

Lawless Elementary

106216661020161

Principal's Name: Deborah Schlueter

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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 - Mike Salinas				X	
3. Vice Chairperson - Cynthia Saldana				X	
4. Secretary - Rob Gaertig		X			
5. Iliana Lemus				X	
6. Sheri Kennedy				X	
7. Baljit Cheema			X		
8. Bryant Major		X			
9. Jessica Simonetti		X			
10. Angelica Celaya				X	
11.					
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: Toby Lawless School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Deborah Schlueter		3-21-18
SSC Chairperson	Mike Salinas		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$40,120 *
7090	LCFF Supplemental & Concentration	\$160,514
7091	LCFF for English Learners	\$29,718
TOTAL 2018/19 ON-SITE ALLOCATION		\$230,352

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$944
Remaining Title I funds are at the discretion of the School Site Council	\$39,176
Total Title I Allocation	\$40,120

Lawless Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.435	37.435
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.741	30.741

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Teachers worked collaboratively within their Accountable Community to create Common Formative Assessments and review student data in order to plan instruction and interventions.
- All students in grades K-6 participated in RTI with their teachers and Teaching Fellows providing targeted intervention to meet individual student needs.
- Teachers are integrating technology throughout the curriculum
- Utilizing Illuminate to create Common Formative Assessments
- Individualized Instructional Plans for struggling students
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Individual goal setting by students
- Additional Personalized Learning Initiative (PLI) teachers
- Guaranteed Viable Curriculum
- Repeated Interactive Read Alouds (RIRA)
- Mini Reads including text dependent questions

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Teachers worked collaboratively within their Accountable Community to create Common Formative Assessments and review student data in order to plan instruction and interventions.
- Regional wide professional learning in conceptual understanding of the math standards.
- All students in grades K-6 participated in RTI with their teachers and Teaching Fellows providing targeted intervention to meet individual student needs.
- Teachers are integrating technology throughout the curriculum

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Differentiated Wonders curriculum has not been fully utilized to meet the needs of all students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

In viewing the disproportionality within subgroups, there was a lack of conceptual development components. These components in Go Math are not being implemented to their fullest along with targeted RTI and the 8 mathematical practices.

- Utilizing Illuminate to create Common Formative Assessments
- Individualized Instructional Plans for struggling students
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Classroom observations/feedback
- Utilizing math manipulatives
- Real-world application and problem solving
- Go Math Chapter tests and Performance tasks
- Go Math Personal Math Trainer
- Individual goal setting
- Additional Personalized Learning Initiative (PLI) teachers
- Guaranteed Viable Curriculum

Step 2: 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.

1 SSC:

See SSC Minutes from 3/6/18.
See SSC minutes from 3/21/18

2 ELAC:

See ELAC minutes from 3/16/18.

3 Staff:

See Staff Agenda, sign in, and staff feedback forms 2/8/18.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Teacher planning contracts and the increase in technology including additional Personalized Learning Initiative (PLI) teachers gave teachers opportunities to collaborate and use data to plan instruction and create common formative assessments and RTI based on individual student needs.

Action 1

Title: All students will excel in reading and writing

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- KAIG
- BAS
- Quarterly BPST
- Quarterly math fluency assessments
- Illuminate interim assessments
- Grade level common formative assessments
- DRP
- Grades
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Classroom observations/feedback
- IPG report
- AC data chat
- student goal-setting

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All students in grades K-6 will participate in targeted RTI intervention based on grade level common formative assessment data.
- Increase the digital literacy of students in alignment with the State Standards for Teaching by having students utilizing tablets daily.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, para professionals 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
- 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.
- Money for conferences including conference registration/fees, travel, lodging, per diem, and substitute teachers
- ELD Intervention/homework club
- ELPAC assessors
- RTI - including California Teaching Fellows
- AC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1

Owner(s):

Administration
Teachers
AC teams
ILT
Students

Timeline:

Quarterly

Specify enhanced services for EL students:

- Integrated and designated ELD instruction
- Build capacity and application of academic language
- Targeted reading, writing, listening, and speaking instruction according to CELDT/ELPAC results

intervention groups. Tier 2 and 3 interventions will be provided after summative assessments. Tiered support will be progress monitored through weekly assessments, including fluency, unit assessments, CFAs, and district interim assessments.

Explain the 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 Professional Learning related to this action:

- 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

Action 2

Title: All students will excel in math

Action Details:

The school will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Supports will center on professional learning, with Accountable Communities as the drivers, the use of common formative assessments, performance tasks, and RTI.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Regional math professional learning
- Illuminate interim assessments
- AC common formative assessments
- Grades
- Quarterly math fact fluency assessments
- RTI
- Daily progress monitoring (walk-through feedback, reflective conversations)
- Classroom observations/feedback
- IPG report
- Student goal setting

Owner(s):

- Administration
- Teachers
- AC teams
- ILT
- Students

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 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
- Substitute teachers for SSTs
- Additional Personalized Learning Initiative (PLI) teachers Teacher planning time
- AC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 intervention groups. Tier 2 and 3 interventions will be provided after summative assessments. Tiered support will be progress monitored through weekly assessments, including fluency, unit assessments, CFAs, and district interim assessments.

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

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.

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- District math department will provide PL at each grade level through regional ACs to focus on conceptual understanding of grade level standards.
- 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

Action 3

Title: EL Redesignation Goal-setting

Action Details:

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

EL Redesignation Goal Setting Report.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

BAS

DRP

Illuminate Interim Assessments

AC Common formative assessments

Fluency

Quarterly BPST

Grades

Quarterly Individualized Instruction Plan (IIP) Reviews

ELPAC

Daily progress monitoring (walk-through feedback, reflective conversations)

Classroom observation feedback

Owner(s):

Administration

Teachers

AC teams

ILT

Students

Timeline:

Quarterly

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/homework club

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, and auditory devices

California Teaching Fellows

AC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 intervention

Specify enhanced services for EL students:

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

groups. Tier 2 and 3 interventions will be provided after summative assessments. Tiered support will be progress monitored through weekly assessments, including fluency, unit assessments, CFAs, and district interim assessments.

Explain the 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 scores following each assessment administration. Parents will receive test scores following each ELPAC assessment. Parents will be encouraged to keep up to date via Edu-Text.

Describe Professional Learning related to this action:

Integrated and designated EL instruction
ELD standards
Levels of ELD support
Text and task complexity
RTI
Wonders ELD materials
Making Thinking Visible
Speaking and Listening strategies

2018-2019 SPSA Budget Goal Subtotal

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

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Planning contracts for teachers	9,759.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Personalized Learning Initiative (PLI) training for 14 teachers	12,152.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for walk-throughs	1,784.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 3.0 hours for 167 program days. 4 Teaching Fellows working 3.0 hours for 156 program days. 1 Teaching Fellow working 3.0 hours for 154 program days.	56,017.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			: RTI/PLC Conference Trainings	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Communicatio			: Cellphone service for parental involvement	564.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Planning contracts for teachers	9,759.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,010.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 3.0 hours for 167 program days. 4 Teaching Fellows working 3.0 hours for 156 program days. 1 Teaching Fellow working 3.0 hours for 154 program days.	5,500.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,082.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	612.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			ELD Intervention/homework club	799.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,000.00

\$113,038.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	86.813	93.813

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

- Athletics
- Monthly grade level performances
- Monthly Saturday Sports Camp
- Grade level field trips
- School Social Worker
- Lion's Den
- Clubs
- Multicultural Night
- Elective Wheel
- Student Leadership
- Science Olympiad
- Quarterly Awards
- Sports Awards
- Music Grades 3-6

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

Key factors that contributed to the disproportionality include:

- money
- time/work or other commitments
- lack of communication
- lack of interest or knowledge of the opportunities
- transportation
- parental consent

Step 2: 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.

1 SSC:

See SSC Minutes from 3/6/18.
See SSC minutes from 3/21/18

2 ELAC:

See ELAC minutes from 3/16/18.

3 Staff:

See Staff Agenda, sign in, and staff feedback forms 2/8/18.

Action 1

Title: Student engagement

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Atlas engagement reports
- Monthly performance attendance records
- Sports rosters
- Atlas music attendance

Owner(s):

Administration
Teachers
AC teams
ILT
Students
Parents

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Elective wheel - including arts, music, cooking, sign language, foreign language, & Thai Chi
- Monthly Saturday sports camp
- Student Jobs
- Clubs - including sports, gardening,
- Student leadership
- Athletics
- Music in grades 3-6
- Multicultural Night
- Grade level field trips
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Social Worker
- Science Olympiad

Specify enhanced services for EL students:

Utilize the Social Worker to target EL students and parents in order to encourage participation in activities and provide support as needed through weekly check-ins.

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

- Weekly newsletter
- Sunday night principals message through School Messenger
- Monthly grade level performances
- Academic Awards/incentives
- Sports awards ceremonies

Describe Professional Learning related to this action:

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

The teachers will work within their AC to determine elective wheel opportunities.

- The school will partner with North Pointe Church and the PTA
- The school will host a yearly Multicultural Night to bring about one family through many cultures

2018-2019 SPSA Budget Goal Subtotal

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

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Elective Wheel	2,000.00

\$2,000.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	72.222	79.222
Exposure to Careers - 4th Grade	65.333	72.333
Exposure to Careers - 6th Grade	61.017	68.017

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade</p> <ul style="list-style-type: none"> • Bricks for Kids • Elective Wheel <p>Exposure to Careers - 4th Grade</p> <ul style="list-style-type: none"> • Student Leadership • Young Chef's Academy • Elective Wheel <p>Exposure to Careers - 6th Grade</p> <ul style="list-style-type: none"> • 6th grade camp • Community College visits • Elective Wheel 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade</p> <p>Attendance</p> <p>Exposure to Careers - 4th Grade</p> <p>Lack of parental consent and attendance</p> <p>Exposure to Careers - 6th Grade</p> <p>Lack of parental consent and attendance</p>
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Step 2: 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.

<p>1 SSC:</p> <p>See SSC minutes from 3/6/18. See SSC minutes from 3/21/18</p>	<p>2 ELAC:</p> <p>See ELAC minutes from 3/16/18.</p>	<p>3 Staff:</p> <p>See Staff Agenda, sign in, and staff feedback forms 2/8/18.</p>
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Action 1

Title: Successful workplace competencies and character

Action Details:

The school will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Atlas goal 2 engagement reports

Attendance records

Owner(s):

Administration

Teachers

AC teams

ILT

Students

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Quarterly student jobs
- Student goal setting
- Increase the digital literacy of students in alignment with the State Standards for Technology by having students utilizing tablets daily.
- Student leadership
- Clubs
- Materials and supplies

Specify enhanced services for EL students:

Quarterly student jobs

Focus on listening and speaking within all content areas including designated and integrated ELD instruction

Student goal setting

Clubs

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

Parents will be leveraged to participate and chaperone in linked learning experiences. Teachers will keep parents up to date and included in learning opportunities.

Describe Professional Learning related to this action:

Guaranteed Viable Curriculum

RTI

Student ownership in thinking

Technology utilization

Real life problem solving/application

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	13.276	11.276
Suspensions Per 100	4.284	3.284

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- Elective Wheel
- Saturday Sports Camp
- Clubs
- Student Leadership
- Athletics
- Grade level Performances
- Grade level field trips
- Science Olympiad
- Lion's Den
- Monthly good behavior activities
- Attendance rewards

Suspensions Per 100

- School Social Worker
- Lion's Den
- Student Leadership
- ROARS positive behavior incentive system
- Culture & Climate school-wide growth mindset focus
- The Lion Apology
- Behavior assemblies 3 times per year
- Monthly good behavior activities

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Lack of social emotional supports at the beginning of the school year. Full time social worker started in January 2018. Prior to this, there were no SE supports.

Suspensions Per 100

Lack of social emotional supports at the beginning of the school year. Full time social worker started in January 2018. Prior to this, there were no SE supports.

Step 2: 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.

1 SSC:

2 ELAC:

3 Staff:

See SSC minutes from 3/6/18.

See SSC minutes from 3/21/18

See ELAC minutes from 3/16/18.

See Staff Agenda, sign in, and staff feedback forms 2/8/18.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

The school Social Worker worked with students to daily check in with students, teach targeted focus groups, runs the Lion's Den, and work with parents to provide outside resources for counseling. The Social worker attended SSTs and worked closely with administration, teachers, parents, and students to meet individual student needs.

Action 1

Title: Chronic Absenteeism

Action Details:

Implement a comprehensive parent communication and outreach program including the Attendance Specialist to develop greater parent attendance at school sponsored events resulting in increased parent involvement. 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS
- A2A attendance data
- SQII data

Owner(s):

Administration
Teachers
ILT
AC teams
School Social Worker
Parents
Culture & Climate Team

Timeline:

Monthly
Quarterly
Yearly

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

Specify enhanced services for EL students:

Interpreters for parent conferences

Utilize Attendance specialist or Social Worker to work closely with students and families of chronically absent students, including home visits and supports as needed.

Meetings, and individual student conferences.

- Required(curriculum and instruction):
- Interpreters for parent conferences
- Utilize Attendance specialist or 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.
- Tier 1 interventions will be provided by teachers and will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- Awards and incentives including Good Behavior/Attendance Activities
- Lion's Den to support Tier 2 and 3 students on social skills and provide a safe environment.
- Interpreters for parental involvement
- Social Worker to provide Tier 2 and 3 supports to identified students.
- Materials and supplies
- Graphics
- Ricoh lease agreement

Explain the 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 Professional Learning related to this action:

Utilization of School Messenger Data
Analysis and monitoring of attendance
Morning Meetings

Action 2

Title: Suspensions

Action Details:

To cultivate character and competencies essential for success and create a community of safety, dignity, and mutual respect the school will implement a 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.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- 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

Owner(s):

Administration
Teachers
ILT
AC teams
Social Worker
Parents
Culture & Climate Team

Timeline:

Quarterly

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 supports will be provided by the Social Worker 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
- Lion's Den
- OLWEUS class meetings
- Second Step
- ROARS expectations & incentives
- Morning Meetings
- Good behavior activities
- Materials and supplies
- Graphics

Specify enhanced services for EL students:

Social Worker 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.

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

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

Describe Professional Learning related to this action:

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

2018-2019 SPSA Budget Goal Subtotal

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

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies **NO FOOD, NO INCENTIVES**	7,265.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parental involvement **NO FOOD, NO INCENTIVES**	944.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh	1,868.00
G4A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies including ROARS incentives	5,672.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.9000	School Social Worker	89,609.00
G4A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.1000	School Social Worker	9,956.00

\$115,314.00

2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Planning contracts for teachers	9,759.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Personalized Learning Initiative (PLI) training for 14 teachers	12,152.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for walk-throughs	1,784.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 3.0 hours for 167 program days. 4 Teaching Fellows working 3.0 hours for 156 program days. 1 Teaching Fellow working 3.0 hours for 154 program days.	56,017.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			: RTI/PLC Conference Trainings	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Communicatio			: Cellphone service for parental involvement	564.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Planning contracts for teachers	9,759.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,010.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 3.0 hours for 167 program days. 4 Teaching Fellows working 3.0 hours for 156 program days. 1 Teaching Fellow working 3.0 hours for 154 program days.	5,500.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,082.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	612.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			ELD Intervention/homework club	799.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Elective Wheel	2,000.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies **NO FOOD, NO INCENTIVES**	7,265.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parental involvement **NO FOOD, NO INCENTIVES**	944.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh	1,868.00
G4A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies including ROARS incentives	5,672.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.9000	School Social Worker	89,609.00
G4A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.1000	School Social Worker	9,956.00

\$230,352.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,120.00
Sup & Conc	7090	\$160,514.00
LCFF: EL	7091	\$29,718.00
Grand Total		\$230,352.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$113,038.00
G2 - All students will engage in arts, activities, and athletics	\$2,000.00
G4 - All students will stay in school on target to graduate	\$115,314.00
Grand Total	\$230,352.00