

Lawless Elementary

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature:

Debbie J. Schlueter

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Deborah Schlueter	X				
2. Chairperson - Michelle Lawson				X	
3. Vice Chairperson - Aaron Acevedo				X	
4. Secretary - Heather Trahan		X			
5. Cynthia Saldana				X	
6. Breanne Moench				X	
7. Daniel Celaya				X	
8. Aneglica Ochoa				X	
9. Stephanie Ortiz		X			
10. Bryant Major		X			
11. Kelly Goulet		X			
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Deborah Schlueter		4-6-17
SSC Chairperson	Michelle Lawson		4-6-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$39,129 *
7090	LCFF Supplemental & Concentration	\$146,460
7091	LCFF for English Learners	\$28,194
TOTAL 2017/18 ON-SITE ALLOCATION		\$213,783

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$735
Remaining Title I funds are at the discretion of the School Site Council	\$38,394
Total Title I Allocation	\$39,129

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	36/68	N/A ³	23.47%	23.81%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	34/68	N/A ³	14.44%	20.15%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	28/66	N/A ³	22.97%	26.76%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	42/68	0.00% ⁴	53.13%	55.52%	40.56%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	27/63	N/A ⁶	30.59%	38.27%	11.36%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	12/63	N/A ⁶	55.29%	66.67%	31.82%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	15/67	N/A ⁷	N/A ⁷	28.15%	34.88%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	13/67	N/A ⁸	N/A ⁸	29.60%	33.42%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	10/68	0.00%	28.42%	21.95%	13.33%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	13/68*	10.67%	31.08%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	1/68	34.02%	29.41%	20.31%	15.38%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	28/68	95.32%	94.88%	95.17%	95.25%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	23/69	0.00%	13.84%	13.95%	12.28%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	56/68	N/A ¹⁰	N/A ¹⁰	47.75%	31.83%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	13/68	0.00%	2.98%	2.82%	2.87%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.18%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	19/67	0.00%	82.84%	78.35%	55.99%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	24/68	N/A ¹³	N/A ¹³	73.13%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	54/69	N/A ¹³	N/A ¹³	60.73%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	34/68	N/A ¹³	N/A ¹³	58.46%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	67/68	N/A ¹³	N/A ¹³	63.05%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Lawless Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	26.76	34	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	34.94	42	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23.81	31	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement a comprehensive reading support and intervention program to improve foundational reading skills and comprehension with an emphasis on early learning and development to ensure students are reading on grade level or beyond by third grade. Through the expansion of the Personalized Learning Initiative, teachers will shift practices and design environments that boost Student Voice, Choice, and Collaboration.

SMART Goals

By June 2018, the number of students who are meeting or exceeding grade level standards on the ELA Illuminate Common Formative Assessments will increase to 42% as measured by Illuminate Common Formative Assessments. The number of students who are meeting or exceeding grade level standards on the ELA SBAC will increase to 31% as measured by the 2017 SBAC assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Teachers and students will set and monitor quarterly goals utilizing:

- KAIG
- BAS
- Quarterly BPST
- Quarterly fluency assessments
- Illuminate interim assessments
- DRP
- Quarterly Common Assignments
- Grades
- AC common formative assessments
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Classroom observations/feedback

Owner(s):

Administration

Teachers

Timeline:

Quarterly

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

Teachers and students will set and monitor quarterly goals utilizing:

- KAIG
- BAS
- Quarterly BPST
- Quarterly fluency assessments
- Illuminate interim assessments
- DRP
- Quarterly Common Assignments
- Grades
- AC common formative assessments
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Classroom observations/feedback

Owner(s):

Administration

Teachers

Timeline:

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will review each student's reading levels and scores at the fall parent conferences.
- Parents will receive student's test scores following each DRP assessment.
- Parents will be encouraged to be kept up to date utilizing Edu-Text.
- A minimum of 4 SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions.
- Cellphone service will be provided to communicate with parents
- Copier lease contract to provide parent communication for parent meetings and events

Describe Related Professional Learning:

- Guaranteed Viable Curriculum
- Common formative assessments
- Early learning strategies
- Guided reading
- Increasing complex text, task, and talk
- Effective feedback
- Peer observations and co-teaching
- Differentiated Instruction
- Instructional Practice Guide
- Instructional Practice Walks for administration

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All students in grades 1-6 will participate in RTI sessions through a deployment model with the teachers providing the intervention to the lowest performing groups and Teaching Fellows supporting the highest

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrated and designated ELD instruction
- Build capacity and application of academic language

performing groups.

- Increase the digital literacy of students in alignment with the State Standards for Technology by having students utilizing tablets at least once a week
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, instructional assistants and/or Teaching Fellows
- SSTs to plan interventions based on progress monitoring
- Leveled readers for guided reading
- Chapter books/text sets
- Rich complex texts for RIRA lessons
- Awards and incentives for academic achievement
- Substitute teachers for teacher walk-throughs
- Professional learning books
- Individual goal setting
- Supplemental contracts for planning
- Interpreters to support parents
- Resource counseling assistant
- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices
- Web-based learning subscriptions and/or publications
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program. –
- Additional Personalized Learning Initiative (PLI) teachers
- Cellphone service to communicate with parents regarding student achievement, behavior, or emergencies as needed.

- Targeted reading, writing, listening, and speaking instruction according to student CELDT scores

Lawless Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Planning contracts for teachers	\$	10,716.00	
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	7 Teaching Fellows working 3.0 hours for 160 program days	\$	51,206.00	
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh	\$	1,868.00	
1	1	Sup & Conc	Instructional Supervision & Administration	Communications				cellphone service	\$	564.00	
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology/Personalized Learning Initiative (PLI) 2 teachers	\$	26,944.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$	4,099.00	
										\$	95,397.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	33.66	40	California Teaching Fellows Foundation
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	20.15	27	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Students will be provided mathematic instruction that reflects the shifts of the CCSS around focus, coherence, and rigor. Students will be provided opportunities to productively struggle and persevere in reasoning and solving problems. Students will develop and use the skills of the 8 mathematical practices. Through the expansion of the Personalized Learning Initiative, teachers will shift practices and design environments that boost Student Voice, Choice, and Collaboration.

SMART Goals

By June 2018, 40% of students will score standard met or standard exceeded on the math Illuminate common formative assessments. Students meeting or exceeding the grade level standards on the CAASPP with increase to 27%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Illuminate Interim Assessments
- Go Math Chapter Tests and Performance Tasks
- AC Common Formative Assessments
- Grades
- Quarterly math fact fluency assessments
- RTI
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Classroom observations/feedback

Administration
Teachers

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

Each teacher will review each student's progress at the fall parent conferences. Parents will receive student's test scores following each assessment administration. Parents will be encouraged to be kept up to date via Edu-Text.

Teachers will participate in the following professional learning:

- Common formative assessments
- CCSS Instructional shifts including focus, coherence, and rigor, and the 8 mathematical practices

- *Instructional Practice Guide*
- *Math Talks*
- *Guaranteed Viable Curriculum*
- *Challenging content*
- *Student ownership in thinking*
- *Technology utilization*
- *Real life problem solving/application*
- *Peer observations and co-teaching*
- *Instructional Practice Walks for administration*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Additional supports for problem solving including academic vocabulary. Students will be given daily opportunities to speak about math.

- *Go math curriculum*
- *Calculators*
- *Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices*
- *Web-based learning subscriptions and/or publications*
- *RTI - including California Teaching Fellows*
- *Individual goal setting*
- *Increase digital literacy of students in alignment with the State Standards for Technology*
- *Real life problem solving and application*
- *Math manipulatives*
- *Materials and supplies*
- *Supplemental contracts for planning*
- *SSTs to plan interventions based on progress monitoring*
- *Awards and incentives for academic achievement*
- *Substitute teachers for teacher walk-throughs*
- *Additional Personalized Learning Initiative (PLI) teachers*
- *Teacher planning time*

Lawless Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for walk-throughs	\$	2,905.00	
2	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting for parental involvement	\$	734.00	
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$	1,500.00	
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and Supplies, NO FOOD, NO INCENTIVES	\$	735.00	
								Total	\$	5,874.00	

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	13.33	20	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Students will receive designated and integrated EL instruction. The school will also provide after school intervention for students who are identified as long term English Learners and at risk English Learners according to EL Redesignation Goal Setting report.

SMART Goals

By June of 2018, the number of EL students redesignated will increase to 20% as measured by EL redesignation report.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target <ul style="list-style-type: none"> BAS DRP Illuminate Interim Assessments Quarterly Common Assignments Fluency Quarterly BPST Grades Quarterly Individualized Instruction Plan (IIP) Reviews CELDT Frequent formative assessments as measured by AC SMART goals Daily progress monitoring (walk-throughs, feedback, reflective conversations) Classroom observations/feedback 	Owner(s): Administration Teachers	Timeline: Quarterly
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Explain the Targeted Actions for Parent Involvement (required by Title I):

The school will hold academic awards assemblies including EL redesignation recognition. Each teacher will review each student's reading levels and scores at the fall parent conferences. Parents will receive student's test

Describe Related Professional Learning:

- Integrated and Designated EL instruction
- ELD Standards

scores following each assessment administration. Parents will receive test scores following each CELDT assessment. Parents will be encouraged to kept up to date via Edu-Text.

- Levels of ELD support
- Text and task Complexity
- RTI
- Wonders ELD materials
- Making Thinking Visible
- Speaking and Listening Strategies

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Daily designated EL instruction
- Daily integrated EL instruction
- Inclusion of complex text, task, and talk
- Daily writing about reading
- Daily speaking and listening opportunities in all lessons
- After school intervention for varying ELD levels
- CELDT assessors
- Interpreters/babysitting for parental involvement
- Supplemental contracts for planning
Supplemental contract for after school intervention teacher
- Materials and supplies
- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices
California Teaching Fellows

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

Lawless Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				supplemental contracts for planning	\$	9,418.00
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Interpreters/babysitting	\$	698.00
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				ELD Intervention	\$	999.00
3	2	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	7 Teaching Fellows at 160 program days for 3.0 hours/day	\$	4,094.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	\$	900.00
								Total	\$	16,109.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	2.54	2	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

To cultivate character and competencies essential for success and create a community of safety, dignity, and mutual respect the school will implement a behavior response program aimed at behavior management, character building, relationship building, and meeting the social-emotional needs of students to decrease suspensions and negative behavior entries on ATLAS. The school will utilize a full time Social Worker to work closely with students and families.

SMART Goals

By June 2018, the number of students who had an out of school suspension will decrease to 1%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Behavior entries in ATLAS OLWEUS/Second Step class meeting verification Suspensions Expulsions Office referrals SSTs Daily progress monitoring (walkthroughs, feedback, reflective conversations) Classroom observations/feedback 	<p>Owner(s):</p> <p>Administration</p> <p>Teachers</p> <p>Social Worker</p> <p>Resource Counseling Assistant</p> <p>Parents</p>	<p>Timeline:</p> <p>Quarterly</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent contact for positive and negative behaviors. Daily contracts home for students with chronic behaviors.

Describe Related Professional Learning:

- Social Emotional Learning
- CHAMPS
- OLWEUS
- Safe and Civil protocol for defiance
- Morning Meetings

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Provide a systematic behavior intervention system. Tier 1 interventions will be provided by classroom teacher through Class Meetings, OLWEUS, Morning Meetings, and individual student conferences. Tier 2 supports will be provided by the Resource Counseling Assistant through small group pull out during lunch recess. The Social Worker will provide Tier 3 interventions through one on one counseling. Teachers and parents will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- Social Worker
- Resource counseling assistant
- Lion's Den
- OLWEUS class meetings
- Second Step
- ROARS expectations
- Morning Meetings
- Incentives
- Good behavior activities
- Materials and supplies
- Graphics

Social Worker and Resource Counseling Assistant will work closely with identified targeted students to pull groups, push into classrooms, work closely with parents and teachers in order to build relationships and meet social emotional needs.

Lawless Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Guidance & Counseling Services	Other Classified-Regular	Clinician, Lic Mental Health	0.4425				\$ 41,517.00
4	2	LCFF: EL	Guidance & Counseling Services	Other Classified-Regular	Clinician, Lic Mental Health	0.1200				\$ 11,260.00
									Total	\$ 52,777.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	12.15	10	Fun Works



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Teachers will call homes of students who are chronically absent when they are absent from school and the contact will be documented in ATLAS. Chronically absent students will be referred to counseling services on campus and/or an SST will be scheduled. The school will implement a school-wide reward/incentive attendance program for daily classroom attendance, the class with the highest weekly attendance, and students with perfect attendance.

SMART Goals

By June 2018, the number and percentage of students who are chronically absent will decrease to 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ATLAS
- A2A attendance data
- SQI data

Owner(s):

Administration
Teachers
Social Worker
Parents

Timeline:

Weekly
Monthly
Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be invited to A2A conferences in an effort to improve attendance and support parents. The teachers will make phone calls home to students classified as chronically absent. Parents will be invited to awards ceremonies celebrating perfect attendance. Students who have perfect attendance will be invited to good behavior assemblies after school.

Describe Related Professional Learning:

- Utilization of School Messenger
- Data Analysis and monitoring of attendance

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Provide a systematic behavior intervention system. Tier 1 interventions will be provided by classroom teacher through Class Meetings, OLWEUS, Morning Meetings, and individual student conferences. Tier 2

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Interpreters for parent conferences
- Utilize Social Worker to work closely with students and families of chronically absent students, including

supports will be provided by the Resource Counseling Assistant through small group pull out during lunch recess. The Social Worker will provide Tier 3 interventions through one on one counseling. Teachers and parents will complete referrals as needed. Office referrals will also be a measure for Tier supports.

home visits and provide supports as needed.

- Awards and incentives including Good Behavior Activities
- Resource counseling assistant
- Lion's Den to support Tier 2 and 3 students on social skills and provide a safe environment.
- Interpreters for parental involvement
- Social Worker to provide Tier 2 and 3 supports to identified students.
- Materials and supplies
- Graphics

Lawless Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500				\$ 40,301.00
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics		\$ 500.00
5	2	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies		\$ 825.00
								Total		\$ 41,626.00

Action # 6

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	60.73	70	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

The school will build a culture of connectedness through relationships and diverse experiences and opportunities to support students to discover, nurture, and pursue passions in and out of the classroom.

SMART Goals

By June 2018, the number and percentage of positive responses on the Growth Mindset construct of the elementary school survey will increase to 70%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Goal 2 Participation in ATLAS
- Elective wheel rosters
- OLWEUS class meeting logs
- Athletic rosters
- Music class rosters
- Saturday sports camp roster

Owner(s):

Administration
Teachers
Social Worker
Coaches
Culture and Climate team

Timeline:

Monthly
Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

The school will hold a multicultural night once a year. The school will also partner with North Pointe Church for Saturday sports camp and a summer block party

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Monthly Saturday sports camp
- Clubs
- Multicultural night

Describe Related Professional Learning:

The staff will participate in quarterly social emotional learning, which may include the regional culture and climate specialist.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Utilize the Social Worker and Resource Counseling Assistant to target foster youth in order to encourage participation in activities and provide support as needed through weekly check-ins.

- Kindness week
- Grade level performances
- Student leadership
- Student jobs
- Peach Blossom
- Science Olympiad
- Certificates/Awards
- Materials and supplies will be provided to support elective wheel program
- Social Worker
- Graphics

Lawless Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Materials & Supplies				Elective Wheel Supplies	\$ 2,000.00
								Total	\$ 2,000.00

2017-2018 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Planning contracts for teachers	10,716.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology/Personalized Learning Initiative (PLI) 2 teachers	26,944.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology	4,099.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows working 3.0 hours for 160 program days	51,206.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh	1,868.00
1	1	Sup & Conc	Instructional Supervision & Admir	Communicatio			cellphone service	564.00
2	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parental involvement	734.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies, NO FOOD, NO INCENTIVES	735.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for walk-throughs	2,905.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	1,500.00
3	2	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for planning	9,418.00
3	2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows at 160 program days for 3.0 hours/day	4,094.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	900.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters/babysitting	698.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			ELD Intervention	999.00
4	2	Sup & Conc	Guidance & Counseling Services	Oth Cls-Reg	Clinician, Lic Mental Health	0.443		41,517.00
4	2	LCFF: EL	Guidance & Counseling Services	Oth Cls-Reg	Clinician, Lic Mental Health	0.120		11,260.00
5	2	Sup & Conc	Instruction	Direct-Graph			graphics	500.00
5	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		40,301.00
5	2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	825.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Elective Wheel Supplies	2,000.00

\$213,783.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,129.00
Sup & Conc	7090	\$146,460.00
LCFF: EL	7091	\$28,194.00
Grand Total		\$213,783.00

Domain Totals	Budget Totals
Academic	\$101,271.00
SEL / Culture & Climate	\$112,512.00
Grand Total	\$213,783.00