School Year: **2019-20**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Lawrence Elementary School
Address	2451 Portola Avenue Livermore, CA
County-District-School (CDS) Code	01-61200-0135376
Principal	Kristie Starkovich
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 16, 2019
Local Board Approval Date	November 12, 2019

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

Table of Contents

School Vision and Mission

MISSION:
Each student will graduate with the skills needed to contribute and thrive in a changing world.

VISION:
Lawrence Elementary School strives to foster learning that is rigorous and engaging in an atmosphere that is supportive and nurturing. We sustain our instructional program through bold leadership that is inclusive of all stakeholders on our safe, inviting campus.

Learning that is Rigorous and Engaging
Science Technology Engineering Arts and Mathematics (STEAM) focus - Meet or exceed State standards - Integrated use of technology - Makerspace - Hands-on inquiry-based collaborative learning - Comprehensive support systems - Extensive library collection or resources - Visual and performing arts

Atmosphere that is Supportive and Nurturing
Embrace diversity - Community involvement - Build Lawrence traditions - Team spirit amongst staff, parents, & students - Growth mindset - Home/school partnership - Everyone is valued - School pride

Bold Leadership Inclusive of all Stakeholders
Collaborative model - Continual professional development - Clear communication - Shared decision-making - Students, parents, and staff involved in leadership roles - Lifelong learners - Innovative thinking

Safe, Inviting Campus that Sustains our Instructional Program
Well-maintained, clean facilities - School-wide behavior expectations and routines - Character Education - Consistent discipline policies - Physical, social, & emotional needs addressed - "Go Green" school - Healthy lifestyle

School Profile

Lawrence Elementary is a growing community of 357 students in Transitional Kindergarten through 5th grade. We are the newest school in the Livermore Valley Joint Unified School District whose student population now exceeds 13,800. While our school is new, our community's perpetual endeavor of academic excellence is well-rooted in Livermore and ready to take its place among the best elementary schools around.

Our campus was originally opened in November 2016 as the Satellite Campus. It was a temporary overflow school to accommodate over-enrollment in LVJUSD, due to a tremendous influx of elementary students to our school district during the 2016 calendar year. In consideration of students and their families, as well as changing population trends, LVJUSD placed the campus at the site of the former Portola Elementary School. Portola Elementary was a beloved school that opened in 1962 and had a major remodel that featured the construction of a new media center in 2003. It was closed in 2009, but the site was maintained and ultimately became home to a vibrant school community once again.

These early beginnings of our school are the culmination of a large community effort and desire to keep families together in a positive learning environment. Opening a school mid-year is virtually unheard of and a testament to our school district's Herculean efforts to always do what is best for children.

During the 2016/17 school year, the Trustees of LVJUSD decided to keep the Satellite Campus open permanently to continue the good work that was started in November. District administration and our school community immediately began making plans and executing projects toward this end, including the naming process for the new school. To engage our valued community of students, teachers, and families, two 5th grade Satellite Campus students, along with faculty and parent naming committee members, gathered suggestions, held votes, and presented to the Trustees three naming options. The name "Lawrence" was put forth to honor Lawrence Livermore National Laboratory for its decades-long relationship with the Livermore academic and civic communities and its many contributions to the field of science. The Trustees agreed on this suggestion and on July 1, 2017, Lawrence Elementary School was officially established.

Lawrence Elementary School is a Leadership focused, open-boundary school. In August 2018, Lawrence Elementary was recognized as a Leader in Me school. Leader in Me is based on Stephen Covey's 7 Habits. Our staff, students, and

families will all become familiar with the components over the years. While children must be knowledgeable when they graduate, they must also be healthy, engaged, responsible, and caring people. The Leader in Me provides principles that address all areas of development. As each child discovers and develops his or her unique gifts and talents, they are given opportunities to lead. As leaders, they become active, engaged partners in their own education and their self-confidence, responsibility, and initiative grows. Children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be the best they can be. By teaching the principles to our young Labradors, we are creating a generation of leaders.

Lawrence's Science, Technology, Engineering, Arts, and Math (STEAM) program is led by an incredible team of faculty, administration, and parents supported by a unique Makerspace attached to a dynamic school library, both of which provide valuable and relevant resources to teachers at every grade level to fully implement the STEAM components. Our Makerspace is a 21st-century vision of what students need to explore every facet of STEAM and keeps our students inspired and challenged. Some examples of these opportunities are Lego walls, green-screen technology, robotics, coding, and rock art. In the future, we will have an outdoor learning lab and garden that will complement the Makerspace and school science lab in providing additional hands-on opportunities for our students to learn and grow.

Our library is a focal point of our school and a place where students interact with our talented Library Media Specialist to acquire additional library resource skills, listen to inspiring and timely stories, and participate in supplemental student support and enrichment programs such as "PAWSitively Reading For Success."

We believe our school community is our strongest asset. We are comprised of enthusiastic students, exceptional teachers, and dedicated families. We believe the bond between school and community is invaluable and allows students to achieve their best. Our students feel challenged, supported, and engaged. We are home to a before-school running club, after school Science Beginnings, and vital opportunities and resources such as Gifted and Talented Education (GATE) program and Kid Connection. We have an active Parent Teacher Organization (PTO) that leads fundraising opportunities, teacher appreciation events, community socials, and more. Our spring School Book Fair and monthly Classroom Book Clubs allow students to expand their home libraries while providing additional resources for our classrooms and school library. Everything the Lawrence Elementary community does is designed to support our students and staff with a shared goal of academic excellence.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council members reviewed draft versions of the School Plan and provided feedback. School data, school-wide goals, and resources and their effectiveness were all taken into consideration throughout the process.

Highlights of the SPSA were presented to our English Language Advisory Committee (ELAC). Detailed information related to the English Language Development Program implementation was shared, and parents were given the opportunity to provide input.

Ongoing broad stakeholder engagement is key to developing, implementing, and monitoring the School Plan for Student Achievement. Input and data analysis are facilitated through multiple measures, including surveys, formal meetings and informal conferences with staff and parents throughout the year, such as Instructional Leadership Team Meetings, Staff Meetings, Collaboration Wednesday, School Site Council Meetings, English Language Advisory Committee Meetings, Back to School Night, Gifted And Talented Education Meetings, and Parent Teacher Organization Meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	2.18%	2.24%		7	8
Asian	%	11.53%	14.85%		37	53
Filipino	%	3.74%	3.36%		12	12
Hispanic/Latino	%	23.05%	21.01%		74	75
Pacific Islander	%	0.31%	0.28%		1	1
White	%	48.91%	49.58%		157	177
Multiple/No Response	%	10.28%	8.68%		33	31
			Total Enrollment		321	357

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten		69	95
Grade 1		49	54
Grade 2		50	54
Grade3		67	51
Grade 4		47	61
Grade 5		39	42
Total Enrollment		321	357

Conclusions based on this data:

1. An additional Kindergarten class was added prior to the 2018-2019 school year. This aligns with our District's vision to slowly grow Lawrence Elementary over the next few years.

2. Asian, Hispanic/Latino, and White continue to be Lawrence Elementary's 3 largest student subgroups.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners		36	22		11.2%	6.2%
Fluent English Proficient (FEP)		22	45		6.9%	12.6%
Reclassified Fluent English Proficient (RFEP)			21		0	58.3%

Conclusions based on this data:

1. Lawrence Elementary School's percentage of English Learners decreased by 5% in 2018-2019.

2. Lawrence Elementary School's percentage of Fluent English Proficient students increased by 5.7% in 2018-2019.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		70	51		70	51		70	51		100	100
Grade 4		46	58		45	58		45	58		97.8	100
Grade 5		36	41		35	41		35	41		97.2	100
All Grades		152	150		150	150		150	150		98.7	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2437.	2441.		32.86	25.49		24.29	33.33		21.43	27.45		21.43	13.73
Grade 4		2500.	2483.		44.44	32.76		15.56	25.86		13.33	15.52		26.67	25.86
Grade 5		2567.	2553.		40.00	34.15		40.00	41.46		11.43	17.07		8.57	7.32
All Grades	N/A	N/A	N/A		38.00	30.67		25.33	32.67		16.67	20.00		20.00	16.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		31.43	33.33		45.71	52.94		22.86	13.73
Grade 4		44.44	43.10		40.00	39.66		15.56	17.24
Grade 5		42.86	48.78		51.43	41.46		5.71	9.76
All Grades		38.00	41.33		45.33	44.67		16.67	14.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		22.86	7.84		52.86	60.78		24.29	31.37
Grade 4		35.56	12.07		40.00	65.52		24.44	22.41
Grade 5		65.71	46.34		20.00	48.78		14.29	4.88
All Grades		36.67	20.00		41.33	59.33		22.00	20.67

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		31.43	23.53		54.29	66.67		14.29	9.80
Grade 4		42.22	27.59		53.33	65.52		4.44	6.90
Grade 5		34.29	34.15		57.14	58.54		8.57	7.32
All Grades		35.33	28.00		54.67	64.00		10.00	8.00

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		31.43	21.57		48.57	60.78		20.00	17.65
Grade 4		33.33	27.59		44.44	46.55		22.22	25.86
Grade 5		40.00	36.59		54.29	51.22		5.71	12.20
All Grades		34.00	28.00		48.67	52.67		17.33	19.33

Conclusions based on this data:

1. Student participation rate exceeded state expectations with 100% (150 out150 enrolled students) taking the assessment.

2. 5th graders performed well on the assessment as measured by 76% of the students meeting Overall Achievement for All Students.

3. Writing is an area for growth for all grade levels based on the % of students Below Standard in Producing Clear and Purposeful Writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		70	51		70	51		70	51		100	100
Grade 4		46	58		45	58		45	58		97.8	100
Grade 5		36	41		35	41		35	41		97.2	100
All Grades		152	150		150	150		150	150		98.7	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2456.	2454.		37.14	31.37		28.57	25.49		21.43	25.49		12.86	17.65
Grade 4		2504.	2499.		26.67	36.21		28.89	24.14		33.33	22.41		11.11	17.24
Grade 5		2565.	2558.		45.71	43.90		25.71	19.51		22.86	29.27		5.71	7.32
All Grades	N/A	N/A	N/A		36.00	36.67		28.00	23.33		25.33	25.33		10.67	14.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		47.14	43.14		34.29	33.33		18.57	23.53
Grade 4		40.00	55.17		40.00	22.41		20.00	22.41
Grade 5		54.29	46.34		37.14	39.02		8.57	14.63
All Grades		46.67	48.67		36.67	30.67		16.67	20.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		41.43	33.33		42.86	45.10		15.71	21.57
Grade 4		40.00	41.38		33.33	32.76		26.67	25.86
Grade 5		42.86	31.71		48.57	48.78		8.57	19.51
All Grades		41.33	36.00		41.33	41.33		17.33	22.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3		45.71	37.25		37.14	43.14		17.14	19.61
Grade 4		35.56	32.76		46.67	46.55		17.78	20.69
Grade 5		31.43	31.71		57.14	53.66		11.43	14.63
All Grades		39.33	34.00		44.67	47.33		16.00	18.67

Conclusions based on this data:

1. Student participation rate exceeded state expectations with 100% (150 out150 enrolled students) taking the assessment.

2. Based on cohort data, students demonstrated growth in Concepts and Procedures as measured by the percentage of students Above Standard and Near Standard.

3. Problem Solving & Modeling/Data Analysis is an area for growth for all grades as measured by 23% of the students scoring Below Standard.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K							11	
Grade 1							NA	
Grade 2							NA	
Grade 3							NA	
Grade 4							4	
Grade 5							NA	
All Grades							21	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	9.5%		52.38%		33.33%		4.76%			

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	14.29%		61.90%		23.81%		0%			

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	4.76%		47.62%		33.33%		14.29%			

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	9.52%		85.71%		4.76%			

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	42.86%		57.14%		0%			

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	0%		85.71%		14.29%			

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	42.86%		38.10%		19.05%			

Conclusions based on this data:

1. English Language students demonstrated a strength on the Speaking Domain as measured by the percentage of students performing in the Well Developed and Somewhat/Moderately ranges.

2. English Language students struggled the most on the Reading Domain as measured by the percentage of students performing in all three ranges.

3. Data is limited due to the small number of English Language students at Lawrence Elementary.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 41	39%	32%	71%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	41	100%	0%
Body Composition	41	59%	41%
Abdominal Strength and Endurance	41	59%	41%
Trunk Extensor Strength and Flexibility	40	90%	10%
Upper Body Strength and Endurance	41	73%	27%
Flexibility	41	88%	12%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 36	33	33%	67%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	35	94%	6%
Body Composition	35	86%	14%
Abdominal Strength and Endurance	36	56%	44%
Trunk Extensor Strength and Flexibility	36	83%	17%
Upper Body Strength and Endurance	36	75%	25%
Flexibility	36	94%	6%

Conclusions based on this data:

1. Students demonstrated a strength in Aerobic Capacity and Flexibility.

2. Upper Body Strength and Endurance and Abdominal Strength and Endurance continue to be challenging for students.

3. Planned actions and strategies for Goal #2 had a positive impact on Trunk Extensor Strength and Flexibility.

California Healthy Kids Survey

	Grade 5									
	School Connectedness			Feel Safe at School	Students Treated with Respect	**School Connectedness**				
	High	**Moderate**	**Low**	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	**High**	**Moderate**	**Low**		
Lawrence Elementary School	74%	26%	0%	100%	93%					

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
357	**13.5%**	**6.2%**	**0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	6.2%
Foster Youth	0	0
Homeless	5	1.4%
Socioeconomically Disadvantaged	48	13.5%
Students with Disabilities	34	9.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.24%
Asian	53	14.85%
Filipino	12	3.36%
Hispanic	75	21.01%
Two or More Races	31	8.68%
Pacific Islander	1	0.28%
White	177	49.58%

Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged students increased from 11.5% to 13.5% from 2018 to 2019

2. The percentage of Asian students increased from 11.5% to 14.85% from 2018 to 2019.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

English Language Arts

No Performance Color

Chronic Absenteeism

No Performance Color

Suspension Rate

No Performance Color

Mathematics

No Performance Color

English Learner Progress

No Performance Color

Conclusions based on this data:

1. Conclusions unavailable at this time due to lack of data.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
30.4 points above standard	7.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
143 students	20 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	46.9 points below standard	69.8 points below standard
	20 students	14 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	90.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students		13 students	5 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
4.5 points below standard	35.9 points above standard	0 Students	40.4 points above standard
38 students	19 students		65 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	54.2 points above standard	35.7 points above standard
9 students	11 students	120 students

Conclusions based on this data:

1. Although there are no performance colors on the Dashboard for English Language Arts, we do have scores that measure our distance from standards. These scores will serve as a baseline for Lawrence Elementary to measure future growth.

2. Lawrence Elementary will focus on Hispanic student group as measured by students performing 4.5 points below standard.

3. Lawrence Elementary will focus on Socioeconomically Disadvantaged student group as measure by students performing 46.9 points below standard.
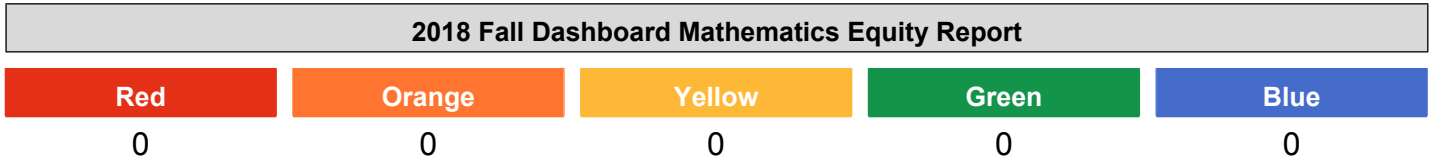
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
28 points above standard	11.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
143 students	20 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	23.5 points below standard	55.2 points below standard
	20 students	14 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	78.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students		13 students	5 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
6.1 points above standard	33.2 points above standard	0 Students	31.5 points above standard
38 students	19 students		65 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	33.9 points above standard	31.2 points above standard
9 students	11 students	120 students

Conclusions based on this data:

1. Although there are no performance colors on the Dashboard for Mathematics, we do have scores that measure our distance from standards. These scores will serve as a baseline for Lawrence Elementary to measure future growth.

2. Lawrence Elementary will focus on Socioeconomically Disadvantaged student group as measured by students performing 23.5 points below standard.

3. Lawrence Elementary will focus on Students with Disabilities student group as measured by students performing 55.2 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
35	57.1%	17.1%	22.9%	2.9%

Conclusions based on this data:

1. The majority of English learner students at Lawrence Elementary have well developed English skills as indicated by 57.1% of students performing at Level 4 on the 2018 English Language Proficiency Assessments for California.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
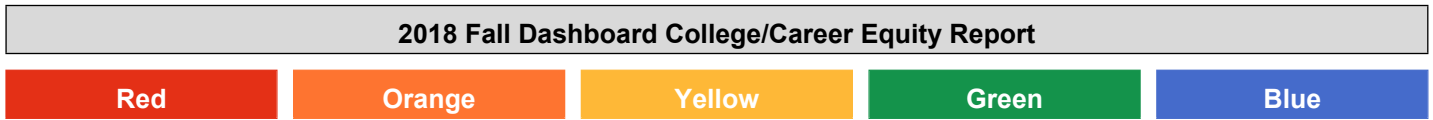
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

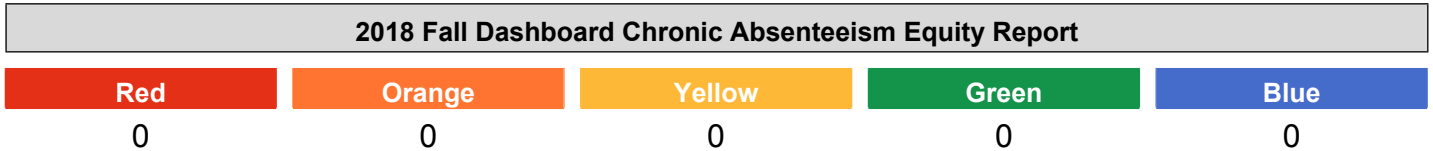| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
5.5% chronically absent	9.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
347 students	41 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.5% chronically absent	7% chronically absent
7 students	55 students	43 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.6% chronically absent	0% chronically absent
8 students	0 students	38 students	14 students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3% chronically absent	5.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.8% chronically absent
84 students	35 students	2 students	166 students

Conclusions based on this data:

1. Although there are no performance colors on the Dashboard for Chronic Absenteeism, we do have data that will serve as a baseline for Lawrence Elementary to measure future growth.

2. Lawrence Elementary will focus on English Learners student group as measured by 9.8% of the students being chronically absent.

3. Lawrence Elementary will focus on Socioeconomically Disadvantaged student group as measured by 14.5% of the students being chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1. Does not apply to Lawrence Elementary

School and Student Performance Data

Conditions & Climate
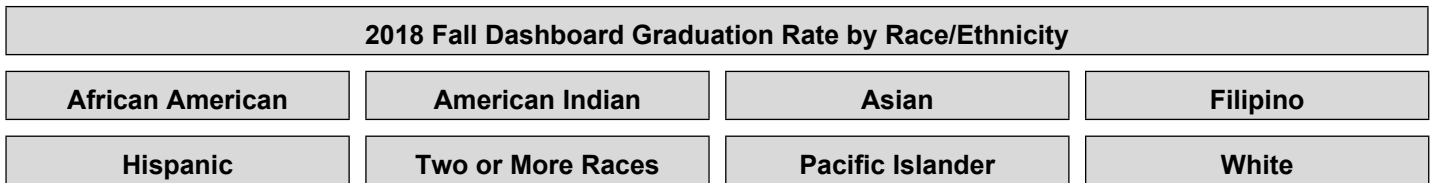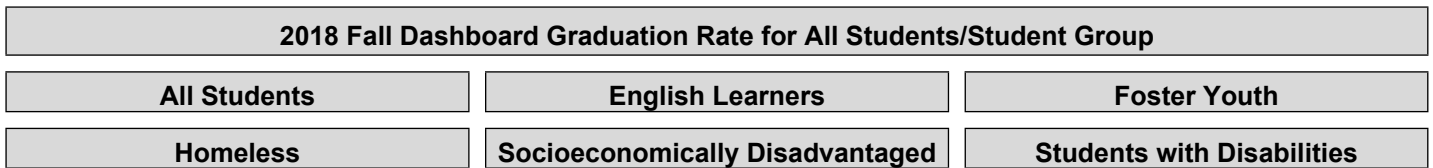## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

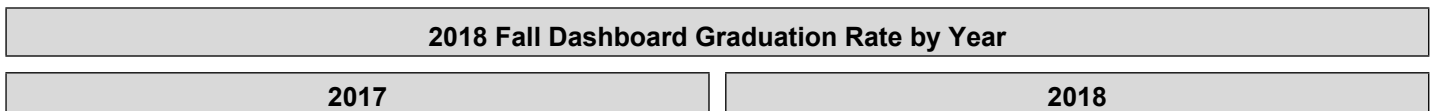Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
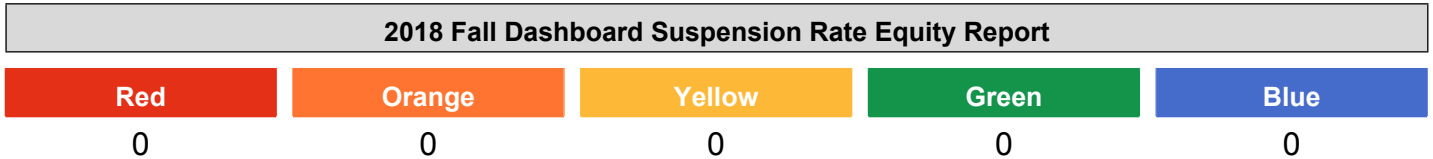
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
1.1% suspended at least once	2.4% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
357 students	41 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
9.1% suspended at least once	1.6% suspended at least once	2.3% suspended at least once
11 students	63 students	44 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	0 Students	0% suspended at least once	0% suspended at least once
11 students		39 students	14 students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
2.3% suspended at least once	5.6% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once
86 students	36 students	2 students	169 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
		1.1% suspended at least once

Conclusions based on this data:

1. Although there are no performance colors on the Dashboard for Suspension Rate, we do have data that will serve as a baseline for Lawrence to measure future growth.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

CAASPP
ESGI (Educational Software for Guiding Instruction)
ELPAC
District Writing Assessment
Pearson Investigations 3 Assessment
MobyMax

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP	64% of students in 3rd-5th grade met or exceeded standards in ELA as measured by the 2019 CAASPP.	Increase the number of students who meet or exceed standards in ELA from all 3rd-5th grade students from 64% to 67% as measured by the 2020 CAASPP.
Math CAASPP	60% of students in 3rd-5th grade met or exceeded standards in Mathematics as measured by the 2019 CAASPP.	Increase the number of students who meet or exceed standards in Math from all 3rd-5th grade students from 60% to 64% as measured by the 2020 CAASPP.
ELA CAASPP	20% of students in 3rd-5th grade were below standard on the Writing Claim as measured by the 2019 CAASPP.	Decrease the number of students who were below standard on the Writing Claim as measured by the 2019 CAASPP from 20% to 15%.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Literacy/Reading Comprehension:
Implementation of daily strategic intervention ELD time
Provide small group instruction to develop fluency and comprehension skills
Utilize MobyMax to enhance comprehension and vocabulary skills for at-risk students
Purchase Educational Software for Guiding Instruction (ESGI) to evaluate student progress
Purchase Starfall computer software to enhance vocabulary development for at-risk learners
Grade level articulation

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	725
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ESGI Computer Software License

Amount	300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Starfall Computer Software License

Strategy/Activity 2

Strategies/Activities for Mathematics:
Purchase MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis
Provide small group instruction to enhance math skills
Develop school-wide, classroom, and individual math goals
Utilize Youcubed and SVMI tools
Grade level articulation

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2495
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	MobyMax Computer Software License

Strategy/Activity 3

Strategies/Activities for Writing:
Provide small group instruction to develop writing skills
Utilize MobyMax to enhance writing, grammar, and vocabulary skills
Increase student access to technology by purchasing chromebooks and chromebook carts
Grade level articulation

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Executive Assistant

Proposed Expenditures for this Strategy/Activity

Amount	5955
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Chromebooks and Chromebook Carts

Strategy/Activity 4

Strategies/Activities for Articulation:
Provide substitutes for teachers to observe classrooms implementing Benchmark Advance components, Silicon Valley Mathematics Initiative (SVMI) lessons, Guided Language Acquisition Design (GLAD) strategies, focusing on the needs of English learners and at-risk learners
During Wednesday early release, student work, test results, and additional data will be reviewed to monitor student progress and complete the cycle of inquiry

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5975
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Substitutes

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

PowerSchool Suspension Data
SWIS Data
PowerSchool Attendance Data
Fitnessgram
Teacher Input
Healthy Kids Survey
Leader in Me Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Data	SWIS Data from August 2018-June 2019 shows an average of 46 behavior referrals each month. 462 behavior referrals were generated from August 2018 to June 2019.	Decrease the average number of behavior referrals each month from 46 to 40 as measured by 2019-2020 SWIS data.
PowerSchool Attendance Data	Overall attendance rate for 2018-2019 was 96.14%.	Increase overall attendance rate to 97%.
Fitnessgram	71% of 5th graders passed the FitnessGram with a score of 5 or more as measured by the 2019 assessment.	Increase to 74% of 5th graders will pass the FitnessGram with a score of 5 or more.
PowerSchool Suspension Data	PowerSchool data discloses 15 suspensions for the 2018-2019 school year.	Maintain 5 or fewer suspensions as measured by PowerSchool data.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Positive Behavior Interventions and Supports:
Implement The Leader in Me
Participate in Cohort 3 of Positive Behavior Interventions and Supports
Hold monthly spirit assemblies with a leadership focus
Analyze SWIS data with all stakeholders
Utilize Kid Connection
Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives
Facilitate yard supervisor meetings (1 per trimester) to discuss Positive Behavior Interventions and Supports

Hold family friendly events sponsored by PTO

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019– 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers
Yard Duty Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to support implementation of The Leader in Me framework

Amount	100
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified compensation for yard supervisor meetings

Amount	200
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	PAW award prizes

Amount	4,500
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Family friendly activities sponsored by PTO

Strategy/Activity 2

Strategies/Activities for Attendance:
Utilize Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant families
Recognize top classes each month during assemblies
Recognize students with perfect attendance at the end of the year
Class competition- "All Day Everyday"
Student recognitions for on-time habits
Communicate monthly attendance rates and weekly tardies with all stakeholders

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Child Welfare and Attendance Specialist
Executive Assistant

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Trophy to present to top primary and intermediate classes during monthly assemblies

Amount	250
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for student attendance recognitions

Strategy/Activity 3

Strategies/Activity for Physical Fitness:
Weekly Running Club
Weekly Physical Education Lessons
Fitnessgram Professional Training-Collaboration Days

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Teachers
Parent Volunteers
Student Leaders
Teacher on Special Assignment

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Running Club chains, charms, and awards

Strategy/Activity 4

Strategies/Activities for Suspension Rate:
Implement The Leader in Me
Hold monthly spirit assemblies with a leadership focus
Utilize Kid Connection
Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Teachers
Media Specialist
Parent Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Monthly Leadership certificates provided by Lifetouch

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Staff utilizing Blackboard
Parent participation on site committees

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard Data Parent participation at school events Coffee with the Principal participation Facebook ELAC participation PTO participation	Strong parent support and involvement.	Continued strong parent support and involvement.
	On average, 20 parents attend monthly Coffee with the Principal Meetings.	Increase parent participation for Coffee with the Principal Meetings to an average of 24 parents.
	On average, 85% of the students had one or more parents attend Back-to-School Night.	Increase to 88% of the students with one or more parents attending Back-to-School Night.
	Lawrence Elementary has approximately 305 Facebook members.	Increase Facebook members to approximately 325 members.

Planned Strategies/Activities

Strategy/Activity 1

Implement strategies to increase parent and community engagement:
Keep website and marquee current with pertinent information
Use Blackboard to send calls, e-mails, and texts to parents
Facilitate monthly Coffee with the Principal Meetings
Hold meetings as needed with parents and community members
Distribute Lawrence Labrador Lowdown weekly
Provide interpreters for conferences, Student Study Team Meetings, and ELAC Meetings

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Coffee with the Principal

Amount	200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interpreters for Parent Meetings

Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for English Language Advisory Committee

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASPP	Increase the number of students who meet or exceed standards in ELA from all 3rd-5th grade students from 59% to 62% as measured by the 2019 CAASPP.	Met: 64% of students in 3rd-5th grade met or exceeded standards in ELA as measured by the 2019 CAASPP.
Math CAASPP	Increase the number of students who meet or exceed standards in Mathematics from all 3rd-5th grade students from 62% to 65% as measured by the 2019 CAASPP.	Nearly Met: 60% of students in 3rd-5th grade met or exceeded standards in Mathematics as measured by the 2019 CAASPP.
District Writing Benchmark	Increase the number of students who score proficient or advanced on the end of the year District Writing Benchmark from 70% to 72%.	End of the Year District Writing Benchmark percentages unavailable for 2018-2019.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Actions/Services for Literacy/Reading Comprehension:

Implementation of daily strategic intervention ELD time

Provide small group instruction to develop fluency and comprehension skills

Utilize MobyMax to enhance comprehension and vocabulary skills for at-risk students

Purchase Educational Software for Guiding | Actual Actions/Services for Literacy/Reading Comprehension:

Strategic intervention and ELD time was implemented during the 2018-2019 school year

Small group instruction was provided by classroom teachers on a regular basis

MobyMax was used to enhance ELA skills for all students, including at risk-learners

Educational Software for Guiding Instruction (ESGI) was purchased to evaluate student progress | ESGI Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 1,100

Starfall Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 300 | ESGI Computer Software License

4000-4999: Books And Supplies LCFF - Supplemental 1,014

Starfall Computer Software License 4000-4999: Books And Supplies 270 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instruction (ESGI) to evaluate student progress Purchase Starfall computer software to enhance vocabulary development for at-risk learners Grade level articulation	in Transitional Kindergarten and Kindergarten classrooms Starfall computer software was purchased to enhance vocabulary development for at-risk learners Grade level teams and administration met during Wednesday early release to collaborate about instructional strategies, teaching tools, and adopted curriculum		
Planned Actions/Services for Mathematics: Purchase MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis Provide small group instruction to enhance math skills Grade level articulation	Actual Actions/Services for Mathematics: Purchased MobyMax to help provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis Small group instruction was provided by classroom teachers on a regular basis Grade level teams and administration met during Wednesday early release to collaborate about instructional strategies, teaching tools, and adopted curriculum	MobyMax Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 2,300	MobyMax Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 2,290
Planned Actions/Services for Writing: Provide small group instruction to develop writing skills	Actual Actions/Services for Writing: Small group instruction was provided by classroom teachers on a regular basis MobyMax was utilized to enhance writing,	Chromebooks 4000-4999: Books And Supplies Local Categorical 5,000	Chromebooks 4000-4999: Books And Supplies Local Categorical 6,000 Chromebooks 4000-4999: Books And Supplies Admin. Gift account 9,400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize MobyMax to enhance writing, grammar, and vocabulary skills Increase student access to technology by purchasing chromebooks	grammar, and vocabulary skills 70 chromebooks were purchased for students to utilize in their classroom		Chrombebooks 4000-4999: Books And Supplies PTO funded 3,900
Planned Actions/Services for Articulation: Provide substitutes for teachers to observe classrooms implementing Benchmark Advance components, Guided Language Acquisition Design (GLAD) strategies, and differentiated instruction, focusing on the needs of English Learners and at-risk learners During Wednesday early release, student work, test results, and additional data will be reviewed to monitor student progress and complete the cycle of inquiry	Actual Actions/Services for Articulation: Teachers were given release time to observe classrooms, analyze data, and collaborate to further develop their understanding of the District adopted curriculum. Grade level teams and administration met during Wednesday early release to collaborate and discuss math strategies and adopted curriculum.	Certificated Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,000	Certificated Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,150

Analysis

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

All teachers in grades K-5 assessed students with Fountas & Pinnell at least three times per year to monitor progress in ELA. Transitional Kindergarten and Kindergarten teachers utilized ESGI to monitor academic progress. Investigations 3 assessments and MobyMax were used to monitor progress in Mathematics. Grade Level teams used data during collaboration to plan small group instruction and interventions. MobyMax was purchased for all students and utilized predominately in grades 1-5. Seventy additional chromebooks and one chromebook cart was purchased to lower the student-to-device ratio.

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

Fountas & Pinnell and ESGI were effective assessment tools because they provided baseline data to monitor progress throughout the year. Teachers were able to analyze the data and share progress with all stakeholders. District Math Coaches worked with a small group of teachers, especially in the area of online resources and data. MobyMax was

effective in identifying learning gaps and providing adaptive, differentiated lessons for each student. As students demonstrated mastery of grade level standards, they were given the opportunity to practice and master standards from the next grade level(s). ELD instruction was provided daily for 30 minutes. Four students were recognized at the 2019 Reclassification Ceremony on October 8, 2019.

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

The Proposed Expenditure to increase student access to technology was $5,000. Lawrence Elementary utilized additional funds from Local Categorical, Admin Gift Account, and PTO Donation accounts. $19, 300 was the Estimated Actual Expenditure for chromebooks.

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

Expected outcome percentages for ELA and Mathematics will be adjusted to reflect current baseline data. These changes can be found in Goals, Strategies, and Proposed Expenditures Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS Data	Decrease the average number of behavior referrals each month from 60 to 50 as measured by SWIS data.	Met: The average number of behavior referrals for each month decreased from 60 to 42 as measured by SWIS data.
PowerSchool Attendance Data	Increase overall attendance rate to 97%.	Nearly Met: The overall attendance rate for 2018-2019 was 96.14%
Fitnessgram	Increase to 70% of 5th graders will pass the FitnessGram with a score of 5 or more.	Met: 71% of 5th graders passed the FitnessGram with a score of 5 or more.
PowerSchool Suspension Data	Maintain 6 or fewer suspensions as measured by PowerSchool data.	Not Met: PowerSchool data discloses 15 suspensions for the 2018-2019 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Actions/Services for Positive Behavior Interventions and Supports: Implement The Leader in Me Hold monthly spirit assemblies with a leadership focus Analyze SWIS data with all stakeholders Utilize Kid Connection Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives	Actual Actions/Services for Positive Behavior Interventions and Supports: Lawrence Elementary implemented year one of The Leader in Me 9 monthly assemblies were held with a leadership focus SWIS data was shared throughout the year with Lawrence Elementary staff 33 students participated in Kid Connection for the 2018-2019 school year A recognition system was implemented through the	Supplemental materials to support implementation of The Leader in Me framework 4000-4999: Books And Supplies LCFF - Supplemental 1,280 Certificated compensation for teachers to attend The Leader in Me Professional Development- The 7 Habits of Highly Effective People Part 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 675 Classified compensation for classified staff to attend The Leader in Me	Supplemental materials to support implementation of The Leader in Me framework 4000-4999: Books And Supplies LCFF - Supplemental 1,280 Certificated compensation for teachers to attend The Leader in Me Professional Development- The 7 Habits of Highly Effective People Part 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 790 Classified compensation for classified staff to attend The Leader in Me

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Facilitate bi-monthly Yard Supervisor meetings to discuss Positive Behavior Interventions and Supports Cocoa with the Principal Hold family friendly events sponsored by PTO	use of Paw Awards, Praise Notes, and classroom incentives Two Yard Supervisor meetings were held throughout the year to discuss student behavior, safety, and procedures Cocoa with the Principal was not established On average, PTO held one family-friendly event each month	Professional Development- The 7 Habits of Highly Effective People Part 1 2000-2999: Classified Personnel Salaries LCFF - Supplemental 300	Professional Development- The 7 Habits of Highly Effective People Part 1 2000-2999: Classified Personnel Salaries LCFF - Supplemental 275
		Substitutes for teachers to attend The Leader in Me Professional Development- The 7 Habits of Highly Effective People Part 2 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,150	Substitutes for teachers to attend The Leader in Me Professional Development- The 7 Habits of Highly Effective People Part 2 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,127
		Family friendly activities sponsored by PTO 4000-4999: Books And Supplies PTO 3,500	Family friendly activities sponsored by PTO 4000-4999: Books And Supplies PTO 5,050
		Supplies for PAW award 4000-4999: Books And Supplies LCFF - Base 200	Supplies for PAW award 4000-4999: Books And Supplies LCFF - Base 0
		Supplies for Cocoa with the Principal 4000-4999: Books And Supplies Donations 50	Supplies for Cocoa with the Principal 4000-4999: Books And Supplies Donations 0
		Classified compensation for Yard Supervisor meetings 2000-2999: Classified Personnel Salaries LCFF - Base 200	Classified compensation for Yard Supervisor meetings 2000-2999: Classified Personnel Salaries LCFF - Base 75
Planned Actions/Services for Attendance: Utilize Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant families Recognize top classes each month during assemblies	Actual Actions/Services for Attendance: Administration, office staff, and Child Welfare and Attendance staff monitored attendance and used the SART process when deemed necessary Top classes were not recognized during assemblies		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Recognize students at the end of the year with perfect attendance Class competition- "All Day Every Day" Communicate monthly attendance rates and weekly tardies with all stakeholders	Students with perfect attendance at the end of the year were recognized during a special assembly Classes participated in "All Day Every Day" competition Monthly attendance rates were communicated during School Site Council, Coffee with the Principal, and Parent Teacher Organization meetings		
Planned Actions/Services for Physical Fitness: Weekly Running Club Weekly Physical Education Lessons Fitnessgram Professional Training-Collaboration Days	Actual Actions/Services for Physical Fitness: Running Club was held weekly on Wednesdays and Fridays as weather permitted 200 minutes per 10 days of standards aligned Physical Education instruction was provided to students Fitnessgram Professional Training on Collaboration Days did not transpire	Running Club chains, charms, and awards 4000-4999: Books And Supplies PTO 300	Running Club chains, charms, and awards 4000-4999: Books And Supplies PTO 170
Planned Actions/Services for Suspension Rate: Implement The Leader in Me Hold monthly spirit assemblies with a leadership focus Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives	Actual Actions/Services for Suspension Rate: Staff and students participated in The Leader in Me professional development. The program was implemented all year 9 monthly assemblies were held with a leadership focus Students were recognized for positive behavior with Paw Awards, Praise		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create videos that demonstrate expected behavior	Notes, and classroom incentives

Videos were not created to demonstrate expected behavior | | |

Analysis

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

Strategies/activities were continuously implemented throughout the school year.

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

The implementation of strategies/activities contributed to the area(s) of growth within Goal 2. Students learned school-wide expectations and a common language was used throughout the campus. Lawrence staff believes The Leader in Me framework and Choose Love lessons supported growth in providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels (Goal 2). Students began to internalize the practices and apply them in and outside of the school day.

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

Estimated Actual Expenditures for supplies for PAW awards was $0 due to items being donated on a regular basis from the Lawrence community.
Estimated Actual Expenditures for supplies for Cocoa with the Principal was $0 due to not implementing the program.
Estimated Actual Expenditures for Yard Supervisor Meetings was significantly less than Proposed Expenditures because of the limited number of meetings held.
Compensation for Classified and Certificated staff was higher than expected due to benefits.

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

SWIS data referrals and The Leader in Me surveys will be used to measure progress with school culture. Additional attendance recognition opportunities will be added to strategies. These changes can be found in Goals, Strategies, and Proposed Expenditures Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Blackboard Data Parent participation at school events Coffee with the Principal participation Facebook ELAC participation PTO participation	Continued strong parent support and involvement.	Met: Continued strong parent support and involvement.
	Increase parent participation for Coffee with the Principal Meetings to an average of 25 parents.	Nearly Met: Parent participation for Coffee with the Principal Meetings increased from an average of 18 to 20 parents in attendance.
	Increase the percentage of parents who attend Back-to-School Night from 76% to 80%.	Met: The percentage of parents who attended Back-to-School Night increased from 76% to 85%
	Increase Facebook members to 280.	Met: Facebook members increased from 260 to 305

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Actions/Services to increase parent and community engagement: Keep website and marquee current with pertinent information Use Blackboard to send calls, e-mails, and texts to parents Facilitate monthly Coffee with the Principal Meetings	Actual Actions/Services to increase parent and community engagement: Webmaster, Executive Assistant, and administration kept the website and marquee current with pertinent information 428 Blackboard messages were sent between August 2018 and June 2019. This resulted in 83,767 contacts 9 Coffee with the Principal Meetings were held	Supplies for Coffee with the Principal 4000-4999: Books And Supplies Donations 200	Supplies for Coffee with the Principal 4000-4999: Books And Supplies Donations 120
		Interpreters for Parent Meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200	Interpreters for Parent Meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 62

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hold meetings as needed with parents and community members Distribute Lawrence Labrador Lowdown weekly Provide interpreters for conferences, Student Study Team Meetings, and ELAC Meetings	during the 2018-2019 school year Meetings were held on a regular basis with parents Lawrence Labrador Lowdown was e-mailed weekly to parents every Friday afternoon Interpreters were utilized for Student Study Team Meetings, Parent Conferences, and IEP meetings		

Analysis

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

Strategies/activities were continuously implemented throughout the school year.

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

Strategies/activities were highly effective in increasing communication of school-wide events, knowledge of current information, and parent involvement.

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

None

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

This goal will remain the same for the 2019-2020 school year.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	23,500.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	200.00
LCFF - Base	650.00
LCFF - Supplemental	11,895.00
Local Categorical	5,955.00
Other	0.00
PTO	4,800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,975.00
2000-2999: Classified Personnel Salaries	300.00
4000-4999: Books And Supplies	17,225.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	200.00
2000-2999: Classified Personnel Salaries	LCFF - Base	100.00
4000-4999: Books And Supplies	LCFF - Base	550.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,975.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,720.00
4000-4999: Books And Supplies	Local Categorical	5,955.00
4000-4999: Books And Supplies	Other	0.00
4000-4999: Books And Supplies	PTO	4,800.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Irma deLeon	Classroom Teacher
Douglas Hall	Parent or Community Member
Karlene Hill	Parent or Community Member
Mamie Kristovich	Other School Staff
Lance Kuempel	Parent or Community Member
Dionne Macon	Parent or Community Member
Melanie McCullough	Classroom Teacher
Shafia Rizvi	Parent or Community Member
Kristie Starkovich	Principal
Kristi Weist	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
K. Star	English Learner Advisory Committee
P. Alborno	Other: Instructional Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on October 16, 2019.

Attested:

Signature	
K. Starkovich	Principal, Kristie Starkovich on October 16, 2019
K Hill	SSC Chairperson, Karlene Hill on October 16, 2019

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020
State and Federally – Funded Categorical Programs

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 our District SPSA Goals.***
- *$167,625*

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

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 our District SPSA Goals.***
- *$196,089*

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 our District SPSA Goals.***
- *$228,906*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *123,890*

Livermore Valley Joint Unified School District
2019-2020 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 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in 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 Marylin 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 General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

Appendix D: Programs Included in this Plan

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.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$1,500
	Total amount of federal categorical funds allocated to this school	$1,500

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$27,668
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$11,895
	Total amount of federal categorical funds allocated to this school	$39,563

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$6,552

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $11,895

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.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Supplemental materials, computers, software, books, supplies may be purchased: Renew MobyMax computer software to enhance listening comprehension, vocabulary, and math concepts and procedures for at-risk learners.	2019-2020	Principal Executive Assistant	2,495	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Renew Educational Software for Guiding Instruction (ESGI) to evaluate student progress.	2019-2020	Principal Executive Assistant	725	
Renew Starfall computer software license to enhance vocabulary development for at-risk learners	2019-2020	Principal Executive Assistant	300	
Supplemental materials to support implementation of The Leader in Me framework	2019-2020	Principal Executive Assistant	2,000	
		Total:	5,520	
Staff Development and Professional Collaboration, training costs, substitute costs: Substitutes for teachers to observe classrooms implementing Benchmark Advance components, Guided Language Acquisition Design (GLAD) strategies, and differentiated instruction, focusing on the needs of English Learners (ELs) and at-risk learners (approximately 4- half days per teacher per year)	2019-2020	Principal Executive Assistant Teachers	5,975	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	5,975	
Parent Involvement: Arrange interpreters for meetings so parents are able to participate in a meaningful way	2019-2020	Principal Executive Assistant EL Liaison	200	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth

Materials for English Language Advisory Committee (ELAC) workshops	2019-2020	Principal Executive Assistant EL Liaison	200	
		Total:	400	
		Grand Total:	11,895	

Appendix H

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

PROGRAM DESCRIPTION:

Lawrence Elementary School supports the LVJUSD model for instruction of our gifted students. We have parent and teacher representatives on the District GATE Committee, which will develop after-school enrichment activities and fieldtrips for GATE students. Classroom delivery of differentiated instruction combined with school wide enrichment opportunities are some of the additional options available to our GATE population. We continue to promote independent research and inquiry/project-based learning. Our teachers are encouraged to provide open-ended assignments that are rigorous and challenging with a STEAM focus. Teachers have attended Silicon Valley Math Initiative (SVMI) professional development and utilize the resources in their classroom. It is our intent to provide a program that is both responsive to student needs and reflective of their unique talents.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

Lawrence Elementary plans to utilize site technology funds to:
- Purchase additional chromebooks to lower the device-to-student ratio
- Purchase additional chromebook cart
- Purchase chromebook replacement parts as needed

Students and teachers currently have access to eight carts, which house a full class set of chromebooks. The chrombooks are being used to:
- Practice skills in a differentiated manner
- Compile research
- Complete projects
- Access Pearson Investigations 3 online resources
- Access Benchmark Advance online resources
- Access Google Classroom
- Complete HyperDocs
- Code
- Create digital breakout boxes
- Utilize robots in Makerspace
- Implement Math Centers, (Moby Max, Math Facts in a Flash, Extra Math, Splash Math)
- Implement Literacy Centers (Spelling City, Moby Max)
- Practice Word Processing
- Create and share PowerPoints
- Participate in STEAM activities

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2019-20

Elementary School Name: Lawrence Date September 25, 2019 English Learner Liaison: Kristie Starkovich

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students

- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Laura Morgan	Expanding	M-F 9:00-9:30	
K	Trish Antilla	Emerging, Bridging, Expanding	M-F 8:30-9:00 M-Th 9:15-9:45 F 9:15-9:45	M, T, W, TH 10:45-11:00 F 10:30-10:45
K	Irma de Leon	Bridging, Expanding	M-F 8:30-9:00 M-Th 9:15-9:45 F 12:00-12:30	M, T, W, TH 10:45-11:00 F 10:30-10:45
K	Tracy Persson	Bridging, Expanding	M-F 8:30-9:00 M-F 12:00-12:30	M, T, W, TH 10:30-10:45 F 9:30-9:45
First	Alaina Sarich	Expanding	M-F 10:15-11:35	
First	Kristi Weist	Bridging, Expanding	M, W 10:10-11:35 T,Th,F 12:20-1:50	
First	Kelly Silveira	Expanding	M-F 10:15-11:35	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Second	Muriel Burns	Emerging, Expanding	M-Th 12:20-1:50 F 12:20-1:20	
	Cheresa Lourens	NA		
Third	Anna Johnson	NA		
	Melanie McCullough	NA		
Fourth	Dave Haberman	Emerging	M-F 11:00-12:00	
	Julie Zawada	Emerging	M-TH10:30-12:00 F 11:10-12:00	
Fifth	Dayana Albornoz	Bridging, Expanding	M-F 9:45-10:15 M 11:15-12:00 T 11:30-12:00 W-F 11:10-12:00	
	Emily Wafler	NA	NA	