

Lowell Elementary

10621666006373

Principal's Name: Jennifer Her-Yang

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Jennifer Her-Yang', with a long horizontal line extending to the right.

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

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Her-Yang	X				
2. Chairperson – Elia Lopez				X	
3. Erika Arreguin		X			
4. Anthony Her		X			
5. Martha Samaniego-Rodriguez		X			
6. Lupita Zamudio			X		
7. Maryann Carrillo				X	
8. Consuelo Colasilla				X	
9. Alexis Ramirez				X	
10. Lila Shipman				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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	Jennifer Her-Yang		03/28/2019
SSC Chairperson	Elia Lopez		03/28/2019

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

Lowell - 0315

ON-SITE ALLOCATION

3010	Title I	\$41,454 *
7090	LCFF Supplemental & Concentration	\$158,119
7091	LCFF for English Learners	\$56,769
TOTAL 2019/20 ON-SITE ALLOCATION		\$256,342

* 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	\$1,323
Remaining Title I funds are at the discretion of the School Site Council	\$40,131
Total Title I Allocation	\$41,454

Lowell 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
EL Reclassification Rate (All grade levels)	17.556 %	2.198 %	2017-2018	9.198 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	44.037 %	40.417 %	2017-2018	47.417 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	43.073 %	48.101 %	2017-2018	55.101 %

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)

- PLC teams create a minimum of 2-3 CFAs in ELA per quarter utilizing Illuminate test items.
- CFA results are analyzed and misconceptions are identified for targeted reteaching of instruction.
- CFAs are calendared to include dates for assessments, analysis, corrective instruction, and reassessments.
- ELA CFAs will focus on SBAC Claim 1 (Reading) and short constructed responses
- PLC teams engage in deconstructing standards during quarterly planning sessions to deepen knowledge of content standards.
- Deconstruction of standards includes aligning content to context to have clarity on how taught standards are assessed.
- Literacy instruction includes guided and whole group reading with opportunities to apply literacy skills with a variety of texts (both at instructional and grade level).
- Literacy lesson design will include the Close Reading strategy to engage students in reading, speaking, and writing about texts.
- Literacy includes a minimum of 45 minutes daily for writing instruction around the three writing genres of Narrative, Informative/Explanatory, and Opinion/Argument. Write Tools will be used as a resource to support with writing instruction.
- PLC teams in grades 3-6 will utilize the SBAC Interim Assessment Blocks (IAB) throughout the

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)

English Learners represent 39% of Lowell's student population.

- 14.3% of ELLs Met or Exceeded standards on SBAC ELA compared to 37% overall

Hispanic or Latino students represent 82% of Lowell's student population.

- 38.6% of Hispanic or Latino students Met or Exceeded standards on SBAC ELA, which is almost 2% higher than the overall student population

23.2% of ELLs are Nearly Meeting and 62.5% Not Meeting SBAC ELA standards. ELLs often struggle with reading fluency and comprehension. ELLs need more opportunities to engage in reading, writing, and talking about texts.

Factors that may have caused these groups to be disproportionate or low performing:

- Absence of English Language Instruction for Designated ELD time
- Absence in utilizing and implementing ELD Standards and frameworks.
- SEL supports and strategies in integrating identity and agency into daily lessons.

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

academic school year as an additional assessment tool to monitor student progress.

- Planning days will be provided for grades 3-6 to analyze IAB results and plan for SBAC instruction.
- PLC teams will use the IPG as a tool to strategically plan and improve Tier 1 instructional strategies specifically around text complexity and student engagement.
- Data chats with students to set learning goals.
- Quarterly data chats with individual teachers to discuss student achievement and goal setting

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

- PLC teams create a minimum of 2-3 CFAs in mathematics per quarter utilizing Illuminate test items.
- CFA results are analyzed and misconceptions are identified for targeted reteaching of instruction.
- CFAs are calendared to include dates for assessments, analysis, reteach, and reassessments.
- Professional learning focused on aligning taught and tested standards.
- PLC teams engage in deconstructing standards during quarterly planning sessions to deepen knowledge of content standards.
- Deconstruction of standards includes aligning content to context to have clarity on how taught standards are assessed under each claim.
- Analysis of math standards assessed in the different claims are used to plan instruction that are reflective of those skills.
- PLC teams in grades 3-6 will utilize the SBAC Interim Assessment Blocks (IAB) throughout the academic school year as an additional assessment tool to monitor student progress.
- Planning days will be provided for grades 3-6 to analyze IAB results and plan for SBAC instruction.
- PLC teams will use the IPG as a tool to strategically plan and improve Tier 1 instructional strategies specifically around Rigor, Coherence, and Focus in mathematics.
- School wide math expectations will include 90 minutes of mathematics. Math Lesson Design will allow for Direct Instruction, Cooperative Learning, Student Presentation, and Independent Practice with Go Deeper and Think Smarter math problems.
- Data chats with students to set learning goals.
- Quarterly data chats with individual teachers to discuss student achievement and goal setting

EL Reclassification Rate (All grade levels)

- Teachers review ELPAC results with parents during Parent-Teacher conferences.
- Information regarding EL Redesignation progress is shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings.
- Coffee Hour and ELAC meetings content is focused on reading, writing, speaking, and listening strategies that parents can use and practice with their students.
- Data chats with students include Goal Setting for English Learners, DRP, and Interim Assessments.
- Reading at grade level progress is monitored using BAS.

English Learners represent 39% of Lowell's student population.

- 18.6% of ELLs Met or Exceeded standards on SBAC Math compared to 36.1% overall

Hispanic or Latino students represent 82% of Lowell's student population.

- 37% of Hispanic or Latino students Met or Exceeded standards on SBAC Math, which is 1% higher than the overall

28.8% of ELLs are Nearly Meeting and 52.5% are Not Meeting SBAC Math standards. ELLs need additional opportunities to practice math fluency as well make sense math concepts.

EL Reclassification Rate (All grade levels)

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

On-Site Counseling is an instrumental part of the success of students with social and emotional needs. Individual and group counseling allows for students to develop coping strategies as well as building self-esteem and social skills.

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.

A full-time Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.

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:

SCHOOL SITE COUNCIL will be presented with SBAC data in ELA and Math at the beginning of the year as well as after Interim 1 and Interim 2.

SCHOOL SITE COUNCIL will be informed of Language Arts and Math focus for the academic school year based on preliminary data:

- Increase the rate of students moving to Meeting and Exceeding performance band as measured by SBAC ELA and Math. Student progress is monitored using Interim assessments.
- Students' reading levels are monitored quarterly using BAS assessments.
- Goal setting (data chats) are conducted quarterly for BAS and after each Interim assessment. Data walls create a visual for students to monitor their own progress.

SCHOOL SITE COUNCIL will review actions specific to current data which indicated the impact of the actions.

SCHOOL SITE COUNCIL's input around current actions will be taken into consideration. Focus is on Reading By Third Grade and increasing the rate of students moving to the Meeting and Exceeding bands as measured by SBAC ELA and Math for all 3rd-6th and Interim Assessments for 1st-6th. All K-6 students will have access to the GVC (Wonders and Go Math) and receive daily guided reading instruction.

2 ELAC:

ELAC will be presented with current SBAC data in ELA and Math at the beginning of the year as well as after Interim 1 and Interim 2.

ELAC was informed of Language Arts and Math focus for academic school year based on preliminary data:

- Increase the rate of students moving to Meeting and Exceeding performance band as measured by SBAC ELA and Math. Student progress is monitored using Interim assessments.
- Students' reading levels are monitored quarterly using BAS assessments.
- Goal setting (data chats) are conducted quarterly for BAS and after each Interim assessment. Data walls create a visual for students to monitor their own progress.

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

ELAC's input around current actions will be taken into consideration. Focus is on Reading By Third Grade and increasing the rate of students moving to the Meeting and Exceeding bands as measured by SBAC ELA and Math for all 3rd-6th and Interim Assessments for 1st-6th. All K-6 students will have access to the GVC (Wonders and Go Math) and receive daily guided reading instruction.

3 Staff:

Staff will review preliminary data at the beginning of the year to identify student performance at each band. Data is utilized to develop SMART Goals and identify target students.

- Current SBAC data in ELA and Math (4th-6th)
- EOY Interim 2 data in ELA and Math (2nd-6th) from the previous year
- Current BAS (K-6th)
- Current KAIG (K)

All teachers will receive training on Close Reading, Write Tools, and Math Lesson Design. Teachers will be given the opportunity to observe demonstration lessons from each other and plan literacy and math lessons together.

Staff Recommendations:

- Differentiate Guided Reading PL for K-2nd and 3rd-6th as students transition from learning to read to reading to learn.
- PL around effective writing instruction for students to become proficient writers in all the three types of writing -Narrative, Explanatory, and Opinion.
- Integrate Write Tools strategies with a focus on teaching the three types of writing genres.
- Teaching Fellows support with small group reading instruction for students not yet reading at grade level. Instructional focus will be early literacy skills -Fluency, Phonemic Awareness, Phonics, and Comprehension.
- Grade Level Planning days provided for teachers to analyze CFAs and plan for instruction.
- On-site counseling support for students with social and emotional needs.
- Full Time school Social Worker will support Tier 3 students

around Social Emotional Learning. Support will be provided for all students in TK-6 during the day as needed. Specific times will be allocated for individual or group sessions.

Action 1

Title: All students will excel in reading and writing

Action Details:

Lowell will implement a school wide focus on utilizing data to drive instruction. All ACs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for corrective and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence.

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

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

- Grade 3-6 CAASPP
 - Grade 1-6 ELA Interim 1 and Interim 2
 - Grade 3-6 SBAC IABs (Literacy and Math)
 - PLC Created ELA Common Formative Assessments
 - PLC Created Common Assignments for Writing
 - Trimester Schoolwide Writing Performance Tasks
 - Grade 2-6 DRP
 - K-6 BAS results
 - KAIG
 - K-3 DIBELS
 - BPST
1. SBAC and Interim Assessment results will be utilized to establish school wide and grade level goals.
 2. Interim Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.
 3. PLC common formative assessments will be refined to monitor student mastery of standards prior to Interim 1/2 and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will develop online assessments utilizing Illuminate. PLCs will create calendars indicating instructional windows for each CFA—dates for administration, analysis, reflection, and development of an instructional response plan for each given CFA.
 4. PLCs will review and set goals as well as identify target students after each Interim assessment.

Owner(s):

Instructional Leadership Team
Accountable Community Teams
Principal
Vice Principal
TSA/Intervention Teacher
Teaching Fellows
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and students
On-Site Counseling
TSA or Social Worker

Timeline:

August: CAASPP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).

All K-6 students will be BAS tested quarterly by Teaching Fellows, TSA and classroom teachers.

- BAS will be administered quarterly to monitor reading progress in Kindergarten, particularly students who are reading and by 3 quarter for non-readers.

PLCs will develop and administer 2-3 CFAs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings will be focused on student learning, results, and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly ILT and CCT Meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- Teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers every quarter to discuss student achievement.

KAIG will be administered quarterly to progress monitor students in Kindergarten.

DIBELS and/or BPST assessments will be administered weekly to progress monitor students in Reading Intervention.

TK Benchmarks and DPRP will be utilized to monitor students' academic and social emotional progress.

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

Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.

Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.

All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can set and reflect on learning goals for each CFA.

TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to, student agendas, paper, pencils, notebooks, journals, copier, dryerase pens, etc. will be provided as needed.

Maintenance and technology repairs will be provided to limit interruption during instruction.

An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.

Students will have access to daily use of tablets with online programs such as News ELA for additional reading and writing practices.

On-Site Counseling services will support students with social and emotional needs in order to impact academic performance. Two part-time counselors will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.

A full-time TSA or Social Worker will provide SEL support that includes building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.

Supplies, materials, and xerox paper provided to teachers to support with classroom instruction. Copier contract is provided for maintenance.

Students in Grade 4-6 will receive Agendas to organize class and homework assignments in order to stay on track with their academics.

Students in Grade 3-6 will receive daily snacks during CAASPP administration.

Specify enhanced services for EL students:

Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).

EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.

When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.

EL student progress will be monitored after each assessment period (DRP, ELPAC, Interims 1 & 2) to ensure that students are making adequate progress towards reclassification and redesignation.

TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.

ELPAC Bootcamp will be provided by TSA to focus on reading, writing, speaking, and listening skills.

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

Teachers will review results from CFAs, Common Assignments, reading levels, and other assessment results with parents during Parent/Teacher Conferences and on an as-needed basis.

Quarterly progress reports will be sent home to inform parents of their student's academic progress.

Specify enhanced services for low-performing student groups:

Schoolwide RTI program for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at students' instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

RSP teacher will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.

TSA or Social Worker will facilitate COST Meetings (Coordination of Services Team) to identify Tier 1 interventions and strategies. COST will be utilized as a safety net before an SST.

Describe Professional Learning related to this action:

Teachers will receive ongoing professional development in creating and administering common formative assessments on the Illuminate platform.

Teachers will also receive professional learning and continuous practice with deconstructing standards, aligning content to the context of assessed standards, and the implementation of comprehensive reading, literacy, and

Parents will also be able to access student information through the parent portal and receive updates of their child's grades through Edutext.

During coffee hour sessions, parents will receive strategies to help their students at home. School assessment data and learning will be provided by site administrators.

- SSC
- ELAC
- Literacy & Math Strategies
- School Safety Protocols

Learning opportunities will be provided by Parent University and community agencies during:

- Parent University modules
- Nutrition
- Safety

On-Site Counselor will reach out to parents to support students and families with social and emotional needs.

TSA or Social Worker will work with Tier 3 students and families around social emotional learning such as building relationships, establishing positive interactions, developing social skills, and goal setting to improve behaviors.

ELD strategies in Language Arts.

Teachers will engage in professional reading to implement strategies that will strengthen PLC commitments around student learning, results, and collaboration:

- Design in Five
- Learning by Doing
- Skillful Teacher
- Core Six
- All Learning is Social and Emotional

Teachers will participate in Grade Level Planning days and weekly PLCs to review results from CFAs, Common Assignments, BAS reading levels, IABs, and other assessments. Data will be used to plan instruction for corrective instruction and/or extension lessons.

Staff will be provided opportunities to attend professional learning conferences/travel focused on increasing student achievement, deepening knowledge of CCSS, literacy best practices, and EL strategies.

Teachers will utilize ELA and Math Common Core Companions to deepen their understanding of content standards in order to strategically plan instruction at the highest rigor and alignment to the standards.

Action 2

Title: All students will excel in math

Action Details:

Lowell will implement a school wide focus on utilizing data to drive instruction. All ACs will use the Data Analysis Protocol when reviewing student work and Common Formative assessments. Teachers will identify trends strengths/growth areas, analyze the rigor of assessment items, and develop an action plan for corrective and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence.

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

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

- Grades 3-6 CAASPP
 - Grades 3-6 SBAC IABs
 - Grades 1-6 ELA Interim 1 and Interim 2
 - PLC Created ELA Common Formative Assessments
 - PLC Created Common Assignments for Writing
 - Trimester Schoolwide Writing Performance Tasks
 - Grade 2-6 DRP
 - K-6 BAS results
 - KAIG
 - K-3 DIBELS
 - PLC Rubric of Implementation
1. SBAC and Interim Assessment results will be utilized to establish school wide and grade level goals.
 2. Interim Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on the alignment analysis and outcomes.
 3. PLC common formative assessments will be refined to monitor student mastery of standards prior to Interim 1/2 and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. ACs will develop online assessments utilizing Illuminate. ACs will create calendars indicating instructional windows for each CFA—administration, analysis, reflection, and development of an instructional response plan for each given CFA.
 4. PLCs will review and set goals as well as identify target students after each Interim assessment.

Owner(s):

Instructional Leadership Team
Accountable Community Teams
Principal
Vice Principal
TSA/Intervention
Teaching Fellows
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and students
On-Site Counseling
TSA or Social Worker

Timeline:

August: CAASPP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).

PLCs will develop and administer 2-3 CFAs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings focused on strategies used for increasing reading, writing, and comprehension skills of math word problems.
- Math instruction is a minimum of 90 minutes daily with the expectations that independent practice includes Go Deeper and Think Smarter problems.
- Monthly ILT/CCT Meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments will be administered as per the district testing calendar and analyze results in collaboration with administration.

- Teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress in math leading up Interims 1 & 2 and CAASPP

KAIG will be administered quarterly to progress monitor students in Kindergarten.

TK Benchmarks and DPRP will be utilized to monitor students' academic and social emotional progress.

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

Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.

Admin will conduct quarterly data chats with all teachers to discuss goals and instructional practices to improve student achievement.

All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interims 1/2 after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement.

TK-6th grade students will have daily access to tablets in order to learn, practice and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to agendas, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.

Maintenance and technology repairs will be provided to limit interruption with instruction.

An incentive/motivation based program to reward and celebrate students who have met grade level goals/targets.

Students will have access to daily use of tablets with online programs such as Personal Math Trainer from Go Math.

Students in Grade 4-6 will receive Agendas to organize class/homework assignments to stay on track with their academics.

On-Site Counseling services will support students with social and emotional needs to impact academic performance. Two part-time counselors will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.

A full-time TSA or Social Worker will provide SEL support that includes building positive relationships with intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.

Students in Grade 3-6 will receive daily snacks during CAASPP administration.

Specify enhanced services for EL students:

Two six-hour District Funded BIAs and three 3-hour Site funded BIAs will support English Learners to access the core curriculum (GVC).

EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.

EL student progress will be monitored after each assessment period (DRP, ELPAC, Interims 1 & 2) to ensure that students are making adequate progress towards reclassification and redesignation.

TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.

ELPAC Bootcamp will be provided by TSA to focus on reading, speaking, listening, and writing skills.

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

Teachers will review results from CFAs, Common Assignments, reading levels, and other assessment results with parents during Parent/Teacher Conferences and on an as-needed basis.

Quarterly progress reports will be sent home to inform parents of their student's academic progress.

Parents will also be able to access student information through the parent portal and receive updates of their child's grades through Edutext.

During coffee hour sessions, parents will receive strategies to help their students at home. School assessment data and learning will be provided by site administrators.

- SSC
- ELAC
- Literacy & Math Strategies
- School Safety Protocols

Learning opportunities will be provided by Parent University and community agencies during:

- Parent University modules
- Nutrition
- Safety

On-Site Counselor will reach out to parents to support students and families with social and emotional needs.

TSA or Social Worker will work with Tier 3 students and families around social emotional learning such as building relationships, establishing positive interactions, developing social skills, and goal setting to improve behaviors.

Specify enhanced services for low-performing student groups:

Schoolwide RTI program for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at students' instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

RSP teacher will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.

TSA or Social Worker will facilitate COST Meetings (Coordination of Services Team) to identify Tier 1 interventions and strategies. COST will be utilized as a safety net before an SST.

Math interventions groups will access resources, lessons, and activities on MobyMax and Go Math PMTs.

Describe Professional Learning related to this action:

Teachers will receive ongoing professional development in creating and administering common formative assessments on the Illuminate platform.

Teachers will also receive professional learning and continuous practice with deconstructing standards, aligning content to the context of assessed standards, and the implementation of comprehensive reading, literacy, and ELD strategies in Language Arts.

Teachers will engage in professional reading to implement strategies that will strengthen AC commitments around student achievement.

- Design in Five
- Learning by Doing
- Skillful Teacher
- Core Six
- All Learning is Social Emotional

Teachers will participate in Grade Level Planning days and PLCs to review results from CFAs, Common Assignments, BAS reading levels, and other assessments. Data will be used to plan instruction for corrective instruction and/or extension lessons.

Staff will be provided opportunities to attend professional learning conferences focused on increasing student achievement, deepening knowledge of CCSS, literacy best practices, math practices, and EL strategies.

Teachers will utilize ELA and Math Common Core Companions to deepen their understanding of content standards in order to strategically plan at the highest rigor and alignment to the standards.

Action 3

Title: ELs will advance at least one proficiency level

Action Details:

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

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

- ELPAC
- BAS
- DRP
- Common Formative Assessments
- District Interims 1 & 2
- EL Goal Setting Reports
- School wide Trimester Writing Performance Tasks

Owner(s):

Instructional Leadership Team
Accountable Community Teams
Principal
Vice Principal
TSA/Intervention
Teaching Fellows
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and students
TSA or Social Worker

Timeline:

- ELPAC will be administered in the spring of each academic school year and results will be reviewed in the fall.
- DRP will occur in the fall.
- EL Goal Setting Reports will be reviewed on an ongoing basis.
- 2-3 Common Formative Assessments will be administered each quarter.
- School wide Writing Performance Tasks will be administered trimesterly with prompts reflective of each writing type.

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

Teachers will conduct ELPAC and BAS/DRP/CFA chats with students to review academic progress and EL status for redesignation.

Admin will conduct quarterly data chats with all teachers to discuss goals as well as the ELA and math academic progress of ELs needed for improving student achievement.

Students in Grade 4-6 will receive Agendas to organize class and homework assignments to stay on track with their academics.

Students will receive instruction on the three writing types as well as how to use different text structures within their writing.

Students will engage in a variety of complex tasks involving both process writing and short term writing responses.

Students will participate in class discussions through productive talk using “text talk” frames.

Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.

Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day.

Online resources such as NewsELA and MobyMax will be used as a supplemental resource for applying reading comprehension skills. Materials and supplies will be purchased in order to support students' academic achievement.

Supplemental contracts will be provided to classified staff to support with school wide activities such as Warrior Day, Student of Month Events, and other extracurricular activities.

Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP Meetings.

Leveled reading text sets will be purchased to support guided reading instruction.

Maintenance and technology repairs will be provided to limit interruption with instruction.

Specify enhanced services for EL students:

- An ELPAC "Boot Camp" targeting the specific needs of ELL students in Reading, Writing, Listening and Speaking as identified by the ELPAC will be integrated into the school day during after winter break.
- Supplemental materials, incentives, and supplies will be purchased for ELL students to recognize and promote an increase in redesignation rate.
- Bilingual Instructional Aides will support English Learners to access the core curriculum
- ELPAC Assessors will support with administering the ELPAC. Spanish and Hmong translators will be provided to support during parent/teacher conferences and school meetings
- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (DRP, ELPAC, Interims 1 & 2) to ensure that students are making adequate progress towards reclassification and redesignation.
- Students will receive daily guided reading instruction where they are engaged in appropriate text sets at their instructional level.
- Students will have access to daily use of technology and tablets for additional language practice to acquire the English Language.
- CELDT assessors will be provided to support with ELPAC assessments for the one to one portion.
- Literacy instructional block will include both Designated and Integrated ELD to ensure EL students are provided with necessary learning to proficiently master the English language.
- Students will receive instruction in reading, writing, speaking, and listening that supports all learning modalities (visual, auditory, and tactile learners). Strategies include SDAIE, visual representations, vocabulary development, and TPR.

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

- Teachers will review the results of the ELPAC assessments with parents during Parent – Teacher conferences and by sending home updated test results upon receiving preliminary data.
- Information about the EL Redesignation progress will be shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings.
- Materials, resources, and supplies will be purchased for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings
- Babysitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings.
- Supplemental contracts will be provided to classified staff to support with parent outreach and Coffee Hour.

Specify enhanced services for low-performing student groups:

Schoolwide RTI program for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at students' instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

RSP teacher will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

TSA and Teaching Fellows will provide additional support to students not yet reading on grade level.

TSA or Social Worker will facilitate COST Meetings (Coordination of Services Team) to identify Tier 1 interventions and strategies. COST will be utilized as a safety net before an SST.

Describe Professional Learning related to this action:

- Professional Development on Designated ELD and Integrated ELD will occur throughout the school year.
- Professional Development on how to integrate ELA/ELD standards during English Language Arts block using the new ELA adoption will occur in August. Follow-up professional learning will occur throughout the academic school year.
- Professional Development on SDAIE strategies will occur throughout the school year.

Professional Learning topics to support English Learners will include:

- student engagement strategies
- ELD and ELA Standards
- learning experiences involving DOK levels 2, 3 & 4
- standards-based assessments
- text structures
- text complexity
- writing types

Teachers will use grade level rubrics to score student writing samples. Analysis of student writing will indicate steps for further writing instruction.

Review productive talk routines and procedures

Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students

Staff will be provided opportunities to attend professional learning conferences focused on increasing student achievement, deepening knowledge of CCSS, literacy best practices, and EL strategies.

Action 4

Title: Reading by Third Grade

Action Details:

Lowell will implement a comprehensive reading program in which all students will engage in rigorous instruction aligned to state standards. All students will receive instruction using grade level materials as well as guided reading instruction to target students' instructional needs. Additionally, a reading intervention program with an emphasis on early literacy skills will be provided for students in grades K-3rd and on an as-needed basis for intermediate students.

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

- K-6 BAS administered quarterly
- KAIG
- DIBELS
- DRP

Owner(s):

Teachers
Principal
Vice Principal
TSA
Teaching Fellows
Parents and students
On-Site Counseling

Timeline:

August: All students will be BAS tested before school starts to determine baseline reading levels. BAS will be administered quarterly by teachers, Teaching Fellows, and TSA to progress monitor all K-6 students. DRP will be administered to students in 2nd-6th grade per the district testing calendar (twice a year).

DIBELS assessments will be administered weekly to progress monitor students in Reading Intervention.

Teachers will conduct data chats with students to review academic progress after each assessment administration per the district testing calendar.

All other assessments will be administered as per Lowell and district testing calendar.

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

All K-6 students will receive daily Guided Reading instruction targeting students' instructional reading levels. Instruction will include both reading foundational skills (Phonics, Phonemic Awareness, Fluency with sight words) and reading comprehension skills. In addition, students will apply early literacy skills using leveled readers.

- Students will be strategically grouped for instruction based on BAS results.

- Guided Reading instruction will be 60 minutes daily with minimum of 4 rotations.
- Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels.
- Guided Reading materials including Rigby Leveled Readers, Wonders Leveled Readers, NewsELA, and other literacy supplemental resources will be provided as needed.

All students will receive daily rigorous instruction from the adopted program where they will:

- use Complex Text, Talk, and Tasks to make connections, inferences, and construct viable arguments both verbally and written, about text purpose and author's point of view.
- engage in discussions and writing about texts. support responses with text evidence.

Students will make sense of both literary and informational selections by analyzing complex texts using a variety of reading strategies such as:

- close reading text annotations verbal and written response to Text Dependent Questions
- response to writing tasks that are reflective of the three writing types use of Cornell or 2-column notes or graphic organizers when processing texts to determine the main ideas, key details, central theme/idea, and overall text structure.

Academic incentives will be provided to students to promote reading at home and school.

Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success of all students.

On-Site Counseling services will support students with social and emotional needs to impact academic performance. Two part-time counselors will be available 5 days a week. Services will include working with students on coping strategies, social skills, anger management, and building self-esteem.

Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP Meetings.

Leveled reading text sets and novels will be purchased to support guided reading instruction

All TK-6th students will be BAS tested before the start of the new school year to determine current reading levels. BAS data will be used for planning instruction and grouping for guided reading.

Specify enhanced services for EL students:

Students will pair up with other grade levels as Reading Buddies through teacher collaboration.

Instruction will include SDAIE strategies, student discussions & presentations, visuals, TPR and Language Frames.

EL students will access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Bilingual Instructional Aides will support English Learners to access the core curriculum.

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

Teachers will review the results of the reading assessments with parents during Parent/Teacher Conferences.

Quarterly progress reports will be sent home to inform parents of their student's academic progress which includes current BAS/DRP levels.

School wide implementation of EFFORT reading logs will encourage students to read at home as part of their nightly homework assignment.

Workshops will be provided to parents to help with reading and writing strategies at home. Babysitting will be provided to ensure learning for parents without distractions.

During coffee hour sessions, parents will receive literacy strategies to help their students at home.

Training will be facilitated by site administrators, Parent University, and community agencies for parents during

Specify enhanced services for low-performing student groups:

- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Identification of EL students by PLC teams and specific instructional strategies related to teaching EL students embedded into plans for both instruction and professional learning.
- Materials, supplies, and supplemental materials for EL students.
- Teaching Fellows will work with low performing students in small groups.
- ELPAC Assessors
- School staff serving as mentors to low performing student groups establishing a connection to school and build their identity and agency.

Describe Professional Learning related to this action:

Teachers will receive ongoing professional development on Guided Reading instruction that targets reading and comprehension skills at students' instructional levels.

Teachers will receive ongoing professional development on:

- strategic grouping for targeted instruction based on BAS/DRP data.
- applying reading foundational skills during small group reading instruction
- classroom management to best maximize time during small group reading instruction
- selecting rigorous and worthy centers for student opportunities to reinforce and apply literacy skills
- implementation of high leverage strategies such as close reading, creating TDQs, note-taking tools, and student engagement strategies
- deconstruction of essential standards and identifying learning targets
- implementation of comprehensive reading, literacy, and ELD strategies in Language Arts.

meetings such as:

- SSC
- ELAC
- Parent University modules
- Nutrition
- Safety
- Literacy & Math Strategies

On-Site Counselor will reach out to parents to support students and families with social and emotional needs.

Parents will be informed of school events and assessment dates via letters being mailed home.

Professional Development in the areas of Phonics, Phonemic Awareness, and Fluency will be provided to the Teaching Fellows to best meet the needs of students in Reading Intervention.

Teachers will analyze BAS results during ACIMs and on Grade Level Planning days to plan and deliver instruction that best meet students' instructional reading needs.

Teachers will be provided with substitutes for release planning days throughout the school year to analyze reading results and develop lessons that meets the needs of all students.

ILT members and administration will engage in monthly leadership meetings to discuss, analyze, and reflect on student performance levels.

Staff will be provided opportunities to attend professional learning conferences focused on increasing student achievement, deepening knowledge of CCSS, literacy best practices, and EL strategies.

Teachers will be provided with substitutes to assess students on KAIG and BAS.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (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			Teacher Substitutes for SSTs, Data Chats, and Collaboration Additional Actions: G1A2, G1A4, and G2A1	14,118.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and Materials: paper, office supplies, agendas, incentives, and food for student achievement (Additional Actions: G1A2, G1A3, G1A4, G2A1)	6,486.00
G1A1	Sup & Conc	Instruction	Direct-Food			FOOD: SNACKS during CAASPP Testing	600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Furniture and Technology Purchase	1,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent involvement	3,371.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,975.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,708.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,176.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Professional reading, leveled text sets, and novels purchase	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies, materials, resources, and incentives	4,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Furniture and Technology Purchase	2,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,291.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting for parent involvement	3,747.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			FOOD, supplies, materials for parent involvement	3,500.00
G1A4	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Teaching Fellows (3 hrs)	7,965.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Professional reading, leveled text sets, and novels purchase	500.00
G1A4	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Teaching Fellows	11,041.00

\$97,478.00

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	49 %	25.431 %	2017-2018	32.431 %

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

Lowell offers thirteen clubs for students in 3rd-6th grade and are supervised by staff & parents during lunch and/or after school.

In addition, Lowell collaborates with Reading and Beyond to establish a sports program that encourages all students including students with disabilities (RSP) to participate each sports season.

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

Goal 2 Participation Rate

There is a challenge with engaging younger students (TK-2nd) in clubs due to the unavailability of adult supervisors.

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

- Reading and Beyond collaboration to address afterschool tutoring or engaging with younger students in TK -2nd.
- Parent engagement volunteering to hold workshops for student activities.
- Inclusion of school based SEL efforts in family letters, and scheduled informational events at school that focus on SEL linking to academics.

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.

- Intermural sports during lunch recess – data of infractions and referrals vs engagement.
- After school program will leverage SEL efforts by establishing community partnerships with universities and businesses.
- Implementation of tools such as logs, classroom walkthroughs, surveys, reflections, parent suggestions-feedback and SMART goals.

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:

School Site Council has been presented with a list of all programs and extracurricular activities.

SSC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

2 ELAC:

ELAC has been presented with a list of all programs and extracurricular activities.

ELAC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

3 Staff:

Safe and Civil Team (CSI Lowell) continues to establish a positive culture and climate at Lowell where staff and parents are encouraged be advisors for a club. All students are encouraged to participate in clubs and sports.

Staff Recommendations:

- More clubs for students
- Establish an incentive/motivational program to recognize students who are engaged in Goal 2 (ie. Block W)

Action 1

Title: Student Engagement

Action Details:

Lowell will create opportunities for students in grades K–6 to participate in a comprehensive program increasing the number of students in after school and extracurricular activities such as sports and clubs. Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise clubs.

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:

1. VP, ASP Coordinator, and Teachers will enter student rosters of students participating in athletics and extracurricular activities.
2. Culture & Climate team will monitor student participation in after school sponsored activities as well establish committees to facilitate student engagement activities.
3. Administration will increase efforts to recruit paraprofessionals interested in running clubs after school.
4. The school will sponsor additional field trips and activities for all grade levels.
5. Review and reflect on SEL data to inform actions and identify areas of needs.

- Vice Principal
- ASP Coordinator
- Coaches
- Teachers
- Culture and Climate Team
- Principal

All club and sports rosters are uploaded on the Engagement Tool at the beginning of the year and following each sports season.

Events are created after each meeting to track student participation and attendance

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

- All students will be eligible to attend FUSD sponsored field trips and activities.
- Each grade level will have an opportunity to attend at least one more field trip sponsored through school fundraising.

- Purchase materials, supplies, and equipment to support successful implementation of clubs and sports.
- Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.
- Intermural Sports will be provided for all students during lunch recess.

Specify enhanced services for EL students:

All students including ELs and Students are encouraged to participate in Goal 2 Activities.

Analyze Goal 2 Participation Rates to ensure that EL students are participating in numbers compared to school wide.

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

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

Parents are encouraged to be fingerprinted and cleared for chaperones.

During SSC, ELAC, Back to School Night, Open House, etc. inform parents of the importance of Goal 2 Participation and it's impact on students' future success

Conduct grade level parent meetings to inform them of upcoming events/field trips, especially 6th Grade Camp.

Family Night Activities.

Specify enhanced services for low-performing student groups:

Data chats with students.

Goal setting with students.

Monitoring student progress.

Describe Professional Learning related to this action:

Grade level teams will plan study trips aligned to academic standards.

Teachers will review and reflect on SEL data to inform actions that support positive connections with students.

Safe and Civil Team (CS Lowell) will be provided substitutes and supplemental contracts to plan and develop lessons to ensure a safe culture and climate.

Safe and Civil Team (CSI Lowell) will be provided substitutes to attend conferences around classroom management, relationship building, and student engagement.

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	100 %	97.059 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	98.438 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

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

Teachers share the importance of graduating from high school and exploring careers throughout the year. As a result, all 3rd-grade students are encouraged to participate in all career-related activities.

Exposure to Careers - 4th Grade

Teachers share the importance of graduating from high school and exploring careers throughout the year. As a result, all 4th grade-students are encouraged to participate in all career-related activities.

Exposure to Careers - 6th Grade

Teachers share the importance of graduating from high school and exploring careers throughout the year. As a result, all 6th-grade students are encouraged to participate in all career-related activities.

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

Exposure to Careers - 3rd Grade

After reviewing the data, there was no significant disproportionality for any significant subgroup in 3rd grade.

Exposure to Careers - 4th Grade

After reviewing the data, there was no significant disproportionality for any significant subgroup in 4th grade.

Exposure to Careers - 6th Grade

After reviewing the data, there was no significant disproportionality for any significant subgroup in 6th grade.

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

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

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.

- Cultivate community partners to support service-learning projects, community leaders as guest speakers to share their expertise at career fairs, family events and other events.
- Morning routines, front office procedures, school website, social media will be used to promote SEL efforts.
- Implementation of tools such as logs, classroom walkthroughs, surveys, reflections, parent suggestions-feedback and SMART goals.

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:

Lowell's School Site Council was informed about the field trips that students took with a focus on exposure to careers. Members of the SSC were glad that the district has invested additional funds into more field trips and they asked why 5th-grade students were not included in these activities. The site will explore ways to include 5th-grade students in career-related field trips.

2 ELAC:

Lowell's ELAC has been informed about the field trips that students took with a focus on careers. Members of the ELAC suggested that Lowell expand career-focused field trips to more grade levels such as kindergarten through 3rd grade. The site will explore ways to expand our career-related field trips and activities.

3 Staff:

Lowell's staff received information on students who participated in career-related field trips. The staff was in agreement that career-related field trips should be expanded for all grade levels and suggested that all students could visit college campuses throughout the school year.

Action 1

Title: Careers and Competencies for Workplace Success

[Action Details:](#)

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

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

1. Staff will coordinate career-related field trips for all students in Kinder through 6th grade and monitor students' participation in the field trips.
2. Classroom teachers will nominate students who demonstrate character to be recognized as "Student of the Month".
3. Child Welfare and Attendance Social Worker (CWSA) will monitor and meet with students who are having difficulties with attendance to share information on competencies for workplace success.
4. Staff will invite guest speakers to all classes from Kinder through 6th grade so that they may present information, through class presentations and Career Day activities, on careers and competencies for the workplace.

Owner(s):

1. Principal, Vice Principal and Teachers
2. Vice Principal and Office Assistant
3. Child Welfare and Attendance Social Worker and Principal
4. Vice Principal and Teachers

Timeline:

1. Monthly
2. Monthly
3. Weekly
4. Quarterly

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

- Incentives and awards will be provided for all students in Kinder through 6th grade who demonstrate character and competencies for workplace success.
- Field trip experiences will be funded to provide career-related experiences to students in all grade levels (Kinder - 6th).
- Materials and supplies will be provided for all classroom presentations on careers.
- Bus transportation costs will be provided for grade level study trips (Kinder-6th).

Specify enhanced services for EL students:

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

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

Parents will be invited to school functions related to recognizing students' positive character attributes and career-related experiences. Parents will also have regular meetings to be updated on students' academic achievement and other pertinent student information.

Specify enhanced services for low-performing student groups:

Teachers will provide data chats with students and set goals.
Monitor student progress.

Describe Professional Learning related to this action:

Continue with Social Emotional training with entire staff to create positive norms for students during instructional time, transitions and during weekly class meetings.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			TRANSPORTATION for study trips Additional Actions: G2A1, G4A1	3,000.00

\$3,000.00

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	13.2 %	17.591 %	2017-2018	15.591 %
Suspensions Per 100	6.951 %	7.719 %	2017-2018	6.719 %
Student Survey - Caring adult	85.667 %	76.515 %	2017-2018	83.515 %

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

Chronic Absenteeism has gone down this year at Lowell Elementary School. The current chronic absentee rate stands at 15.1%. The rate has decreased from last year rate because we have added a Child Welfare and Attendance Social Worker who is consistently checking in on students and following up with parents when their children are absent from school.

Suspensions Per 100

We are currently experiencing a slight decrease in our suspension rate which seems to be attributed to having fewer students being suspended in 3rd through 6th grade. The decrease can also be attributed to the implementation of an updated Office Referral process involving "Levels of Misbehavior" recommended by the Safe and Civil Schools Program.

Student Survey - Caring adult

We have experienced a two-year decline in the percentage of students who feel like there is an adult that cares about them at school. This could be related to the fact that we have shifted our focus on student achievement and have concentrated more on academic achievement than on the social-emotional needs of students.

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

Chronic Absenteeism

African American students were disproportionately chronically absent. This appears to be connected to the fact that African American students were also being suspended at a higher rate than other students.

Suspensions Per 100

African American students were disproportionately suspended when compared to the overall number of students who were suspended. When we further analyzed our data, our students African American students were more likely to be suspended for violations of Ed Code A and Z, which are "Injury to a Person and Willful Violence". It appears that we need to do work on helping our African American students de-escalate situations so they don't result in arguments that lead to fights.

Pro-active measures will include:

- full-time School Social Worker working and connecting with male African American students to reduce suspension rate (daily check-ins, classroom observations, behavior contracts, and re-entry meetings with parents and students).

Resources will include: Young Men of Character curriculum, Teacher's Encyclopedia of Behavior Management 100+ Problems/500+Plans, Social Emotional. Learning lessons/activities

Student Survey - Caring adult

There is no significant disproportionality when looking at this measure within subgroups.

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

Title 1 funds were allocated for a Home School Liaison position, however, after posting the position for the last two years there were no applicants for the position. As a result, the funds were reallocated for supplemental materials and supplies. Since then, there has not been an additional staff member to connect with families and students to follow up on attendance aside from the CWAS (attendance specialist).

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.

A full-time School Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs. Funds in unit 7090 will be allocated for a full-time School Social Worker.

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:

Lowell's School Site Council was informed about the data surrounding our chronic absenteeism and suspensions. The members of the SSC were pleased to know that our chronic absenteeism and suspension rates were both down this year when compared to previous years. Some members suggested that we work to not only recognize students with perfect attendance but also recognize students who improve their attendance after they are classified as chronically absent. Members of the SSC agreed that we should suspend students who are not behaving appropriately as long as we are fair with our student discipline.

2 ELAC:

Lowell's ELAC was informed about the data surrounding our chronic absenteeism and suspensions. The members of the SSC were pleased to know that our chronic absenteeism and suspension rates were both down this year when compared to previous years. Some members suggested that we should focus on students' attendance and intervene with them before they are classified as being chronically absent.

3 Staff:

Lowell's staff was informed about the data surrounding our chronic absenteeism and suspensions. Staff members were in agreement that we need to do more to address chronic absenteeism and suspensions. Staff members suggested that we could have monthly recognition of students with perfect attendance instead of just quarterly recognition. They also suggested that we hold raffles and give out incentives to get students excited about having perfect attendance.

Action 1

Title: Social Emotional Support for All Students

Action Details:

Lowell Elementary staff will work to ensure that all students receive the social-emotional supports needed to be successful in school and on target to graduate. The focus will be on building relationships with all students so that students are aware that there are adults at school that truly care about them. The staff at Lowell Elementary will also continue to implement school-wide social-emotional supports through the use of Second Step, Olweus Antbullying lessons, classroom meetings, and Safe and Civil Schools lessons. Students who need extra assistance will receive extra support through counseling services provided by On-Site Counseling school counselors. A Child Welfare and Attendance Social Worker will also provide support for students who are struggling with school attendance. The Safe and Civil Schools' Team will also monitor Suspension data for all students as well as significant subgroups in order to address trends and lower suspension rates.

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

1. The Safe and Civil Schools team will develop a plan to improve how students view adults at school. The team will develop strategies to help students understand that all of the adults at school care about them and want them to succeed. Modified SEL surveys will be used quarterly in order to measure how students view adults at school.
2. The Safe and Civil Schools team will review data on suspensions and office referrals to discover root causes and develop supports and intervention for students and subgroups of students who are having behavioral difficulties at school.
3. The Child Welfare and Attendance Social Worker will monitor attendance data to identify students who are experiencing difficulties with attending school and connect the students with available supports and interventions in order to improve their attendance.
4. The staff at Lowell Elementary will teach lessons around the school's Guidelines for Success, First Ten Days of School Processes and Procedures, Second Step, Olweus Antbullying Lessons and Classroom Meetings in order to provide students with clear expectations for behavior and social-emotional supports. Classroom meeting logs and lesson plans will be submitted and used quarterly to monitor the implementation of the social-emotional supports.

Owner(s):

1. Principal, Vice Principal and Safe and Civil Schools' Team
2. Principal, Vice Principal and Safe and Civil Schools' Team
3. Child Welfare and Attendance Social Worker and Vice Principal
4. Principal and Vice Principal

Timeline:

1. Quarterly
2. Quarterly
3. Weekly
4. Weekly

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

- Supplemental contracts will be provided for Safe and Civil School team members so that they can have planning days to create lessons, plan for interventions and review social-emotional data for students at Lowell.
- Supplemental materials and supplies will be provided in order to assist the Child Welfare and Attendance Social Worker as they work with students who are having difficulties with attendance.
- A contract for school counseling through On-Site Counseling will be provided to support the needs of students who are experiencing difficulties with their social-emotional needs.
- A full-time TSA or Social Worker is an instrumental part of ensuring social emotional learning and academic success for all students. SEL support will include building positive relationships with Intensive students and their parents, developing Behavior Support Plans, conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous progress monitoring of students' overall social emotional needs.
- A Warrior room will be provided for when students need a safe spot to work on their SEL skills.

Specify enhanced services for EL students:

Monitor EL student population for chronic and severe absenteeism rate.

Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.

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

Parents will be informed of trends and data related to the social-emotional needs of students at Lowell.

Parents will have opportunities to voice their opinions and concerns through regular parent meetings such as during Coffee Hour, ELAC and SSC meetings.

Funds for babysitting, translation services, and snacks will be provided in order to increase the number of parents who attend meetings on campus.

Specify enhanced services for low-performing student groups:

After School Tutoring during extended library hours.

Describe Professional Learning related to this action:

PL time for:

Culturally Restorative Teaching

Social and Emotional Learning Modules: Growth Mindset, Self Efficacy, Self Management, Self Awareness, and Social Awareness.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0315 Lowell Elementary (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	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling Support	16,000.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			CLASSIFIED supplemental contracts to support with Parent Outreach, Coffee Hour, Warrior Day, and Student of the Month activities.	6,245.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Tech Repairs Additional Actions: G1A1-A4	500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			FOOD, supplies, and materials for parent involvement	500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling Support	28,160.00
G4A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	1.0 FTE School Social Worker -SEL Support	100,087.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for school wide meetings and parent-teacher conferences	4,372.00

\$155,864.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0315 Lowell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for SSTs, Data Chats, and Collaboration Additional Actions: G1A2, G1A4, and G2A1	14,118.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and Materials: paper, office supplies, agendas, incentives, and food for student achievement (Additional Actions: G1A2, G1A3, G1A4, G2A1)	6,486.00
G1A1	Sup & Conc	Instruction	Direct-Food			FOOD: SNACKS during CAASPP Testing	600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Furniture and Technology Purchase	1,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent involvement	3,371.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,975.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,708.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,176.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Professional reading, leveled text sets, and novels purchase	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies, materials, resources, and incentives	4,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Furniture and Technology Purchase	2,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,291.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting for parent involvement	3,747.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			FOOD, supplies, materials for parent involvement	3,500.00
G1A4	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Teaching Fellows (3 hrs)	7,965.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Professional reading, leveled text sets, and novels purchase	500.00
G1A4	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 2 Teaching Fellows	11,041.00
G3A1	Sup & Conc	Instruction	Direct Trans			TRANSPORTATION for study trips Additional Actions: G2A1, G4A1	3,000.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling Support	16,000.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			CLASSIFIED supplemental contracts to support with Parent Outreach, Coffee Hour, Warrior Day, and Student of the Month activities.	6,245.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Tech Repairs Additional Actions: G1A1-A4	500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			FOOD, supplies, and materials for parent involvement	500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling Support	28,160.00
G4A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	1.0 FTE School Social Worker -SEL Support	100,087.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for school wide meetings and parent-teacher conferences	4,372.00

\$256,342.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,454.00
Sup & Conc	7090	\$158,119.00
LCFF: EL	7091	\$56,769.00
Grand Total		\$256,342.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$97,478.00
G3 - All students will demonstrate the character and competencies for workplace success	\$3,000.00
G4 - All students will stay in school on target to graduate	\$155,864.00
Grand Total	\$256,342.00