

**Lawless Elementary**

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

| <b>Table of Contents</b>       |  |
|--------------------------------|--|
| <b>Topic</b>                   | <b>Details</b>   |
| Cover Page                     | <i>CDS Code with Signature</i>   |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services           | <i>N/A</i>   |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>   |
| School Site Council (SSC)      | <i>Members list</i>  |
| Required Signatures            | <i>Principal and SSC Chairperson</i>   |
| Budget                         | <i>Site Allocations</i>  |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>  |

| <b>District Goals</b>   |   |
|---|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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**

| <b>School Site Council List</b>            |                  |                          |                    |                                |                          |
|--|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>                         | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. <b>Principal - Deborah Schlueter</b>    | X                |                          |                    |                                |                          |
| 2. <b>Chairperson - Mike Salinas</b>       |                  |                          |                    | X                              |                          |
| 3. <b>Vice Chairperson - William Gomez</b> |                  |                          |                    | X                              |                          |
| 4. <b>Secretary - Rob Gaertig</b>          |                  | X                        |                    |                                |                          |
| 5. <b>Michele Startz - Paren</b>           |                  |                          |                    | X                              |                          |
| 6. <b>Jessica Simonetti</b>                |                  | X                        |                    |                                |                          |
| 7. <b>Karen Wong</b>                       |                  | X                        |                    |                                |                          |
| 8.   |                  |                          |                    |                                |                          |
| 9.   |                  |                          |                    |                                |                          |
| 10.  |                  |                          |                    |                                |                          |
| 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:  |                   |  |         |
|---|-------------------|--|---------|
| 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 |  | 3/13/19 |
| SSC Chairperson   | Mike Salinas      |  | 3/13/19 |

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Lawless - 0295

**ON-SITE ALLOCATION**

|   |                                   |                  |
|---|-----------------------------------|------------------|
| 3010                                    | Title I                           | \$47,094 *       |
| 7090                                    | LCFF Supplemental & Concentration | \$172,919        |
| 7091                                    | LCFF for English Learners         | \$30,480         |
|   |                                   | \$250,493        |
| <b>TOTAL 2019/20 ON-SITE ALLOCATION</b> |                                   | <b>\$250,493</b> |

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

|  |          |
|--|----------|
| Title I Parent Involvement - Minimum Required                            | \$1,503  |
| Remaining Title I funds are at the discretion of the School Site Council | \$45,591 |
| Total Title I Allocation   | \$47,094 |

## Lawless Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

#### School Quality Review

#### School Level Dashboard

| Goal 1 Metrics   | Current Target | Actual   | As Of     | Target   |
|--|----------------|----------|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)  | 37.435 %       | 33.333 % | 2017-2018 | 40.333 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 30.741 %       | 25.517 % | 2017-2018 | 32.517 % |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Although we did not reach our target goal of 37.435% we did increase 2.898%. This increase can be contributed to many factors including, RTI, California Teaching Fellows, additional PLI trainings, teacher walk-throughs, the Instructional Leadership Team (ILT) work, Individual Instructional Plans (IIPs), and additional planning time for teachers.

The Instructional Leadership Team has been working to align Common Formative Assessments (CFAs) to the standards and begin to utilize the Multi Tiered Systems of Support (MTSS) necessary to intervene and put systems in place to meet individual student needs.

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

Although we did not reach our target goal of 30.741% we did increase 5.224%. This increase can be contributed to many factors including, RTI including California Teaching Fellows, additional PLI trainings, teacher walk-throughs, the Instructional Leadership Team (ILT) work, Individual Instructional Plans (IIPs), and additional planning time for teachers.

The Bullard Region implemented monthly math professional learning by grade level where teachers have been deepening their understanding of the CCSS, the 8 mathematical practices, academic discourse,

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### **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. Our students with disabilities are not receiving differentiated instruction at their individual levels and are in the red. Our English Learners, Hispanic, and Socioeconomically disadvantaged students are scoring in the orange and need further differentiated instruction. Our African American students are performing in the yellow and need continued targeted interventions to meet individual student needs.

#### **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. This includes our Students with Disabilities performing in the red, and our Hispanic and Socioeconomically Disadvantaged students performing in the orange, and our African American students and English Learners performing in the yellow.

problem solving, and conceptual development through the use of tools and strategies. The Instructional Leadership Team (ILT) has been working to align Common Formative Assessments (CFAs) to the standards and begin to utilize the Multi Tiered Systems of Support (MTSS) necessary to intervene and put systems in place to meet individual student needs.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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. Although the budget allowed for 14 teachers to attend the PLI for a total of 16 hours of professional learning, in actuality only 7 teachers attended between 4-8 hours of professional learning. The new learning did not meet the current needs of the teachers.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

After further discussion with the ILT and teachers, the teachers have decided to provide in-house professional learning for the integration of technology to better suit the needs of the individual teachers and students. Therefore, the upcoming SPSA will only budget for PLI for new teachers. The regional math training that was provided this year has already shown a school-wide 8.6% increase in Illuminate 2 math scores from the 2017/18 to 2018/19 school year. The Instructional Leadership Team is working with grade level teams and across grade levels to support student learning through teacher walk-throughs which will continue in the upcoming 2019-20 SPSA.

**Step 4:** Stakeholder 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.

**1** SSC:

See SSC Minutes from 2/5/19  
See SSC minutes from 3/12/19

**2** ELAC:

See ELAC minutes from 3/15/19

**3** Staff:

See Staff Agenda, sign in, and staff feedback forms 2/21/19

## 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
- IABs
- 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

**Owner(s):**

- Administration
- Teachers
- AC teams
- ILT
- Students

**Timeline:**

Quarterly

**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.
- Cellphone service to communicate with parents regarding student achievement, behavior, or emergencies.
- 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 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.

**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 ELPAC results

**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

**Specify enhanced services for low-performing student groups:**

- Integrated and designated ELD instruction for English Learners
- Academic discourse embedded in daily instruction
- Response to intervention for identified students

**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
- Academic discourse

**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.

|   |  |   |   |
|---|--|---|---|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

Illuminate interim assessments

IABs

AC common formative assessments

Grades

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.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level content standards, utilizing Go Math curriculum.

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing Go Math curriculum.
- All SPED students will receive targeted interventions utilizing the adopted supplemental curriculum, Number Worlds.

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

Describe Professional Learning related to this action:

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

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

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 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.

#### Specify enhanced services for EL students:

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

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

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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.

#### Specify enhanced services for low-performing student groups:

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- Academic discourse throughout all lessons daily
- Writing support within lessons
- Multi-media for listening and speaking
- After school intervention/homework club

#### Describe Professional Learning related to this action:

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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

# 2019-2020 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 27 teachers 18 hours each   | 10,822.00 |
| G1A1   | Title 1 Basic | Instruction                       | Subagreements |           |     | : California Teaching Fellows Foundation: 2 Teaching Fellows working 138 days M-TH 3.5 hours per day. 2 Teaching Fellows working 130 days M-TH 3.5 hours per day. 1 Teaching Fellow working 128 days M-TH 3.5 hours per day. 1 Teaching Fellow working 124 days M-TH 3.5 hours per day. 1 Teaching Fellow working 167 days M-F 3 hours per day.  | 20,316.00 |
| G1A1   | Title 1 Basic | Instruction                       | Travel        |           |     | RTI/PLC Conference Trainings   | 10,000.00 |
| G1A1   | Title 1 Basic | In-House Instructional Staff Deve | Teacher-Supp  |           |     | Personalized Learning Initiative (PLI) for 5 teachers 20 hours each  | 4,453.00  |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Subs  |           |     | 10 substitutes for Walk-throughs   | 1,850.00  |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment  |           |     | : Technology   | 10,000.00 |
| G1A1   | Sup & Conc    | Instruction                       | Subagreements |           |     | California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 138 days M-TH 3.5 hours per day. 2 Teaching Fellows working 130 days M-TH 3.5 hours per day. 1 Teaching Fellow working 128 days M-TH 3.5 hours per day. 1 Teaching Fellow working 124 days M-TH 3.5 hours per day. 1 Teaching Fellow working 167 days M-F 3 hours per day. | 38,329.00 |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Maint  |           |     | : Installation/swap out of projectors  | 350.00    |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Graph  |           |     | Graphics   | 2,500.00  |
| G1A1   | Sup & Conc    | Instructional Supervision & Admir | Communicatio  |           |     | Cellphone service  | 564.00    |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Supp  |           |     | Planning contracts for 27 teachers 18 hours each   | 10,822.00 |
| G1A1   | LCFF: EL      | Instruction                       | Subagreements |           |     | California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 138 days M-TH 3.5 hours per day. 2 Teaching Fellows working 130 days M-TH 3.5 hours per day. 1 Teaching Fellow working 128 days M-TH 3.5 hours per day. 1 Teaching Fellow working 124 days M-TH 3.5 hours per day. 1 Teaching Fellow working 167 days M-F 3 hours per day. | 6,000.00  |
| G1A1   | LCFF: EL      | Instruction                       | Subagreements |           |     | California Teaching Fellows Foundation : After school ELD Intervention/Homework Club. 1 California Teaching Fellow starting 9/03/19-5/14/20 (64 days) TuTH 1 hour per day with 32 hours of professional development  | 1,782.00  |

## 2019-2020 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   | LCFF: EL   | Instruction          | Direct-Other |           |     | ELPAC Assessors - 2 assessors 6 hrs/day for 5 days | 1,572.00  |
| G1A1   | LCFF: EL   | Parent Participation | Cls Sup-Sup  |           |     | Interpreters                                       | 296.00    |
| G1A2   | Sup & Conc | Instruction          | Nc-Equipment |           |     | Technology   | 10,300.00 |

**\$129,956.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics            | Current Target | Actual   | As Of     | Target   |
|---------------------------|----------------|----------|-----------|----------|
| Goal 2 Participation Rate | 93.813 %       | 85.663 % | 2017-2018 | 92.663 % |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

The school continues to promote school connectedness with their peers and adults through sports, clubs, music, field trips, leadership, and student jobs. The participation rates within these activities can improve through more efficient attendance procedures as well as working to offer more clubs.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

Key factors that contributed to the disproportionality include:

- Staff to run more clubs/engagements
- time/work or other commitments
- lack of communication
- lack of interest or knowledge of the opportunities
- transportation
- parental consent

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The school planned and implemented several engaging activities throughout the year. Elective wheel did not occur as frequently or regularly as in the past. We struggle to involve more sixth grade students in music. The implementation of more music opportunities at younger ages will hopefully instill and foster an interest in music that students will want to continue in the upper grades. Currently first through third grade students receive choir, 4th grade recorders, 5th and 6th have their choice of choir, strings, or band..

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In order to ensure that adequate attendance is being taken for each engagement, professional learning will occur so staff can enter attendance. The school will continue to utilize all staff to provide more engagement experiences.



**Step 4: Stakeholder 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.

|  |                               |   |
|--|-------------------------------|---|
| <b>1</b> SSC:  | <b>2</b> ELAC:                | <b>3</b> Staff:   |
| See SSC Mnotes from 2/5/19<br>See SSC minutes from 3/12/19 | See ELAC minutes from 3/15/19 | See Staff Agenda, sign in, and staff feedback forms 2/21/19 |

### 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](#)

[Owner\(s\):](#)

[Timeline:](#)

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

- Administration
- Teachers
- AC teams
- ILT
- Students
- Parents

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, soccer, leadership
- Spelling Bee
- Student leadership
- Athletics
- Music in grades 1-6

- 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
- 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

Specify enhanced services for low-performing student groups:

- Utilize the school Social Worker to work with families to communicate and involve them in school activities

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.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics                  | Current Target | Actual   | As Of     | Target   |
|---------------------------------|----------------|----------|-----------|----------|
| Exposure to Careers - 3rd Grade | 79.222 %       | 26.866 % | 2017-2018 | 7 %      |
| Exposure to Careers - 4th Grade | 72.333 %       | 67.532 % | 2017-2018 | 74.532 % |
| Exposure to Careers - 6th Grade | 68.017 %       | 60 %     | 2017-2018 | 67 %     |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

- Bricks for Kids
- Elective Wheel

**Exposure to Careers - 4th Grade**

- Student Leadership
- Young Chef's Academy
- Elective Wheel

**Exposure to Careers - 6th Grade**

- 6th grade camp
- Community College visits
- Elective Wheel

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

Attendance

**Exposure to Careers - 4th Grade**

Lack of parental consent and attendance

**Exposure to Careers - 6th Grade**

Lack of parental consent and attendance

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

**Step 4:** Stakeholder 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.

| <b>1</b> SSC:  |
|--|
| See SSC minutes from 3/6/18.<br>See SSC minutes from 3/21/18 |

| <b>2</b> ELAC:                 |
|--------------------------------|
| See ELAC minutes from 3/16/18. |

| <b>3</b> Staff:   |
|---|
| See Staff Agenda, sign in, and staff feedback forms 2/8/18. |

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 4 Metrics      | Current Target | Actual   | As Of     | Target   |
|---------------------|----------------|----------|-----------|----------|
| Chronic Absenteeism | 11.276 %       | 13.478 % | 2017-2018 | 11.478 % |
| Suspensions Per 100 | 3.284 %        | 3.374 %  | 2017-2018 | 2.374 %  |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

The school continues to provide after school athletics, field trips, Saturday Sports Camp, attendance rewards, and monthly good behavior activities. Clubs did occur, although staffing more clubs was a challenge. The school offered garden club, soccer club, leadership, and spelling bee. Elective wheel did not occur consistently throughout all grade levels as planned.

**Suspensions Per 100**

The school continues to utilize a school-wide positive behavior intervention system (ROARS) as well as implementing a school-wide theme of Lawless Ohana where "No Lion Get's Left Behind." Behavior assemblies occur 3 times throughout the year. The school purchased positive behavior incentives for the ROARS program. The School Social Worker has been working closely with identified students and the Culture & Climate team is working to create a Tier 1 interventions list and provide PL for teachers.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Asian, English Learners, and White students are in the orange according to the California Dashboard. The Attendance Specialist assigned to our school, took a leave of absence and our chronically absent students were not attended to or followed up with.

**Suspensions Per 100**

The school-wide positive behavior intervention system (ROARS) continues to teach consistent expectations, but a complete fidelity throughout all grade levels is not occurring. Lack of interventions provided at Tier 1

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The school Social Worker worked with students to daily check in with students, teach targeted focus groups, run 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.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The school Social Worker will continue to be utilized to work with students, parents, staff, administration, and the community as well as continue the school-wide positive behavior intervention system (ROARS). The Culture & Climate team will work with staff to provide a multi-tiered system of supports for all students.

**Step 4: Stakeholder 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.

**1** SSC:

See SSC minutes from 2/5/19  
See SSC minutes from 3/12/19

**2** ELAC:

See ELAC minutes from 3/15/19

**3** Staff:

See Staff Agenda, sign in, and staff feedback forms 2/21/19

### 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
- SQI 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 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.
- 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.
- Professional learning in MTSS
- Materials and supplies
- Graphics
- Ricoh lease agreement

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.

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.

Specify enhanced services for low-performing student groups:

- School Social Worker to work closely with staff and families

Describe Professional Learning related to this action:

Utilization of School Messenger Data  
Analysis and monitoring of attendance  
Morning Meetings  
Peach Jar notifications

## 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.

|   |  |   |   |
|---|--|---|---|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

- 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.

Specify enhanced services for low-performing student groups:

Multi-tiered systems of support  
ROARS positive behavior intervention system  
Social skills groups for targeted/identified students with the School Social Worker

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



## 2019-2020 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 | Parent Participation              | Mat & Supp    |                       |        | Materials & Supplies for parental involvement **NO Food, No Incentives** | 1,503.00  |
| G4A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                       |        | Materials & Supplies   | 9,666.00  |
| G4A1   | Sup & Conc    | Instructional Supervision & Admin | Off Eq Lease  |                       |        | Ricoh Lease Agreement  | 1,447.00  |
| G4A2   | Sup & Conc    | Instruction                       | Mat & Supp    |                       |        | Materials and supplies including ROARS incentives                        | 7,835.00  |
| G4A2   | Sup & Conc    | Attendance & Social Work Services | Crt Pupil-Reg | Social Worker, School | 0.9000 | School Social Worker   | 90,078.00 |
| G4A2   | LCFF: EL      | Attendance & Social Work Services | Crt Pupil-Reg | Social Worker, School | 0.1000 | School Social Worker   | 10,008.00 |

**\$120,537.00**

## 2019-2020 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 27 teachers 18 hours each   | 10,822.00 |
| G1A1   | Title 1 Basic | Instruction                       | Subagreements |           |     | : California Teaching Fellows Foundation: 2 Teaching Fellows working 138 days M-TH 3.5 hours per day. 2 Teaching Fellows working 130 days M-TH 3.5 hours per day. 1 Teaching Fellow working 128 days M-TH 3.5 hours per day. 1 Teaching Fellow working 124 days M-TH 3.5 hours per day. 1 Teaching Fellow working 167 days M-F 3 hours per day.  | 20,316.00 |
| G1A1   | Title 1 Basic | Instruction                       | Travel        |           |     | RTI/PLC Conference Trainings   | 10,000.00 |
| G1A1   | Title 1 Basic | In-House Instructional Staff Deve | Teacher-Supp  |           |     | Personalized Learning Initiative (PLI) for 5 teachers 20 hours each  | 4,453.00  |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Subs  |           |     | 10 substitutes for Walk-throughs   | 1,850.00  |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment  |           |     | : Technology   | 10,000.00 |
| G1A1   | Sup & Conc    | Instruction                       | Subagreements |           |     | California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 138 days M-TH 3.5 hours per day. 2 Teaching Fellows working 130 days M-TH 3.5 hours per day. 1 Teaching Fellow working 128 days M-TH 3.5 hours per day. 1 Teaching Fellow working 124 days M-TH 3.5 hours per day. 1 Teaching Fellow working 167 days M-F 3 hours per day. | 38,329.00 |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Maint  |           |     | : Installation/swap out of projectors  | 350.00    |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Graph  |           |     | Graphics   | 2,500.00  |
| G1A1   | Sup & Conc    | Instructional Supervision & Admir | Communicatio  |           |     | Cellphone service  | 564.00    |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Supp  |           |     | Planning contracts for 27 teachers 18 hours each   | 10,822.00 |
| G1A1   | LCFF: EL      | Instruction                       | Subagreements |           |     | California Teaching Fellows Foundation : California Teaching Fellows Foundation: 2 Teaching Fellows working 138 days M-TH 3.5 hours per day. 2 Teaching Fellows working 130 days M-TH 3.5 hours per day. 1 Teaching Fellow working 128 days M-TH 3.5 hours per day. 1 Teaching Fellow working 124 days M-TH 3.5 hours per day. 1 Teaching Fellow working 167 days M-F 3 hours per day. | 6,000.00  |
| G1A1   | LCFF: EL      | Instruction                       | Subagreements |           |     | California Teaching Fellows Foundation : After school ELD Intervention/Homework Club. 1 California Teaching Fellow starting 9/03/19-5/14/20 (64 days) TuTH 1 hour per day with 32 hours of professional development  | 1,782.00  |
| G1A1   | LCFF: EL      | Instruction                       | Direct-Other  |           |     | ELPAC Assessors - 2 assessors 6 hrs/day for 5 days   | 1,572.00  |
| G1A1   | LCFF: EL      | Parent Participation              | Cls Sup-Sup   |           |     | Interpreters   | 296.00    |
| G1A2   | Sup & Conc    | Instruction                       | Nc-Equipment  |           |     | Technology   | 10,300.00 |
| G4A1   | Title 1 Basic | Parent Participation              | Mat & Supp    |           |     | Materials & Supplies for parental involvement **NO Food, No Incentives**   | 1,503.00  |
| G4A1   | Sup & Conc    | Instruction                       | Mat & Supp    |           |     | Materials & Supplies   | 9,666.00  |
| G4A1   | Sup & Conc    | Instructional Supervision & Admir | Off Eq Lease  |           |     | Ricoh Lease Agreement  | 1,447.00  |
| G4A2   |               | Instruction                       | Mat & Supp    |           |     |  | 7,825.00  |

|      |            |                                  |               |                       |        |   |                     |
|------|------------|----------------------------------|---------------|-----------------------|--------|---|---------------------|
| G4A2 | Sup & Conc | Instruction                      | Mat & Supp    |                       |        | Materials and supplies including ROARS incentives | 7,835.00            |
| G4A2 | Sup & Conc | Attendance & Social Work Service | Crt Pupil-Reg | Social Worker, School | 0.9000 | School Social Worker                              | 90,078.00           |
| G4A2 | LCFF: EL   | Attendance & Social Work Service | Crt Pupil-Reg | Social Worker, School | 0.1000 | School Social Worker                              | 10,008.00           |
|      |            |                                  |               |                       |        |   | <b>\$250,493.00</b> |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$47,094.00         |
| Sup & Conc            | 7090   | \$172,919.00        |
| LCFF: EL              | 7091   | \$30,480.00         |
| <b>Grand Total</b>    |        | <b>\$250,493.00</b> |

| Goal Totals   | Budget Totals       |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math  | \$129,956.00        |
| G4 - All students will stay in school on target to graduate | \$120,537.00        |
| <b>Grand Total</b>  | <b>\$250,493.00</b> |