

Lowell Elementary

10621666006373

Principal's Name: Jennifer Her-Yang

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



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.
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.
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.
The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

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. Martha Samaniego-Rodriguez		X			
5. Anthony Her		X			
6. Lupita Zamudio			X		
7. Maryann Carrillo				X	
8. Lila Shipman				X	
9. Alexis Ramirez				X	
10. Consuelo Colasilla				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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Her-Yang		4/29/2020
SSC Chairperson	Elia Lopez		4/29/2020

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

Lowell - 0315

ON-SITE ALLOCATION

3010	Title I	\$42,294 *
7090	LCFF Supplemental & Concentration	\$153,259
7091	LCFF for English Learners	\$48,387
3182	Comprehensive Support and Improvement	<u>\$142,044</u>
TOTAL 2020/21 ON-SITE ALLOCATION		\$385,984

* 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	\$1,197
Remaining Title I funds are at the discretion of the School Site Council	<u>\$41,097</u>
Total Title I Allocation	\$42,294

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Lowell 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47.417 %	34.836 %	2018-2019	41.836 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	55.101 %	34.137 %	2018-2019	41.137 %

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)

ACTION:

Lowell implements a balanced literacy program based on our Guaranteed Viable Curriculum in TK-6 focusing on identifying student gaps and strengths of the ELA State Standards. TK-2 teachers dedicate instructional minutes to address reading foundational skills during their ELA block along with additional Guided Reading instruction to ensure students are reading on grade level. Instruction in grades 3-6 focuses on reading comprehension, close reading strategies, and writing to enhance literacy skills. Teachers develop rigorous assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.

Lessons focus on essential reading standards with a high culture of learning, expectations, quality of text, questions and tasks that integrate thinking, reading, writing, speaking and listening. Teachers provide instruction during all content areas using school wide close reading strategies, routines, and deconstruction of standards to improve students' reading comprehension skills. Teachers integrate foundational reading skills to develop fluency, comprehension and writing to ensure that all students are reading at grade level.

IMPLEMENTATION:

- PLC teams create a minimum of 2-3 CFAs in ELA per quarter utilizing Wonders assessments and SBAC released items aligned to the ELA Claims and Targets.
- CFA results are analyzed, and misconceptions are identified for targeted reteaching of instruction.

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 32.1% of Lowell's student population. (Non-Cohorted)

- 24.3% of ELLs are Nearly Meeting SBAC ELA standards
- 58.7% are Not Meeting SBAC ELA standards

Hispanic or Latino students represent 81% of Lowell's student population. (Non-Cohorted)

- 19.8% of Hispanic students are Nearly Meeting ELA standards
- 42.6% of Hispanic students are Not Meeting ELA standards

	FUSD Power BI (Percent Meeting/Exceeding on SBAC ELA)			
	2016-2017	2017-2018	2018-2019	CHANGE
All Students	37.0%	40.4% (+3.4%)	34.8%	(-) 5.6 %
English Learners	14.3%	27.5% (+13.2%)	17.1%	(-) 10.4 %
Hispanic	38.6%	41.9% (+3.3 %)	37.6%	(-) 4.3 %
Socioeconomically Disadvantaged	30.8%	n/a	33.5%	n/a

- 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) and FIABs throughout the academic school year as an additional assessment tool to monitor student progress.
- PLC teams will utilize SBAC Claims and Targets information to improve instruction and assessment development.
- Planning days will be provided for K-6 teachers to develop assessments and analyze CFA/IAB/FIAB results. Data analysis will determine targeted instruction to address misconceptions.
- 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 reflect and set learning goals.
- Quarterly data chats with individual teachers to discuss student achievement and goal setting
- Engage students in iReady lessons for additional practice to improve skill mastery in Phonics, Phonological Awareness, High Frequency Words, Vocabulary, and Comprehension of Literature and Informational Texts
- Professional Learning to enhance teacher knowledge of content standards and instruction provided PLC+, Solution Tree -PLCs at Work, collaboration with district Curriculum and Instruction Department and their Coaches, as well as site specific professional development around deconstruction of standards, development of assessments, data analysis and Cultural Proficiency
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

ELA RESULTS:

CA Data Dashboard (Points Below Standard)

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	31.0 pts (+16.6)	19.8 pts (+11.2)	48.8 pts	(-) 29.0 pts
English Learners	21.3 pts (+21.7)	14.4 pts (+6.9)	40.0 pts	(-) 25.7 pts
Hispanic	29.2 pts (+20.5)	20.2 pts (+9.0)	40.0 pts	(-) 19.7 pts
Socioeconomically Disadvantaged	33.5 pts (+15.7)	21.7 pts (11.8)	52.4 pts	(-) 30.8 pts

FUSD Power BI (Percent Meeting/Exceeding)

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

- Absence of English Language Instruction for Designated ELD time
- ELLs often struggle with reading fluency and comprehension.
- ELLs need more opportunities to engage in reading, writing, and talking about high level texts.
- Absence in utilizing and implementing ELD Standards and frameworks.
- SEL supports and strategies are needed when integrating identity and agency into daily lessons.
- Chronic Absenteeism of students (20.7%) overall impact learning as students miss out on foundational skills

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

English Learners represent 32.1% of Lowell's student population. (Non-Cohorted)

- 25.7% of ELLs are Nearly Meeting SBAC Math standards
- 52.7% are Not Meeting SBAC Math standards

Hispanic or Latino students represent 81% of Lowell's student population. (Non-Cohorted)

- 22.8% of Hispanic students are Nearly Meeting Math standards
- 40.1% of Hispanic students are Not Meeting Math standards

FUSD Power BI (Percent Meeting/Exceeding on SBAC Mathematics)

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	36.1%	48.1% (+12.0%)	34.1%	(-) 14.0%
English Learners	18.6%	33.8% (+15.2%)	21.3%	(-) 12.5%
Hispanic	37.5%	49.5% (+12.0%)	37.1%	(-) 12.4%
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a

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

- Students need additional opportunities to practice with math fluency and develop conceptual knowledge of math concepts
- In consistent opportunities for students to demonstrate knowledge of math concepts through the Mathematical Practices and Productive Struggle
- Clarity with delivery of math lessons through the Gradual Release of Responsibility. When is it appropriate for Direct Instruction vs. Guided Practice vs. Independent Practice?
- In consistent school wide implementation of Math Lesson Design
- Chronic Absenteeism of students (20.7%) overall impact learning as students miss out on foundational skills

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	37.0%	40.4% (+3.4%)	34.8%	(-) 5.6 %
English Learners	14.3%	27.5% (+13.2%)	17.1%	(-) 10.4 %
Hispanic	38.6%	41.9% (+3.3 %)	37.6%	(-) 4.3 %
Socioeconomically Disadvantaged	30.8%	n/a	33.5%	n/a

DISTANCE from Standard in ELA

Below Standard	2015	46.3 pts
(+) Increased	2016	47.6 pts (+1.3)
(-) Decreased	2017	31.0 pts (+16.6)
(=) Maintained	2018	19.8 pts (+11.2)
	2019	48.8 pts (-29.0)

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

ACTION:

Lowell implements 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 is placed on Math Practice 1 “Make sense of problems and persevere in solving them”, Practice 3 “Construct Viable Arguments and Critique Reasoning of Others” and Practice 6 “Attend to Precision”. Supports centered on professional learning, with PLC’s as the drivers, the use of common formative assessments, performance tasks, and RTI.

Teachers provide math instruction delivered through a Math Lesson Design that engages students in high rigor, conceptual understanding, procedural skill, application, coherence and fluency. Teachers utilize district Go Math curriculum and other supports to teach to the standards with depth and understanding. Staff utilize common formative assessments to monitor the progress of students’ performance toward meeting grade level standards. Assessment resources include Illustrative Math, SBAC Released Items, and Louisiana Rigor Document.

Lowell creates a three-tiered systematic response to intervention within our school, and continually improve math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier I and II levels of instruction is provided by the classroom teacher utilizing the Go Math curriculum. Specific prescriptive interventions is provided to Tier III students either inside or outside the classroom via classroom teacher and/or Intervention teacher.

IMPLEMENTATION:

- PLC teams create a minimum of 2-3 CFAs/IABs/FIABs in mathematics per quarter utilizing Go Math assessments and SBAC released items aligned to the ELA Claims and Targets.
- 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/FIAB) throughout the academic school year as a main assessment tool to monitor student progress.
- Planning days will be provided for grades K-6 teachers to analyze CFAs/IABs/FIABs results and plan for rigorous instruction to address misconceptions through Corrective Instruction and/or Extension lessons.
- 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 students to engage in Productive Struggle, Direct Instruction, Cooperative Learning, and Independent Practice with Go Deeper and Think Smarter math problems as well as SBAC Claims and Targets Items.
- Data chats with students to set learning goals. Quarterly data chats with individual teachers to discuss student achievement and goal setting
- Engage students in iReady lessons for additional practice to improve skill mastery in Number Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.
- Professional Learning to enhance teacher knowledge of math standards and instruction provided through Unbound Standards Institute, collaboration with district Math Department and Coaches, and site specific professional development around deconstruction of standards, development of assessments, data analysis, and Cultural Proficiency
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

MATH RESULTS:

CA Data Dashboard (Points Below Standard)

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	29.4 pts (+25.8)	20.6 pts (+8.8)	44.8 pts	(-) 24.3 pts
English Learners	23.4 pts (+34.7)	17.8 pts (+5.6)	40.0 pts	(-) 22.2 pts
Hispanic	27.9 pts (+30.8)	20.5 pts (+7.4)	38.3 pts	(-) 17.8 pts
Socioeconomically Disadvantaged	30.5 pts (+26.0)	23.4 pts (+7.1)	24.3 pts	(-) 24.3 pts

FUSD Power BI (Percent Meeting/Exceeding)

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	36.1%	48.1% (+12.0%)	34.1%	(-) 14.0%
English Learners	18.6%	33.8% (+15.2%)	21.3%	(-) 12.5%

Hispanic	37.5%	49.5% (+12.0%)	37.1%	(-) 12.4%
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a
DISTANCE from Standard in MATH				
Below Standard	2015	58.4 pts		
(+) Increased	2016	55.2 pts (+3.2)		
(-) Decreased	2017	29.4 pts (+25.8)		
(=) Maintained	2018	20.6 pts (+8.8)		
	2019	44.8 pts (-24.3)		

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.

Lowell failed to properly implement an effective RTI program to support students with academic gaps after receiving Tier 1 instruction. Additional resources and strategies are needed to support teachers with designing great Tier 1 instruction rather than wait to address misconceptions through Corrective Instruction. In addition, English Learners did not get consistent instruction around the ELD Frameworks and Standards. There is a need for Designated and Integrated ELD Instruction.

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.

Support of Tier I strategies, interventions, teacher knowledge and instructional practice will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:

- Twice per year Intensive standards Institute (Unbound Ed) 40 hour training for a total of 80 hours.
- Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
- Schedule District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- Utilize district pivot teams to support with metrics. Accountability system will continue with the TSA Intervention Teacher with monitoring and goal setting, monthly data chats and accountability.
- More intensively working with school supervisor with monitoring and implementation of all actions which includes 6-8 week action plans specific to indicators and focuses.
- Implementation of a minimum of 2 IABs/FIABs each quarter in ELA and Math as appropriate to the pacing of district Scope and Sequence
- Intervention Teacher will continue to support students in the (K-2) grade with Tier III interventions in reading.
- Utilize knowledge from Cultural Proficiency and SEL Strategies when planning instruction

Goal set for focused areas (Dashboard indicators) by conducting the following:

- Create a metric grid for all things that triggered the CSI and report out the updated standings for Math, ELA and all student groups on a regular basis to more closely monitor and effect preventative responses before the problem becomes pervasive.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

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 each quarter following IABs/FIABs are given.

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 CFAs/IABs/FIABs assessments.
- Students' reading levels are monitored quarterly using BAS assessments.
- Goal setting (data chats and student data journals) is conducted quarterly for BAS and after each iReady assessment period
- 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 3 -6 and iReady Assessments for K-6 . 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 SBAC data in ELA and Math at the beginning of the year as well as each quarter following IABs/FIABs are given.

ELAC 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 CFAs/IABs/FIABs assessments.
- Students' reading levels are monitored quarterly using BAS assessments.
- Goal setting (data chats and student data journals) is conducted quarterly for BAS and after each iReady assessment period
- 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 3 -6 and iReady Assessments for K-6 . 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)
- Latest iReady ELA and Math (K-6) from the previous year
- Current BAS (K-6)
- 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 create and analyze CFAs as well as planning for instruction.
- On-site counseling support for students with social and emotional needs.
- Full Time school Social Worker will support Tier 3 students

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:	<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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- iReady
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- KAIG
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback
- Staff, Student, and Parent SEL Surveys

CSI District Support Monitoring Tools:

- Root cause analysis support
 - Cross Functional (CF) Pivot Tables
 - CSI Guiding Coalition Teams
 - Instructional Practice Walks
 - PowerBi
1. SBAC, iReady, and CFAs/IABs/FIABs Assessment results will be utilized to establish school wide and grade level goals.
 2. iReady 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 iReady windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of

Owner(s):

Instructional Leadership Team (ILT)
 Professional Learning Communities (PLCs)
 Principal
 Vice Principal
 TSA/Intervention Teacher
 Classroom Teachers
 Bilingual Instructional Aides
 Instructional Aides
 Parents and Students
 On-Site Counseling
 School Social Worker
 CWAS

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/IABs/FIABs 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 (iReady) 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

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 iReady assessment.

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.

CSI Guiding Coalition Teams

Conduct 4 meetings a year to discuss/identify:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

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, dry erase 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.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

Lowell will work with an outside consultant (Doug Fisher) to provide professional learning for teachers in the area of Close Reading and other Literacy Skills.

ILT will attend conferences related to PLC work (PLC+, Solution Tree: PLCs at Work) to strengthen their knowledge, analysis, and planning within their Professional Learning Communities to improve student achievement.

Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve CSI goals.

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.

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.

Specify enhanced services for low-performing student groups:

Targeted student groups are Hispanic, Homeless, Foster Youth, English Language Learners and socioeconomically disadvantaged.

School wide 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 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.

Root cause analysis support, Cross Functional Pivot teams, and CSI Guiding Coalition Teams will assist in the monitoring process.

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 PLC commitments around student learning, results, and collaboration:

- Design in Five
- Learning by Doing
- Skillful Teacher
- Core Six
- All Learning is Social and Emotional
- Skillful Teacher
- PLC+ Better Decisions and Greater Impact by Design
- Visible Learning for Literacy

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.

School 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.

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:	<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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- iReady
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- KAIG
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback
- Staff, Student, and Parent SEL Surveys

CSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- CSI Guiding Coalition Teams
- Instructional Practice Walks
- PowerBI

1. SBAC, iReady, and CFAs/IABs/FIABs Assessment results will be utilized to establish school wide and grade level goals.

Owner(s):

Instructional Leadership Team (ILT)
 Professional Learning Communities (PLCs)
 Principal
 Vice Principal
 TSA/Intervention Teacher
 Classroom Teachers
 Bilingual Instructional Aides
 Instructional Aides
 Parents and Students
 On-Site Counseling
 School Social Worker
 CWAS

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/IABs/FIABs 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.

2. iReady 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 iReady windows 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 iReady assessment.

All other assessments (iReady) 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.

CSI Guiding Coalition Teams

Conduct 4 meetings a year to discuss/identify:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

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.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

Teachers will attend Unbound Standards Institute to gain knowledge and strategies around math standards and equity.

Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve CSI goals.

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

Specify enhanced services for low-performing student groups:

Targeted student groups are Hispanic, Homeless, Foster Youth, English Language Learners and socioeconomically disadvantaged.

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 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.

Root cause analysis support, Cross Functional Pivot teams, and CSI Guiding Coalition Teams will assist in the monitoring process.

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.

relationships, establishing positive interactions, developing social skills, and goal setting to improve behaviors.

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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- iReady
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- KAIG
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback
- Staff, Student, and Parent SEL Surveys

CSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- CSI Guiding Coalition Teams
- Instructional Practice Walks
- PowerBi

Owner(s):

- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLCs)
- Principal
- Vice Principal
- TSA/Intervention Teacher
- Classroom Teachers
- Bilingual Instructional Aides
- Instructional Aides
- Parents and Students
- On-Site Counseling
- School Social Worker
- CWAS

Timeline:

- ELPAC will be administered in the spring of each academic school year and results will be reviewed 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.
- iReady will be utilized as a criterion to determine redesignation

CSI Guiding Coalition Teams

Conduct 4 meetings a year to discuss/identify:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

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.

Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve CSI goals.

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 I

Specify enhanced services for low-performing student groups:

Targeted student groups are Hispanic, Homeless, Foster Youth, English Language Learners and socioeconomically disadvantaged.

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 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.

Root cause analysis support, Cross Functional Pivot teams, and CSI Guiding Coalition Teams will assist in the monitoring process.

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.

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.

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

- Grade 3-6 CAASPP
- Grade 3-6 SBAC IABs/FIABs (Literacy and Math)
- Grade K-2 PLC generated Common Formative Assessments
- iReady
- PLC generated Common Assignments for Writing
- Trimester School wide Writing Performance Tasks
- K-6 BAS results
- KAIG
- BPST
- ELPAC
- IPG Data Report
- Classroom observations and/or feedback
- Staff, Student, and Parent SEL Survey

CSI District Support Monitoring Tools:

- Root cause analysis support
- Cross Functional (CF) Pivot Tables
- CSI Guiding Coalition Teams
- Instructional Practice Walks
- PowerBi

Owner(s):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Vice Principal
TSA/Intervention Teacher
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and Students
On-Site Counseling
School Social Worker
CWAS

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.

CSI Guiding Coalition Teams

Conduct 4 meetings a year to discuss/identify:

- Root Cause Analysis
- Theory of Action
- Aim and Driver
- Change Idea

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.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

TK-3 teachers will attend a 4-day Orton Gillingham workshop to gain knowledge and strategies to effectively teach foundational skills to ensure students read by grade level.

Teachers will be provided with supplemental contracts for targeted instruction around literacy and mathematics to improve CSI goals.

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 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.

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.

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. K-2 teachers will deepen their knowledge of reading foundational skills by attending the Orton Gillingham Workshop. Strategies gained from the training will be implemented daily during ELA instruction.

Teachers will analyze BAS results during ACMs 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.

2020-2021 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 and TST meetings	2,495.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies and Materials: paper, office supplies, and incentives to improve student achievement. Additional actions: G1A2, G1A3, G1A4, G2A1 (No Food/Incentives)	5,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher Substitutes for SSTs, data chats, grade level planning and collaboration Additional Actions: G1A2, G1A4, and G2A1	21,983.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for TEACHERS to support ELA-literacy and math to support CSI goals.	9,369.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			*Other* : Professional Learning provided by outside consultant (Doug Fisher) Additional actions G1A2, G1A3, G1A4	23,000.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			ADMIN Substitutes for release for conferences and professional learning. Additional actions: G1A2, G1A3, G1A4, G4A1	6,536.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Travel			: Travel and conference expenses for TEACHERS and ADMIN Additional actions: G1A2, G1A3, G1A4, G4A1	45,700.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and Materials:paper, office supplies, incentives, and food for student achievement. Additional actions: G1A2, G1A3, G1A4, G2A1	9,257.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies and Materials: paper, office supplies, and incentives for student achievement. Additional actions: G1A2, G1A3, G1A4, G2A1	4,466.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Furniture and Technology Purchase	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food: Snacks during ELPAC and CAASP testing	600.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology Purchase, Maintance and Tech Repairs Additional actions: G1A1-A4	5,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation and babysitting	4,424.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		12,350.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,165.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,618.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies, materials resources, and incentives	2,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,989.00
G1A3		Parent Participation	Mat & Supp				2,000.00

2020-2021 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
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Food, supplies, materials for parent involvement	2,000.00
G1A4	ESSA-CSI	Instruction	Teacher-Subs			TEACHER substitutes for PL (Cullinan, PLC+, and Unbound Standards Institute) Additional actions: G1A1, G1A2, G1A3, G3A1, G4A1	20,990.00
G1A4	ESSA-CSI	Instruction	Bks & Ref			: Professional reading, leveled texts, and novel purchase	5,000.00

\$212,942.00

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	32.431 %	35.745 %	2018-2019	42.745 %

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 2nd-6th grade and are supervised by staff and parents during lunch and/or after school.

In addition, Lowell collaborates with the After School Program to establish a sports program that encourages all students including students with disabilities (RSP) to participate during each sports season.

Supplemental pay contracts is provided to teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities. The district provides field trips for all grade levels to participate locally or off campus to create experiences. Students participate on trips to Monterey Bay Aquarium, California Tech Museum and Camping Experience.

Mentoring Programs are offered to identified students with SEL needs with mentors from local parishes and DPI (Young Men of Character, Girl Power)

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. Students in primary grades do not have a variety of options to participate in goal 2 activities.

All students have a chance to participate in activities regardless of specific sub-group. Some activities may be limited to certain grade levels. All students in grades 5 and 6 are encouraged to participate in the sports teams; however, several students have poor grades and do not meet the guidelines to participate in a sport.

In addition, students are not willing to stick with the music program all year in which the groups decreased.

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

- Collaborate with the After School Program to address after school tutoring or engaging with younger students in TK-2 .
- 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.
- Inconsistent with entering data into the ATLAS Engagement Tool

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.

- Intramural 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.
- Identify students not participating in an activity and encourage them to participate in a club, sport and or field trips.

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.

- Awards, incentives and recognition for the students Sports for the students in grades 1-4.
- More computers and technology
- Teachers have supplies in the classroom.
- Mentoring Programs through local parishes and DPI (Young Men of Character, Girl Power)
- Parent Involvement Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers
- Incentives from teachers to students Clubs (art, music, dance)
- Social Worker and On-Site Counselor

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.

- Increased academic rigor but with in class supports
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program Incentives from teachers Clubs (art, music, and/or dance)
- Social Worker and On-Site Counselor
- Parent Involvement Parent volunteers have a distinctive shirt they wear when helping College student volunteers
- Parent Volunteers to assist with school wide events (Jog-a-thon, Read Across America, Family Literacy Night, Carnivals)

3 Staff:

Culture and Climate Team (CCT) 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

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.

Owner(s):

Vice Principal
ASP Coordinator
Coaches
Teachers
Culture and Climate Team
Principal

Timeline:

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 studytrips 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 %	95.714 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	95.082 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	94.444 %	2018-2019	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

Bricks for Kids experiences and field trips opportunities. All 3rd grade students were exposed and participated with the Bricks for Kids experience twice a last year. The students participated at the Goal 2 field trip to gain science knowledge of the river environment. The implementation of the expected outcomes was complete.

Exposure to Careers - 5th Grade

Field trips and speakers about career opportunities. The 5th grade students participated on a Field Trip to the Fresno Pacific University. Career speakers presented to the students of the opportunities available when they graduate from High School. Full Implementation occurred for the expected outcomes for the students.

Exposure to Careers - 4th Grade

Field trips and speakers about career opportunities. The 4th grade students had the opportunity to attend the Mariposa Museum for a tour of the gold mining experience.

Exposure to Careers - 6th Grade

Field trips and speakers about career opportunities. The 6th grade students participated on a Field Trip to Fresno State. Career speakers presented to the students of the opportunities available when they graduate from High School. Full Implementation occurred for the expected outcomes for the students. In addition, students went to Calvin Crest Camp and learned about the outdoors and participated in team building 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. In rare occasions, students that did not attend were because the school did not receive a signed permission slip from guardian.

Exposure to Careers - 4th Grade

After reviewing the data, there was no significant disproportionality for any significant subgroup in 4th grade. In rare occasions, students that did not attend were because the school did not receive a signed permission slip from guardian.

Exposure to Careers - 6th Grade

After reviewing the data, there was no significant disproportionality for any significant subgroup in 6th grade. In rare occasions, students that did not attend were because the school did not receive a signed permission slip from guardian.

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 for students to learn outside of the classroom.

2 ELAC:

Lowell's ELAC was informed about the field trips that students took with a focus on exposure to careers. Members were glad that the district has invested additional funds into more field trips for students to learn outside of the classroom.

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):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Vice Principal
TSA/Intervention Teacher
Classroom Teachers
Bilingual Instructional Aides
Instructional Aides
Parents and Students
On-Site Counseling
School Social Worker
CWSA

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 studytrips (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.

2020-2021 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	15.591 %	19.694 %	2018-2019	17.694 %
Suspensions Per 100	6.719 %	12.892 %	2018-2019	11.892 %

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

There is an increase in **Chronic Absenteeism** at Lowell Elementary School. The current chronic absentee rate stands at 20.7%, an increase of 1.5%. The rate increased from last year due to high transiency of students and families being placed at the Marjorie Mason Center and families being Homeless. There is also an increase in Lowell's suspension rate which has impacted absenteeism.

While Lowell has a CWAS, there is a need to utilize her capacity in reaching out to families who are considered "Manageable" within the 90.0 – 94.9% range. There is a need to actively promote Saturday Academy to recover absences.

RESULTS:

(+) = Increased
Not Good

CA Data Dashboard (Percent of Chronic Absenteeism)

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	n/a	19.1% (-1.2%)	20.70%	(+) 1.5%
African American	n/a	38.1% (+4.8%)	40.40%	(+) 2.3%
SS w/ Disabilities	n/a	21.6% (-1.1%)	26.50%	(+) 5.0%
Homeless	n/a	32.8% (-10.1%)	40.30%	(+) 7.6%
Socioeconomically Disadvantaged	n/a	19.4% (-1.2%)	21.0%	(+) 1.6%
English Learners	n/a	17.9% (-1.3%)	10.60%	(+) 1.7%
Hispanic	n/a	8.9% (-4.0%)	17.60%	(=) -0.4%

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

Chronic Absenteeism

African American (40.40% an increase of 2.3%) 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.

Homeless (40.30% an increase of 7.6%) families have a history of chronic absenteeism due to them moving around a lot. The CWAS and Social Worker made frequent home visits to ensure the attendance of students.

Student with Disabilities (26.5% an increase of 5.0%), students are chronically absent due to numerous health issues and suspensions may have attributed to the high absences. These students could be out for two treatments or weeks for surgery and be considered chronically absent.

Suspensions Per 100

African American (16.40% an increase of 9.9%) 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 deescalate situations so they don't result in arguments that lead to fights.

Pro-active measures 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, and Learning lessons/activities.

Homeless (13% an increase of 6.4%) students had multiple social emotional issues with behaviors that warranted suspensions. On-Site Counselor, site Social Worker, and DPI Social Worker have supported these families to improve their home and school environment.

Suspensions Per 100

(+) = Increased
Not Good

CA Data Dashboard (Suspension Rate)

(-) = Decreased
Good

	2016-2017	2017-2018	2018-2019	CHANGE
All Students	2.4% (-1.1%)	4.2% (+1.8%)	6.50%	(+) 2.4%
African American	5.3% (-3.8%)	6.5% (+1.3%)	16.40%	(+) 9.9%
English Learners	1.9% (=) -0.2%	1.5% (-0.4%)	5.20%	(+) 3.7%
Homeless	4.9% (-10.8%)	6.7% (+1.8%)	13%	(+) 6.4%
Socioeconomically Disadvantaged	2.4% (-1.1%)	4.1% (+1.7%)	6.80%	(+) 2.7%
Hispanic	2.4% (-0.8%)	3.8% (+1.4%)	5.30%	(+) 1.4%
SS w/ Disabilities	5.2% (-0.9%)	5.7% (+0.5%)	5.80%	(=) +0.1%

Counseling services provided by an outside contractor On-Site Counseling.

Everyday of the week counseling services is provided to students and families that have had trauma in their life and has affected their learning. The counselor is instrumental on keeping the students on track on their learning before becoming a misbehavior in class. The counselor meets with the Targeted Student Team (TST) monthly to discuss progress and case manage students in need of alternative counseling.

Social Worker 1.0 FTE

A full time Social Worker is essential to provide daily supports with our social emotional students. The social worker develops plans and strategies to improve students' academic performance and social development; work with students to deal with problems such as aggressive behavior, bullying or frequent absences from school. School Social Worker develops self-regulation strategies and skills for the students to perform well social and academically in the classroom. Provide resources to parents and students from outside agencies

The school social worker provides individual and group sessions for 30 students during the school year (Why Try, Girl Power, and individual student check-in). She schedules meetings with parents to discuss family supports and follows up with district as supports. She provides supports for emergency basis for students having issues at home and emotional issues of not going to class.

Professional Learning

Professional Training is needed during the school year to support staff on classroom management, interventions, restorative practices, culture responsive teaching, social emotional needs, and trauma based strategies.

Monthly Climate and Culture team meetings are set and planned to review the progress of classroom supports, strategies and school wide procedures to improve the climate of the school. The team reviews the data for suspension, misbehaviors and referrals to develop a plan for areas of concern for improvement.

The teachers will provide their classrooms with:

- Clear Classroom expectations, CHAMPS, Class meetings and a Cool Down area in the classroom.
- Continue building relations with students on a daily basis.
- Consistent 3 to 1 positive interactions by all staff members Implement school wide structures and routines.
- Complete and follow classroom management plan for the year reviewed and reflected by administrators.

Additional professional learning for CCT will include Conferences and district trainings from DPI.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

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

A full-time Social Worker (1 FTE) was hired to be a support for staff, students, and families in areas of Social Emotional Learning. District provided Lowell with a CWAS (part-time attendance specialist) to work with families of chronically absent students. School Social Worker will lead Targeted Student Team monthly meetings to pre-identify, support, and monitor students at risk of becoming Tier 2-3.

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.

TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning and supporting students with misbehaviors (Randy Sprick Conference).

Chronic Absenteeism Goal - Less than 17%

Lowell will monitor daily attendance of all the classrooms with a specific focus on grades TK-2. Attendance Clerk, Office Manager, Child Welfare Attendance Specialist (CWAS), School Social Worker, On-Site Counselor, and administration will monitor teachers taking attendance. Daily review of the list of students absent as reported by the school messenger report will be reviewed by the principal. Parent conferences/home visits will be conducted of students that have more than 10 days of absences. Principal/MP will make home visits to parents that he/she have not been able to contact via phone or letter regarding their attendance. Provide incentives to students to improve attendance (including quarterly raffles for perfect attendance). Encourage Chronic and Manageable absent students to attend school everyday. Students will be recognized for improved attendance.

Awards/Incentives:

- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies.
- Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.
- Highest ADA per Primary and Intermediate classes monthly to receive a reward and trophy for attendance.
- School wide Attendance Posters will be displayed outside of each classroom to showcase perfect attendance for the day.
- Classrooms complete an ATTENDANCE card for coloring a letter for each day classroom has all students on time in class in the morning.
- Ensure students participate in a GOAL 2 activities to promote coming to school to participate on a daily basis

Promote attendance for Saturday Academy:

- Parent Meetings to clarify absence recovery for both "Excused" and "Unexcused" absences
- Attendance Incentives (books and school supplies)
- Personal phone contact with families from CWAS prior to scheduled class session
- Administration will monitor students who are considered "Manageable" and within the 90.0 – 94.9% range to ensure they do not become Chronic or Severely Chronic.

Suspension Rate Goal - Less than 6.5% of students having at least 1 suspension.

- Continue with supports with Child Welfare Attendance Specialist, School Social Worker, On-site Counselor, and Professional Learning on Culture and Climate.
- Provide more in-depth training to Noon-Time Assistants as they supervise students during the lunch periods quarterly.
- Identify the students that have more than 2 suspensions and provide interventions and supports to keep the suspensions at a minimum.
- Provide supports and incentives to perform socially and emotionally.
- School Social Worker will conduct restorative practice conversations with students following a suspension in addition to having proactive conversations and relationship building with high needs students.
- Students and families will meet with administration upon returning from a suspension to put in place supports to ensure academic and social emotional success.
- Pre-suspension programs will include: Alternative to Suspension, Behavior Support Plans, Parent Conferences, and invitations for parents to support their students with misbehaviors in the classroom.

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.

- Awards, incentives and recognition for the students
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator Parent Involvement
- College student volunteers
- Incentives from teachers to students Clubs (art, music, dance)
- On-Site Counselor
- School Social Worker

2 ELAC:

Lowell's ELAC was informed about the data surrounding our chronic absenteeism and suspensions. The members of the ELAC 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 ELAC agreed that we should suspend students who are not behaving appropriately as long as we are fair with our student discipline.

- Increased academic rigor but with in class supports
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program Incentives from teachers Clubs (art, music, dance)
- On-Site Counselor
- School Social Worker
- Psychologist, Counselors
- More parent groups or counseling on raising kids and being involved
- College student volunteers

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.

- Intervention Teacher
- Reading program to motivate students to read inside and outside of school.
- Parent orientation for new students
- Teacher decided incentives in class
- Teaching Fellows
- On-Site Counselor
- School Social Worker
- School Messenger
- Alternative to Suspensions
- Clubs and Extracurricular Activities

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 Antibullying 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: <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

1. The Culture and Climate Team (CCT) 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):

- Culture and Climate Team (CCT)
- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLCs)
- Principal
- Vice Principal
- TSA/Intervention Teacher
- Classroom Teachers
- Parents and Students
- On-Site Counseling
- School Social Worker
- CWAS

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.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning.

- CCT will attend conferences to gain knowledge and strategies to support all students in the area of Social Emotional Learning, Absenteeism, and Discipline (Randy Sprick).

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.

2020-2021 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	Parent Participation	Bks & Ref			: Purchase books for parent involvement Additional actions: G1A1-A4	1,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies and materials for parent participation (No food/Incentives)	2,000.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : OnSite Counseling Support	27,375.00
G4A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : OnSite Counseling Support	4,466.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintance and Tech Repairs Additional Actions: G1A1-A4	1,000.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified supplemental contracts to support with parent outreach, coffee hour, warrior day, and student of the month activities.	2,528.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Food, supplies and materials for parent involvement	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : OnSite Counseling Support	12,319.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		117,089.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translatrors for school wide meetings and parent-teacher conferences	1,265.00

\$170,042.00

2020-2021 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 and TST meetings	2,495.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies and Materials: paper, office supplies, and incentives to improve student achievement. Additional actions: G1A2, G1A3, G1A4, G2A1 (No Food/Incentives)	5,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher Substitutes for SSTs, data chats, grade level planning and collaboration Additional Actions: G1A2, G1A4, and G2A1	21,983.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for TEACHERS to support ELA-literacy and math to support CSI goals.	9,369.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			*Other* : Professional Learning provided by outside consultant (Doug Fisher) Additional actions G1A2, G1A3, G1A4	23,000.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			ADMIN Substitutes for release for conferences and professional learning. Additional actions: G1A2, G1A3, G1A4, G4A1	6,536.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Travel			: Travel and conference expenses for TEACHERS and ADMIN Additional actions: G1A2, G1A3, G1A4, G4A1	45,700.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and Materials:paper, office supplies, incentives, and food for student achievement. Additional actions: G1A2, G1A3, G1A4, G2A1	9,257.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies and Materials: paper, office supplies, and incentives for student achievement. Additional actions: G1A2, G1A3, G1A4, G2A1	4,466.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Furniture and Technology Purchase	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food: Snacks during ELPAC and CAASP testing	600.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology Purchase, Maintance and Tech Repairs Additional actions: G1A1-A4	5,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation and babysitting	4,424.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		12,350.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,165.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,618.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies, materials resources, and incentives	2,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,989.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Food, supplies, materials for parent involvement	2,000.00
G1A4	ESSA-CSI	Instruction	Teacher-Subs			TEACHER substitutes for PL (Cullinan, PLC+, and Unbound Standards Institute) Additional actions: G1A1, G1A2, G1A3, G3A1, G4A1	20,990.00
G1A4	ESSA-CSI	Instruction	Bks & Ref			: Professional reading, leveled texts, and novel purchase	5,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for study trips Additional Actions: G2A1, G4A1	3,000.00
G4A1		Parent Participation	Bks & Ref				1,000.00

G4A1	Title 1 Basic	Parent Participation	Bks & Ref			: Purchase books for parent involvement Additional actions: G1A1-A4	1,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies and materials for parent participation (No food/Incentives)	2,000.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : OnSite Counseling Support	27,375.00
G4A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : OnSite Counseling Support	4,466.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintance and Tech Repairs Additional Actions: G1A1-A4	1,000.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified supplemental contracts to support with parent outreach, coffee hour, warrior day, and student of the month activities.	2,528.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Food, supplies and materials for parent involvement	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : OnSite Counseling Support	12,319.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		117,089.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for school wide meetings and parent-teacher conferences	1,265.00

\$385,984.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$42,294.00
ESSA-CSI	3182	\$142,044.00
Sup & Conc	7090	\$153,259.00
LCFF: EL	7091	\$48,387.00
Grand Total		\$385,984.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$212,942.00
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	\$170,042.00
Grand Total	\$385,984.00