

# 2017-2018 The Single Plan for Student Achievement (Title I Schools)

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Marylin Ave Elementary

District: Livermore Joint Unified

County-District School (CDS) Code: 01-61200-6001317

Principal: Denise Nathanson

Date of this revision: Oct 6, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Denise Nathanson

Position: Principal

Telephone Number: 925-606-4724

Address: 800 Marylin Ave., Livermore

E-mail Address: [dnathanson@lvjUSD.k12.ca.us](mailto:dnathanson@lvjUSD.k12.ca.us)

The District Governing Board approved this revision of the SPSA on November 14, 2017.



## **THE STORY:**

Marylin Avenue Elementary School was built in 1958. Renovations took place in the Fall of 2006 and included all existing classrooms, a science center, and a new media center and office. Currently our campus houses 21 classrooms for Transitional Kindergarten through fifth grade and two Special Day Classes. Also housed on our campus are four preschools, two through Community Association for Preschool Education, (CAPE), one general education pre-kinder and one provided through Migrant Education.

## **MISSION/VISION:**

Our mission is for all to develop the confidence to take risks, to accept challenges, and to succeed. Learning at Marylin will empower all to achieve their personal best and to be respectful, thoughtful and independent learners. Our vision is Marylin Avenue Elementary school is a learning community that inspires all to embrace challenges, persevere and thrive.

Marylin is designated a Title 1 School. Of our 412 students, we have approximately 73% Socio Economically Disadvantaged students, 45% English Language Learners, 20% Special Education students, 76% Hispanic, 12% White, 8% Asian, and 4% other. Marylin Avenue utilizes Title I funding to provide additional Intervention Specialists to assist with reading and math support and a Title One Coordinator who implements a systemic plan for Response To Intervention, (RTI) while providing instructional coaching in best practices.

In the winter of 2016, the school received a technology upgrade by providing Chromebook laptops for every third through fifth grade student. The school utilizes these computers to enhance lessons by implementing blended learning, flipping classroom instruction and collaborating with students using the Google apps for education. Grades K-2 are using the computer lab or Chromebook carts to develop keyboarding, researching, and presentation skills. A variety of web based programs are used to further help students master standards. This year we have created a Science, Technology, Engineering, Art and Math, (STEAM) Lab where teachers can take students to engineer and create using a variety of technology.

Through a team consisting of a Title 1 teacher, four intervention assistants, and an instructional assistant, intervention is provided to students at risk including EL and Foster Youth in the area of literacy before and during school. Volunteers also read with students after school. Through a grant, the Acellus Math program is held after school to assist students in grades three through five.

We are in process of restarting our Parent Teacher Organization, (PTO), to further incorporate the parents' voice within our school. The PTO will provide community building and school enrichment activities. The School Site Council, comprised of staff and parents, has a voice in the school plan, budget and other school decisions. Parents are encouraged to volunteer in classrooms whenever possible.

Our Marylin Ave Leadership Team, (MALT), meets every two weeks to look at student data, plan next steps and provide information to their grade level teams and the

community. Team members participate in district training which they bring back to the staff. They also look into other resources that may provide assistance/enrichment to our students. Our Coordination of Services Team, (COST), meets at least once a month to discuss at risk students and what services can be provided for them.

By housing outside preschools on our campus we are able to meet with the preschool teachers and articulate skills needed for kindergarten. Our 5<sup>th</sup> graders attend activities at the middle school to become familiar with their future environment. Teachers also communicate to articulate skills needed for future success throughout the year on early release Wednesdays and for a full release day at least once a year.

**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year's SPSA.

Marylin Ave Elementary is a Title I school with 76% Hispanic/Latino population, in which students scored 34% proficient in ELA and 33% proficient Math. The goals below will assist more students in achieving mastery of standards through the use of a Title I teacher and four Intervention Specialist focusing on literacy skills along with an after school Acellus Math intervention program for students in grades three through five. Teachers will seek assistance from district math coaches to more effectively implement the adopted math program Investigations.

- 1 50% of all students will meet or exceed standard in ELA as measured by the SBAC in May of 2018. All English Learners will increase by 10% for meeting or exceeding the standard in ELA as measured by the SBAC in May of 2018.
- 2 45% of all students will meet or exceed the standard as measured by the SBAC in Math in May of 2018. All English Learners will increase by 10% meeting or exceeding standard as measured by the SBAC in May of 2018.
- 3 80% of students will improve their writing score by 1 point or achieve a score of 3 or higher by the end of the academic year as measured by the District Write Benchmark.
- 4 We will reduce the number of discipline referrals and suspensions by 5%.
- 5 We will improve our overall attendance rate to 97%.
- 6 75% of 5<sup>th</sup> graders will pass 5 or more out of 6 on the Physical Fitness Test.
- 7 We will improve student achievement by 5% in ELA and Math by providing articulation time throughout the year.
- 8 We will increase the number of families participating in the Parent Teacher Organization PTO by 10%.

## **NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance**

- Dashboard Indicators

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

- Academics:
  - Smarter Balance Assessment results (including interim block assessment results) – 2 year trend

## ELA SBAC 2016-17

### 2016-17 Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: Marylin Ave. Elementary  
 Roster Date: 16-17 | Y  
 Grade Levels: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): Male & Female  
 Special Education: Special & Non Special  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

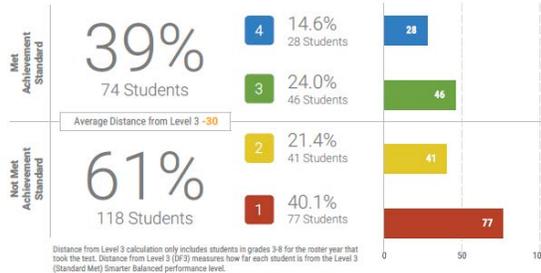
#### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

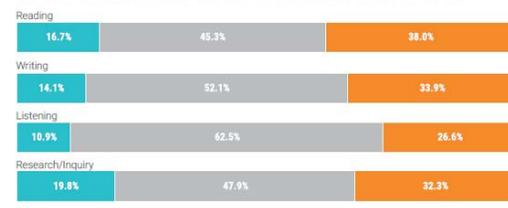
#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 192 Students Tested



Claim Performance: Percent of Students at Each Level



## ELA SBAC 2015-16

### 2015-16 Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: Marylin Ave. Elementary  
 Roster Date: 15-16 | Y  
 Grade Levels: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): Male & Female  
 Special Education: Special & Non Special  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

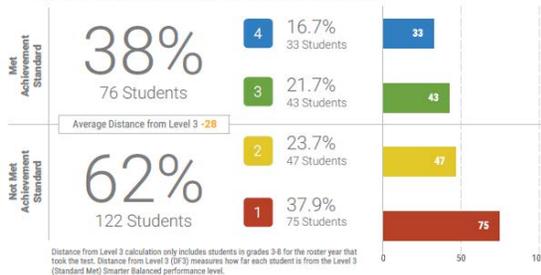
#### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

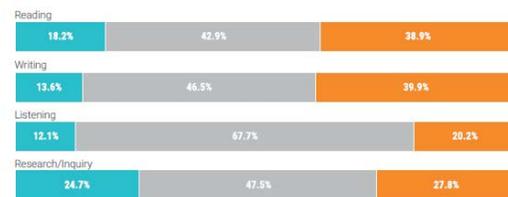
#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 198 Students Tested



Claim Performance: Percent of Students at Each Level



- Students meeting or exceeding the standard in ELA increased by 1% to 39% from last year.
- The number of students below standard increased in the areas of Listening by 7% and Research and Inquiry by 4%.
- The number of students below standard decreased in the areas of Writing by 6% and Reading by 1%.

## Math SBAC 2016-17

### 2016-17 Smarter Balanced Performance Summary

Math: All Grades Tested

Site: Marylin Ave. Elementary  
Roster Date: 16-17 | Y  
Grade Levels: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): Male & Female  
Special Education: Special & Non Special  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

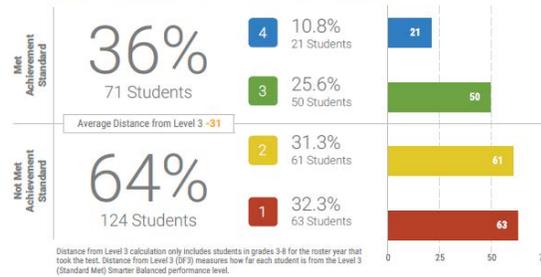
#### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

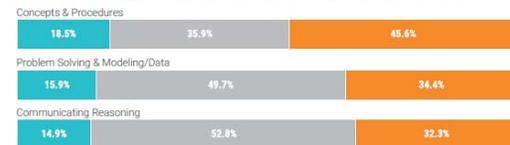
#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 195 Students Tested



Claim Performance: Percent of Students at Each Level



## Math SBAC 2015-16

### 2015-16 Smarter Balanced Performance Summary

Math: All Grades Tested

Site: Marylin Ave. Elementary  
Roster Date: 15-16 | Y  
Grade Levels: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): Male & Female  
Special Education: Special & Non Special  
Socio-Economic: SED & Not SED

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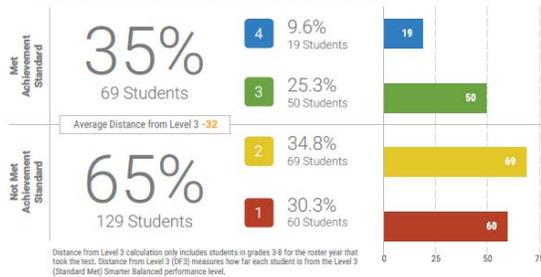
#### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 198 Students Tested



Claim Performance: Percent of Students at Each Level



- Students meeting or exceeding standards in Math increased by 1% to 36% from last year.
- The number of students below standard increased in the areas of Concepts & Procedures by 3% and Communicating Reasoning by 1%.
- The number of students below standard decreased in the area of Problem Solving & Modeling/Data by 9%.

# Grade Level Comparison ELA

## 2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date  
16-17 | Y

Subject: ELA

Test(s): All 2016-17 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Marylin Ave. Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,917	2540	2.7	+16	61%	39%	28%		33%		20%		19%	
3rd Grade	72	2378	1.9	-53	28%	72%	14%		14%		22%		50%	
4th Grade	53	2452	2.3	-20	49%	51%	23%		26%		8%		43%	
5th Grade	67	2490	2.2	-12	42%	58%	9%		33%		31%		27%	

## 2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date  
15-16 | Y

Subject: ELA

Test(s): All 2015-16 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Marylin Ave. Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,420	2537	2.7	+12	60%	40%	26%		34%		21%		19%	
3rd Grade	65	2401	2.2	-30	37%	63%	15%		22%		26%		37%	
4th Grade	70	2439	2.1	-34	37%	63%	20%		17%		20%		43%	
5th Grade	63	2485	2.2	-17	41%	59%	14%		27%		25%		33%	

- 3<sup>rd</sup> graders meeting or exceeding the standard decreased by 9% to 28% in ELA.
- 4<sup>th</sup> graders meeting or exceeding the standard increased by 12% to 49% in ELA.
- 5<sup>th</sup> graders meeting or exceeding the standard increased by 1% to 42% in ELA.
- The number of 3<sup>rd</sup> graders not meeting the standard increased by 13% to 50% in ELA.
- The number of 4<sup>th</sup> graders not meeting the standard remained at 43% in ELA.
- The number of 5<sup>th</sup> graders not meeting the standard decreased by 6% to 27% in ELA.

# Math

## 2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date  
16-17 | Y

Subject: Math

Test(s): All 2016-17 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Marylin Ave. Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,919	2531	2.5	-7	50%	50%	23%		27%		27%		24%	
3rd Grade	74	2404	2.0	-31	35%	65%	9%		26%		24%		41%	
4th Grade	54	2469	2.3	-16	44%	56%	15%		30%		28%		28%	
5th Grade	67	2486	2.1	-41	31%	69%	9%		22%		42%		27%	

## 2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date  
15-16 | Y

Subject: Math

Test(s): All 2015-16 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Marylin Ave. Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,418	2526	2.4	-13	47%	53%	21%		26%		29%		24%	
3rd Grade	64	2412	2.2	-24	39%	61%	8%		31%		30%		31%	
4th Grade	70	2462	2.2	-22	36%	64%	9%		27%		43%		21%	
5th Grade	64	2478	2.0	-50	30%	70%	13%		17%		31%		39%	

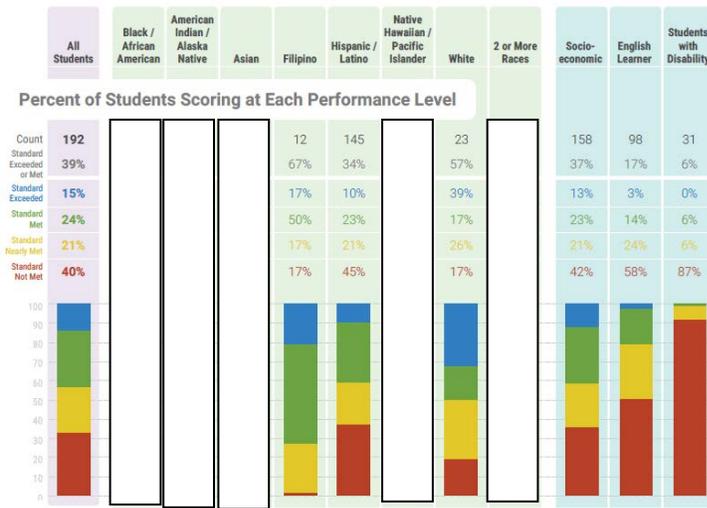
- 3<sup>rd</sup> graders meeting or exceeding the standard decreased by 4% to 35% in Math.
- 4<sup>th</sup> graders meeting or exceeding the standard increased by 8% to 44% in Math.
- 5<sup>th</sup> graders meeting or exceeding the standard increased by 1% to 31% in Math.
- The number of 3<sup>rd</sup> graders not meeting the standard increased by 10% to 41% in Math.
- The number of 4<sup>th</sup> graders not meeting the standard increased by 7% to 28% in Math.
- The number of 5<sup>th</sup> graders not meeting the standard decreased by 12% to 27% in Math.

# SBAC Subgroup Summary

## SBAC ELA All 2016-17

### Smarter Balanced Subgroup Summary

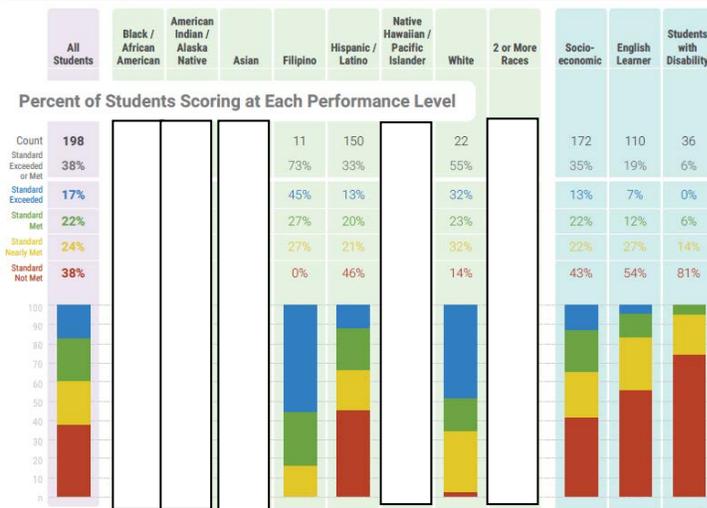
2017 ELA: All Grade Levels Tested



## SBAC ELA All 2015-16

### Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

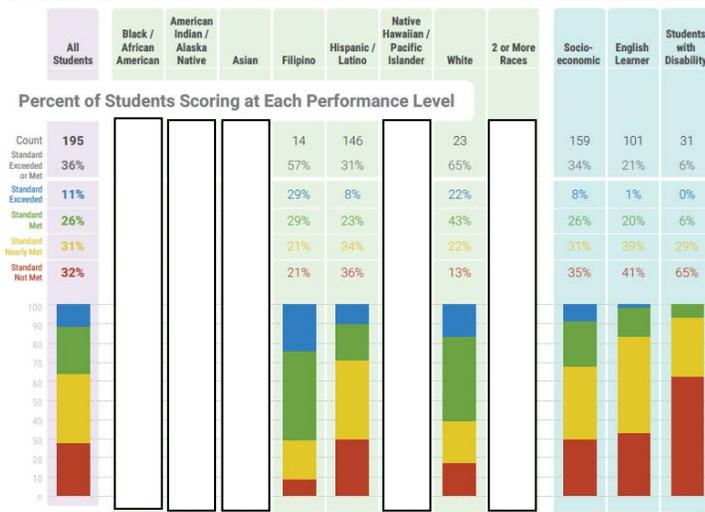


- Most subgroups are represented by 11 or fewer students except Hispanic, White and 2 or more races.
- African American students meeting or exceeding standards increased 33% to 100% in ELA.
- Asian students meeting or exceeding standards increased 27% to 67% in ELA.
- Filipino students meeting or exceeding standards decreased 6% to 67% in ELA.
- Hispanic students meeting or exceeding standards increased 1% to 34% in ELA.
- White students meeting or exceeding standards increased 2% to 57% in ELA.
- Students with two or more races meeting or exceeding standards decreased 43% to 0% in ELA.
- SED students meeting or exceeding standards increased 2% to 37% in ELA.
- EL students meeting or exceeding standards decreased 2% to 17% in ELA.
- SPED students meeting or exceeding standards remained at 6% in ELA.

## SBAC Math All 2016-17

### Smarter Balanced Subgroup Summary

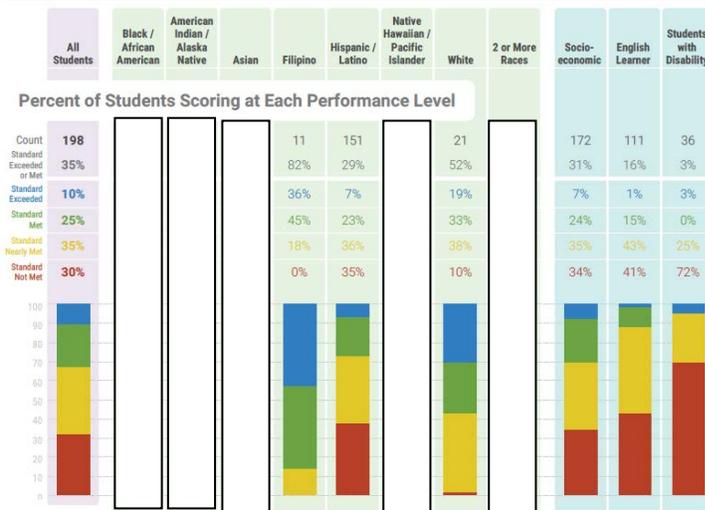
2017 Math: All Grade Levels Tested



## SBAC Math All 2015-16

### Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested



- Most subgroups are represented by 11 or fewer students except Hispanic, White and 2 or more races.
- African American students meeting or exceeding standards remained at 100% in Math.
- Asian students meeting or exceeding standards increased 13% to 33% in Math.
- Filipino students meeting or exceeding standards decreased 25% to 57% in Math.
- Hispanic students meeting or exceeding standards increased 2% to 31% in Math.
- White students meeting or exceeding standards increased 13% to 65% in Math.
- Students with two or more races meeting or exceeding standards decreased 14% to 0% in Math.
- SED students meeting or exceeding standards increased 3% to 34% in Math.
- EL students meeting or exceeding standards increased 5% to 21% in Math.
- SPED students meeting or exceeding standards increased by 3% to 6% in Math.

## Interim Assessments

### Listen and Interpret

Grade level	Above	At/Near	Below
3 <sup>rd</sup>	6%	52%	42%
4 <sup>th</sup>	13%	63%	24%
5 <sup>th</sup>	13%	63%	24%

- Data includes T1 and T2 interim assessments
- All grade levels had over 50% of students at or near the standard
- 4<sup>th</sup> and 5<sup>th</sup> grade had the same scores at all levels
- 4<sup>th</sup> and 5<sup>th</sup> grade had 13% of students Above standard
- 3<sup>rd</sup> grade had 42% of students below standard

### Math 3<sup>rd</sup> grade 2016-17

#### Operations and Algebraic Thinking

Grade level	Above	At/Near	Below
3 <sup>rd</sup>	5%	35%	60%
4 <sup>th</sup>	13%	54%	33%
5 <sup>th</sup>	17%	56%	28%

- Data includes T1 and T2 interim assessments
- 4<sup>th</sup> and 5<sup>th</sup> grade had 13% and 17% Above standard
- 4<sup>th</sup> and 5<sup>th</sup> grade had 54% and 56% At or Near standard
- 3<sup>rd</sup> grade had 60% Below standard

○ District Literacy Benchmark

T3 Writing Benchmark

Level	1		2		3		4		4
	#	%	#	%	#	%	#	5	#
All	65	19%	165	49%	102	30%	5	2%	337
K	1	2%	37	59%	24	38%	1	2%	63
1	8	13%	34	55%	20	32%	1	2%	62
2	5	10%	16	31%	29	57%	1	2%	51
3	17	38%	20	44%	8	18%	0	0	45
4	11	21%	26	49%	13	26%	3	6%	53
5	18	32%	32	%%	8	14%	0	0	58

- Grade levels wrote on different genre topics.
- One third grade class' scores were not recorded.
- 32% of all students scored at or above standard.
- 19% of all students scored below standard.
- Only 2% of all students scored above standard.

## English Learner:

- o CELDT Results – 2 year trend: number and percent of students at each level

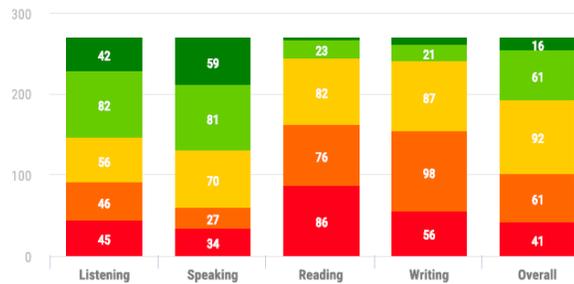
### CELDT 2016-17

**28%** Proficient  
**72%** Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	15.6	42	21.9	59	1.1	3	3.0	8	5.9	16
Early Advanced	30.4	82	30.0	81	8.5	23	7.8	21	22.6	61
Intermediate	20.7	56	25.9	70	30.4	82	32.2	87	34.1	92
Early Intermediate	17.0	46	10.0	27	28.1	76	36.3	98	22.6	61
Beginning	16.7	45	12.6	34	31.9	86	20.7	56	15.2	41

# Tested	270
# Proficient	75
% Proficient	28
Listening Averages	
PL	3.00
SS	454
Speaking Averages	
PL	3.00
SS	424
Reading Averages	
PL	2.00
SS	248
Writing Averages	
PL	2.00
SS	299
Overall Averages	
PL	3.00
SS	422

Number of Students at Each Level in Each Domain



### CELDT 2015-16

**21%** Proficient  
**79%** Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	14.9	44	26.4	78	0.7	2	2.7	8	4.7	14
Early Advanced	23.7	70	28.5	84	5.4	16	6.8	20	20.7	61
Intermediate	25.4	75	21.7	64	28.1	83	31.2	92	35.9	106
Early Intermediate	16.3	48	6.4	19	27.1	80	29.2	86	17.3	51
Beginning	19.7	58	16.9	50	38.6	114	30.2	89	21.4	63

# Tested	295
# Proficient	63
% Proficient	21
Listening Averages	
PL	2.00
SS	464
Speaking Averages	
PL	4.00
SS	522
Reading Averages	
PL	3.00
SS	516
Writing Averages	
PL	3.00
SS	498
Overall Averages	
PL	3.00
SS	500

Number of Students at Each Level in Each Domain



- The number of students scoring proficient increased 7% to 28% on the CELDT.
- Students scoring proficient in the area of Listening decreased 3% to 46%.
- Students scoring proficient in the area of Speaking decreased 3% to 52%.
- Students scoring proficient in the area of Reading increased 4% to 10%.
- Students scoring proficient in the area of Writing increased 1% to 11%.

## Reclassification – 2 year trend; number and percent of students reclassified.

Pivot Table Report  
**Band Jumper  
Data Table**  
Site: Marylin Ave. Elementary

Selected Assessments  
**2015-16 CELDT**  
**2016-17 CELDT**

Student Count: **197**

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

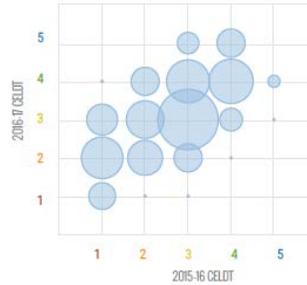
PL	GAIN (+)	No Change	DROP (-)
5	7% 14	0% 0	
4	16% 31	11% 22	1% 2
3	14% 27	22% 43	4% 7
2	9% 17	7% 14	5% 10
1		4% 8	1% 2

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT  
5 = Advanced  
4 = Early Advanced  
3 = Intermediate  
2 = Early Intermediate  
1 = Beginner

2015-16 CELDT  
5 = Advanced  
4 = Early Advanced  
3 = Intermediate  
2 = Early Intermediate  
1 = Beginner

\*Mastered



### Performance Level Percent Change

2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced 2% (3)	Advanced 7% (14)	5%
Early Advanced 19% (38)	Early Advanced 28% (55)	9%
Intermediate 40% (79)	Intermediate 39% (77)	-1%
Early Intermediate 20% (40)	Early Intermediate 21% (41)	1%
Beginner 19% (37)	Beginner 5% (10)	-14%

- 45% of students increased at least one level or more.
- 44% of students remained at the same level.
- 11% of students decreased at least one level or more.
- 26 students were reclassified this year.

- Chronic Absenteeism:
  - Percent of students who have missed 10% or more days of the school year

Year	Chronic 10-19%		Severe Chronic 20+%		Total	
	%	#	%	#	%	#
2016-17	7%	27	2%	7	8.4%	34
2015-16	6%	27	2%	8	8%	35

- Chronic absenteeism remains within a percent of the previous year.
- Data includes students who were enrolled less than one month of school and medically fragile students.

- Suspensions
  - Suspension rate – 2 year trend

	Suspensions	Students
2016-17	8	4
2015-16	3	3

The number of suspensions increased by 266% in 2016-17 with eight suspensions but the number of students increased by one student.

FitnessGram

- 2 year trend: percent of students meeting at least 5 of 6 standards

**Physical Fitness Test (PFT)**

**2016-2017**

**2015-2016**

	% of students achieving the Healthy Fitness Zone			% of students achieving the Healthy Fitness Zone		
<b>Grade 5</b>	5 out of 6	6 out of 6	Combined 5/6 and 6/6	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 69/68</b>	25%	41%	65%	21%	32%	53%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	66	68%	32%	64	63%	37%
<b>Body Composition</b>	66	59%	41%	68	50%	50%
<b>Abdominal Strength and Endurance</b>	66	89%	11%	64	72%	28%
<b>Trunk Extensor Strength and Flexibility</b>	69	86%	14%	64	91%	9%
<b>Upper Body Strength and Endurance</b>	65	86%	14%	64	66%	34%
<b>Flexibility</b>	68	93%	7%	64	91%	9%

- 5<sup>th</sup> graders passing the PFT increased 12% to 65%.
- 5<sup>th</sup> graders passing six out of six subtest increased 9% to 41%.
- The greatest increase was in Upper Body Strength & Endurance up 20% to 86% along with Abdominal Strength & Endurance up 17% to 89%.
- The only subtest to decrease was Trunk Extensor Strength & Flexibility down 5% to 86%.

## Parent Engagement

Parents are part of School Site Council and ELAC in which they have input into decision making of the site and the SPSA. Our PTO was also reinstated to promote parent participation in programs.

## California Healthy Kids Survey (CHKS)

The CHKS was not taken last year, so data is one year old. Student scored school engagement and supports high across all categories. Safety at school was rated at 83%. 94% of students felt they were treated with respect.

### **Greatest Progress:**

- 4<sup>th</sup> grade had more students scoring above standard on all claims in both ELA and Math than other grade levels.
- Overall ELA and Math proficiency went up.
- ELA scores continue to be higher.

### **Greatest Need:**

- Math scores need improvement.
- There continues to be a gap between EL students and other subgroups.
- Last year's 3<sup>rd</sup> graders will need interventions in both Math and ELA if overall scores are continue to increase.
- Chronic Absenteeism needs to decrease.

### **Performance Gaps:**

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

Currently our EL and Hispanic population is underperforming district, state and site expectations. The goals will assist more students in achieving mastery of standards through the use of a Title I teacher and four Intervention Specialist focusing on literacy skills along with an after school Acellus Math intervention program for students in grades three through five. Teachers will seek assistance from district math coaches to more effectively implement the adopted math program Investigations.

## **Increased or Improved Services**

- After school Math Intervention began earlier this year. Last year it did not start until January. This year it will start in October.
- Level Literacy Intervention began earlier this year. Last year began in March. This year we began the school year with it.
- Increase use of district coaches especially in the area of math.

## **Involvement/Governance**

SSC members were involved in the development of the Single Plan by reviewing student data, discussing curriculum, resources and their effectiveness, reading over the SPSA and editing SPSA.

We regularly meet with our EL parents through ELAC to discuss concerns and how things are decided about the school including budget. Their ideas are shared with SSC.

The plan was monitored through Writing Benchmark Data, grade level assessments, grade level and staff meeting discussions. This information was also shared with SSC members. State testing data is shared with all stake holders in September.

# 2017-18 District Local Control Accountability Plan (LCAP) Goals

## Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

**Goal 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension  
Mathematics  
Writing

Measures: Smarter Balance Assessment  
Completion of A-G requirements  
CTE Pathways completion rates  
Graduation rates  
District Writing Assessment  
CELDT  
EL Reclassification  
Other local assessments

**Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education  
All students feeling safe at school  
High level of caring relationships with adults at school  
Attendance  
Physical Fitness  
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9  
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)  
Annual attendance rate/chronic absenteeism  
Suspension rate  
Other local measures

**Goal 3:** Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making  
Data demonstrating staff promotes parental participation in programs

Measures: Teachers utilizing on-line communication/gradebook  
Parent participation on site committees  
Other local measures

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready. Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL: #1** 50% of all students will meet or exceed standard in ELA as measured by the SBAC in May of 2018. All English Learners will increase by 10% for meeting or exceeding the standard in ELA as measured by the SBAC in May of 2018.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC, LLI, BAS	A small increase of 1% was made for students meeting and exceeding the standard in ELA on the SBAC. EL students decreased 2%.	<b>SBAC interim assessments</b> <b>Weekly PLC meetings</b> <b>End of the term grade level assessments</b> <b>Teacher observation</b>

**STRATEGY:** Utilize reading curriculum assessments and conferring notes to determine tier 1 and 2 interventions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide target Tier I interventions to support literacy development in class. Provide Tier II Leveled Literacy Intervention as identified by Fountas and Pinnell Benchmark Assessment System.	Classroom teachers Title 1 teachers Intervention Specialists	Assess and analysis of students reading skills in grade level team. Sept – June Run flexible intervention groups Sept – June	\$91,365 LCFF \$135,693 Title 1 site \$57,337 Title 1 district
Implement Units of Study reading program	Classroom teachers	Map out curriculum monthly with grade level team. Aug-June	

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready. Focus Area: Mathematics (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL: #2** 45% of all students will meet or exceed the standard as measured by the SBAC in Math in May of 2018. All English Learners will increase by 10% meeting or exceeding standard as measured by the SBAC in May of 2018.

<p><b>What data did you use to form this goal?</b></p> <p>SBAC Class assessments Teacher observation</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p><b>SBAC data showed 2% decrease from 2016 to 36% meeting or exceeding standard.</b></p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p><b>SBAC assessment Class assessments Teacher observations</b></p>
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**STRATEGY: Support math curriculum to increase multiple methods and writing in math for students.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue implementation of Investigations math	Teachers Math coaches	Continued training with district using math coaches. Sept – June Analysis of assessments in grade level PLC teams. Sept- June	\$2,550 – Tech measure M
Utilize IXL online math program at home and at school.	Classroom teachers	Weekly use of IXL with students Sept – June Analysis of student use Sept - June	
Provide math intervention		Use Team Time for Math intervention Sept – June Afterschool Math Intervention through Acellus Nov-June	

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: Writing (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL: #3** 80% of students will improve their writing score by 1 point or achieve a score of 3 or higher by the end of the academic year as measured by the District Write Benchmark.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District Write Benchmark Class assessments Teacher Observation	31% of students scored (3) at or above (4) standard on the T3 writing benchmark. 49% of students scored at approaching standard (2-2.5)	Grade level PLC meetings District Benchmarks Report card

**STRATEGY:** continue implementing Lucy Calkin’s writing program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue implementation of Units of Study writing. Sept – June	Classroom teachers Writing leads District Office Grade level PLC	Attend district trainings. Aug - June Grade levels outline and pace lessons Sept – June Use Team Time for writing intervention Sept – June District Bench Marks – end of each trimester	
Increase Evidence based writing	Principal Classroom teachers Grade level PLC	Research and share resources for evidence based writing. Oct – May Writing across the curriculum. Sept - June	

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
**Focus Area:** Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students  
**SCHOOL GOAL:** #4 To reduce the number of discipline referrals and suspensions by 5%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Log entries from Power School Suspension data	Over 50% of office referrals come from lunch or recess.	Monitor log entries from Power School and suspensions throughout the year.

**STRATEGY:** Implement Leader in Me program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement Leader in Me	Principal Classroom teachers Site staff	Staff attend summer training. Aug Teach 7 habits Aug – June Incorporate 7 Habits vocabulary as common language Aug – June	\$8,939 Title 1
Institute Positive behavior focus	Principal Classroom Teachers Site Staff	Read How Full is Your Bucket to all students. Aug-Sept Hold monthly Spirit Assemblies focused on positive student actions and events. Sept – June Read and discuss Anti-Bullying books to all classes. Jan - Mar	

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Attendance/Chronic Absenteeism  
**SCHOOL GOAL:** #5 To improve our overall attendance rate to 97%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Monthly attendance data	Attendance went from 95.93% in 2015-16 to 95.73% in 2016-17	Monitor monthly attendance

**STRATEGY:** Track student attendance and recognize good attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Recognize classes with 14 days of %100 daily attendance through All Day Everyday program  Monitor and inform parents.	District Child Welfare and Attendance (CWA) Principal Classroom teacher  Principal CWA	Classes track 100% daily attendance on chart provided by district CWA. Oct – June  Send out monthly information to parents on attendance. Oct – June Schedule and meet with parents of students at risk or with truancy concerns.	CWA

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Physical Fitness  
**SCHOOL GOAL:** #6 75% of 5<sup>th</sup> graders will pass 5 or more out of 6 on the Physical Fitness Test.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Physical Fitness test (PFT)	65% of students passed 5 or more out of 6 areas.	Monitor progress throughout the year.

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5 <sup>th</sup> grade teachers will teach skills assessed during PE.	5 <sup>th</sup> grade teachers	With the help of Stanford Valley Care 4 <sup>th</sup> and 5 <sup>th</sup> grade will receive two days of 50 minute instruction to build skills needed for PFT.	
Articulate skills to other grade levels	Principal Classroom teachers	Share district videos with other grade level teachers to begin training of PFT skills.	

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Articulation  
**SCHOOL GOAL:** #7 To improve student achievement by 5% in ELA and Math by providing articulation time throughout the year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Teacher PCL meetings Beginning of the year assessments Assessments throughout the year	Overlap and wholes, the need to continue to strengthen vertical alignment of California State Standards.	Teacher PLC meetings Assessments throughout the year MALT meeting notes

**STRATEGY:** Use collaboration days for cross grade level articulation as well as grade level articulation.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Hold cross grade level and grade level articulation meetings throughout the year.	Principal Classroom teachers District	Teachers attend district articulation meetings. Sept-June. Teachers attend weekly grade level meetings. Aug-June TK teachers meet with preschool teachers. Sept-June 5 <sup>th</sup> grade teachers meet with 6 <sup>th</sup> grade teachers. Apr-May Release day for grade level articulation. Apr-May	\$5,600 LCFF

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 3:** Enhance parent and community engagement and communication

**SCHOOL GOAL:** #8 To increase the number of families participating in the Parent Teacher Organization (PTO) by 10%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of parent involvement in PTO and school activities.	PTO disbanded by the end of the previous school year	Membership reports Meeting attendance

**STRATEGY:** Reorganize PTO with new elected board.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Reorganized PTO	Principal	Seek parents to run for office. Aug-Sept Hold elections and schedule meetings for the year. Oct.	
Communicate in a timely manner to parents and community.	Principal EL Liaison Teachers Web Manager PTO	Keep website current. Aug – July Use School Messenger Aug – July Constant Contact email newsletter Aug – June	
Provide Parent Education workshops.	Principal EL Liaison Title 1 teacher Community Outreach	Parent education workshops in conjunction with Axis and Community Outreach coordinator.	

**Marylin Avenue Elementary School**

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE  
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

**Projected LCFF Supplemental Funds:** \$ 92,365

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students</b>	<b>Target Population</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
<p>Improvements or enhancement in instruction:</p> <p>In addition to Specially Designed Academic Instruction in English (SDAIE) and 30 minutes of ELD in the classroom, K-5 English Learners receive targeted support. Three instructional assistants, working 25 and 28 hours per week will provide support in small, flexible groups in grades kindergarten through fifth based on summative and common formative assessment data. During Wednesday collaboration time, teachers examine student data to see how EL students are progressing.</p> <p>After-school tutoring will be provided in the areas of reading and math by volunteers.</p> <p>PD using technology with at risk students.</p>	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	<p>Sept-June</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Title I Teacher</li> <li>• Technology coach</li> </ul>	<p>\$91,365</p>
<p>Supplemental materials, computers, software, books, supplies may be purchased:</p>	<p>Socio-econ. Disadvantaged English Learner Foster Youth</p>	<p>Sept-June</p>		
<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p>	<p>Socio-econ. Disadvantaged</p>			

	English Learner Foster Youth	Sept-June		
Parental Involvement: Provide interpreters for parent conferences. Materials, supplies, and childcare for ELAC meetings. Parent Education Nights	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	Sept-June	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Title I Teacher</li> </ul>	\$1,000
<b>Total LCFF Supplemental</b>				<b>\$92,365</b>

## Form B: Centralized Services for Planned Improvements in Student Performance

### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

### **Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

### **Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:**

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

### **Migrant Education**

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
  - *Centralized Services*
  - *\$280,984*
-

## 1Form C: Programs Included in this Plan – Marylin

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

<b>Federal Programs</b>	<b>Allocation</b>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$174,061
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school	\$175,561

<b>State Programs</b>	<b>Allocation</b>
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$28,900
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$92,365
Total amount of state categorical funds allocated to this school	\$121,265

<b>Local Funding</b>	
<input type="checkbox"/> <b>Technology Funds – Local Parcel Tax</b>	\$7,164

## 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Denise Nathanson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candice Bolar	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Bieler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alice Conover	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marfel Kusko	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Vega	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mariana Fergoso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rosa Isela Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elvia Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	<input type="checkbox"/>

At elementary schools, the SSC 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) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:<sup>1</sup>

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
- 2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

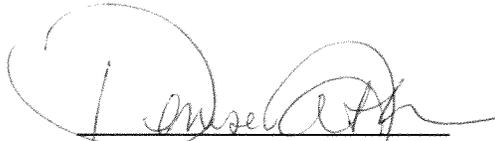
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)

- 4. 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.
- 5. 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.

**6. This SPSA was approved by the SSC at a public meeting on: 10/30/17.**

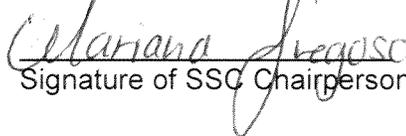
Attested:

Denise Nathanson  
Typed name of School Principal

  
Signature of School Principal

10/30/17  
Date

Mariana Fergoso  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10/30/17  
Date

<sup>1</sup> SSC must review *and* recommend the SPSA for Board approval and address all assurances.

**Livermore Valley Joint Unified School District**  
**Gifted And Talented Education Plan- ALL SITES**

School: Marylin Avenue Elementary School

Principal: Denise Nathanson

Contact Person: Taylor Parker

Phone #: 925-606-4724

**PROGRAM DESCRIPTION:**

Teachers will differentiate instruction in their classrooms to meet the needs of all of their students. Classroom teachers will use literature studies as a tool to target instruction in ELA. Teachers will use data from common formative assessments to set goals and plan instruction for each student. During lesson delivery, teachers will check for understanding and provide feedback that is timely and specific. After school enrichment classes will be offered to each student. The district offers 5-6 additional workshops for students who qualify for GATE. Our STEAM Lab provides additional opportunities for GATE students during and after school.

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**Livermore Valley Joint Unified School District**  
**Library School Site Plan – ALL SITES**

School: Marylin Avenue Elementary School

Principal: Denise Nathanson

Contact Person: Rebekah Hart

Phone #: 925-606-4724

**PROGRAM DESCRIPTION:**

Our library will support school-wide goals by supporting our work with reading comprehension strategies by increasing students' exposure to literature. In order to accomplish this, we will purchase trade books for students in English and Spanish. Books will also be purchased that model traits of The Leader In Me 7 habits. Our library will be set up to reinforce reading comprehension strategies.

Our Library Media Tech will follow the district plan of reading aloud from the provided curriculum on bullying.

Twice a year the Library Media Tech sponsors a book fair where families can purchase books for home. Proceeds from the book fair also support the library.

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**Livermore Valley Joint Unified School District**  
**Technology Funding Plan – ALL SITES**  
**Technology Funds: \$7,508**

School: Marylin Avenue Elementary School

Principal: Denise Nathanson

Contact Person: Casie Benjamin

Phone #: 925-606-4724

**PROGRAM DESCRIPTION:**

All students have access to Chromebooks or Thin Clients throughout the week where they can visit educational sites in the area of math, language arts, science and social studies. Students in grades 3-5 participate our 1 to 1 device to explicitly enhance the learning experience in classrooms. Students in grades TK-2 have access to four Chromebook carts that can be moved from class to class along with mini labs of Thin Clients. While the Computer lab is still available for use, it is the focus of our STEAM Lab for engineering and exploring activities. Students compile research, complete projects, and practice skills. Measure M funds help to fund web-based programs such as Spelling City, IXL Math, ESGI and others to enhance student mastery of California State Standards. Many of these programs can be used at school as well as at home.

All students have a Google account in which to store their work throughout the academic career in Livermore Valley Unified School District. A Teacher on Special Assignment (TSA) supports grade level teachers to implement Google apps for education and integrating technology into classroom lessons.

Parcel tax money will be spent on web program subscriptions and repair and replacement of technology.

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**Livermore Valley Joint Unified School District**  
**2017-2018 Migrant Education Program Site Plan – ALL SITES**

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

**District-wide Migrant Education direct services include:**

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
  - K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
  - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
  - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
  - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools
-

and provide high quality instruction in research, writing, leadership, and presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

**Livermore Valley Joint Unified School District**  
**ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN – K-5 SITES**  
**2017-2018**

Elementary School Name Marylin Ave Date \_\_\_\_\_ English Learner Liaison: Gretchen Fajardo

**English Language Development:** All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

**Groupings:**

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogenously group students across classes.

<b>Grade</b>	<b>Grouping</b> By class, by CELDT scores, by grade level, across grade levels. etc. <b>No more than 2 CELDT levels per group</b>	<b>Taught by</b> Name of teacher(s), 1 teacher per grade level, 1 teacher for _ grade levels, resource teacher, teachers rotate every _ weeks, months etc.  <b>*** Complete student roster below</b>	<b>CELDT Levels Taught by this teacher</b>	<b>Days</b>	<b>Times</b>	<b>Total weekly minutes</b> 150 minutes minimum	<b>Materials Used</b> <i>Avenues</i> and other supplemental materials
TK	Whole Class	Robinson	B-EI	M-F	10:30-11:00	150 min	Zoo Phonics, Starfall, Leveled Readers
K	By class	Anderson	B-EI	M-F	9:00-9:30	150 min	Open Court Activities Investigation Activities
K	By class	Juarez	B-EI	M-F	9:00-9:30	150 min	Open Court Activities Investigation Activities
K	By class	Meglio	B-EI	M-F	9:00-9:30	150 min	Open Court Activities Investigation Activities
K	By class	Olsen	EI-I	M-F	9:00-9:30	150 min	Open Court Activities Investigation Activities
First	By Class	Bieler	B-EI	M-F	9:00-9:30	150 min	Units of Study
First	By Class	Zendejas	B-EI	M-F	9:00-9:30	150 min	Units of Study
First	By Class	Zimmerman	EI-I	M-F	9:00-9:30	150 min	Units of Study

Second	By class	Klepper	B-EI	M-F	10:20-10:50	150 min	Simple Solutions, LLI, Daily 5, Open Court, Units of Study
Second	By class	Martinez	EI-I	M-F	10:20-10:50	150 min	Simple Solutions, LLI, Daily 5, Open Court, Units of Study
Second	By class	Wooten	B-EI	M-F	10:20-10:50	150 min	Simple Solutions, LLI, Daily 5, Open Court, Units of Study
Third	Class/CELDT level	Benjamin	B-EI	M-F	10:55-11:25	150 min	LLI, Units of Study, Teacher created resources
Third	Class/CELDT level	Bachtold	I	M-F	10:55-11:25	150 min	LLI, Units of Study, Teacher created resources
Third	Class/CELDT level	Maldonado/Parker	I-EA	M-F	10:55-11:25	150 min	LLI, Units of Study, Teacher created resources
Fourth	Grade level	Bolar	EI	M-F	12:00-12:30	150 min	EL Materials, Avenues, LLI, Units of Study
Fourth	Grade level	Kusko	B	M-F	12:00-12:30	150 min	EL Materials, Avenues, LLI, Units of Study
Fourth	Grade level	Kishi	EA-A	M-F	12:00-12:30	150 min	EL Materials, Avenues, LLI, Units of Study
Fourth	Grade level	Fajardo	I	M-F	12:00-12:30	150 min	EL Materials, Avenues, LLI, Units of Study
Fifth	CELDT level	Pennybacker	B-EI	M, T, TH, F W	1:20-1:50 11:40-12:40	180 min	Guided Reading Texts, Reteach Writing using scaffolds, Content area texts, Units of Study Reading and Writing Units
Fifth	CELDT level	Rosendin	EI-I	M, T, TH, F W	1:20-1:50 11:40-12:40	180 min	Guided Reading Texts, Reteach Writing using scaffolds, Content area texts, Units of Study Reading and Writing Units
Fifth	CELDT level	Kusko	I-EA	M, T, TH, F W	1:20-1:50 11:40-	180 min	Guided Reading Texts, Reteach Writing using

					12:40		scaffolds, Content area texts, Units of Study Reading and Writing Units
SDC TK/K	CELDT level	Schultz	I	M-F	9:00-9:30	150	Open Court Activities Investigation Activities
SDC 2 <sup>nd</sup> -5 <sup>th</sup>	CELDT level	Conover	Non-verbal	M-F	9:30-10:00	150	Assistive Technology tools

## **Title I School-Level Parental Involvement Policy Marylin Avenue School**

Marylin Avenue School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Marylin Avenue School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Advertised through flyers, phone calls, website
- Held every fall
- Refreshments and child care provided

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- Annual meetings are held in the morning and in the evening.
- Coffee meetings are offered in the mornings.
- Informational meetings are held in the mornings and evenings.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- School Site Council meetings
- ELAC Meetings

The school provides parents of Title I students with timely information about Title I programs.

- Monthly school newsletters
- Teacher newsletters
- Email

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Back to School nights
  - Goal setting conferences
  - ELAC meetings
  - SSC meetings
-

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

School Site Council meetings

### **School-Parent Compact**

Marylin Avenue School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students. It was developed and revised during School Site Council meetings.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Marylin Avenue School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. The compact has been distributed to parents of Title I students at Back to School Night.

### **Building Capacity for Involvement**

Marylin Avenue School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Back to School Night

Goal setting conferences

Parent Education Workshops

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Goal setting conferences

Parent informational nights

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Marylin Avenue Leadership Team

Writing Leads

Shared professional readings

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The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Combined Title 1 and ELAC meetings
- Parent Education Workshops
- Community Outreach Worker
- Project Roadrunner
- Alameda County Food Bank

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- All written communication is translated into Spanish.
- SchoolMessenger phone calls are made in English and Spanish.
- All meetings are translated into Spanish.

The school provides support for parental involvement activities requested by Title I parents.

- Community Outreach worker
- PTO

### **Accessibility**

Marylin Avenue School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All written communication is translated into Spanish.
  - SchoolMessenger phone calls are made in English and Spanish.
  - All meetings are translated into Spanish.
-

## Marylin Avenue School

### 2017-2018 LVJUSD Site Allocation Plan for Title I

**\$ 174,061.00** Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
<p>High quality, supplemental direct language, reading and writing instruction:</p> <ul style="list-style-type: none"> <li>• <b>Title I teacher supports classroom instruction with intervention strategies, using flexible small group instruction.</b></li> <li>• <b>Instructional Assistant – 23.5 hours per week</b></li> <li>• <b>Four teachers conducted assessments for incoming kindergarten students in early August.</b></li> </ul>	<p>Sept - May</p>	<p>Principal Title 1 Teacher</p>	<p>\$115,684  \$30,009  \$2,447</p>
<p>Supplemental materials, computers, software, books, supplies may be purchased:</p> <ul style="list-style-type: none"> <li>• <b>Materials and supplies used to support literacy intervention: supplemental books to enhance classroom libraries, software</b></li> </ul>		<p>Principal Title 1 Teacher</p>	<p>\$7,535</p>
<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <ul style="list-style-type: none"> <li>• <b><i>Leader In Me</i> training</b></li> <li>• <b>Grade level Articulation</b></li> <li>• <b>Math Coaching</b></li> <li>• <b>Literacy Coaching</b></li> </ul>		<p>Principal Title 1 Teacher District Coaches</p>	<p>\$8,939 \$5,600</p>

Parental Involvement: <ul style="list-style-type: none"><li>• <b>Parent education classes</b></li><li>• <b>Child Care</b></li><li>• <b>Snacks</b></li></ul>	Aug - June	Principal EL Liaison Parent Outreach Coordinator Title I Teacher	\$3,847
Title I Total:			\$174,061

**2017-18 AFTER SCHOOL EDUCATION AND SAFETY (ASES)  
Program Description and Goal**

**PROGRAM DESCRIPTION:**

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math and SPARK PE.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

**Focus Area:** After School Education and Safety (ASES) – Academic Enrichment and Support

**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 75% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p><b>What data did you use to form this goal?</b> Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p><b>What were the findings from the analysis of this data?</b> Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	LCAP Supplemental funds

# Program Improvement Schools Single Plan for Student Achievement

## Program Improvement Components

- Strategies to strengthen core academic subjects and address the specific academic issues that caused the school to be identified

We continue to make progress over time. Some of our key strategies for strengthening our core academic areas include:

- **Teaching template** to guide the design and delivery of lessons. Components include learning objective, importance, explicit teaching that is scaffold, checking for understanding, and feedback that is timely, specific, and tied to the learning objective.
- **Lesson Study.** Grade level teams design common lessons for the most essential standards.
- **Peer Observations.** Teachers will choose a focus or a problem of practice and will observe each other teach the lesson, or strategy. Afterwards, teachers debrief what they observed.
- **Learning Labs.** We use this strategy to build a common language and knowledge around best practices, as well as to collect data to determine the degree to which we are implementing a particular strategy.
- **Data Teams/Collaboration.** Teacher teams analyze data from common formative assessments, set goals, and agree on a plan for achieving their goals.
- **RTI.** We will provide a tiered response to intervention system for students requiring additional interventions and supports, using classroom teachers, Title I teacher, and instructional aides, RSP teacher, and other Student Services staff.

- Policies and practices that have the greatest likelihood of ensuring that all groups of students meet the state's proficient levels of achievement by 2014

In general, the policies and practices that have the greatest likelihood of improving learning for all students are high expectations, teacher collaboration, use of data, and a focus on academic achievement. The specific practices we will employ to prepare all students to be proficient in all academic areas are listed above.

- Expenditure of not less than 10 percent of the school's Title I, Part A, allocation to provide teachers and the principal with high-quality professional development and a description of how these funds will be used to remove the school from PI status (only for PI schools in Years 1 and 2)

The portion of Title I funds used for professional development will be used for grade level collaboration, cross grade level collaboration, paying substitutes for peer observations and grade level articulation, and for whole-school professional development around ELD and implementation of the CCSS.

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- Specific annual, measurable objectives for continual and substantial progress by each group of students to meet the state's proficiency levels by 2014
    - ✓ English learners will reduce the achievement gap in ELA by half to come within 5% of the overall ELA scores by improving CELDT levels.
    - ✓ All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic year, as measured by the District Write Test.
    - ✓ Students will increase math scores in our numerically significant subgroups by 10%.
    - ✓ 85% of our students will meet grade level DRA targets by the end of the year.
  
  - How the school will provide written notice about the identification to parents of each student  
Our District Office will provide all families with a written notice as to our status of being in year 2-program improvement.
  
  - Specific responsibilities of the school, the LEA, and the state educational agency serving the school under the plan, including the technical assistance to be provided by the LEA
  
  - Strategies to promote effective parental involvement  
We employ the following strategies to promote effective parental involvement:
    - **Goal setting conferences** will be held in the fall and spring to notify parents of student's goals and progress. During these conferences, parents will be informed as to how they can help their children at home.
    - **ELAC, and Title I Meetings.** We will continue to hold meetings throughout the year notifying parents of the work we are doing with their children, and will offer parent trainings for how they can help their children at home, and how parents can volunteer at school.
    - **Monthly informal meetings.** These meetings will occur after our Students Committed to Excellence Assemblies. The purpose will be to give parents the opportunity to meet with the principal to express concerns, give input, and to ask questions.
    - **School Site Council and Parent Faculty Meetings** will occur regularly throughout the year.
  
  - Activities before school, after school, during the summer, and during any extension of the school year, as appropriate
    - **Before school,** we will offer a 3:1 reading intervention program for students at risk in reading.
    - **After school,** we will offer after school care through Livermore Believes. This program provides enrichment and help with homework. In addition, after school we will provide reading intervention using volunteers from the community.
    - **During the summer,** we will provide summer school for students at risk in math and/or with literacy.
  
  - A teacher-mentoring program  
We provide peer coaching, peer observations, model lessons and create demonstration classrooms.
-