

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Lawrence Elementary School
Address	721 Calaveras Street Lodi
County-District-School (CDS) Code	39-68585-6042147
Principal	Mrs. Kelly Collins
District Name	Lodi Unified School District
SPSA Revision Date	10/21/2021
Schoolsite Council (SSC) Approval Date	10/21/2021
Local Board Approval Date	12/14/21

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At Lawrence Elementary School, we believe in a safe school climate in which critical thinking and lifelong learning are emphasized, developed, and nurtured for students and staff alike. This includes the expectation of high standards for all students, allows for risk taking, and results in confident, caring and productive individuals who strive for excellence in all that they do. We also support and respect cultural diversity of all types as well as students with a variety of special needs. Our school-wide emphasis is to focus on successful, effective programs for all students and a positive, cooperative effort between home, school, and the community. We foster a Positive attitude, Always being respectful, making Wise choices, and a Safe and clean campus. (PAWS)

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

The Lawrence School Community is made up of the following Student populations: (Data Quest 20/21)

- 519 Total enrollment
- 89% Socioeconomically Disadvantaged
- 55% English Learners
- 9.2% Students with Disabilities
- 75% Hispanic
- 12.5% Asian
- 6.4% White
- 2.9% Not Reported
- 1.2% African American
- 1.0% Two or More Races
- .6% Pacific Islander
- .4% American Indian or Alaska Native
- .2% Filipino

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholders involved in the SPSA annual review and update are as follows:

*Lawrence Staff: ongoing during Leadership and Staff Meetings Fall 21/22 & Spring 21/22

*School Site Council September 15, 2021 and October 21, 2021

*School Community Thought Exchange Needs Assessment- Students, Parents, Staff

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

The 2020 - 2021 English Language Arts Goal for Lawrence is to increase the number of students scoring at standards met or exceeded by 5% on the CAASPP/Smarter Balance Assessment and to increase the number of students scoring at met or exceeded by 5% on the Journeys Benchmark Tests.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual CAASPP Data for 2018 - 2019 (due to no scores in 2019 - 2020 because of COVID-19 pandemic).	Increase by 5% met or exceed standards from 36% overall in 2019 to 41% in 2021.	Not met- Decreased by 14.65% met/exceeded standards from 36% in 2019 to 22% in 2021
Journeys Benchmarks for 2019 - 2020	Increase by 5% met or exceed standards from 34.4% overall in 2019 to 39% in 2021.	Data unavailable due to COVID-19 Pandemic

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. ELA 1:</p> <p>Throughout the year, interventions will be in place daily monitored by the intervention teacher. Time will be provided to review data during CP & Staff Meetings. Literacy Coach providing teacher support.</p>	<p>Our Intervention teacher serviced students both virtually and in person utilizing researched based strategies.</p>	<p>Intervention Teacher/Coach 1900 Other Cert Salaries Title I 129068.00</p> <p>Purchase needed technology(laptops, headphones) for para educators to support students online as well as take PD virtually and support virtually. 4400 Equipment (\$500-\$9,999) Title I 10,184.00</p>	<p>Intervention Teacher/Coach 1900 Other Cert Salaries Title I 132,658.00</p> <p>Due to a change in principals, this information is not available.</p>
<p>ELA 2: Reading Intervention After School and Intersession during Spring Break(1 week)</p>	<p>Services were not implemented due to the Covid-19 pandemic</p>	<p>Timecards for staff supporting students during the intersession LCFF</p> <p>Library books, Literacy support 4200 Books Title I 40,000.00</p>	<p>Timecards for staff supporting students for after school. LCFF</p> <p>Library Books 4200 Books Title I 3,000.00</p>
<p>ELA 3:</p> <p>After-School Intervention (English Language Arts)</p>	<p>Services were not implemented due to the Covid-19 pandemic</p>	<p>Time cards LCFF</p>	<p>Time cards LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for 1st - 5th Grade. Spring Break Intervention			
ELA 4: Kindergarten - Sixth Grade: DATA Conferences (review of benchmark and CAASPP data)	Services were not implemented due to the Covid-19 pandemic	Time cards for supports. 1120 Teacher Temp LCFF	Substitutes 1150 Teacher Sub Title I 1000.00
ELA 5: READ 180/System 44 and iREAD will continue to be supported as necessary	All needed materials were procured	Supplemental materials, headphones, technology needs LCFF	Supplemental materials, headphones, technology needs LCFF
ELA 6: AVID support	Ordered Mystery Science boxes for K, 2 and 3rd grades. Staples orders were completed for binders and other AVID materials	AVID materials and supplies, STEM Materials 4300 Materials Title I 20,000.00 Printing of supplemental material to support ELA curriculum. 5715 Print Shop Title I 10,000.00	AVID materials and supplies 4300 Materials Title I 4,000.00 Printing 5000.00
ELA 7: Study trips to enhance and support student learning.	Wow Museum did present on campus, but Due to COVID closures, most study trips did not happen.	Paper, and other necessary supplies 4328 Warehouse Supplies Title I 5,000.00	Due to COVID closures, study trips did not happen. 5872 Field Trips Title I 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Many of our actions were not completed due to the pandemic. We are still waiting for some materials including the technology and stem equipment and did not utilize the half of our typical needs for print materials and were not able to participate in study trips.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to 3/4 of the year at virtual learning, most of our goals were unattainable and so the effectiveness cannot be measured by this past year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No funding was spent on field trips due to the pandemic. We did have the Wow Museum on site at no cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 21/22 school year, the English Language Arts goal will continue to focus on increasing student achievement results as demonstrated on the CAASPP. Academic Conferences to provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions has been included in ELA goal 1 Activity 2. Social- Emotional Learning, Mental Health and Counseling supports have been included in ELA goal 1 Activity 5.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

The 2020 - 2021 Math Goal for Lawrence is to increase the number of students meeting or exceeding standards by 5% as measured by the CAASPP/Smarter Balanced Assessment. The Lawrence goal is to increase the number of students meeting or exceeding standards by 5% for grades K - 6 on the Math Expressions Benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual CAASPP Data for 2018-2019	Increase by 5% met or exceeded from 26% overall in 2018-2019 to 31% in 2020-2021.	Not Met- Decreased by 14% met or exceeded from 26% overall in 2018-19 to 12% in 2020-21.
Math Expressions & CMP3 Benchmark Data for 2019-2020	Increase by 5% met or exceeded from 53.5% overall in 20-20 to 58.5% in 2020- 2021.	Data unavailable due to Covid-19 Pandemic.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. MATH After-school Intervention (Math) for 1st - 6th Grade.	Services were not implemented due to the Covid-19 pandemic	Time Cards LCFF	Time Cards LCFF
2. MATH Materials and supplies will be provided to support Math Instruction in Math Expressions Curriculum and Dreambox. STEM Material. Any materials that may be needed for targeted intervention. Technology needs.	Purchased Flocabulary for the entire school, with supplemental videos	Math and STEM supports 4300 Materials Title I 13,000.00	Math supports LCFF
		Technology Supports, AVID material support 5875 Technology Licenses Title I 8,000.00	Promethean Panel 4475 Technology (\$500-\$9,999) Title I 6,242.00
Provide STEM opportunities during the school year	Wow came to the site and 4 virtual assemblies focusing on SEL were completed	Teacher time cards to support the event 1120 Teacher Temp LCFF	Teacher time cards to support the event 1120 Teacher Temp LCFF
		WOW Museum will provide STEM event, Virtual Assemblies 5872 Field Trips Title I 13,000.00	The Wow Museum STEM event did not take place due to COVID-19 Pandemic

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Mathematics materials and supplies, and technology needs were purchased. All other goals and actions weren't implemented due to the profound impact of the COVID-19 Pandemic and three quarters of the school year being held through a full distance-learning model.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to 3/4 of the year at virtual learning, most of our goals were unattainable and so the effectiveness cannot be measured by this past year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No funding was spent on field trips due to the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 21/22 school year, the Mathematics goal will continue to focus on increasing student achievement results as demonstrated on the CAASPP. Social-Emotional Learning, Mental Health and Counseling supports have been included in Math goal 2 Activity 4.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

The Lawrence ELD Goal for 2020 - 2021 is to increase the number of English Learners scoring at Well Developed by 5% on the annual ELPAC assessment. The Lawrence Reclassification Goal for the 2020 - 2021 school year is to increase the percentage of students meeting reclassification by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Data	10% of 3-6 Grade EL students to reach Well Developed.	Not Met- 3% of 3-6 EL students reached Well Developed on the Summative ELPAC Assessment. 4 out of 129 EL students in Grades 3-6 reached Well Developed on the Summative ELPAC Assessment.
Reclassification Data	12% of EL Students to reach reclassification.	Not Met- 2.1% of EL Students were Reclassified Fluent English Proficient 6 EL Students were RFEP

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. ELD 1 Materials and supplies to support ELL students. Reference materials	All materials were ordered, delivered, and implemented in the classrooms	Materials and Supplies 4300 Materials LCFF	Materials and Supplies 4300 Materials LCFF

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Materials were ordered, delivered, and implemented in the classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to the profound impact of the COVID-19 Pandemic and three quarters of the school year being held through a full distance-learning model, effectiveness of the strategies/activities weren't demonstrated.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None apply

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Lawrence will adopt Social-Emotional Learning Curriculum for the 21/22 school year. Teachers will receive training in the curriculum and students will be provided with additional mental health resources and support. (Professional Development Goal 5, Activity 2) Lawrence will continue to work with CORE Consultants to develop and enhance teacher capacity, (Example:// SIPPS Training) (ELA Goal 1, Activity 2 & ELD Goal 3, Activity 7)

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

The Lawrence Parent Involvement Goal for 2020 - 2021 is to maintain and further increase parent participation and involvement for the 2020- 2021 school year, our goal is for 100% of parents to participate in one or more school sponsored events.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Attendance Sign-In Sheets: ELAC meeting, Parent/Teacher Conferences	Parents attending and becoming involved in the various opportunities for parent involvement.	Due to a principal change some data is unknown. Parent/Teacher conference attendance rate = 97%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. PI 1 Parent Meetings and School Sponsored Events Classes for parents	Jump Into English was completed virtually. Bilingual Para-educators were supporting the program.	Support Classes-Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 3,588.00	Support Classes-Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 2,363.00
		Jump Into English/Parenting Partners 5800 Prof and Operating/Consultants LCFF	Jump Into English 5800 Prof and Operating/Consultants LCFF
		Bilingual Paraeducators provide support for parent involvement events. 2120 Para Temp LCFF	Bilingual Paraeducators provided support for parent involvement events. 2120 Para Temp Title I: Parent Involvement 664.00
		Paper and other supplies. 4300 Materials LCFF	Paper and other supplies 4300 Materials LCFF
2. PI 2: Materials and supplies, print shop for parent meetings and school to home communication for support of involvement.	All materials were ordered and delivered to the site.	Supplies and materials needed for the classes and school to home communication. Daily Planners to support communication between home and school. 4300	Supplies and materials 4300 Materials Title I: Parent Involvement

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Materials Title I: Parent Involvement 752.00	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies/activities were implemented virtually and all materials and supplies were delivered to the school site.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to a principal change the effectiveness of the strategies/activities is unknown.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None apply

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal has been changed to increase parent involvement as measured by the following metrics: Back to School Night sign-in sheets, Parent/Teacher Conferences attendance records, Jump Into English , the Suspension & Student Attendance Rate.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

The Lawrence 2020 - 2021 Professional Development goal is to provide ongoing professional development opportunities with a 100% of teacher participation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-ups and attendance for professional development opportunities. Data Conferences	All teachers will participate in a minimum of two professional development opportunities at the district level and /or outside conferences and trainings.	Due to a principal change, data was unavailable.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. PD 1 District Coaches Provide Staff Development, Site Literacy Coach Support and Staff Development. AVID Training and other opportunities	Coaching support was completed. K-2 training in SIPPs began and is ongoing	District Coach support LCFF	District Coach Support LCFF

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Coaching support was completed. K-2 training in SIPPs began and is ongoing. AVID Training was not implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to a principal change, the effectiveness of the strategies/activities is unavailable.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None apply

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 21/22 school year, the Professional Development goal will focus on increasing participation in high quality on-going professional development to improve early literacy instruction, activate student engagement and rigor as well as support students to reach proficiency on Common Core Standards. Mental Health and Counseling supports have been included in Professional Development goal 5 Activity 1 & 2.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Lawrence School will provide behavioral, social, and emotional support for identified students with significant emotional barriers to academic success.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019-20 Suspension Rate Data	The suspension rate will decrease from .5% (2019-20) to 0% in 2020/21.	Due to the COVID- 19 Pandemic, there were no suspensions while students were on distance learning. Suspension data unavailable for the 2020/21 school year. (awaiting CA dashboard release)

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Mental Health services provided for targeted students	Mrs. Jensen supported the site virtually for 3 quarters and one quarter in-person	Beyond district provided hours to make this a full day of service one day per week throughout the school year. 5800 Prof and Operating/Consultants Title I 5,098.00	Full Day of Therapy support services one day per week throughout the school year. 5800 Prof and Operating/Consultants Title I 5,000.00
Counseling services for all students		Counselor LCFF	Counselor LCFF

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Mental Health and Counseling Services were provided via Telehealth for targeted students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness of the strategies/activities to achieve the goal is unavailable at this time. 2020/21 suspension data unavailable at this time.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None apply

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be embedded within the ELA, Math, and Professional Development goals for the 2021/22 school year. Similar changes are discussed in Goal 1 ELA, Goal 2 Math, and Goal 5 Professional Development.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By May 2022, Lawrence will increase the percentage of students who meet/ or exceed standards on ELA CAASPP by 5%.

By May, 2022, Lawrence K-2 students will have 50% proficient as measured by DIBELS.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

2020/21 CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 2020/2021	CAASPP ELA: Percentage of students who met/exceeded the standards for ELA on the CAASPP 2020/21 Summative Assessment: Overall- 22% Grade 3- 17% Grade 4- 14% Grade 5- 31% Grade 6- 25%	Overall 2021/2022 CAASPP Summative ELA results will demonstrate an increase of 5%
DIBELS	K-2 Data Unknown from 20-21	EOY DIBELS data will demonstrate 50% students in K-2 measuring at Proficient

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

Provide Reading intervention for grades K-6 and utilize SIPPS as a supplemental reading program to support intervention/differentiation in grades K-3.
Provide Read 180/System 44 Grades 4-6

(Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Grades K-3)

Students to be Served by this Strategy/Activity

Targeted students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	98,109
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher/Coach
Amount	31,491
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention Teacher

Strategy/Activity 2

ELA 2

Academic Conferences- Provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions.

Students to be Served by this Strategy/Activity

All Students

Timeline

November 2021- May 2022

Person(s) Responsible

* Administration
* Teachers

- * Literacy Coach
- *School Psychologist
- *Resource & Intervention teacher
- *Speech Therapist
- *Elementary School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	10,150
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Subs for fall and spring academic conferences
Amount	2,109
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitute teachers for fall/spring academic conferences

Strategy/Activity 3

ELA 3

Pay teachers, Certificated and Classified staff to: provide after school intervention, provide additional adult support for grades K-6, organize and run programs for social emotional needs and PBIS, support tier 2 and tier 3 student achievement collaboration time and support communication between teachers and parents with translations for grades K-6.

Students to be Served by this Strategy/Activity

K-6 students who are below standards in phonemic awareness, phonics, spelling, fluency, comprehension and math skills. K-6 students who are in need of social and emotional support.

Timeline

October 2021 - May 2022

Person(s) Responsible

- Administration
- K-3 Teachers
- RSP Teacher
- Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards for Certificated staff

Amount	1,040
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Certificated staff timecards
Amount	6000
Source	Title I
Budget Reference	2120 Para Temp
Description	To pay Bilingual Para-educators for translations and additional adult support
Amount	1,980
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Para-educator timecards.

Strategy/Activity 4

ELA 4

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Teachers will implement AVID elementary strategies. Purchased materials will support AVID Objectives.

Students to be Served by this Strategy/Activity

All students K - 6th Grade

Timeline

August 2021 - June 2022

Person(s) Responsible

Teachers
Office Staff
Administrators

Proposed Expenditures for this Strategy/Activity

Amount	24,000
Source	Title I
Budget Reference	4300 Materials
Description	AVID supplies including materials, ink, planners etc.
Amount	2,000
Source	Title I

Budget Reference	4328 Warehouse Supplies
Description	Purchase copy paper with holes to support AVID implementation.

Strategy/Activity 5

ELA 5

Provided Positive Behavior Interventions & Supports

- Positive student acknowledgement
- Continue implementation of PAWS
- Assemblies for anti-bullying/ life skills and social-emotional health
- Kindness week
- Growth mindset activities and/or speaker

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 - May 2022

Person(s) Responsible

Administration
 Teachers
 Counselor

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Consultants/Professionals to provide on-campus assemblies

Strategy/Activity 6

ELA 6

Enhance students' learning through Study Trips Schedule Study Trips . Study trips will connect to grade level standards & curriculum content. Examples may include:// 3rd grade Valley Days, 4th grade trip to Columbia to study the gold rush etc..

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 - May 2022

Person(s) Responsible

Administrators
Teachers
Office Staff
Custodian

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	5872 Field Trips
Description	Study trips- on or off campus

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By May 2022, Lawrence will increase the percentage of students who meet or exceed standards on Math CAASPP by 5%. By May 2022, 80% of Lawrence students will complete, on average, five lessons a week in Dream Box.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

2020/21 CAASPP results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data 2021/2022 Math Summative Results	<p>CAASPP Math:</p> <p>Percentage of students who met/exceeded the standards for Mathematics on the CAASPP 2020/21 Summative Assessment</p> <p>Overall- 12%</p> <p>Grade 3- 17%</p> <p>Grade 4- 7%</p> <p>Grade 5- 14%</p> <p>Grade 6- 8%</p>	<p>2021/2022 CAASPP Summative Math results will demonstrate an increase of 5%</p> <p>Overall- 12% - 17%</p> <p>Grade 3- 17% - 22%</p> <p>Grade 4- 7%- 12%</p> <p>Grade 5- 14% - 19%</p> <p>Grade 6- 8% - 13%</p>
DreamBox	Creating Baseline 2021/2022	In 2021/22 80% of all students will complete an average of 5 Lessons in Dream Box weekly.

Planned Strategies/Activities

Strategy/Activity 1

Math 1

Academic Conferences- provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021 - May 2022

Person(s) Responsible

- * Administration
- * Teachers
- * Literacy Coach
- *School Psychologist
- *Resource & Intervention teacher
- *Speech Therapist
- *Elementary School Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

Budget in ELA goal 1 Activity 2

Strategy/Activity 2

Math 2

Pay teachers, Certificated and Classified staff to: provide after school intervention, provide additional adult support for grades K-6, organize and run programs for social emotional needs and PBIS, support tier 2 and tier 3 student achievement collaboration time and support communication between teachers and parents with translations for grades K-6.

(ELA, Math, & EL goal)

Students to be Served by this Strategy/Activity

All students.

Timeline

August 2021 - May 2022

Person(s) Responsible

Teachers
Administration
Bilingual para-educators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source	Title I
Description	Budget in ELA goal 1 Activity 3
Amount	0
Source	Title I
Description	Budget in ELA goal 1 Activity 3

Strategy/Activity 3

Math 3

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Teachers will implement AVID elementary strategies. Purchased materials will support AVID Objectives.

Students to be Served by this Strategy/Activity

All students in grades K-6

Timeline

November 2021- May 2022

Person(s) Responsible

Administrators
 Teachers
 Coaches
 Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	Budget in ELA goal 1 Activity 4
Amount	0
Source	Title I
Description	Budget in ELA goal 1 Activity 4

Strategy/Activity 4

Math 4

Provided Positive Behavior Interventions & Supports

- Positive student acknowledgement
- Continue implementation of PAWS
- Assemblies for anti-bullying/ life skills and social-emotional health
- Kindness week
- Growth mindset activities and/or speaker

Students to be Served by this Strategy/Activity

ALL

Timeline

October 2021- May 2022

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

Title I

Description

Budget in ELA goal 1 Activity 5

Strategy/Activity 5

Math 5

Enhance students' learning through Study Trips Schedule Study Trips

Students to be Served by this Strategy/Activity

All students in grades K-6

Timeline

October 2021- May 2022

Person(s) ResponsibleAdministrators
Teachers
Custodian**Proposed Expenditures for this Strategy/Activity****Amount**

0

Source

Title I

Description

Budget in ELA goal 1 Activity 6

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

Increase the number of English Learner students to Re-designated Fluent English Proficient (RFEP) students as we did in 2020-2021.

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

2020/21 ELPAC Reclassification Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Data	Summative ELPAC 2020/21 3% of grades 3-6 EL Students scored Well Developed on the 2020/21 ELPAC.	EL Students in grades 3-6 who score Well Developed on the 2021/22 Summative ELPAC will increase from 3% to 8%.
Reclassification Data	Students Reclassified Fluent English Proficient in 2020/2021 = 2.1%	Students Reclassified Fluent English Proficient in 2021/2022 will increase by 3% from 2.1% (2020/2021) to 5.1% (2021/2022).

Planned Strategies/Activities

Strategy/Activity 1

ELD 1

Bilingual Paraeducators work to front-load curriculum and translate when needed./ All Year

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2021 - May 2022

Person(s) Responsible

- Administration
- Teachers
- Bilingual Paraeducators
- Community Liaison
- Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Use of bilingual paraeducators in small group and supplemental support to help meet grade level standards in ELA and Math

Strategy/Activity 2

ELD 2

Print shop, warehouse, and supplemental materials for English Learners in ELA/ELD, other core, library, and supplemental programs

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021- May 2022

Person(s) Responsible

Typist Clerk
Administrators
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Use of EL Resources in ELA/ELD, Math and includes Library books by student lexiles

Strategy/Activity 3

ELD 3

Provide Rosetta Stone program for all ELPAC Levels 1 and 2

Students to be Served by this Strategy/Activity

English Learners demonstrating level 1 and 2 on the ELPAC

Timeline

August 2021- May 2022

Person(s) Responsible

Teachers
Administrators
District EL Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Description	Use of Rosetta Stone Program funded by Title III

Strategy/Activity 4

ELD 4

Teachers will designate 30 minutes of ELD using the Journey's ELD component and monitor progress by using the LUSD adopted curriculum assessment. Group ELs by ELPAC levels

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021- May 2022

Person(s) Responsible

Administrators
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Designated ELD instructional time for English learners- General Fund

Strategy/Activity 5

ELD 5

Students who are Level 1 as measured by the ELPAC and are in grades 3rd-6th grades will have additional small group support with Intervention teachers and bilingual para-educator in English Language Development and early literacy skills.

Students to be Served by this Strategy/Activity

English learners scoring Level 1 as measured by the ELPAC

Timeline

October 2021- May 2022

Person(s) Responsible

Teachers
Administrators
Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Use of bilingual paraeducators and Intervention teachers to provide supplemental support in English Language Development and early literacy.

Strategy/Activity 6

ELD 6

ELD Instruction Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks

- * 1st-6th Teach 30 minutes Designated ELD five days a week
- * Read 180 Instruction
- * Additional adult support for K-2 reading
- * Kindergarten Teach 20 minutes of Designated ELD five days a week and support EL Learners 5 days a week with Para-educators
- * Utilize District ELA coaches for support with ELD lessons

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021- May 2022

Person(s) Responsible

Administrators
Teachers
Para-educators
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks

Strategy/Activity 7

ELD 7

Academic Conferences: provide release time for teachers to analyze data from Dream Box, Reading Inventory and DIBELS (if applicable) and collaborate and plan best practice with other site Specialists like Speech Therapist, Psychologist, Resource teacher and Intervention Teacher. Students will be monitored through the Data Collection Sheet after every assessment. Teacher will then use a Data Reflection sheet to reflect on the students' progress quarterly. Discussions regarding intervention will be determined at Academic Conferences two times a year. Teachers will provide after school intervention- with a focus on embedding English Language Development strategies in all content areas. Use benchmark data to figure out student grouping Focus on skill building Use the curriculum intervention component

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021- May 2022

Person(s) Responsible

Administrators
Teachers
School Counselor
School Psychologist
Mental Health Therapist
RSP Teacher
Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Budgeted in ELA Goal 1 Activity 4

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

By May 2022, Lawrence will increase Parent Involvement by 3%.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

2020-21 Attendance at school-wide events (Back to School, Parent Events, Parent/Teacher Conferences)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Teacher Conferences participation rate	Parent/Teacher Conferences 2020/21 participation rate- 97%	Increase parent participation
Jump into English attendance rate	Jump into English 2020/21 Participation rate- 69%	Increase Participation rate by 5%
Suspension Rate	2019 Suspension Rate- .5%	Reduce Suspension Rate
Chronic Absenteeism rate	2020/21 Chronic Absenteeism rate- 29.72%	Reduce Chronic Absenteeism rate by 5%

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement 1

Support Parent Involvement and provide Parent Education

- * Provide Parent Education in English by offering "Jump into English" classes at Lawrence
- * Purchase materials needed to support "Jump into English"
- * Back to School Night
- * Open House
- * School Site Council
- * ELAC
- * Parent/Teacher Conferences

Students to be Served by this Strategy/Activity

All students.

Timeline

August 2021 - May 2022

Person(s) Responsible

- Administration
- Teachers
- Para-educators
- Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	3329
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Support Classes-Jump Into English
Amount	0
Source	LCFF
Description	Jump Into English/Parenting Partners
Amount	0
Source	LCFF
Description	Bilingual Paraeducators provide support for parent involvement events.
Amount	0
Source	LCFF
Budget Reference	4300 Materials
Description	Paper and other supplies.

Strategy/Activity 2

Parent Involvement 2

Provide Parent Handbooks, fliers, and information about upcoming events

* Copy items at District Print Shop

Students to be Served by this Strategy/Activity

All students.

Timeline

August 2021 - May 2022

Person(s) Responsible

Administration
Teachers
Para-educators
Community Liaison
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4300 Materials
Description	Parent Handbooks and fliers

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

All Lawrence Teachers, Administrators, and staff will participate in high quality on-going professional development to improve standards based instruction, activate student engagement and increase rigor; as well as the continuous improvement of a positive school culture. Staff meetings will focus on Professional Development and collaboration.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

2020-21 ELA and Math Benchmarks, CAASPP, DIBELS, and Reading Lexiles

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> * Attendance sheets from Staff Meetings * Professional Development Trainings/Opportunities attendance * Academic Conference attendance 	No Baseline Data Available due to COVID	70% of staff meetings will focus on professional development and collaboration
Increase scores on ELA and Math CAASPP	2020/2021 CAASPP ELA Overall- 22% Met/Exceeded standards 2020/2021 CAASPP Math Overall- 12% Met/Exceeded standards	Increase 2021/22 CAASPP ELA Overall Met/Exceeded Standards by 5% from 22% to 27%. Increase 2021/22 CAASPP Math Overall Met/Exceeded Standards by 5% from 12% to 17%.

Planned Strategies/Activities

Strategy/Activity 1

PD 1

Provide professional development opportunities to improve instruction and student engagement in ELA, Math, ELD, Social-emotional learning, and PBIS.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 - June 2022

Person(s) Responsible

- Administration
- Teachers
- Literacy Coach
- District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District instructional coaches and internal professional learning opportunities.
Amount	19,596
Source	Title I
Budget Reference	5220 Conference
Description	External conferences both virtual and/or in-person. (example:// Ron Clark Academy & "Get Your Teach On".

Strategy/Activity 2

PD 2

Mental Health and Counseling - SEL lessons design Develop understanding around children with emotional disabilities
Develop instructional techniques to implement in classrooms where we have concerns Connect our instructional strategies to PBIS and school-wide discipline Develop understanding of the referral process and how to get support for families.

Students to be Served by this Strategy/Activity

ALL

Timeline

October 2021- May 2022

Person(s) Responsible

Administrators
Teachers
Administrators
Teachers
Counselor
Mental Health Therapist
PBIS Team

Intervention Teachers
RSP Teacher
District PBIS coach

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	PBIS Coaching support, Elementary counseling support, Certificated Timecards for PBIS and SEL collaboration and classroom implementation development
Amount	1000
Source	Title I
Budget Reference	1920 Other Cert Temp
Description	PBIS Coaching support, Elementary counseling support, Certificated Timecards for PBIS and SEL collaboration and classroom implementation development
Amount	832
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Certificated time cards

Strategy/Activity 3

PD 3
Academic Conferences- provide release time for teachers to analyze student data, collaborate, discuss, and plan best practices and interventions.

Students to be Served by this Strategy/Activity

ALL

Timeline

August 2021- May 2022

Person(s) Responsible

Administrators
Counselor
Teachers
Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	See Budget in ELA Goal 1 Activity 2

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	223636.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	223,636.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	220307.00	0.00
Title I: Parent Involvement	3329.00	0.00

Expenditures by Funding Source

Funding Source
LCFF
Title I
Title I: Parent Involvement
Title III

Amount
0.00
0.00
220,307.00
3,329.00
0.00

Preliminary Plan

 10/21/2021 03:30 pm

Principal *Date*

 10/21/2021 03:30 pm

SSC Chairperson *Date*

 11/02/2021 03:45 pm

Program Manager *Date*

Final Plan

Principal *Date*

SSC Chairperson *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
	LCFF	0.00
	LCFF	0.00
4300 Materials	LCFF	0.00
	Title I	0.00
1100 Teacher	Title I	98,109.00
1120 Teacher Temp	Title I	8,000.00
1150 Teacher Sub	Title I	10,150.00
1920 Other Cert Temp	Title I	1,000.00
2120 Para Temp	Title I	6,000.00
3000 Benefits	Title I	37,452.00
4300 Materials	Title I	24,000.00
4328 Warehouse Supplies	Title I	2,000.00
5220 Conference	Title I	19,596.00
5800 Prof and Operating/Consultants	Title I	8,000.00
5872 Field Trips	Title I	6,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,329.00
	Title III	0.00

FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Kelly Collins	Principal
Melissa McClelland	Classroom Teacher
Jennifer Pesavento	Classroom Teacher
Jenna Pal-Freeman	Classroom Teacher
Valerie VonElsner	Other School Staff
Monika Lara	Parent or Community Member
Juanita Lopez	Parent or Community Member
Joanna Ramirez	Parent or Community Member
Cassandra Portillo Rosas	Parent or Community Member
Kristi Garibaldi Robinson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

FORM E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Preliminary Plan

Final Plan



10/21/2021 03:30 pm

Principal

Date

Principal

Date



10/21/2021 03:30 pm

SSC Chairperson

Date

SSC Chairperson

Date



11/02/2021 03:45 pm

Program Manager

Date

Program Manager

Date