

Lawless Elementary

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<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



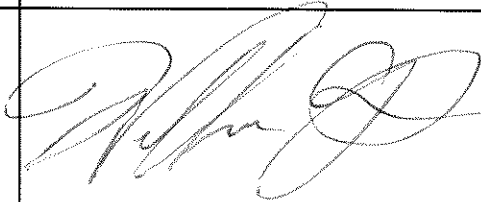
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family 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 School 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 – William Gomez				X	
3. Vice Chairperson – Sandra Morales		X			
4. Secretary – Christine Lind		X			
5. Khushdeep Brar				X	
6. Dominic Holland				X	
7. Rosie Delgado				X	
8. Karen Wong		X			
9. Meredith Farnsworth			X		
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 <u>10/13/2020</u> .

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Deborah Schlueter		3/13/2020
SSC Chairperson	William Gomez 		3-12-2020

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 2020/21

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$56,074 *
7090	LCFF Supplemental & Concentration	\$174,831
7091	LCFF for English Learners	\$36,957
TOTAL 2020/21 ON-SITE ALLOCATION		\$267,862

* 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	\$1,587
Remaining Title I funds are at the discretion of the School Site Council	\$54,487
Total Title I Allocation	\$56,074

Lawless Elementary 2020-2021 - 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
EL Reclassification Rate (All grade levels)		19.658 %	2018-2019	26.658 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.333 %	33.103 %	2018-2019	40.103 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.517 %	32.646 %	2018-2019	39.646 %

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)

We did not meet our current target of 40.33% and will continue to strive to reach our goal of 40.103%. After analysis of the current SPSA and actions the following has been determined:

- Teachers received 18 hours of paid voluntary planning hours which will allow time for them to include the SBAC stems into daily lessons.
- Professional Learning Communities meet weekly and set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- Teachers set individual and class goals for student achievement.
- The Instructional Leadership Team (ILT) has worked closely to identify the best components of the guaranteed viable curriculum and reviewed grade level SMART goals to identify best first instruction practices.
- Teachers did not attend any RTI/PLC conference trainings.
- Teachers are still working to incorporate SBAC Stems and IABs and FIABs to determine specific student needs.

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)

- 2 out of 2 (100%) of Foster Youth did not meet standards on the SBAC ELA assessment.
- 7 out of 7 (100%) of SDC students did not meet standards on the SBAC ELA assessment.
- 13 (54.17%) of EL students did not meet standards on the SBAC ELA assessment and 10 (41.67%) nearly met and 1 (4.17%) met standards.

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

- 2 out of 2 (100%) of Foster Youth did not meet standards in the math SBAC assessment
- 8 out of 8 (100%) of SDC students did not meet standards in the math SBAC assessment.
- 13 (50%) of EL students did not meet standards in the math SBAC assessment and 10 (38.46%) nearly met standards and 1 (3.85%) met standards and 2 (7.69%) exceeded standards.

EL Reclassification Rate (All grade levels)

There are a total of 91 English Learner (EL) students enrolled. Of the 91, 6 students are classified as SPED. According to ELA iReady Diagnostic Data of those 6, 4 students are 2+ years behind, 1 student is 1 year behind and 1 student was not tested due to age/grade. According to SBAC ELA data, 2 students are not meeting standards and 1 student nearly met standards. Although there was an ELD Intervention/Homework club twice weekly after school, only 8 students attended regularly.

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

We did meet our target of 32.52% and this can be contributed to a few factors including:

- The Bullard Region participated in grade level professional learning monthly focusing on conceptual development, problem solving, and academic discourse.
- Teachers received 18 hours of paid voluntary planning hours
- Professional Learning Communities meet weekly and set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- Teachers set individual and class goals for student achievement.
- The Instructional Leadership Team (ILT) has worked closely to identify the best components of the guaranteed viable curriculum and reviewed grade level SMART goals to identify best first instruction practices.
- Teacher are still working to incorporate SBAC Stems and IABs and FIABs to determine specific student needs.

EL Reclassification Rate (All grade levels)

- There are currently 98 (16.2%) English Learner Students
- 27 (4.46%) of students have been reclassified to date
- Students meeting iReady ELA criteria grew from 4 students (5.41%) to 19 (20.88%) from iReady Diagnostic #1 to #2.
- 7 (24.14%) of students met SBAC Criteria
- ELD/Homework Club has been successful
- There are currently 14 Long Term English Learner students

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

The SPSA and budget allocated \$10,000 for RTI/PLC conference trainings which teachers did not attend. The money was transferred to technology to purchase student tablets to support instruction and update old tablets. All other expenditures were as planned with the exception of not all 27 teachers utilizing the full 18 hours of planning contracts. We did have teachers attend PLI learning, but not all 5 teachers utilized the full 20 hours.

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.

Lawless will become a designated school for the 2020-21 school year. This will allow us an additional 30 minutes of the school day and an additional full time Academic Teacher on Special Assignment (TSA) as well as additional hours for the staff. The school will also continue to provide a full time School Social Worker to provide SEL supports for students. In order to help meet individual student needs through iReady individualized instruction, and IAB/FIAB assessments, the school will purchase updated technology including student tablets, projectors, and headphones. The school will continue to provide an after school ELD intervention/homework club and will add a second Teaching Fellow to provide supports to more students according to age/grade.

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:

- Met with ILT on 1/6/20 and reviewed current budget and discussed options and needs for next year. Per ILT, more money is needed for technology and opt in to school-wide PLI for the next 3 years.
- Met with School Site Council on 1/14/2020 to determine writing team and timelines
- Met with School Site Council on 2/4/20 to review Needs Assessment Survey results
- Met with School Site Council on 3/10/20 to approve the SPSA and budget.

2 ELAC:

- Met with ELAC on 1/17/20
- Met with ELAC on 3/13/20

3 Staff:

- Met with staff on 1/16/20
- Met with ILT on 2/3/20 to discuss SEL needs
- Met with staff on 3/2/20 to determine SEL 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

- iReady
- iReady Standards Mastery
- BAS
- Quarterly BPST
- Quarterly math fluency assessments
- IABs & FIABs
- Grade level common formative assessments
- 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 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and iReady Diagnostics & Standards Mastery 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

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

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.

Describe Professional Learning related to this action:

- Guaranteed Viable Curriculum

- 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
- 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
 - Social Emotional Learning (SEL)
 - Cultural Proficiency

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:	<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

iReady Diagnostic Assessments & Standards Mastery Assessments

IABs & FIABs

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& 2 intervention groups. Tiered support will be progress monitored through weekly assessments, 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.

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 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.

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
- Social Emotional Learning (SEL)
- Cultural Proficiency

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:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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

BAS

iReady Diagnostic & Standards Mastery 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 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.

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.

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.

Specify enhanced services for low-performing student groups:

- 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:

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

2020-2021 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-Subs			9 Subs for SSTs	1,818.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies - **No Food, No Incentives**	7,669.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows total 6th 1 TF / 3.5 hours per day (8am-11:30a) start date 8/24 end 5/27 Mon-Thurs (123 days total) 5th 1 TF / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (125 days total) 3rd & 4th 2 TFs / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (127 days total) 2nd - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/24 end 5/27 Mon-Thurs (132 days total) First - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/17 end date 5/27 Mon-Thurs (136 days total) Kinder - 1 TF / 3 hours per day (8am-11am) / Start date: 8/17 end date 5/28 Mon-Friday (160 days total ***Omit the 2 last Friday of the month to stay within 160 days)	35,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			10 Subs for Walkthroughs	2,021.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	18,058.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	20,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows total 6th 1 TF / 3.5 hours per day (8am-11:30a) start date 8/24 end 5/27 Mon-Thurs (123 days total) 5th 1 TF / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (125 days total) 3rd & 4th 2 TFs / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (127 days total) 2nd - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/24 end 5/27 Mon-Thurs (132 days total) First - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/17 end date 5/27 Mon-Thurs (136 days total) Kinder - 1 TF / 3 hours per day (8am-11am) / Start date: 8/17 end date 5/28 Mon-Friday (160 days total ***Omit the 2 last Friday of the month to stay within 160 days)	30,176.00

2020-2021 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	Sup & Conc	Instruction	Direct-Maint			Installation/Swap out projectors	1,050.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Agreement	1,592.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	9,271.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	10,000.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	632.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : After School Intervention/Homework Club 2 California Teaching Fellows Working Tu/TH 1 hour per day with professional development hours.	3,720.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,550.00

\$156,357.00

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	92.663 %	75.726 %	2018-2019	82.726 %

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

- There is currently a 76.46% participation of students involved in Goal 2 activities. There are 137 students not involved to date according to Atlas.
- Of the 137 students not involved, some of the students will be involved in upcoming grade level field trips or performances. Not all students have been accounted for on a couple of athletics or club activities and will need to be updated.

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 possibly contributed to the disproportionality include:

- Time/work or other commitments
- Communication issues
- 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.

Lawless had all sports this school year including, girls volleyball, flag football, co-ed soccer, boys & girls basketball, cross country, track, wrestling, and boys and girls softball. The school also had clubs including, garden club, yearbook club, leadership, Coding Club and Spelling Bee. All grade levels participated in at least one field trip. Grades 2-6 were involved in music including choir, band, and strings.

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 will continue to be involved in all sports, and provide clubs 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:

- Met with ILT on 1/6/20 and reviewed current budget and discussed options and needs for next year. Per ILT, more money is needed for technology and opt in to school-wide PLI for the next 3 years.
- Met with School Site Council on 1/14/2020 to determine writing team and timelines
- Met with School Site Council on 2/4/20 to review Needs Assessment Survey results
- Met with School Site Council on 3/10/20 to approve the SPSA and budget.

2 ELAC:

- Met with ELAC on 1/17/20
- Met with ELAC on 3/13/20

3 Staff:

- Met with staff on 1/16/20
- Met with ILT on 2/3/20 to discuss SEL needs
- Met with staff on 3/2/20 to determine SEL needs

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, 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):

- Monthly Saturday sports camp
- Student Jobs
- Clubs - including sports, gardening, soccer, leadership, yearbook
- 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, Costco, and the PTA
- The school will host a yearly Multicultural Night to bring about one family through many cultures
- Peach Jar

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 school will also participate in Cultural Proficiency professional learning.

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
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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.

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

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.

1 SSC:

2 ELAC:

3 Staff:

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	11.478 %	14.263 %	2018-2019	12.263 %
Suspensions Per 100	2.374 %	1.043 %	2018-2019	0.043 %

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

- To date, the attendance rate is 95.23%. 64(10.67%) are chronic and 10(1.67%) are severely chronic.
- To date, 333 students attended Saturday School with 257 absences recovered. For the 2018-19 school year, 264 students attended with 233 absences recovered. To date, the school Social Worker has missed 67 days. At this time her earliest return will be 4/1. Therefore, identified students did not receive individualized supports during this time.
- The school has implemented Morning Meetings and Monthly Reward Activities with Fun Works that include attendance as a requirement to attend. Teachers are encouraged to contact parents of students who are identified as chronic. Administration conducts Individual Instructional Plans (IIP) meeting with teachers to track chronic students.
- The school Social Worker makes phone calls home and conducts home visits to students who are chronic and severely chronic. The Social Worker also works to have students attend Saturday School.

Suspensions Per 100

- To date, there have been 15 suspensions for 12 students.
- The school Social Worker checks in daily with specific targeted students and provides supports as needed. She also opens up the Lion's Den for alternative recess options for those students identified as needing social skills, interventions, and small group supports. To date, the school Social Worker has missed 67 days. At this time her earliest return will be 4/1. Therefore, identified students did not receive individualized supports during this time.
- Administration conducts Individual Instructional Plans (IIP) meetings to track students, discuss needs, and plan interventions.
- The school has school-wide behavior expectations posted and taught through Positive Behavior Intervention Systems (PBIS) with the ROARS tickets and weekly individual and class incentives.
- Monthly Reward activities are provided to students for positive behavior through Fun Works.
- Teachers conduct Morning Meetings to promote a positive culture and climate among students.

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

Chronic Absenteeism

- Of the 9 students identified as Foster Youth, 1 student (11.11%) are manageable and the rest are good.
- Of the 2 students identified as homeless, 2 students (100%) are manageable.
- Of the 91 EL students 5.49% are chronic and 2.2% are severely chronic.
- Of the 64 students with disabilities, 17.19% are chronic and 3.13% are severely chronic.

Suspensions Per 100

- Of the 15 suspensions for the year, 4 students are classified as English Learners, 1 student is classified as having a 504 plan, 1 student with a classified disability, and 1 student is identified as foster youth. Of the students suspended, 11 (73.33%) are Hispanic, 1 (6.67%) is Asian, 1 (6.67%) is African American/Black, 1 (6.67%) is multi-racial, and 1 (6.67%) is Native American/Alaskan. All 11 (100%) students are male.

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

As of March 3, the School Social Worker has missed 67 days (37% of the school year). At this time, her earliest return will be 4/1. Therefore, identified students did not receive these services and supports during this time.

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.

Lawless will become a designated school for the 2020-21 school year. This will allow us an additional 30 minutes of the school day and an additional full time Academic Teacher on Special Assignment (TSA) as well as additional hours for the staff. The school will also continue to provide a full time School Social Worker to provide SEL supports for 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:

- Met with ILT on 1/6/20 and reviewed current budget and discussed options and needs for next year. Per ILT, more money is needed for technology and opt in to school-wide PLI for the next 3 years.
- Met with School Site Council on 1/14/2020 to determine writing team and timelines
- Met with School Site Council on 2/4/20 to review Needs Assessment Survey results
- Met with School Site Council on 3/10/20 to approve the SPSA and budget.

2 ELAC:

- Met with ELAC on 1/17/20
- Met with ELAC on 3/13/20

3 Staff:

- Met with staff on 1/16/20
- Met with ILT on 2/3/20 to discuss SEL needs
- Met with staff on 3/2/20 to determine SEL 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
- Saturday School Attendance

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
- Saturday School

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

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

celebrating perfect attendance. Students who have perfect attendance will be invited to good behavior assemblies after school.

Analysis and monitoring of attendance
Morning Meetings
Peach Jar notifications
Social Emotional Learning (SEL)
Cultural Proficiency

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

Owner(s):

Timeline:

Administration

Quarterly

Teachers

ILT

AC teams

Social Worker

Parents

Culture & Climate Team

- 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

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.

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

Describe Professional Learning related to this action:

- Social Emotional Learning
- CHAMPS
- OLWEUS
- Safe and Civil protocol for defiance
- Morning Meetings
- Social Emotional Learning (SEL)
- Cultural Proficiency

2020-2021 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**	1,587.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cellphone service	564.00
G4A2	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			: The Positivity Project	1,500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.9000	School Social Worker	97,070.00
G4A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.1000	School Social Worker	10,784.00

\$111,505.00

2020-2021 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-Subs			9 Subs for SSTs	1,818.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies - **No Food, No Incentives**	7,669.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows total 6th 1 TF / 3.5 hours per day (8am-11:30a) start date 8/24 end 5/27 Mon-Thurs (123 days total) 5th 1 TF / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (125 days total) 3rd & 4th 2 TFs / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (127 days total) 2nd - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/24 end 5/27 Mon-Thurs (132 days total) First - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/17 end date 5/27 Mon-Thurs (136 days total) Kinder - 1 TF / 3 hours per day (8am-11am) / Start date: 8/17 end date 5/28 Mon-Friday (160 days total) ***Omit the 2 last Friday of the month to stay within 160 days)	35,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			10 Subs for Walkthroughs	2,021.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	18,058.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	20,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows total 6th 1 TF / 3.5 hours per day (8am-11:30a) start date 8/24 end 5/27 Mon-Thurs (123 days total) 5th 1 TF / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (125 days total) 3rd & 4th 2 TFs / 3.5 hours per day (8am-11:30a) / start date 8/24 end 5/27 Mon-Thurs (127 days total) 2nd - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/24 end 5/27 Mon-Thurs (132 days total) First - 1 TF / 3.5 hours per day (8am-11:30a) / Start date 8/17 end date 5/27 Mon-Thurs (136 days total) Kinder - 1 TF / 3 hours per day (8am-11am) / Start date: 8/17 end date 5/28 Mon-Friday (160 days total) ***Omit the 2 last Friday of the month to stay within 160 days)	30,176.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Installation/Swap out projectors	1,050.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Off Eq Lease			Ricoh Lease Agreement	1,592.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	9,271.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	10,000.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	632.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : After School Intervention/Homework Club	3,720.00

G1A3		Instruction	Subagreements			2 California Teaching Fellows Working Tu/TH 1 hour per day with professional development hours.	3,720.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,550.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for parental involvement **No Food, No Incentives**	1,587.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cellphone service	564.00
G4A2	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			: The Positivity Project	1,500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.9000	School Social Worker	97,070.00
G4A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.1000	School Social Worker	10,784.00
							\$267,862.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,074.00
Sup & Conc	7090	\$174,831.00
LCFF: EL	7091	\$36,957.00
Grand Total		\$267,862.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$156,357.00
G4 - All students will stay in school on target to graduate	\$111,505.00
Grand Total	\$267,862.00