach, community partnerships, and access to resources that address barriers impacting attendance, including transportation, health services, and family support systems.
- Implement consistent schoolwide attendance recognition systems, incentives, and engagement strategies that promote positive attendance habits and strengthen student connection to school.

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

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes

ELs will advance at least one proficiency level

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes

All students will excel in math

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes

Student Engagement

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes

Careers and Competencies for Workplace Success

Partially Implemented

The actions were Partially Implemented due to ineffective tracking of experiences.

Social Emotional Support for All Students

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes

Increase recruitment and retention of staff

Partially Implemented

The actions were Partially Implemented due to high enrollment impact of our SPED Autism classes on maintaining staffing.

Opportunities for families to engage in student learning

Partially Implemented

The actions were Partially Implemented due to not fully executing the planned events and activities as scheduled.

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

Effective

The action was effective - there was a decrease in DFS by 9 points

ELs will advance at least one proficiency level

Effective

The action was effective - there was an increase from 38.3% to 54.1% of students who improved at least one ELPI level

All students will excel in math

Effective

The action was effective - there was a decrease in DFS by 6 points

Student Engagement

Effective

The action was effective - there was an increase of 80% to 84% from the Fall 2024 to Fall 2025 Climate and Culture Survey.

Careers and Competencies for Workplace Success

Partially Effective

The action was partially effective - ineffective tracking system

Social Emotional Support for All Students

Effective

The action was effective - there was an increase of 87% to 89% from the Fall 2024 to Fall 2025 Climate and Culture Survey.

Increase recruitment and retention of staff

Partially Effective

The action was partially effective - there was turnover in classified support staff for SPED classes.

Opportunities for families to engage in student learning

Partially Effective

The action was partially effective - there was a 3% decrease from the Fall 2024 to Fall 2025 Climate and Culture Survey, however the rate is still above 90%.

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.

- Guarantee a daily Designated ELD block at every grade with admin walkthrough cycles and bite-sized feedback; calibrate look-fors on discourse, language frames, and integrated ELD in content blocks.
- Quarterly multilingual progress updates on ELPI/ELPAC plus family workshops on how to support language at home.
- Continue 6-Step Phonics (8 K–2 teachers + literacy coach already trained) and extend lesson study cycles to ensure transfer into Tier 1
- Extend the CORE training (5 teachers + coach attended) to all 3–6 teachers; embed text-based writing and academic discussion rubrics
- Continue math discourse routine and implement admin walkthrough cycles with look-fors on student talk vs. teacher talk.
- Protect and earmark funds for attendance incentives

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

SSC:

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

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

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

ELAC:

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

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

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

Staff:

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

- Latest I-Ready ELA and Math (K-6) CAASPP ELA and Math
- (grades 3-6)
- Latest BAS(K-6)
- Latest FSA(K)
- Utilize IAB/FIAB data to drive instruction when reteaching or enriching
- All teachers will receive training on Reciprocal Teaching, Guided Reading, reading foundational skills, and utilizing standards-based resources such as Illustrative Math, Louisiana Rigor and Achieve the Core documents, Write Tools, and Math Lesson Design. K-3 teachers will be trained on LETRS.
- Instructional focus will be early literacy skills -Fluency, Phonemic Awareness, Phonics, and Comprehension.

- Incorporate Data Walls that create a visual for students to monitor their own progress.

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

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

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

- Teachers will be given the opportunity to observe demonstration lessons from each other and plan literacy and math lessons together.
- Ongoing learning around Teacher Clarity, Criteria for Success, analysis data, and developing Tier 1 instructional strategies will be provided through professional development as well as informal discussions during PLCs, data chats, and planning days.
- Supports provided by All 4 Youth therapist, Tier II IS (Intervention Specialist - IS) and/or School Social Worker to students with social and emotional needs.
- Full-Time school Social Worker and Tier II IS (Intervention Specialist - IS) will support Tier II/III students
- Grade Level Planning days provided for teachers to create and analyze CFAs as well as planning for instruction.
- All teachers will receive ongoing PLC+ training.

Staff Recommendations:

- PL around effective writing instruction for students to become proficient writers in all the three types of writing -Narrative, Explanatory, and Opinion.
- Additional supplemental resources to increase ELA and Math results (subscriptions to online tools, student devices, and technology supplies)
- Progress Monitoring student learning
- Teaching Fellows support with tutoring small group reading instruction for students not yet reading at grade level.

Lowell Elementary 2026-2027 - SPSA Draft Edits

Action

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

All students will excel in reading and writing

Action Details

Early Literacy

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

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

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):

- Teachers in grades K to 6th grade will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers in grades K to 6th grade will develop a data wall to monitor BAS reading levels and student performance on Interim CFAs after the administrations of each assessment per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can set and reflect on learning goals for each CFA.

- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to, student agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.
- Maintenance and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs such as News ELA for additional reading and writing practices.
- All 4 Youth services will support students with social and emotional needs in order to impact academic performance. A part-time counselor will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.
- A full-time Social Worker, Tier II IS (Intervention Specialist - IS) and All 4 Youth therapist will provide SEL support that includes building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- An All 4 Youth Counselor is an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with Intensive students and their parents, conducting individual/small group sessions to build and repair relationships, teaching students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- SEL services provided by Social Worker will support ATSI goals around improving student academic performance in ELA and Math, chronic absenteeism, and suspension rate. Social Worker will re-engage students in learning by connecting and building positive relationships with students and parents so students come to school every day prepared and ready to learn.
- Supplies, materials, and xerox paper provided to teachers to support with classroom instruction. Copier contract is provided for maintenance.
- Students in Grade 4-6 will receive Agendas to organize class and homework assignments in order to stay on track with their academics.
- Students in Grade 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- ILT will attend conferences related to PLC work (PLC+, Solution Tree: PLCs at Work) to strengthen their knowledge, analysis, and planning within their Professional Learning Communities to improve student achievement.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve ATSI goals.
- Lowell will conduct Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the Culture and Climate Team will provide teachers with feedback on explicit and implicit teaching of SEL throughout all content areas.

English Learner Students

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

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

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

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

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

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

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

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

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

- Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.
- Ongoing PL around Designated and Integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.
- When analyzing quarterly CFAs, FIABs/IABs, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC,I-Ready) to ensure students are making adequate progress towards reclassification. RFEP students will also be progress monitored quarterly.
- TSA and Teaching fellow will provide additional support to students not yet reading on grade level.
- ELPAC Push will be provided by TSA to focus on reading, writing, speaking, and listening skills.

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

- Contract a School Social Worker to support the emotional needs of all EL students
- Contract ELPAC Assessors to support during ELPAC assessment

- Provide enrichment opportunities such as study field trips
- Purchase professional reading materials that will be discussed during scheduled PLs
- Purchase supplies and materials to support and increase access to high levels of learning

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

- Family Literacy Nights that model grade-level reading comprehension strategies, early literacy practices (phonics, fluency), and writing supports families can use at home.
- Multilingual communication and access, including translation, interpretation, and bilingual staff support, to ensure families of English Learners and multilingual households can fully participate and understand instructional expectations. This includes supporting families in understanding BAS levels, CFAs, i-Ready, and ELPAC progress.
- Student-led data chats and goal-setting conferences, where students share their reading and writing goals, data notebooks, and progress with their families to build shared accountability and ownership of learning.
- Flexible participation options, such as varying meeting times, offering virtual options when appropriate, and providing childcare or incentives, to reduce barriers for working families and increase participation among socioeconomically disadvantaged families.
- Ongoing family communication through newsletters, agendas, and schoolwide messaging that reinforce the importance of attendance, daily reading, and writing practice, aligned to classroom instruction and schoolwide expectations.

Professional Learning

Describe Professional Learning related to this action.

- Ongoing PLC-based professional learning focused on data-driven instruction, where teachers use the Data Analysis Protocol to examine CFAs, BAS levels, and student writing samples to identify trends, refine instruction, and plan targeted supports.
- Training in early literacy and reading comprehension best practices, including guided reading, phonics instruction, vocabulary development, and embedding writing opportunities through Write Tools strategies and performance tasks.
- Professional learning on designated and integrated ELD, SDAIE strategies, and academic discourse, ensuring teachers can effectively support English Learners within reading and writing instruction across content areas.

- Instructional coaching, walkthroughs, and feedback cycles, where administrators and the literacy coach provide timely, actionable feedback focused on clarity of learning targets, student engagement, and effective literacy practices.
- Conference and training participation for teachers, ILT, and support staff in literacy, assessment, MTSS, SEL, and PLC practices to continuously build staff capacity and instructional coherence.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

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

Shape these behaviors...

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

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

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Meet targets of 37.7% proficiency and DFS of -31 in ELA as measured by SBAC

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

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

ELs will advance at least one proficiency level

Action Details

Literacy Intervention

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

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):

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

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

English Learner Students

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

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

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

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

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

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

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

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

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

- EL students will receive targeted instruction aligned to ELPAC and their specific needs in Reading, Writing, Listening and Speaking as indicated by ELPAC results.
    - First instruction throughout the school year will be provided that aligns to ELPAC structures and task types.

- ELPAC Online practice and training test will be used to support test taking skills for all EL learners.

- Supplemental materials, incentives, and supplies will be purchased for ELL students to recognize and promote an increase in reclassification rate. Awards and incentives to recognize EL student achievement along ELD Proficiency Level continuum and reclassification.
- Bilingual Instructional Aides will support English Learners to access the core curriculum
- ELPAC Assessors will support with administering the ELPAC. Spanish and Hmong translators will be provided to support during parent/teacher conferences and school meetings
- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC, I-Ready) to ensure that students are making adequate progress towards reclassification.
- Reclassified students will be celebrated and recognized with a Principal's Award during quarterly award assemblies.
- Students will receive daily guided reading instruction where they are engaged in appropriate text sets at their instructional level.
- Students will have access to daily use of technology and tablets for additional language practice to acquire the English Language.
- ELPAC assessors or trained BIAs will be provided to support with ELPAC assessments for the one to one portion.
- Literacy instructional block will include both Designated and Integrated ELD to ensure EL students are provided with necessary learning to proficiently master the English language.
- Students will receive instruction in reading, writing, speaking, and listening that supports all learning modalities (visual, auditory, and tactile learners). Strategies include SDAIE, visual representations, vocabulary development, and TPR.

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

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

English Learner (EL):

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

English Learner (EL):

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

Family Engagement

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

- Multilingual family workshops and information sessions focused on English Language Development (ELD), ELPAC expectations, reclassification criteria, and strategies families can use at home to support reading, writing, speaking, and listening skills.
- Family Literacy Nights with an EL focus, where teachers and support staff model integrated and designated ELD strategies, academic discourse routines, and vocabulary development activities aligned to classroom instruction.
- Student-led conferences and data chats that include EL students and their families, allowing students to share language and academic goals, demonstrate learning through data notebooks, and strengthen family understanding of instructional expectations and progress.

Professional Learning

Describe Professional Learning related to this action.

- Ongoing training in Designated and Integrated ELD instruction, focusing on lesson planning, language objectives, scaffolding, and alignment to ELPAC domains (reading, writing, speaking, and listening). This ensures consistent EL supports across grade levels.
- PLC-embedded data analysis, where teachers disaggregate assessment data (ELPAC, i-Ready, CFAs, SBAC) to monitor EL student progress, identify learning needs, and plan targeted instructional responses within both core instruction and intervention settings
- Coaching, walkthroughs, and feedback cycles provided by site administrators and instructional leaders to support effective EL practices, clarify expectations for ELD implementation, and strengthen instructional coherence schoolwide.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing the IPG for teacher feedback:

Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 2.B in the short term.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments:

- Outcomes measured by growth from assessment to assessment
- Students taking iReady Personalized Learning Lessons will pass with 70% or better.
- 20% of students meeting their stretch growth will increase by 10% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Meet target of 56% for ELPI level as measured by ELPAC

Principal, VP, ILT, and teachers

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

All students will excel in math

Action Details

College & Career Readiness

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

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

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):

- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct quarterly data chats with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interims 1/2 after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement.
- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs such as Personal Math Trainer from Go Math.
- Students in Grade 4-6 will receive Agendas to organize class/homework assignments to stay on track with their academics.
- All 4 Youth services will support students with social and emotional needs to impact academic performance. A part-time counselor will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.
- A full-time Social Worker will provide SEL support that includes building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- Students in Grade 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

- Teachers will attend Unbound Standards Institute to gain knowledge and strategies around math standards and equity.
- Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve ATSI goals.
- Build staff capacity in planning and teaching mathematics at high levels by having all teachers attend Unbound Ed Standards Institute, FCOE/FUSD Claims/Target training and district CIPL MLD training.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systematic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout all content areas.
- Instructional coach will provide PL and Coaching Cycles to improve teaching practices and pedagogy.
- Utilize Reflex Math to target math fluency

English Learner Students

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

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

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

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

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

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

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

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

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

- Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (DRP, ELPAC, Interims 1 & 2) to ensure that students are making adequate progress towards reclassification and redesignation.
- TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.
- ELPAC Bootcamp will be provided by TSA to focus on reading, speaking, listening, and writing skills.

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

- Clear communication of math expectations and progress, including family-friendly explanations of math standards, i-Ready Math growth, Reflex and Frax use, and Common Formative Assessments.
- Student-led data chats and conferences, where students share math goals, reflect on progress using data notebooks, and explain problem-solving strategies to their families, building student ownership and family engagement in academic growth.

Professional Learning

Describe Professional Learning related to this action.

- PLC-embedded professional learning focused on analyzing math data (i-Ready, CFAs, SBAC, interim assessments) to identify trends, monitor growth, and plan targeted instructional responses aligned to grade-level standards.
- Continued training on mathematical discourse and reasoning, including the use of academic language, structured student talk, justification of thinking, and collaborative problem-solving routines.
- Coaching, walkthroughs, and feedback cycles led by administrators and instructional leaders to provide timely feedback on math instruction, clarity of learning targets, use of discourse, and consistency of instructional practices across classrooms.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

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

Shape these behaviors...

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

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

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Meet targets of 30.1% proficiency and DFS of -44.3 in Math as measured by SBAC

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, incentives G1A2	20,391.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : printed instructional and graphic materials. Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			Admin Subs **Budget lines for personnel include salaries and related benefits	9,549.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs **Budget lines for personnel include salaries and related benefits	18,503.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors and proctors **Budget lines for personnel include salaries and related benefits	2,455.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials, Incentives for ELPAC testing, Awards night, Summit K12	12,025.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			: Materials and supplies for ELAC meetings, incentives	500.00

$63,923.00

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

Social Emotional Support for All Students

Action Details

Health & Wellness

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

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):

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

- Students with good attendance and those progressing towards decreasing their chronic absenteeism rate will be recognized and celebrated during quarterly awards assemblies. In addition, students will be invited to monthly good attendance pizza parties and/or receive attendance award.

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

- Family workshops and informational sessions focused on social emotional learning, mental health awareness, positive behavior supports, and strategies families can use at home to support self-regulation, coping skills, and resilience. Sessions will be facilitated by school counselors, the social worker, and All 4 Youth partners.
- Multilingual communication and access, including translation, interpretation, and bilingual staff support, to ensure families of English Learners and multilingual households can fully participate and understand SEL supports, expectations, and available resources.
- Family collaboration in student support plans, where families of students receiving Tier II and Tier III SEL supports (e.g., counseling, behavior intervention plans) are actively engaged as partners in goal setting, progress monitoring, and follow-up supports.

Professional Learning

Describe Professional Learning related to this action.

- Ongoing collaboration with mental health and support staff, including the school social worker, counselors, intervention specialists, and All 4 Youth partners, to ensure alignment of services and consistent supports for students across Tier I, II, and III.
- Walkthroughs, observations, and feedback cycles conducted by administrators and the Culture and Climate Team to provide feedback on the explicit and implicit teaching of SEL skills, classroom climate, and behavior support practices.
- Ongoing use of Second Step implementation in classrooms K-6th grade with accountability walkthroughs from Climate and Culture Team members and site administrators.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

- student growth mindset
- routines and procedures

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Outcomes monitored by admin and CCT

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Meet targets of 27% (chronic absenteeism) and 0.47% (suspension) as measured by CA Data Dashboard.

Outcomes will be monitored by admin, CCT, and teachers

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

Student Engagement

Action Details

College & Career Readiness

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

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):

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

- Socio-economically Disadvantaged (SED): Create and offer supplemental contracts to teachers for after school coaching of sports
- Encourage students in grades 5-6 to join a sport of their choice/interest
- Involve students in planning for spirit week to get their voice of choices of activities
- partner with Cen Cal Sports for weekend sports opportunities

Family Engagement

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

- Inclusive participation in field trips and experiences, ensuring all students have access regardless of socioeconomic status through the use of supplemental funding, transportation support, and school-provided materials. Families will be informed early and frequently to increase participation and reduce barriers.
- Multilingual communication and access, including translation, interpretation, and bilingual staff support, so families of English Learners and multilingual households clearly understand the purpose, logistics, and learning outcomes of college and career readiness activities.
- Family involvement opportunities, such as parent volunteers, guest speakers, and community partners, allowing families to share career experiences and strengthen school-community connections that reflect students' cultures and backgrounds.

Professional Learning

Describe Professional Learning related to this action.

- Training on planning and tracking systems, ensuring staff consistently document student participation in field trips and activities, reflect on learning outcomes, and monitor equitable access across grade levels and student groups.
- Collaborative planning time within grade-level teams and PLCs to align field trips and career-connected activities with instructional units, literacy and math goals, and social emotional learning outcomes.
- Administrative and leadership support, including feedback and walkthroughs, to ensure experiences are purposeful, instructionally aligned, and implemented with fidelity across classrooms and grade levels.

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.

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.

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.

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

- increase student engagement as measured by climate and culture student survey (student engagement domain)

Outcomes monitored by admin, CCT, and teachers

- increase student engagement from 84% currently to 88% where students are favorable of having opportunities to participate in extracurricular activities at school (sports, clubs, music)

Outcomes monitored by admin. CCT, and ILT

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

Careers and Competencies for Workplace Success

Action Details

Life Skills

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

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):

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

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

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

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

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

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

Family Engagement

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

- Family information sessions and showcases highlighting club purposes (e.g., Chess Club, Book Club, etc.), the workplace competencies each club targets (collaboration, communication, problem-solving), and how participation supports long-term readiness. Events will feature student demonstrations and artifacts from club projects so families can see and discuss real evidence of skill growth.
- Multilingual communication and access (translation/interpretation and bilingual staff) for recruitment flyers, interest forms, calendars, and celebration events so families of English Learners and multilingual households can fully participate and understand expectations and outcomes.

Professional Learning

Describe Professional Learning related to this action.

- Designing competency-aligned club experiences: PD on mapping club activities to defined competencies (e.g., collaboration, communication, creativity, critical thinking, leadership) and to core content where appropriate (STEM literacy, informational writing, data displays). Teachers will plan clear learning targets, success criteria, and student reflection routines for each club cycle.
- Simple, consistent tracking system: Training for advisors on using a shared tracker (rosters, demographics, meeting dates, artifacts, and short outcome notes) so the school can monitor access, participation, and evidence of learning. Data will be reviewed at ILT/PLC checkpoints each quarter.

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.

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

Shape these behaviors...

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

- increase student engagement as measured by climate and culture student survey (student engagement domain)

And ultimately achieve these impacts.

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

- increase student engagement from 84% currently to 88% where students are favorable of having opportunities to participate in extracurricular activities at school (sports, clubs, music)

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

Prop 28

Action Details

Life Skills

Lowell Elementary will continue to augment music and Arts Education with the Music, Choir, Band and Strings programs as a catalyst for the whole-child development, reinforcing academics through creativity, movement and critical thinking. Integrating music, choir and band helps students learn better, think deeper and connect more meaningfully with what they study.

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):

- Classroom materials and supplies will be purchased to support music, choir and band
- Materials and classroom supplies needed for production
- Basic props for creativity
- Curriculum materials that align with standards
- Guest presenters and professional learning for teachers to improve instruction

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.

Optional - Not required to speak to this section for Prop 28.

Student Groups

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

Family Engagement

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

Performance showcases such as concerts and Open House

Professional Learning

Describe Professional Learning related to this action.

Optional - Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning) Expect 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.

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in learning through music
- Measured by teacher observations, attendance, and student surveys
- Monitored by music teacher and site administrator

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions and manage energy levels appropriately
- Measured by teacher observations, reduction in redirections or behavior incidents
- Monitored by music teacher and classroom teacher

And ultimately achieve these impacts.

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

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued and students feel a strong sense of belonging and pride
- Measured by school climate and culture surveys, student attendance and family engagement data
- Monitored by site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.2876		44,171.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.5224		80,233.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.1900		29,180.00
G2A2	Sup & Conc	Instruction	Direct-Food			incentives for students	1,000.00

$154,584.00

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

Increase recruitment and retention of staff

Action Details

Effective Staff

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

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 Academics:

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

Student Centered and Real-World Learning:

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

- Study trips available for students to solidify and connect learning to real world experiences.

Student Engagement:

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

English Learner Students

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

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

Student Groups

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

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

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

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

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

- Admin and CCT to monitor teacher retention data and/or create action plans as needed

- Climate and Culture Specialist to support CCT in brainstorming ideas for increasing the school's diversity and staff connectedness
- Continued CCT attendance to Fall and Spring Climate and Culture Planning Days
- Opportunities for CCT members to attend Professional Development outside of the district

Family Engagement

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

- Family partnerships in specialized programs, including SPED and Autism classrooms, where families are engaged as collaborators in student support plans, routines, and communication systems, strengthening relationships between staff and families.
- Opportunities for family voice and feedback through surveys, SSC, ELAC, and informal check-ins, allowing families to share input on school climate, communication, and support systems that directly impact staff working conditions.

Professional Learning

Describe Professional Learning related to this action.

- Structured onboarding and mentoring for new staff, including teachers, paraprofessionals, and classified support staff, with a focus on school routines, expectations, instructional practices, and student support systems—particularly for staff serving in SPED and Autism classrooms.
- Opportunities for collaboration and peer support, including PLCs, grade-level teams, and cross-role collaboration between teachers, paraprofessionals, and intervention staff to build shared ownership and consistency of practice.

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.		*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

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

Shape these behaviors...

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

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

- Meet intended goal for improving staff diversity and building a stronger sense of belonginess at Lowell.
- CCT will ensure an actionable plan that sustains staff retention, increase diversity, and the Health & Wellness Guardrail for the entire staff from 75% to 85%

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

Opportunities for families to engage in student learning

Action Details

Community Engagement

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

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 ACADEMICS:

- Students will engage in weekly Social Emotional Learning lessons focused on making connections and building relationships with teachers and peers, SEL lessons will include curriculum from Morning Meetings, Olweus, and Second Step.
- Supplemental contracts will be provided for Safe and Civil School team members so that they can have planning days to create lessons, plan for interventions and review social-emotional data for students at Lowell.
- Supplemental materials and supplies will be provided in order to assist the Child Welfare and Attendance Social Worker as they work with students who are having difficulties with attendance.
- A full-time School Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students.
- SEL support will include building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- SEL services provided by Social Worker and On-Site Counselor will support ATSI goals around improving student academic performance in ELA and Math, chronic absenteeism, and suspension rate. On-Site Counselor and Social Worker will re-engage students in learning by connecting and building positive relationships with students and parents so students come to school every day prepared and ready to learn.
- A Warrior room will be provided for when students need a safe spot to work on their SEL skills.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.
- CCT will attend conferences to gain knowledge and strategies to support all students in the area of Social Emotional Learning, Absenteeism, and Discipline training provided by DPI.
- Teachers will review student assessment data and set goals with students to improve ELA and Math results on CFAs.
- Lowell will host Family Literacy Nights to promote literacy and relationship building with students and families outside of the learning environment.
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring, and Seal of Biliteracy
    - Support attendance and involvement in ELAC and other parent activities such as Family Literacy/Math Nights and Parent Coffee Hours
    - Awards and incentives to recognize EL parent involvement in ELAC and other parent activities.

STUDENT CENTERED AND REAL-WORLD LEARNING:

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

STUDENT ENGAGEMENT:

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

STUDENT SAFETY:

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

English Learner Students

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

- Utilize EL Reclassification Goal Setting and RFEP Monitoring Tools to ensure EL students are progressing towards academic goals.
- After School Tutoring through Expanded Learning Program (ELP) and/or FUSD EL Services supports

- Full-time SSW and On-Site Counselors to provide SEL supports to students and families
- Parent University training modules
- Weekly Coffee Hours
- Lowell will host Family Literacy Nights to promote literacy and relationship building with students and families outside of the learning environment.

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

- Strengthened school-family communication systems, using agendas, newsletters, school messaging, and classroom updates to consistently inform families about curriculum, assessments, attendance expectations, and ways to support learning at home.
- Family voice and feedback, gathered through SSC, ELAC, surveys, and informal check-ins, to inform planning, ensure events meet family needs, and improve execution and participation in planned engagement activities.
- Family learning events connected to classroom instruction, such as Literacy Nights, Math Nights, and SEL workshops, where families engage in hands-on activities aligned to grade-level standards and instructional strategies used in classrooms.

Professional Learning

Describe Professional Learning related to this action.

- Collaborative planning time within grade-level teams and PLCs to intentionally plan family engagement activities aligned to instructional units, assessment cycles, and schoolwide academic priorities.
- Administrative support, feedback, and accountability structures, including calendars, monitoring checkpoints, and reflection cycles, to ensure planned family engagement opportunities are fully implemented and consistently executed across the school year.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

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

Outcomes monitored by admin, CCT, and ILT

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

Shape these behaviors...

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

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

Outcomes monitored by admin, teachers, CCT and ILT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

Outcomes monitored by Principal, VP, ILT, and CCT

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators for parent teacher conferences and school wide parent meetings. **Budget lines for personnel include salaries and related benefits	650.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials & supplies **No Food or Incentives**	1,271.00

$1,921.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0315 Lowell Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0315	1110	2495	2960	Oth Cls-Supp					G3A2	Translators for parent teacher conferences and school wide parent meetings. **Budget lines for personnel include salaries and related benefits	650.00
060	3010	0315	1110	2495	4300	Mat & Supp					G3A2	Materials & supplies **No Food or Incentives**	1,271.00
060	3010	0315	1110	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Laboy, Ashleigh	0.2876	G2A1		44,171.00
030	7090	0315	1110	1000	1120	Teacher-Subs					G1A2	Teacher Subs **Budget lines for personnel include salaries and related benefits	18,503.00
030	7090	0315	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies, incentives G1A2	20,391.00
030	7090	0315	1110	1000	5767	Direct-Food					G2A2	incentives for students	1,000.00
030	7090	0315	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : printed instructional and graphic materials. Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0315	1110	2140	1320	Crt Supr-Sub					G1A1	Admin Subs **Budget lines for personnel include salaries and related benefits	9,549.00
030	7090	0315	1110	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Laboy, Ashleigh	0.5224	G2A1		80,233.00
030	7091	0315	4760	1000	1160	Teacher-Supp					G1A2	ELPAC assessors and proctors **Budget lines for personnel include salaries and related benefits	2,455.00
030	7091	0315	4760	1000	4300	Mat & Supp					G1A2	: Materials, Incentives for ELPAC testing, Awards night, Summit K12	12,025.00
030	7091	0315	4760	2495	4300	Mat & Supp					G1A2	: Materials and supplies for ELAC meetings, incentives	500.00
030	7091	0315	4760	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Laboy, Ashleigh	0.1900	G2A1		29,180.00
													$220,428.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$46,092.00
Sup & Conc	7090	$130,176.00
LCFF: EL	7091	$44,160.00
Grand Total		**$220,428.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$63,923.00
G2 - The Whole Child (SEL and Engagement)	$154,584.00
G3 - Operational Excellence	$1,921.00
Grand Total	**$220,428.00**