

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**

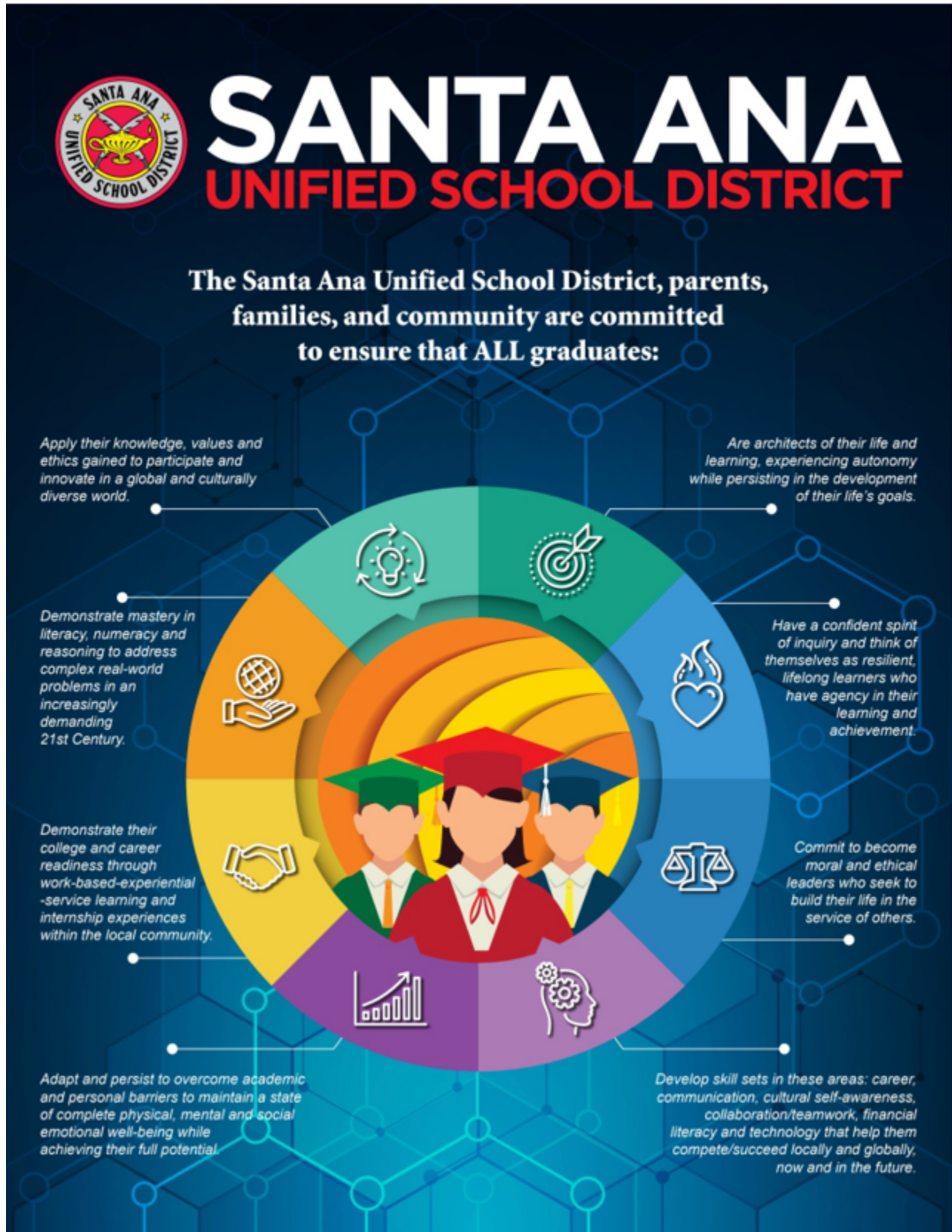


James Russell Lowell Elementary

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Lowell Elementary will offer a clean, orderly and safe space where children will have the opportunity to thrive and learn. All stakeholders will promote, the 4 Bs (Be responsible, respectful, safe, and ready) practice, and emphasize respect, responsibility, and PRIDE (Prepared, Respect, Integrity, Determined, and Empathy) as the pathway to model positive citizenship and academic achievement. We will establish a positive climate with high expectations in which we ensure the safety of students and staff while building trusting relationships with students, their families, and the community. Through our PBIS efforts, we will establish school-wide rules and expectations, consequences, and rewards systems. We will ensure an environment where the social-emotional well-being of students and staff will be modeled and promoted through a strong PBIS framework and an ASCA model comprehensive counseling program. We will arduously work towards preparing students to be career and college-ready via AVID strategies. As a result, we will create a collegiate, safe, and rigorous learning environment. Stakeholder advisory committees such as CPAC, PBIS, ILT, ELAC and SSC will analyze data and create a culture of data-driven decision-making that will yield the identification of focus areas to improve our school climate and the social-emotional well-being of students and staff.

Strategy/Activity 1

This activity will be a school-wide activity where all personnel will support positive behavioral outcomes for all students. This strategy includes behavior and PBIS teacher training. All staff will be working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day. The principal will support and monitor those practices by periodically hosting PBIS assemblies, monitoring behavior data collected via the submission of office discipline referrals (ODR), and reporting data to stakeholders to problem-solve areas of need. Tier-II and III students exhibiting continual negative behavior will receive family-involved intervention and support to ensure a positive learning environment for all students. Teams such as COST or PBIS will get involved to investigate the root cause of student misconduct. The team will discuss, develop and implement behavioral strategies to support and guide students in making good decisions to demonstrate desired target behavior. Lowell will fully implement Positive Behavioral Intervention System (PBIS) to improve behavior and academic achievement and establish a safe positive climate driven by the core values of respect, readiness, responsibility, and safety. Students will be taught the characteristics of PRIDE (Prepared, Respectful, Integrity, Determined, and Empathy) to a promote positive and caring environment. Each stakeholder will be informed and involved in the implementation of the three-tier behavior and academic systems, including school rules, action flow charts, and the Office Discipline Referral (ODR) system. We will purchase materials to help the implementation of the process. Lowell will also encourage its members to attend conferences to acquire the latest research based intervention strategies and best practices. and empower our team to support our school climate and social emotional wellness.

Budgeted Amount:

Strategy/Activity 2

All students will have access to a welcoming, creative, and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation. Lowell will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school with activities such as our Jog-a-Thon, Dance-A-thon, student recognition assemblies, Monthly School Spirit Rallies, Family Art, Math and Science nights. Students will be encouraged to attend school through the Attendance Counts Today (ACT), a school-wide campaign to promote perfect attendance. Positive performance will be recognized in various ways (certificates, items, etc..). Student attendance and engagement will be monitored to determine those at risk of becoming disengaged. Timely and appropriate intervention will be implemented as needed. Through family communication, parent meetings and consistent support, families will be reminded of the importance of attendance. For those students at risk of becoming chronically absent, they will be referred to tiered Interventions such as Lowell's COST and SST teams to discuss supports for the development and implementation of target and individualized supports for reengagement in school.

Budgeted Amount:

Strategy/Activity 3

AVID will be a school-wide program that promotes a collegiate culture, growth mindset, and self-determination. AVID strategies will help maintain a level of rigor that challenges and supports students. Teachers will be AVID trained. Colleagues receiving AVID training at the Summer institute will deliver mini trainings during staff meetings on best practices to promote appropriate Focus note taking and Organization skills in order to maintain rigor and implement a growth mindset. Teachers, counselors, and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Moreover, technology use will be implemented to supplement classroom instruction to streamline learning with the demands of 21st-century college and careers citizen profile. Teachers will be trained on how to integrate technology into their curriculum. Also, various college and career promotion events will be held to pique students' interest in possible fields of study and future careers. Students at risk of falling off college and career success will receive close monitoring and careful guidance through various student success committees. Our teachers will continue to be trained on AVID strategies and attend an AVID conference every summer.

Budgeted Amount:16,347

Strategy/Activity 4

Lowell Elementary will continue to maintain a strong ASCA model comprehensive counseling program guided by an advisory council comprised of students, parents, teachers, administrator, school personnel (CPAC), as well as district level leadership. Our program will promote the implementation of SEL lessons via the Second Step Curriculum. Our counselors will develop, promote and present campaigns that address topics such as kindness, culturally responsive community, and a bully free zone culture. Additionally, our counselors will identify the needs of our school by conducting a needs based assessment to teachers, staff and students. The data from the needs assessment will guide the SEL topics addressed in the classroom intended to provide support and improve the socio-emotional wellness of all students. Activity monitors will also be included in trainings to help support the social emotional and school climate for the well being of students. Via a referral system tier II and III students will be identified and supported to extinguish and prevent at-risk behaviors. In addition, teachers will implement SEL lessons using the Second Step curriculum once per week. Teachers will also be trained in our PBIS framework, behaviors and functions of behavior to identify potential signs of risk behaviors. Our counselors will meet individually with students and provide Tier III individualized support and mental health referrals where necessary.

Budgeted Amount:6,000

Total Expenditures

22,347.00

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Lowell students will demonstrate mastery of their respective grade level ELA California State Standards so that they are College and Career ready. Our staff will provide equitable access to a rigorous, technology-driven curriculum by collaborating with colleagues to gather, discuss, analyze data that will guide instruction and school wide goals. Teachers will gather data from various academic assessments such as NWEA MAP, DIBELS, BPST and curriculum assessments to identify students' needs. As a collaborative effort, teachers, the principal and support staff will closely monitor students' academic progress and identify Tier II and Tier III students needing academic support and interventions for adequate academic growth.

Lowell LCAP subgoals:

1.) 40% of 3rd graders will be at grade level reading proficiency (Foundational Skills) as measured by BPST III results and MAP Growth

Reading assessment.

*Students will show a 30% increase in the number of students achieving proficiency as identified by each specific assessment:

*BPST III

*Kinder Results' (Foundational Skills)

*MAP Reading Test (3rd - 5th)

*MAP Spanish Test (Dual Language Academy 3rd-5th)

*SBAC Data

*ELPAC Data

2.) Students will demonstrate college readiness (proficiency) on ELA MAP. Lowell will increase by 10% the number of students improving RIT score by one year's growth.

Strategy/Activity 1

All students will have access to the core ELA program through the Benchmark Advance curriculum lessons. Teachers will conduct small group differentiated instruction to meet the needs of all students and identify and monitor students that require additional support. Teachers will identify Tier II or Tier III students via academic diagnostics/assessments and implement tier II interventions via their classroom instructional program. For Tier II & III students, teachers will refer Tier II & Tier III students to COST after providing in-class targeted skill small group intervention strategies for a minimum of 6-8 weeks. The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the COST and/or Student Success Team process (SST). Collaborative meetings will be held between teachers, parents, students, counselors, and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

Budgeted Amount:

15,000

Strategy/Activity 2

To increase reading fluency and reading comprehension, supplemental reading and ELA computer software program will be purchased to support all students. Teachers will be trained on first best instructional practices to promote language development and create an environment where rigor and language production is valued. At teachers' discretion, the software program will be utilized as a researched-based intervention resource implemented for tier II and III students.

Students at risk of not meeting ELA standards are identified for academic intervention may be provided with after/before school tutoring and given access to differentiated online programs in small group settings. Student progress will be monitored on a weekly basis and instructional modifications and program use will be adjusted as necessary.

Budgeted Amount:

10,000

Strategy/Activity 3

Technology will be utilized as a learning tool for the implementation of programs and services for students and parents. Programs to be utilized will include Lexia, Imagine Learning and Achieve 3000. Other programs will be identified and purchased to use as resources for researched based interventions. Via a PLC model, training will be provided to staff and teachers in the use of hardware and the use of software programs purchased. Updated technology will become available to teachers and support staff as needed. Hot spots will be available for students to allow for equitable access to the internet and the purchase of hardware and supplemental software to support instruction and student learning.

Budgeted Amount:

2,000

Total Expenditures

27,000.00

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

English Learners will be provided with integrated and designated ELD instruction at their instructional level in order to gain full access to high-quality English language arts, math, science, and social studies content. In order to develop language and cognition in academic contexts, students will interact in meaningful ways, learn about how English works, and use foundational literacy skills. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. Lowell will continue to implement a rigorous language immersion program in which content is not taught twice, but rather cross-linguistic skills are developed so students can make connections in both Spanish and English while becoming proficient in both languages.

Strategy/Activity 1

Teachers will be given the opportunity to participate in ELD professional development and become familiar with ELD standards via a PLC model. All teachers will collaborate to create a block scheduling schedule to teach designated ELD. ELPAC and the ELD rubric will be metrics used to appropriately place students in the correct language proficiency levels. English Learner students will be monitored and be provided with both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained in ELD best practices to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners.

Budgeted Amount:

1,000

Strategy/Activity 2

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner interventions (small group instruction) where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students' individual needs and provides additional support so that students continue to make progress towards acquiring English. Teachers will use the platform ELlevation to monitor and track student language proficiency growth.

Budgeted Amount:

Strategy/Activity 3

English learners identified at-risk of becoming long-term English learners and show signs of academic struggles due to limited English language fluency will be placed in the tier III ELD program. A group of teachers will collaborate, share, and discuss with colleagues best instructional practices to address student needs not meeting the expected goals. Teachers will use the platform ELlevation to monitor and track student language proficiency growth.

Budgeted Amount:

Total Expenditures

1,000.00

Goal 4 - Math**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Lowell will strive to increase the number of students achieving proficient or advanced, including subgroups. Students will show an increase in their RIT Measures of Academic Performance (MAP) Math score in order to reach grade-level goals to show college readiness. Students will achieve proficiency level or higher in Math as evidenced by RIT score on the MAP (one year's growth for all students). Lowell students who do not meet or exceed grade-level proficiency in Mathematics will increase by a minimum of one year's growth annually. Students will have expanded access to math and science programs and extended learning opportunities through additional learning experiences including field trips, assemblies, and access to a variety of supplemental mathematics programs. We will show an increase in the number of students reaching the 75% goal on ST Math. Target students will also be selected for additional small group instruction. Teachers will also use technology, such as View Sonic (large monitors) and Chromebooks to enhance instruction in the classroom. Teachers will be trained on the use of technology in the classroom, as well as get staff and students prepared to take the SBAC assessment. Teachers will use IMP as one supplement for math instruction. IMP asks students to explain their cognitive process in math by justifying an answer or explaining steps or a process.

Strategy/Activity 1

Teachers will focus on having students understand number sense and the conceptual relationship between math facts. Teachers will receive professional development using the DELTA diagnostic tool to identify math skill deficiencies. All students will have access to the core Math program through the Math Expressions curriculum. Teachers will focus on having students understand number sense and the conceptual relationship between math facts. Teachers will receive professional development using the DELTA math diagnostic tool to identify math skills deficiencies. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the Tier II or Tier III programs. In order to promote math fluency and proficiency, supplemental software programs (i.e. IXL) assessing student math proficiency will be purchased. Teachers will be trained on best practices to promote math achievement.

Budgeted Amount:

6,000

Strategy/Activity 2

Students at risk of not meeting Math standards are identified for academic intervention during the instructional day. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary to meet students' needs.

Budgeted Amount:

Strategy/Activity 3

The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the COST and/or Student Success Team process after implementing a 6-8 week research based math intervention program. Collaborative meetings will be held between teachers, parents, students, counselors, and administration to plan steps to improve academic outcomes in Math and monitor student progress.

Budgeted Amount:

Strategy/Activity 4

Math facts fluency program to supplement the core curriculum and support the development of fundamental Math concepts.

Budgeted Amount:

Strategy/Activity 5

Teachers will develop and implement family night workshop to promote math, science and art skills and create a home to school connection through STEAM Lessons.

Budgeted Amount:

6,000

Total Expenditures

12,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Lowell will continue to explore, develop, and implement a STEAM program by building teacher capacity with PLTW trainings as a resource for professional development. The overall purpose of this program is to promote student discovery in the STEAM fields and expose students to the practical applications of STEAM study and possibly future career goals. Lowell will continue to promote the Arts as part of this program to encourage self-expression and creativity. Students will be given an opportunity to explore learning outside the classroom via field trips to see first hand how content areas integrate to create understanding of how our world works in our daily experiences.

Strategy/Activity 1

A committee of Lowell staff members will be formed to help develop schedules, vision for a sustainable STEAM room. All students will have access to an outside experience related to STEAM via a school field trip. Teachers will begin exploring STEAM lessons. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Upper grade students will be offered opportunities to participate in Robotics Club, Tech Club, STEAM workshops at Family Math and Science nights.

Budgeted Amount:

14,400

Total Expenditures

14,400.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

The school community fosters a culture that regards parents and community members as significant partners in education. Parents are trained in school leadership roles, which will enable them to actively participate in the school-decision making process. Parents participate in a variety of parent workshops, trainings and classes that will help support their child's development and academic learning. Lowell School will establish parent and community partnerships and will establish processes for parents and community involvement. We will welcome parents and maintain open and ongoing communication with parents. Lowell Elementary will recruit and develop parents and community members as advocates and decision-makers for parent associations, school site council, PBIS, and advisory committees that monitor school improvement.

Strategy/Activity 1

Our school will use the available technologies to maintain consistent communication with parents and families and our Parent Wellness center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents will be notified of special events (Back to School, Open House, school activities, Parent/Teacher conferences, parent meetings,) through a variety of means: Principal Newsletter, flyers, teacher contacts, banners, school marquee, email, and phone messages. Classroom teachers are expected to communicate on a regular basis with parents. Our school will hold regular recognition and celebration events in order for our parents to feel welcome at the school and take pride in their child's accomplishments. We will continue to support seasonal festivals, book fairs, Winter Program, 5th-grade promotion activities, grade-level performances, and school-wide exhibitions (STEAM and Math Family nights, science fair, social studies displays, etc).

Budgeted Amount:

2,100

Strategy/Activity 2

Based on parent feedback through surveys, parent meetings, and committee suggestions we will invite community agencies/organizations and District-sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Parent workshops through Padres Unidos and Latino Health Access will continue to be supported as requested by our parents and technology classes provided. Parents will be actively encouraged to help lead and recruit for these workshops. Provide grade level and/or topic-specific family workshops led by our staff that equips parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity. In order to have incoming students transition smoothly into kindergarten, offer parent training the summer that focuses on best practices to help prepare their children for Kindergarten that can be easily implemented in the home. (Early Literacy) School wide program to identify family members in need of community assistance with housing or food insecurities and connect them to the appropriate community agencies. The school would contract with an outside organizations such as Padres Unidos, to support in the Engagement of parent involvement.

Budgeted Amount:

10,000

Strategy/Activity 3

Encourage parents to participate as volunteers, attend meetings, workshops, attend conferences or events, and/or participate on school committees. Actively promote and support the continued growth of parent groups and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide for childcare as needed. Enlist parent support for the SAELI, (Early Literacy) program. Encourage parent involvement and leadership with guidance of Padres Unidos.

Budgeted Amount:

Strategy/Activity 4

Parents will receive training in the use of the Aeries Parent Portal, ST Math, Class Dojo, Google docs, iPads, chrome books and computers. Our Computer Instructional Assistant will offer trainings to parents in order to have them access information about students and programs that can be utilized by students at home and at school.

Budgeted Amount:

Strategy/Activity 5

A variety of Parenting classes will be held to improve parent involvement and provide parent information on how to help support their child's education.

- * Workshops for parents conducted by Padres Unidos
- * Parenting classes
- * Parent STEAM & Literacy Workshops
- * Kinder Academy every Spring
- * Padres Unidos, Strengthening Families and Community Parenting classes
- * ESL classes for parents at Boys and Girls Club
- * District & Lowell parent literacy classes
- * Early Literacy Classes (Padres Unidos)
- * Lexia Parent Awareness Presentation
- * SAELI Neighborhood Leadership Team

Materials will be provided to promote parent participation. (Via Zoom for this school year due to COVID-19). All meetings and workshops will be conducted via ZOOM for the 2021-2022 school year.

Budgeted Amount:

1,000

Strategy/Activity 6

Budgeted Amount:

Total Expenditures

13,100.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	22,347.00
Goal Area 2, English Language Arts	27,000.00
Goal Area 3, English Learner Progress	1,000.00
Goal Area 4, Math	12,000.00
Goal Area 5, Content Area Goal	14,400.00
Goal Area 6, Parent Engagement	13,100.00
Total Funds Budgeted	89,847