

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 20, 2020
Schoolsite Council (SSC) Approval Date	October 20, 2020
Local Board Approval Date	November 10, 2020

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

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School Vision and Mission

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) - 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, and 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, and emotional needs addressed - "Go Green" school - Healthy lifestyle

School Profile

Lawrence Elementary is a growing community of 360 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 Livermore Valley Joint Unified School District (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 skilled with the principles 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, Coffee with the Principal, Gifted And Talented Education Meetings, and Parent Teacher Organization Meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.27%			1
African American	2.18%	2.24%	1.9%	7	8	7
Asian	11.53%	14.85%	17.12%	37	53	63
Filipino	3.74%	3.36%	3.26%	12	12	12
Hispanic/Latino	23.05%	21.01%	19.84%	74	75	73
Pacific Islander	0.31%	0.28%	0.27%	1	1	1
White	48.91%	49.58%	48.64%	157	177	179
Multiple/No Response	10.28%	8.68%	7.88%	33	31	3
Total Enrollment				321	357	368

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	69	95	93
Grade 1	49	54	68
Grade 2	50	54	53
Grade3	67	51	50
Grade 4	47	61	50
Grade 5	39	42	54
Total Enrollment	321	357	368

Conclusions based on this data:

1. An additional first grade class was added prior to the start of the 2019-2020 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	36	22	21	11.2%	6.2%	5.7%
Fluent English Proficient (FEP)	22	45	47	6.9%	12.6%	12.8%
Reclassified Fluent English Proficient (RFEP)		21	2	0	58.3%	9.1%

Conclusions based on this data:

1. Lawrence Elementary School's percentage of English Learners was consistent from 2018/19 to 2019/20.
2. Lawrence Elementary School's percentage of Fluent English Proficient students remained nearly the same from 2018/19 to 2019/20.

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. As a result of COVID-19 and Distance Learning, students did not participate in Spring 2020 CAASPP testing.
2. Student participation rate exceeded state expectations with 100% (150 out 150 enrolled students) taking the assessment.
3. Writing is an area for growth for all grade levels based on the percentage 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. As a result of COVID-19 and Distance Learning, students did not participate in Spring 2020 CAASPP testing.
2. Problem Solving & Modeling/Data Analysis is an area for growth for all grades as measured by 22.67% of the students scoring Below Standard.
3. Concepts and Procedures is an area for growth for all grades as measured by 20.67% 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		1441.7		1451.2		1418.8	11	11
Grade 1		*		*		*	NA	*
Grade 2							NA	
Grade 3		*		*		*	NA	*
Grade 4		*		*		*	4	4
Grade 5		*		*		*	NA	*
All Grades							21	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
K		18.18		63.64		18.18		0.00		11
All Grades	9.5%	9.52	52.38%	52.38	33.33%	33.33	4.76%	4.76		21

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
K		18.18		63.64		18.18		0.00		11
All Grades	14.29%	14.29	61.90%	61.90	23.81%	23.81	0%	0.00		21

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
K		9.09		63.64		27.27		0.00		11
All Grades	4.76%	4.76	47.62%	47.62	33.33%	33.33	14.29%	14.29		21

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	
K		18.18		81.82		0.00		11	
All Grades	9.52%	9.52	85.71%	85.71	4.76%	4.76		21	

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
K		36.36		63.64		0.00		11
All Grades	42.86%	42.86	57.14%	57.14	0%	0.00		21

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
K		0.00		100.00		0.00		11
All Grades	0%	0.00	85.71%	85.71	14.29%	14.29		21

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
K		72.73		18.18		9.09		11
All Grades	42.86%	42.86%	38.10%	38.10%	19.05%	19.05%		21

Conclusions based on this data:

1. English Learners 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 Learners struggled the most on the Reading Domain as measured by the percentage of students performing in the Well Developed range.
3. Data is limited due to the small number of English Learners 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	40	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%	66%
	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. As a result of COVID-19 and Distance Learning, students did not participate in the 2020 Physical Fitness Test (PFT).
2. Abdominal Strength and Endurance continues to be challenging for students.
3. Students demonstrated a strength in Aerobic Capacity, Trunk Extensor Strength and Flexibility, and Flexibility.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	89 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	87 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	98 %	6.1

- Students at Lawrence Elementary are provided the opportunity to become connected to the school via many avenues related to The Leader in Me principles. Some students take on Student Leadership Roles and/or join school-wide Leadership Action Teams. In each classroom, students work together to develop a Classroom Mission Statement The Mission Statement is used as a reflection tool to guide students throughout the year. Students are also part of the process for developing classroom and school-wide goals. The Leader in Me has empowered our students to seek their worth and potential and feel connected to Lawrence Elementary.
- Students at Lawrence Elementary are encouraged to report matters when they feel unsafe physically and emotionally. Having a clear list of behavior expectations helps maintain a safe learning environment. Students are recognized for positive behaviors in and outside of the classroom.
- All credentialed staff are trained in Stephen Covey's 7 Habits of Highly Effective People. Ongoing collaboration takes part throughout the school year to enhance the staff's ability to model the principles and apply them to real-life situations. Three of the 7 Habits of Highly Effective People that have a direct impact related to respect are Be Proactive (use proactive language versus reactive language), Seek First to Understand, Then to be Understood (be an attentive listener), and Think Win-Win (develop emotional bank accounts and respect other's feelings and needs).

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	%

1.

2.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
357	13.4	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.

2019-20 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	13.4
Students with Disabilities	34	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.2
American Indian	1	0.3
Asian	53	14.8
Filipino	12	3.4
Hispanic	75	21.0
Two or More Races	30	8.4
Pacific Islander	1	0.3
White	177	49.6





Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged students increased from 13.5% to 14.6% from 2018 to 2019.
2. The percentage of Asian students increased from 11.5% in the 2017-2018 school year to 17.1% in the 2019 to 2020.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 508 846 535">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1239 508 1343 535">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. During the 2019-2020 school year, Lawrence Elementary had 4 suspensions compared to 17 during the 2018-2019 school year.
2. We will continue to focus on alternative ways to respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.
3. During the 2019-2020 school year, Lawrence Elementary set school-wide goals focused on attendance. Prior to March 2020, student attendance, especially in the area of tardies, demonstrated growth.

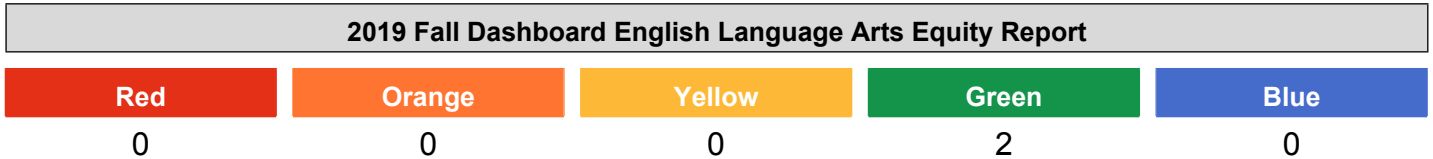
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>21.6 points above standard</p> <p>Declined -8.8 points</p> <p>147</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>3.1 points below standard</p> <p>Declined -10.4 points</p> <p>27</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>37.4 points below standard</p> <p>Increased ++9.5 points</p> <p>27</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>62.2 points below standard</p> <p>Increased Significantly ++16.7 points</p> <p>17</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 51.8 points above standard Declined Significantly -39.1 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 7 points above standard Increased ++11.4 points 43	 No Performance Color 17.7 points above standard Declined Significantly -18.2 points 14	 No Performance Color 0 Students	 Green 29.1 points above standard Declined -11.3 points 69

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.

2019 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 8	37.2 points above standard Declined Significantly -17 points 19	28.7 points above standard Declined -7 points 118

Conclusions based on this data:

1. The Reclassified English Learners group declined by 17 points. This is an area of concern and will continue to be an area of focus.
2. Lawrence Elementary will focus on the English Learner student group as measured by students performing 3.1 points below standard and the Socioeconomically Disadvantaged student group as measure by students performing 37.4 points below standard.
3. The Hispanic student group demonstrated growth as measured by students performing 7 points above standard with an 11.4 points increase.

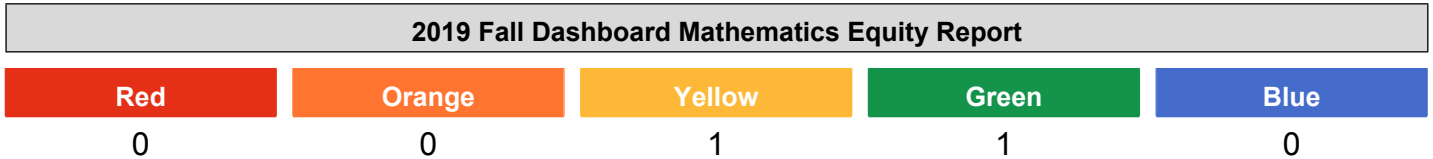
School and Student Performance Data

Academic Performance Mathematics






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









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>21.3 points above standard</p> <p>Declined -6.7 points</p> <p>147</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>2 points below standard</p> <p>Declined -13.6 points</p> <p>27</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>43 points below standard</p> <p>Declined Significantly -19.5 points</p> <p>27</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>79.1 points below standard</p> <p>Declined Significantly -19.8 points</p> <p>17</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 72.7 points above standard Declined -5.7 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.4 points below standard Declined -9.5 points 43	 No Performance Color 33.1 points above standard Maintained -0.1 points 14		 Green 24.3 points above standard Declined -7.2 points 69

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.

2019 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 8	42.1 points above standard Increased ++8.2 points 19	26.8 points above standard Declined -4.4 points 118

Conclusions based on this data:

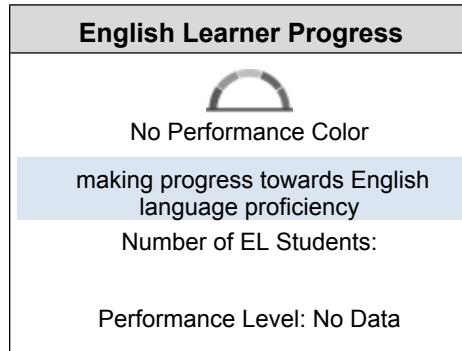
1. The Reclassified English Learner group demonstrated growth as measured by an 8.2 point increase.
2. Lawrence Elementary will focus on Socioeconomically Disadvantaged student group as measured by students performing 43 points below standard.
3. Lawrence Elementary will focus on Students with Disabilities student group as measured by students performing 79.1 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. English Language Progress data not reported. Less than 11 students assessed and data not displayed for privacy.

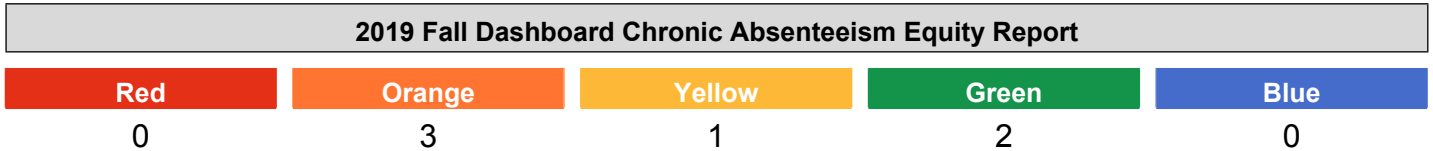
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>5.4</p> <p>Maintained 0</p> <p>349</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.3</p> <p>Declined -3.5</p> <p>16</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.3</p> <p>Declined -6.2</p> <p>60</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>11.9</p> <p>Increased +4.9</p> <p>42</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 4.3 Increased +1.7 46	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.6 Declined -5.7 76	 Orange 14.7 Increased +9 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.8 Increased +1 172

Conclusions based on this data:

1. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.
2. Socioeconomically Disadvantaged student group demonstrated growth as measured by 8.3% of the students being chronically absent as compared to 14.5% the previous year.
3. We will continue to implement incentive programs to encourage positive student attendance based on the All Students group performing in the yellow range.

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:

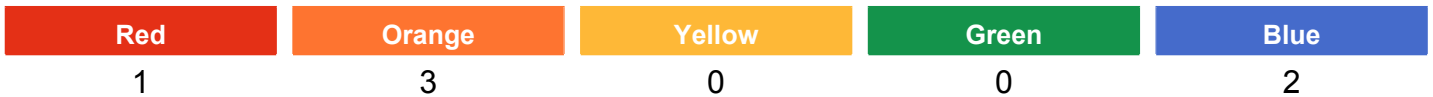
Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report










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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 2 Increased +0.9 353	 No Performance Color 0 Declined -2.4 17	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 9	 Orange 3.2 Increased +1.6 62	 Red 14.3 Increased +12 42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8		 Blue 0 Maintained 0 47	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -2.3 78	 Orange 5.7 Maintained +0.2 35	 No Performance Color Less than 11 Students - Data 1	 Orange 2.3 Increased Significantly +2.3 172

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	2

Conclusions based on this data:

1. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.
2. During the 2019-2020 school year, Lawrence Elementary had 4 suspensions compared to 17 during the 2018-2019 school year.
3. Lawrence Elementary will continue to focus on alternative ways to respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.

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 (California Assessment of Student Performance and Progress)
 ESGI (Educational Software for Guiding Instruction)
 easyCBM
 ELPAC (English Language Proficiency Assessments for California)
 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 English Language Arts (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 66% as measured by the 2021 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 63% as measured by the 2021 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 English Language Development (ELD) time
 Provide small group instruction to develop skills with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learners students
 Utilize MobyMax to enhance comprehension and vocabulary skills for at-promise students
 Purchase Educational Software for Guiding Instruction (ESGI) to evaluate student progress
 Grade level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learners students

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ESGI Computer Software License
Amount	1,500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Guided Readers 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 with an area of focus on Socioeconomically Disadvantaged, Reclassified English Learners, and Special Education students
Develop school-wide, classroom, and individual math goals
Utilize Dreambox for targeted instruction
Utilize Youcubed and SVMl tools
Youcubed Professional Development
Grade level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learners students

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	MobyMax Computer Software License
Amount	1,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	4000-4999: Books And Supplies
Description	Youcubed Virtual Professional Development: Teaching the Important Ideas of Numbers Sense and Data Exploration (5 Teachers)

Strategy/Activity 3

Strategies/Activities for Writing:
Provide small group instruction to develop writing skills
Utilize MobyMax to enhance writing, grammar, and vocabulary skills
Utilize digital tools for composing and editing
Grade level articulation

Students to be Served by this Strategy/Activity

All

Timeline

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

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
 California Healthy Kids Survey
 Leader in Me Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School-Wide Information System (SWIS) Data	Due to the COVID-19 pandemic and school dismissal, SWIS data was reported August 2019-March 2020. The average number of behavior referrals each month was 30 as measured by the 2019-2020 SWIS data.	Continue to show a decline in SWIS referrals.
PowerSchool Attendance Data	Due to the COVID-19 pandemic and school dismissal, PowerSchool attendance data was reported on August 2019-February 2020. The overall attendance rate during that period was 96.06%	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.	Continue to show growth with physical fitness skills as measured by teacher input. Students will not be taking the Fitnessgram in 2021 due to Statewide waiver.
PowerSchool Suspension Data	PowerSchool data discloses 4 suspensions for the 2019-2020 school year	Maintain 4 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
 Analyze SWIS data with all stakeholders
 Utilize Kid Connection
 Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives
 Train yard supervisors and paraprofessionals on The 7 Habits of Highly Effective People
 Hold family friendly events sponsored by PTO

Students to be Served by this Strategy/Activity

All

Timeline

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
 Executive Assistant
 Classroom Teachers
 Yard Duty Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	1,800
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to support implementation of The Leader in Me framework
Amount	200
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	PAW award prizes
Amount	5,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Renew The Leader in Me school membership
Amount	2,200
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Purchase The Leader in Me Student Leadership Guides
Amount	300

Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase prizes for PAW winners

Strategy/Activity 2

Strategies/Activities for Attendance:
 Utilize Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant and chronically absent families/students.
 Recognize students with perfect attendance at the end of the year
 Student recognition for on-time habits

Students to be Served by this Strategy/Activity

All

Timeline

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
 Child Welfare and Attendance Specialist
 Executive Assistant

Proposed Expenditures for this Strategy/Activity

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
 Student goals in the area of physical activity

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
 Teachers
 Student Leaders

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

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
Teachers
Media Specialist

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 English Language Advisory Committee (ELAC) participation Parent Teacher Organization (PTO) participation	Strong parent support and involvement	Continued strong parent support and involvement
Coffee with the Principal Attendance Numbers	On average, 22 parents attend monthly Coffee with the Principal Meetings	Increase parent participation for Coffee with the Principal Meetings to an average of 25 parents.
Facebook Membership Numbers	Lawrence Elementary has approximately 344 Facebook members	Increase Facebook members to 375

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

8/25/2020 – 6/10//2021

Person(s) Responsible

Principal
Executive Assistant
Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interpreters for Parent Meetings
Amount	100
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for English Language Advisory Committee
Amount	100
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Coffee with the Principal

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 64% to 67% as measured by the 2020 CAASPP.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Students did not take the CAASPP in 2020.
Math 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.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Students did not take the CAASPP in 2020.
ELA CAASPP	Decrease the number of students who were below standard on the Writing Claim as measured by the 2019 CAASPP from 20% to 15%.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Students did not take the CAASPP in 2020.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Planned Actions/Services for Literacy/Reading Comprehension:</p> <p>Implementation of daily strategic intervention English Language Development (ELD) time</p> <p>Provide small group instruction to develop fluency and comprehension skills</p> <p>Utilize MobyMax to enhance comprehension</p>	<p>Actual Actions/Services for Literacy/Reading Comprehension:</p> <p>Strategic intervention and ELD time was implemented during the 2019-2020 school year</p> <p>Small group instruction was provided by classroom teachers on a regular basis</p> <p>MobyMax was used to enhance ELA skills for all</p>	<p>ESGI Computer Software License</p> <p>4000-4999: Books And Supplies LCFF - Supplemental 725</p> <p>Starfall Computer License 4000-4999: Books And Supplies LCFF - Supplemental 300</p>	<p>ESGI Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 716</p> <p>Starfall Computer License 4000-4999: Books And Supplies LCFF - Supplemental 270</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and vocabulary skills for at-promise students</p> <p>Purchase Educational Software for Guiding Instruction (ESGI) to evaluate student progress</p> <p>Purchase Starfall computer software to enhance vocabulary development for at-promise learners</p> <p>Grade level articulation</p>	<p>students, including at-promise learners</p> <p>Educational Software for Guiding Instruction (ESGI) was purchased to evaluate student progress in Transitional Kindergarten and Kindergarten classrooms</p> <p>Starfall computer software was purchased to enhance vocabulary development for at-promise learners</p> <p>Grade level teams and administration met during Wednesday early release to collaborate about instructional strategies, teaching tools, and adopted curriculum</p>		
<p>Planned Actions/Services for Mathematics:</p> <p>Purchase MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis</p> <p>Provide small group instruction to enhance math skills</p> <p>Develop school-wide, classroom, and individual math goals</p> <p>Utilize YouCubed and SVMl tools</p> <p>Grade level articulation</p>	<p>Actual Actions/Services for Mathematics:</p> <p>Purchased MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis</p> <p>Small group instruction was provided by classroom teachers on a regular basis</p> <p>As part of The Leader in Me framework, students and classrooms developed Wildly Important Goals (WIGs)</p> <p>YouCubed and SVMl lessons were integrated within classroom instruction</p>	<p>MobyMax Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 2,495</p>	<p>MobyMax Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 2,495</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Grade level teams, math coaches, and administration met during Wednesday early release to collaborate about instructional strategies, teaching tools, and adopted curriculum		
<p>Planned Actions/Services for Writing:</p> <p>Provide small group instruction to develop writing skills</p> <p>Utilize MobyMax to enhance writing, grammar, and vocabulary skills</p> <p>Increase student access to technology by purchasing chromebooks and chromebook carts</p>	<p>Actual Actions/Services for Writing:</p> <p>Small group instruction was provided by classroom teachers on a regular basis</p> <p>Students were assigned skills to practice in MobyMax to develop writing, grammar, and vocabulary skills</p> <p>Chromebooks and chromebook carts were purchased. Students in grades 3, 4, and 5 were provided a 1:1 chromebook</p>	<p>Chromebooks and Chromebook Carts 4000-4999: Books And Supplies Local Categorical 5,955</p>	<p>Chromebooks and Chromebook Carts 4000-4999: Books And Supplies Local Categorical 5,951</p>
<p>Planned Actions/Services for Articulation:</p> <p>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-promise learners</p>	<p>Actual Actions/Services for Articulation:</p> <p>Prior to school dismissal in March 2020, primary grade levels met to develop tools for students to access during instruction. Student data was reviewed to determine areas of focus</p> <p>Grade level teams and administration met during Wednesday early release to collaborate about instructional strategies,</p>	<p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,975</p>	<p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,576</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
During Wednesday early release, student work, test results, and additional data will be reviewed to monitor student progress and complete the cycle of inquiry	teaching tools, and adopted curriculum		

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 two times during the year to monitor progress in English Language Arts. Transitional Kindergarten and Kindergarten teachers utilized ESGI to monitor academic progress. Investigations3 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 was a great tool for grades K-5 during Distance Learning. Additional chromebooks were purchased to expand 1:1 chromebooks to third grade.

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 provided professional development during Wednesday collaboration time. MobyMax was effective in identifying learning gaps and providing adaptive, differentiated lessons for each student. If 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. Students in grade 3-5 were assigned a chromebook to use as an educational tool. Teachers were able to expose students to online resources and testing scenarios early on in the year.

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

The Proposed Expenditure to provide teachers the opportunity 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 was less than expected due to school dismissal in March.

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.

Due to Distance Learning, online support programs will be purchased to support Guided Reading lessons at the younger grade levels. Teachers will also have the opportunity to attend professional development that provide tools for Distance Learning. The changes can be found in the strategies/actions section of Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 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	Goal Met: Due to the COVID-19 pandemic and school dismissal, SWIS data was reported August-March. The average number of behavior referrals each month was 30 as measured by the 2019-2020 SWIS data
Overall attendance rate for 2018-2019 was 96.14%	Increase overall attendance rate to 97%	Not Met: Due to the COVID-19 pandemic and school dismissal, PowerSchool attendance data was reported on August-February. The overall attendance rate during that period was 96.06%
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	Due to the COVID-19 pandemic and school dismissal, fifth grade students were unable to participate in the 2020 FitnessGram assessment
PowerSchool data discloses 15 suspensions for the 2018-2019 school year	Maintain 5 or fewer suspensions as measured by 2019-2020 PowerSchool data	Goal Met: PowerSchool data discloses 4 suspensions for the 2019-2020 school year

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Strategies/Activities for Positive Behavior Interventions and Supports: Implement The Leader in Me Participate in Cohort 3 of Positive Behavior Interventions and Supports	Actual Strategies/Activities for Positive Behavior Interventions and Supports: Lawrence Elementary implemented year 2 of The Leader in Me Lawrence Elementary participated in 1 PBIS meeting prior to the COVID-19 pandemic and school dismissal	Supplemental materials to support implementation of The Leader in Me framework 4000-4999: Books And Supplies LCFF - Supplemental 2,000 Classified compensation for yard supervisor meetings 2000-2999: Classified Personnel Salaries LCFF - Base 100	Supplemental materials to support implementation of The Leader in Me framework 4000-4999: Books And Supplies LCFF - Supplemental 600 Classified compensation for yard supervisor meetings 2000-2999: Classified Personnel Salaries LCFF - Base 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hold monthly spirit assemblies with a leadership focus	6 monthly assemblies were held with a leadership focus	PAW award prizes 4000-4999: Books And Supplies LCFF - Base 200	PAW award prizes 4000-4999: Books And Supplies LCFF - Base 0
Analyze SWIS data with all stakeholders	SWIS data was shared throughout the year with Lawrence staff	Family friendly activities sponsored by PTO 4000-4999: Books And Supplies PTO 4,500	Family friendly activities sponsored by PTO 4000-4999: Books And Supplies PTO 4,483
Utilize Kid Connection	36 students participated in Kid connection from September 2019 to March 2020		
Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives	A recognition system was implemented through the use of PAW awards, Praise Notes, and classroom incentives		
Facilitate yard supervisor meetings (1 per trimester) to discuss Positive Behavior Interventions and Supports	0 yard supervisor meetings were held to discuss Positive Behavior Interventions and Supports		
Hold family friendly events sponsored by PTO	PTO events were held throughout the school year		
Planned Strategies/Activities for Attendance:	Actual Strategies/Activities for Attendance:	Trophy to present to top primary and intermediate classes during monthly assemblies 4000-4999: Books And Supplies LCFF - Base 100	Trophy to present to top primary and intermediate classes during monthly assemblies 4000-4999: Books And Supplies LCFF - Base 0
Utilize Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant families	Administration, office staff, Child Welfare and Attendance staff monitored attendance and used the SART process when deemed necessary	Supplies for student attendance recognitions 4000-4999: Books And Supplies LCFF - Base 250	Supplies for student attendance recognitions 4000-4999: Books And Supplies LCFF - Base 0
Recognize top classes each month during assemblies	Top classes were not recognized during assemblies		
Recognize students with perfect attendance at the end of the year	Students were not recognized for perfect attendance due to the COVID-19 pandemic and school dismissal		
Class competition- "All Day Everyday"	Classes participated in "All Day Everyday"		
Student recognitions for on-time attendance habits			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Communicate monthly attendance rates and weekly tardies with all stakeholders	<p>competition through March 2020</p> <p>School-wide recognition system was created to recognize all students for on-time attendance habits</p> <p>Monthly attendance rates were communicated via school newsletter, School Site Council meetings, and Parent Teacher Organization meetings</p>		
<p>Planned Strategies/Activities for Physical Fitness:</p> <p>Weekly Running Club</p> <p>Weekly Physical Education Lessons</p> <p>FitnessGram Professional Training-Collaboration Days</p>	<p>Actual Strategies/Activities for Physical Fitness:</p> <p>Running Club was held weekly on Friday mornings as weather permitted</p> <p>200 minutes per 10 days of standards aligned Physical Education instruction was provided to students</p> <p>FitnessGram Professional Training on Collaboration Days did not transpire</p>	<p>Running Club chains, charms, and awards 4000-4999: Books And Supplies PTO 300</p>	<p>Running Club chains, charms, and awards 4000-4999: Books And Supplies PTO 230</p>
<p>Planned Strategies/Activities for Suspension Rate:</p> <p>Implement The Leader in Me framework</p> <p>Hold monthly spirit assemblies with a leadership focus</p> <p>Utilize Kid Connection</p>	<p>Actual Planned Strategies/Activities for Suspension Rate:</p> <p>Staff and students participated in The Leader in Me professional development. The framework was implemented August 2019 to June 2020</p> <p>6 monthly assemblies were held with a leadership focus</p> <p>36 students participated in Kid connection from</p>	<p>Monthly Leadership certificates provided by Lifetouch 4000-4999: Books And Supplies Other 0</p>	<p>Monthly Leadership certificates provided by Lifetouch 4000-4999: Books And Supplies Other 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Recognize positive behavior with Paw Awards, Praise Notes, and classroom incentives	September 2019 to March 2020 A recognition system was implemented through the use of PAW awards, Praise Notes, and classroom incentives		

Analysis

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

All but three of the proposed actions were implemented between August 2019 and March 2020. Due to limited PBIS training prior to school dismissal, yard supervisor meetings related to PBIS techniques were not held. Lawrence staff decided to focus on school-wide attendance, rather than top classes. For this reason, overall tardies were tracked and progress was celebrated by all students. Top classes were not recognized during the monthly assemblies. Due to school dismissal, yearly perfect attendance was not calculated or recognized.

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. Acknowledging each student on a daily basis for on-time attendance had a positive impact. Students learned/practiced school-wide expectations and implemented The 7 Habits of Highly Effective People principles. 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).

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 yard supervisor compensation and trophy purchases were \$0 due to the action not transpiring. Estimated Actual Expenditures for supplemental materials to Leader and Me were significantly lower than anticipated due to the COVID-19 pandemic and school dismissal.

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 and positive behavior recognition opportunities will be added to the strategies. These strategies will take distance learning into account as they are developed. The changes can be found in Goals, Strategies, and Proposed Expenditures Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Strong parent support and involvement.	Continued strong parent support and involvement.	Met: Continued strong parent support and involvement even during the COVID-19 pandemic and school dismissal
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.	Nearly Met: Parent participation for Coffee with the Principal Meetings increased to an average of 22 parents in attendance. Coffee with the Principal Meetings were not held in March, April, May, or June. Instead, Principal Check-ins were scheduled on Friday afternoons for all parents to attend.
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.	Nearly Met: The parents who attended Back-to-School Night increased from 85% to 87%.
Lawrence Elementary has approximately 305 Facebook members.	Increase Facebook members to approximately 325 members.	Met: Facebook members increased from 305 to 344 members.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Strategies/Activities to increase parent and community engagement:	Actual Strategies/Activities to increase parent and community engagement:	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 220
Keep website and marquee current with pertinent information	Webmaster, Executive Assistant, and Principal kept the website and marquee current with pertinent information	Interpreters for Parent Meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200	Interpreters for Parent Meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 80
Use Blackboard to send calls, e-mails, and texts to parents	Blackboard messages were sent between August 2019 and June 2020. This resulted in 1,259 sent messages		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Facilitate monthly Coffee with the Principal Meetings	6 Coffee with the Principal Meetings were held. After the school dismissal due to the COVID-19 pandemic, Principal check-in meetings were held on Fridays		
Hold meetings as needed with parents and community members	Meetings were held on a regular basis with parents		
Distribute Lawrence Labrador Lowdown weekly	Lawrence Labrador Lowdown was emailed weekly to parents every Friday afternoon from August 2019 to June 2020		
Provide interpreters for conferences, Student Study Team Meetings, and ELAC Meetings	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.

The Proposed Expenditure for interpreters for parent meetings was lower than anticipated. Lawrence Elementary hired a new staff member midyear who speaks Spanish fluently.

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.

Due to Distance Learning, a traditional Back-to-School Night was not held in September 2020. A Back-to-School Night will not be included in Goals, Strategies, & Expenditures Goal 3.

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	\$ 1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	17,650.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$34,014	33,564.00
LCFF - Supplemental	\$12,800	0.00
Title II Part A: Improving Teacher Quality	\$ 1,500	0.00
Other	\$6,462	6,462.00

Expenditures by Funding Source

Funding Source	Amount
Donations	400.00
LCFF - Base	450.00
LCFF - Supplemental	12,800.00
Other	0.00
PTO	2,500.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	100.00
4000-4999: Books And Supplies	17,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	400.00
4000-4999: Books And Supplies	LCFF - Base	450.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	100.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,700.00
4000-4999: Books And Supplies	Other	0.00
4000-4999: Books And Supplies	PTO	2,500.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,500.00

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
Shamaila Quddusi	Parent or Community Member
Karlene Hill	Parent or Community Member
Erin Van Schaack	Other School Staff
Laurie Brehm	Parent or Community Member
Dionne Macon	Parent or Community Member
Christina Carroll	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

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 20, 2020.

Attested:

Principal, Kristie Starkovich on October 20, 2020

SSC Chairperson, Karlene Hill on October 20, 2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

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 2020-2021 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.***
- \$66,463

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.*
- \$64,690

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.***
- \$204,194

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.***
- \$259,691

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.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

***During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

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	\$34,014
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$12,800
Total amount of federal categorical funds allocated to this school		\$46,814

Local Funding		
X	Technology Funds – Local Parcel Tax	\$6,462

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

Projected LCFF Supplemental Funds \$12,800

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
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Renew MobyMax computer software to enhance listening comprehension, vocabulary, and math concepts and procedures for at-promise learners.	2020-2021	Principal Executive Assistant	3,500	
Renew Educational Software for Guiding Instruction (ESGI) to evaluate student progress.	2020-2021	Principal Executive Assistant	800	
Subscribe to Guided Readers computer software to enhance small group reading instruction	2020-2021	Principal Executive Assistant	1,500	
Renew The Leader in Me school membership to increase social emotional skills and academic achievement	2020-2021	Principal Executive Assistant	5,000	
Supplemental materials to support implementation of The Leader in Me Framework	2020-2021	Principal Executive Assistant	1,800	
		<u>Total:</u>	<u>12,600</u>	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Arrange interpreters for meetings so parents are able to participate in a meaningful way	2020-2021	Principal Executive Assistant EL Liaison	100	
Materials for English Language Advisory Committee (ELAC) workshops	2020-2021	Principal Executive Assistant EL Liaison	100	

		<u>Total:</u> 200
		<u>Grand Total:</u> 12,800

Appendix F

School Site: Lawrence Elementary School LVJUSD Site Allocation Plan for Title I

\$0 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
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy Lawrence Elementary School, Livermore, CA

Lawrence Elementary School 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

School-Parent Compact

Building Capacity for Involvement

Accessibility

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 Gifted and Talented Education (GATE) Committee, which will develop after-school enrichment activities and field trips for GATE students. Many of these events will be held virtually due to the COVID-19 pandemic. 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 chromebook replacement parts as needed
- Purchase an additional chromebook cart
- Purchase document cameras

Students and teachers currently have access to ten carts, which house a full class set of chromebooks. The chromebooks are being used to:

- Practice skills in a differentiated manner
- Compile research
- Complete projects
- Access Pearson Investigations³ online resources
- Access Benchmark Advance online resources
- Access Google Classroom
- Complete HyperDocs
- Code
- Create digital breakout boxes
- Utilize robots in Makerspace
- Implement Math Centers, (MobyMax, 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 2020-21

Elementary School Name: Lawrence Date September 15, 2020 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
 - 15 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 levels, For example: 1/2, 2/3, and/or 3/4.

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	All Levels	8:40-9:50 M,T, Th, F	
K	Trish Antilla	Level 1/2	8:40-9:50 M,T, Th, F 8:20-8:50 W	
	Irma de Leon	Level 2	8:40-9:50 M,T, Th, F 8:20-8:35 W	
	Tracy Persson	Level 2/3	8:40-9:50 M,T, Th, F 8:20-8:50 W	
First	Christina Carroll	Level 3	10:40-11:20 M,T,Th, F 8:20-8:35 W	
	Kristi Weist	Level 2/3	10:40-11:20 M,T,Th, F 8:20-8:50 W	
	Kelly Silveira	Level 2/3	10:40-11:20 M,T,Th, F 8:20-8:50 W	

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	Level 2/3	12:20-12:35 M, T, Th, F 8:20-8:50 W	
Third	Kierstin Ford	Level 2	12:25-12:40 M,T, Th, F 8:20-8:35 W	
Fourth	Dave Haberman	Level 3	10:00-11:00 M, T, Th, F 8:30-8:45 W	
Fifth	Albornoz	Level 1/2	10:40-11:20 M,T,Th, F 9:00-9:30 W	
	Wafler	Level 3/4	12:20-12:40 M,T,Th, F 9:00-9:30 W	

Appendix J

2020-21 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 80% 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>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? 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 LCAP Supplemental 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.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.