

School Year: **2020-21**

## 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.

<b>School Name</b>	Marylin Ave Elementary School
<b>Address</b>	800 Marylin Avenue Livermore, CA 94551
<b>County-District-School (CDS) Code</b>	01-61200-6001317
<b>Principal</b>	Denise Nathanson
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 14, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 15, 2020
<b>Local Board Approval Date</b>	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/VISION:

### School Mission Statement

Our mission is for all to develop the confidence to take risks, to accept challenges, and to succeed. Learning at Marylin will empower all to achieve their personal best and to be respectful, thoughtful, and independent learners.

### School Vision Statement

Our vision is Marylin Avenue Elementary School is a learning community that inspires all to embrace challenges, persevere, and thrive.

# School Profile

## THE STORY:

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

Marylin is designated a Title 1 School. Our 379 students include approximately 75% Socioeconomically Disadvantaged students, 45% English Language Learners, 23% Special Education students, 73% Hispanic, 12% White, 8% Asian, and 7% other. Marylin Avenue utilizes Title I funding to provide additional Intervention Specialists to assist with reading and math support and a Title One Coordinator who implements a systematic plan for Response To Intervention (RTI), while providing instructional coaching in best practices.

In the winter of 2016, the school received a technology upgrade by providing Chromebook laptops for every third through fifth grade student. The school utilizes these computers to enhance lessons by implementing blended learning, flipping classroom instruction, and collaborating with students using Google apps for education. Grades K-2 are using the computer lab or Chromebook carts to develop keyboarding, researching, and presentation skills. A variety of web based programs are used to further help students master standards. Two years ago we created a Science, Technology, Engineering, Art, and Math (STEAM) Lab where teachers can take students to engineer and create using a variety of technology. During the Spring of 2020, there were enough Chromebooks for each student to use at home.

Through a team consisting of a Title 1 teacher and four intervention specialists, intervention is provided to students at risk, including English Learners (EL) and Foster Youth, in the area of literacy before and during school. Volunteers also read with students after school. The ST Math program was used in class and at home as an intervention tool.

Our Parent Teacher organization (PTO), further incorporating the parents' voice within our school. The PTO provides community building and school enrichment activities. The School Site Council, comprised of staff and parents, has a voice in the School Plan, budget, and other school decisions. Parents are encouraged to volunteer in classrooms whenever possible.

Our Marylin Ave Leadership Team (MALT), meets every two weeks to look at student data, plan next steps, and provide information to their grade level teams and the community. Team members participate in district training which they bring back to the staff. They also look into other resources that may provide assistance/enrichment to our students. Our Coordination of Services Team (COST), meets twice a month to discuss at-risk students and what services can be provided for them.

We are beginning our fourth year as a Leader In Me School where students learn and practice the 7 Habits of Highly Effective People. Students and staff continue to develop the leadership skills by developing school, class, and individual academic and personal goals. Students have leadership roles in the classroom and the school.

By housing outside preschools on our campus, we are able to meet with the preschool teachers and articulate skills needed for kindergarten. Our 5th graders attend activities at the middle school to become familiar with their future

environment. Teachers also communicate to articulate skills needed for future success throughout the year on early release Wednesdays and for a full release day at least once a year.

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

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

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

# 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	%	0.26%	0.26%		1	1
African American	1.92%	2.04%	1.58%	8	8	6
Asian	2.64%	1.28%	2.64%	11	5	10
Filipino	4.57%	4.59%	5.28%	19	18	20
Hispanic/Latino	74.76%	74.74%	73.35%	311	293	278
Pacific Islander	0.24%	%	0.26%	1		1
White	11.06%	11.73%	12.14%	46	46	46
Multiple/No Response	1.20%	0.26%	4.22%	5	1	1
<b>Total Enrollment</b>				416	392	379

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	70	83
Grade 1	60	67	54
Grade 2	63	69	63
Grade3	59	65	64
Grade 4	70	53	62
Grade 5	55	68	53
<b>Total Enrollment</b>	416	392	379

### Conclusions based on this data:

1. Approximately 73% of our population is Hispanic.
2. Each year approximately 25% of our kindergartners transition to other sites.
3. This year we reduced our allocation by one 2nd grade class and added a Special Day Class, (SDC). We currently have four SDCs.

# 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	249	196	168	59.9%	50.0%	44.3%
Fluent English Proficient (FEP)	54	73	76	13.0%	18.6%	20.1%
Reclassified Fluent English Proficient (RFEP)	38	47	31	15.8%	18.9%	15.8%

### Conclusions based on this data:

1. Approximately half of our population are English Language Learners. About 78% of our students live in homes where English is not the home language.
2. Each year, we have approximately 8 students new to the Country who have no English language.
3. The number of Reclassified students reduced from 18.9% back to 15.8%. Many of the students who were not able to access Distance Learning in the Spring were EL students. All students are now able to access Distance Learning.

# 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	57	58	67	57	57	67	57	57	95.7	100	98.3
Grade 4	54	67	51	52	65	51	52	65	50	96.3	97	100
Grade 5	66	53	68	66	53	67	66	53	67	100	100	98.5
All Grades	190	177	177	185	175	175	185	175	174	97.4	98.9	98.9

\* 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	2379.	2384.	2413.	13.43	10.53	12.28	14.93	10.53	26.32	22.39	33.33	35.09	49.25	45.61	26.32
Grade 4	2455.	2432.	2434.	23.08	9.23	8.00	26.92	26.15	26.00	7.69	20.00	26.00	42.31	44.62	40.00
Grade 5	2492.	2481.	2487.	9.09	11.32	20.90	33.33	30.19	23.88	31.82	22.64	20.90	25.76	35.85	34.33
All Grades	N/A	N/A	N/A	14.59	10.29	14.37	24.86	22.29	25.29	21.62	25.14	27.01	38.92	42.29	33.33

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	11.94	12.28	17.54	34.33	45.61	56.14	53.73	42.11	26.32	
Grade 4	21.15	16.92	14.00	53.85	41.54	54.00	25.00	41.54	32.00	
Grade 5	18.18	16.98	17.91	54.55	45.28	55.22	27.27	37.74	26.87	
All Grades	16.76	15.43	16.67	47.03	44.00	55.17	36.22	40.57	28.16	

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	11.94	8.77	17.54	43.28	33.33	47.37	44.78	57.89	35.09
Grade 4	17.31	6.15	8.00	50.00	55.38	54.00	32.69	38.46	38.00
Grade 5	13.64	26.42	22.73	65.15	41.51	42.42	21.21	32.08	34.85
All Grades	14.05	13.14	16.76	52.97	44.00	47.40	32.97	42.86	35.84



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	7.46	8.77	17.54	56.72	64.91	59.65	35.82	26.32	22.81
Grade 4	17.31	10.77	14.00	63.46	64.62	60.00	19.23	24.62	26.00
Grade 5	9.09	11.32	10.45	69.70	64.15	55.22	21.21	24.53	34.33
All Grades	10.81	10.29	13.79	63.24	64.57	58.05	25.95	25.14	28.16

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	20.90	15.79	15.79	34.33	47.37	61.40	44.78	36.84	22.81
Grade 4	28.85	16.92	10.00	44.23	49.23	50.00	26.92	33.85	40.00
Grade 5	13.64	22.64	25.37	66.67	41.51	44.78	19.70	35.85	29.85
All Grades	20.54	18.29	17.82	48.65	46.29	51.72	30.81	35.43	30.46

**Conclusions based on this data:**

1. Data is from 2018-19 school year. CAASPP was not administered in 2019-20 School year due, to the COVID-19 pandemic and Distance Learning. 100% of students in grades three and four and 98% of students in grade five took the English Language Arts (ELA) portion of CAASPP.
2. Overall, Marylin students meeting or exceeding standards increased from 32% to 39% in 2018/19. The fourth grade cohort had the greatest gains, 13% increase, with third grade scores of 20% meeting or exceeding standards in 2017-18 to fourth grade scores of 33% meeting or exceeding standards. The fifth grade cohort increased 10%, with fourth grade scores of 35% meeting or exceeding the standards and fifth grade scores of 45% meeting or exceeding the standards.  
  
Third graders meeting or exceeding the standard increased from 20% in 2017-18 to 37% in 2018-19. Fifth graders meeting or exceeding the standard increased from 40% in 2017-18 to 45% in 2018-19. Fourth graders meeting or exceeding the standard decreased from 35% in 2017-18 to 33% in 2018-19.
3. All three grade levels scored the best on the Listening claim with 74% - 77% At, Near or Above Standard. Fifth grade had the highest number of students At, Near or Above Standard in all areas except for Research/Inquiry.

# 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	57	58	69	57	57	69	57	57	98.6	100	98.3
Grade 4	54	67	51	53	65	51	53	65	51	98.1	97	100
Grade 5	66	53	68	66	53	68	66	53	68	100	100	100
All Grades	190	177	177	188	175	176	188	175	176	98.9	98.9	99.4

\* 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	2406.	2396.	2435.	8.70	7.02	14.04	26.09	19.30	36.84	26.09	31.58	29.82	39.13	42.11	19.30
Grade 4	2471.	2471.	2466.	15.09	10.77	9.80	30.19	29.23	27.45	28.30	46.15	41.18	26.42	13.85	21.57
Grade 5	2486.	2480.	2490.	9.09	7.55	11.76	22.73	28.30	14.71	40.91	22.64	36.76	27.27	41.51	36.76
All Grades	N/A	N/A	N/A	10.64	8.57	11.93	26.06	25.71	25.57	31.91	34.29	35.80	31.38	31.43	26.70

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	17.39	15.79	29.82	36.23	31.58	43.86	46.38	52.63	26.32
Grade 4	28.30	23.08	21.57	28.30	46.15	47.06	43.40	30.77	31.37
Grade 5	12.12	13.21	16.18	42.42	30.19	44.12	45.45	56.60	39.71
All Grades	18.62	17.71	22.16	36.17	36.57	44.89	45.21	45.71	32.95

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	15.94	12.28	22.81	50.72	43.86	59.65	33.33	43.86	17.54
Grade 4	16.98	10.77	15.69	50.94	52.31	47.06	32.08	36.92	37.25
Grade 5	15.15	9.43	10.29	48.48	50.94	48.53	36.36	39.62	41.18
All Grades	15.96	10.86	15.91	50.00	49.14	51.70	34.04	40.00	32.39

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
<b>Grade 3</b>	13.04	12.28	22.81	56.52	52.63	56.14	30.43	35.09	21.05
<b>Grade 4</b>	22.64	16.92	9.80	47.17	60.00	49.02	30.19	23.08	41.18
<b>Grade 5</b>	9.09	5.66	11.76	57.58	54.72	50.00	33.33	39.62	38.24
<b>All Grades</b>	14.36	12.00	14.77	54.26	56.00	51.70	31.38	32.00	33.52

**Conclusions based on this data:**

1. Data is from 2018-19 school year. CAASPP was not administered in 2019-20 School year due, to the COVID-19 pandemic and Distance Learning. 100% of students in grades three and five and 97% of students in grade four took the Math portion of CAASPP.
2. Overall, students meeting or exceeding Math standards have increased from 34% to 37%. The fourth grade cohort increased from 25% meeting or exceeding the standard in 2017-18 as third graders to 37% meeting or exceeding the standard in 2018-19 as fourth graders. The fifth grade cohort decreased from 40% meeting or exceeding Math standard in 2017-18 as fourth graders to 26% meeting or exceeding the standard in 2018-19 as fifth graders.  
  
Third graders meeting or exceeding Math standard increased from 25% in 2017-18 to 49% meeting or exceeding Math standard in 2018-19. Fourth graders meeting or exceeding Math standard decreased from 40% in 2017-18 to 37% in 2018-19. Fifth graders meeting or exceeding Math standard decreased from 35% in 2017-18 to 26% in 2018-19.
3. All three grade levels increased or maintained the same the number of students meeting or exceeding the standard in the claim-Problem Solving and Modeling/Data.

## 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	1425.9	1425.9	1437.0	1437.0	1399.6	1399.6	37	37
Grade 1	1422.5	1422.5	1434.9	1434.9	1409.7	1409.7	30	30
Grade 2	1448.7	1448.7	1458.2	1458.2	1438.9	1438.9	35	35
Grade 3	1452.3	1452.3	1453.6	1453.6	1450.6	1450.6	27	27
Grade 4	1523.0	1523.0	1522.2	1522.2	1523.4	1523.4	34	34
Grade 5	1540.3	1540.3	1545.6	1545.6	1534.3	1534.3	34	34
All Grades								197

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		13.51		37.84		43.24		5.41		37
1		0.00		16.67		50.00		33.33		30
2		2.86		31.43		45.71		20.00		35
3		11.11		29.63		44.44		14.81		27
4		35.29		29.41		32.35		2.94		34
5		35.29		38.24		20.59		5.88		34
All Grades		16.75		30.96		39.09		13.20		197

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		16.22		32.43		45.95		5.41		37
1		3.33		53.33		26.67		16.67		30
2		20.00		37.14		28.57		14.29		35
3		22.22		48.15		7.41		22.22		27
4		58.82		20.59		17.65		2.94		34
5		47.06		38.24		5.88		8.82		34
All Grades		28.43		37.56		22.84		11.17		197

<b>Written Language</b>										
<b>Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>K</b>		2.70		32.43		56.76		8.11		37
<b>1</b>		0.00		13.33		36.67		50.00		30
<b>2</b>		0.00		17.14		45.71		37.14		35
<b>3</b>		0.00		18.52		51.85		29.63		27
<b>4</b>		23.53		26.47		32.35		17.65		34
<b>5</b>		2.94		26.47		58.82		11.76		34
<b>All Grades</b>		5.08		22.84		47.21		24.87		197

<b>Listening Domain</b>								
<b>Percentage of Students by Domain Performance Level for All Students</b>								
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>K</b>		10.81		75.68		13.51		37
<b>1</b>		33.33		56.67		10.00		30
<b>2</b>		17.14		60.00		22.86		35
<b>3</b>		11.11		62.96		25.93		27
<b>4</b>		38.24		41.18		20.59		34
<b>5</b>		20.59		67.65		11.76		34
<b>All Grades</b>		21.83		60.91		17.26		197

<b>Speaking Domain</b>								
<b>Percentage of Students by Domain Performance Level for All Students</b>								
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>K</b>		27.03		62.16		10.81		37
<b>1</b>		3.33		70.00		26.67		30
<b>2</b>		25.71		57.14		17.14		35
<b>3</b>		48.15		29.63		22.22		27
<b>4</b>		88.24		8.82		2.94		34
<b>5</b>		79.41		14.71		5.88		34
<b>All Grades</b>		45.69		40.61		13.71		197

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		2.70		91.89		5.41		37
1		10.00		33.33		56.67		30
2		2.86		54.29		42.86		35
3		0.00		51.85		48.15		27
4		20.59		52.94		26.47		34
5		14.71		73.53		11.76		34
All Grades		8.63		60.91		30.46		197

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		27.03		54.05		18.92		37
1		0.00		56.67		43.33		30
2		0.00		68.57		31.43		35
3		11.11		70.37		18.52		27
4		20.59		76.47		2.94		34
5		5.88		88.24		5.88		34
All Grades		11.17		69.04		19.80		197

**Conclusions based on this data:**

1. Data is from 2018-19 School year due to the COVID-19 pandemic and Distance Learning. Not all students took the ELPAC prior to shelter in place. Overall, students scored between 1422 - 1540. Most students fall in level 2 and 3. Over 60% of fourth and fifth grade students fell in level 3 and 4.
2. Students scored higher in Oral Language than Written Language, except for fourth grade who was one point lower. All grade levels, except kindergarten, had at least 56% fall in level 3 and 4 for Oral Language. Only fourth grade had 50% of students fall in level 3 and 4 for Written Language.
3. Speaking was the only domain, with 45%, scoring as Well Developed. Most students fell in the Somewhat/Moderate category for Listening, Reading and Writing with 60%-69% of students.

# School and Student Performance Data

## Physical Fitness Test Results (PFT)

% of students achieving the Healthy Fitness Zone

## Physical Fitness Test Results (PFT) 2018-19

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 67</b>	38.8%	28.4%	67.2%
	<b>Total # of Students</b>	<b>% Within or above the Healthy Fitness Zone</b>	<b>% Needs Improvement</b>
<b>Aerobic Capacity</b>	67	68.7%	23.9%
<b>Body Composition</b>	67	35.8%	64.2%
<b>Abdominal Strength and Endurance</b>	67	88.1%	11.9%
<b>Trunk Extensor Strength and Flexibility</b>	67	97.0%	3.0%
<b>Upper Body Strength and Endurance</b>	67	89.6%	10.4%
<b>Flexibility</b>	67	95.5%	4.5%

### Conclusions based on this data:

1. Data is from 2018-19 school year. PFT was not given for the 2019-20 School year due to the COVID-19 pandemic and Distance Learning. The percentage of students scoring in the Healthy Fitness Zone increased from 58% to 67%.
2. Body composition continues to be an area of concern, with the percentage of students needing to improve increased from 51% to 64%. Growth continued in Trunk Extensor Strength, Upper Body Strength, 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”	78 %	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”	76 %	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”	82 %	6.1
1. Due to the COVID-19 pandemic and Distance Learning not all fifth graders completed the Healthy Kids Survey, 76% completion in 2020 versus 94% completion in 2018.		
2. School connectedness decreased from 90% in 2018 to 78% in 2020. Feeling Safe at School decreased from 94% in 2018 to 76% in 2020. Students treated with respect decreased from 100% in 2018 to 82% in 2020.		

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

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>392</b>	<b>78.6</b>	<b>50.0</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	50.0
Homeless	7	1.8
Socioeconomically Disadvantaged	308	78.6
Students with Disabilities	78	19.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.0
American Indian	1	0.3
Asian	5	1.3
Filipino	18	4.6
Hispanic	293	74.7
Two or More Races	20	5.1
White	46	11.7





### Conclusions based on this data:

1. Our total enrollment continues to decrease.
2. Our largest population is Hispanic, at 74.7%.

# 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"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1258 506 1320 533">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Green</p>		

### Conclusions based on this data:

1. Dashboard data is from 2019 school year. Due to the COVID-19 pandemic and Distance learning the CAASPP was not administered for the 2020 school year. Our focus will be on Math and ELA.
2. Marylin has a low suspension rate and the dashboard is in the blue.
3. Growth in the area of Mathematics has moved the indicator to green. Our focus will continue to be on Math and ELA.

# 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><b>All Students</b></p>  Yellow 25.2 points below standard Increased ++8.7 points 166	<p><b>English Learners</b></p>  Yellow 38.8 points below standard Increased ++3.2 points 115	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 29.3 points below standard Increased ++11.1 points 138	<p><b>Students with Disabilities</b></p>  Orange 73.5 points below standard Increased ++9.8 points 42

**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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.2 points below standard Increased ++13.8 points 134	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 15.4 points below standard Declined Significantly -15.5 points 15

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
74 points below standard Increased ++5 points 76	29.9 points above standard Declined -8.9 points 39	5.2 points below standard Increased Significantly ++19.4 points 43

**Conclusions based on this data:**

- Data is from 2018-19 school year. The CAASPP was not administered for the 2020 school year due to the COVID-19 pandemic and Distance Learning. All students increased scores, overall, along with English Learners, Socioeconomically Disadvantaged Students, Hispanic Students and Students with Disabilities. White students' scores declined significantly.

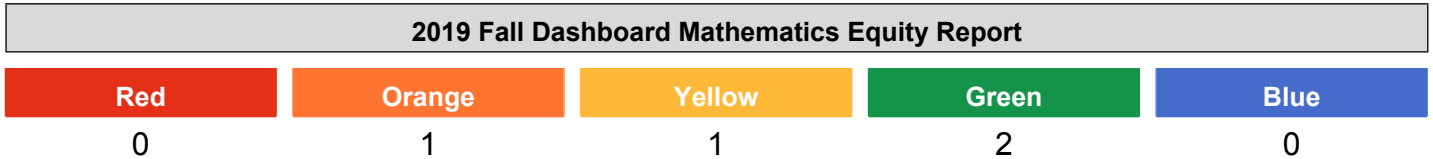
# School and Student Performance Data

## 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><b>All Students</b></p>  Green 17.8 points below standard Increased ++11 points 165	<p><b>English Learners</b></p>  Yellow 27.6 points below standard Increased ++6.1 points 115	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 20.2 points below standard Increased ++12.5 points 137	<p><b>Students with Disabilities</b></p>  Orange 70.3 points below standard Maintained -2.1 points 41

### 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 19.2 points below standard Increased ++13.8 points 134	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 No Performance Color 3.2 points below standard Increased ++5.4 points 14

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
53.7 points below standard Maintained ++2.9 points 76	23.4 points above standard Increased ++7 points 39	1.4 points below standard Increased Significantly ++22.2 points 42

#### Conclusions based on this data:

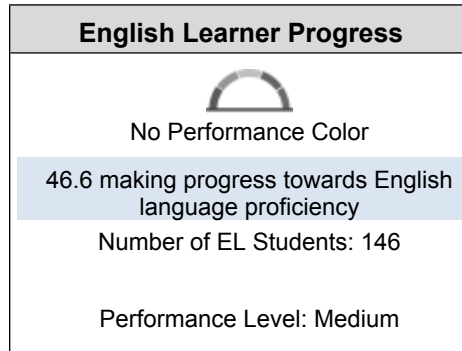
- Data is from 2018-19 school year. The CAASPP was not administered due to the COVID-19 pandemic and Distance Learning. Overall, students increased scores along with Socioeconomically Disadvantaged, Hispanic students, English Language Learners and White students. Students with Disabilities maintained their scores.

# 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
17.1	36.3	3.4	43.1

#### Conclusions based on this data:

- Most of our students were able to take the ELPAC Spring of 2020 prior to the COVID-19 pandemic and Distance learning began. Throughout the year, we receive students who are non-English speakers. Some students stay for periods as short as a couple of months, where others remain until the end of the year or until they move on to middle school.
- English Learners continue to make progress towards proficiency.

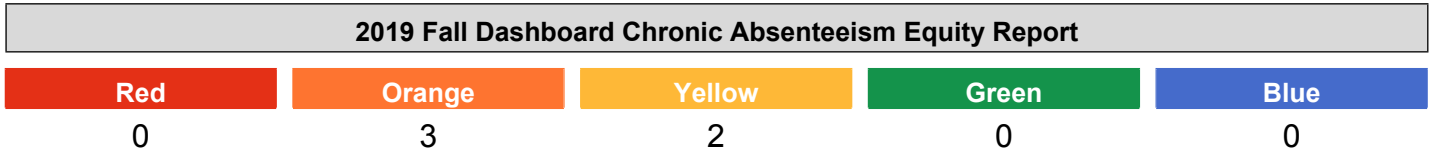
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 8 Maintained +0.1 401	<p><b>English Learners</b></p>  Orange 6.9 Increased +1.1 203	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 8.4 Increased +0.7 321	<p><b>Students with Disabilities</b></p>  Orange 11.8 Increased +2.2 93



**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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 5 Increased +5 20
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.3 Maintained +0.1 300	 No Performance Color 30.4 Increased +17.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 11.6 Declined -4.1 43

**Conclusions based on this data:**

- Overall for chronic absenteeism, all students along with Socioeconomically Disadvantaged, English Learners and Filipino increased. Hispanic student groups absenteeism maintained. White student groups absenteeism declined.

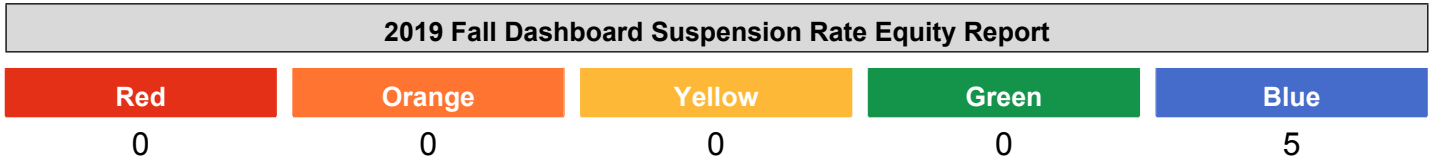
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 418</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 205</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 8</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 330</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 94</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 10	 No Performance Color 0 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 309	 No Performance Color 0 Maintained 0 24	 No Performance Color 0 Maintained 0 44	 Blue 0 Maintained 0 44

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0	0	0

**Conclusions based on this data:**

1. We practiced restorative justice and counseled students to keep students in school, instead of suspending them and sending them home.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

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

Smarter Balance Assessment  
 District Writing Assessment  
 ELPAC  
 EL Reclassification  
 Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA Smarter Balanced Performance Summary Leveled Literacy Intervention (LLI) Assessment Benchmark Assessment System (BAS) Assessment Basic Phonics Skills Test (BPST) Assessment	Data is from 2018-19 school year. CAASPP was not given due to the COVID-19 pandemic and Distance Learning. 39% of students scored At or Above Standard on the 2018-19 SBAC. This is an increase from 32% on the 2017-18 SBAC. The Listening Claim was the highest area of achievement.	50% of all students will meet or exceed standard in ELA, as measured by SBAC in May of 2021. All English Learners will increase by 10% for meeting or exceeding the standard in ELA as measured by the SBAC in May of 2021.
Math Smarter Balanced Performance Summary Pearson Investigation Assessments	Data is from 2018-19 school year. CAASPP was not given due to the COVID-19 pandemic and Distance Learning. 37% of students scored At or Above Standard on the 2017-18 SBAC. This is an increase of 3%. The Claim Problem Solving & Modeling/Data was the highest area of achievement.	50% of all students will meet or exceed the standard in math, as measured by the SBAC in May of 2021. All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2021.
Writing District Write Benchmark Smarter Balanced Performance Summary	Data is from 2018-19 school year. Spring District Writing assessment was not given due to the COVID-19 pandemic and Distance Learning. 62% of students scored Near, At or Above Standard on the Writing claim on the 2018-19 SBAC. The percentage of proficient students increased by grade level with 63% at	75% of all students will score At, Near, or Above Standard on the Writing Claim on the 2021 SBAC.

Metric/Indicator	Baseline	Expected Outcome
	third grade, 61% at fourth grade and 64% at fifth grade.	
Articulation	Teachers meet weekly for one hour by grade level and had 1 additional day of articulation.	Teachers will meet weekly for one hour by grade level and have two days of articulation days. The Title I teacher will meet at least once a month with grade levels.

## Planned Strategies/Activities

### Strategy/Activity 1

#### Literacy/Reading Comprehension

Provide target Tier I interventions to support literacy development in class. Provide Tier II Leveled Literacy Intervention as identified by Fountas and Pinnell Benchmark Assessment System and Phonics and Phonemic Awareness Intervention as identified by 95% Group.

Work with MTSS coaches.

Utilized knowledge of teacher who attended summer Schoology training.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/25/2020– 6/10/2021

### Person(s) Responsible

Principal / Teachers / Intervention Specialist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	70,250
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary for two Intervention Specialist @ 25 hours a week
<b>Amount</b>	56,000
<b>Source</b>	Title I
<b>Description</b>	Salary for Title I teacher @ .5FTE
<b>Amount</b>	11,886
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Materials and supplies used to support literacy intervention: supplemental books to enhance classroom libraries, software

**Strategy/Activity 2**

Mathematics

Utilize ST Math web-based program to provide intervention and enrichment for students in math.

Utilize IXL Math web-based program for additional math instruction and practice.

Provide after-school Math intervention using Acellus.

Continue implementation of Investigations Math program utilizing District math coaches.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

8/25/2020– 6/10/2021

**Person(s) Responsible**

Principal / Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

7,000

**Source**

Donations

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Utilize IXL online math program at home and at school along with ST Math to provide intervention and enrichment to students.

**Strategy/Activity 3**

Writing

We will utilize our District writing coaches to further assist teachers with implementing Units of Study Writing and Benchmark Advance writing.

Utilized knowledge of teachers who attended summer Benchmark Advanced training.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

8/25/2020– 6/10/2021

**Person(s) Responsible**

Principal/Teachers/Writing Coaches

**Proposed Expenditures for this Strategy/Activity**

**Amount**

2,000

**Source**

LCFF - Supplemental

**Description**

Release time for teachers to observe lessons taught by coaches

## Strategy/Activity 4

### Articulation

Teachers will be released for one full day to articulate about literacy, math, and writing.

Teachers will also meet throughout the year during early release collaboration Wednesdays for cross grade-level articulation.

Teachers on various District committees will report monthly at staff meetings.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/25/2020– 6/10/2021

## Person(s) Responsible

Principal/ Teacher

## Proposed Expenditures for this Strategy/Activity

### Amount

2,000

### Source

Title I

### Budget Reference

1000-1999: Certificated Personnel Salaries

### Description

Substitutes for grade-level articulation for two days from Title I and LCFF funds.

# 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

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environment for all students	Students learn about leadership roles through the Leader in Me program.	Students will take on leadership roles and set goals for their education as part of the Leader In Me program to improve their academic achievement.
Attendance/Chronic Absenteeism	Annual average student attendance 95.7%	Improve student attendance rate to 97%
Physical Fitness	Due to the COVID-19 pandemic and Distance Learning, students did not take the Physical Fitness Test last Spring. 59% of students passing Physical Fitness Test	Increase the number of students passing the Physical Fitness Test to 75%

### Planned Strategies/Activities

#### Strategy/Activity 1

We will continue to implement the Leader in Me program.  
All teachers attended a one-day training in August prior to school opening, focused on Empowering Instruction.  
The Lighthouse team will meet throughout the year to provide further training and information to staff.  
Staff Action Teams created to integrate school academics and activities with Leader in Me.  
Parent education nights will take place throughout the year.  
We will also incorporate The Choose Love program into Leader in Me.  
Establish school expectations and lessons to implement them as part of Positive Behavior Interventions and Supports (PBIS)



### Students to be Served by this Strategy/Activity

All students

### Timeline

8/25/20-6/10/21

### Person(s) Responsible

Principal / Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Donations
<b>Budget Reference</b>	None Specified
<b>Description</b>	Current year membership fee along with staff training and Leader in Me activities and supplies for Student Leadership Binders.
<b>Amount</b>	1,500
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Description</b>	Additional Leader in Me training for staff to implement Distance Learning and Empowering Instruction

### Strategy/Activity 2

Attendance  
 Connect with parents to support inability of students to logon to class meetings and Schoology.  
 Recognize classes with 100% daily attendance.  
 Track and recognize individual student monthly, trimester, and yearly perfect attendance.  
 Monitor students attendance with Child Welfare and Attendance on a weekly basis.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/25/20-6/10/21

### Person(s) Responsible

Teachers/Principal/CWA/Office Assistant

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	700
<b>Source</b>	Admin. Gift account
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Perfect Attendance and All Day Every Day incentives

### Strategy/Activity 3

#### Physical Fitness

Through Stanford grant, all 4th and 5th grade students will receive physical fitness instruction from a fitness coach collaborating with classroom teachers, based on physical fitness standards.  
Work with District PE TOSA.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

8/25/20-6/10/21

#### Person(s) Responsible

Principal/ Classroom Teacher/ Fitness Coaches/ District TOSA

#### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

Source

None Specified

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

# 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

Teachers utilizing online communication/gradebook  
Parent participation on site committees, ELAC, PTO, SSC

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Participation involvement in school activities	Due to the COVID-19 pandemic and Distance Learning our Parent Teacher Organization had to cancel many activities but the board members were available to help when needed. Parent Teacher Organization re-established last year. 30-35% parent attendance at school activities.	Growth of Parent Teacher Organization and parent participation in school activities by 5%. Data demonstrating staff seeks input from parents in decision making

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue reorganizing/regrowth of PTO and community activities for parents to participate in virtually.  
A bi-weekly school newsletter will be sent home, through BlackBoard to keep parents informed of what is happening at school.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

8/25/20 - 6/10/21

#### Person(s) Responsible

Principal  
Teachers  
Parent Teacher Organization board

### Proposed Expenditures for this Strategy/Activity

**Amount** 0

### Strategy/Activity 2

Provide parent education workshops and community groups to assist parents with supporting their students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/25/20 - 6/10/21

### Person(s) Responsible

Principal/ Teachers/ Community Liaison

### Proposed Expenditures for this Strategy/Activity

**Amount** 2,000

**Source** Title I

**Budget Reference** None Specified

**Description** Materials and child care needed for Parent education trainings and ELAC meeting.

# 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
<p>ELA</p> <p>Smarter Balanced Performance Summary</p> <p>Leveled Literacy Intervention (LLI) Assessment</p> <p>Benchmark Assessment System (BAS) Assessment</p> <p>Basic Phonics Skills Test (BPST) Assessment</p>	<p>50% of all students will meet or exceed standard in ELA, as measured by SBAC in May of 2020. All English Learners will increase by 10% for meeting or exceeding the standard in ELA as measured by the SBAC in May of 2020.</p>	<p>Data is from 2018-19 school year. The CAASPP was not administered due to the COVID-19 pandemic and Distance Learning.</p> <p>The Winter site reading Easy CBM scores increased for grades 1st-4th, with 1st grade increasing 38%, from Fall. Kindergarten decreased 10% and 5th grade maintained.</p>
<p>Math</p> <p>Smarter Balanced Performance Summary</p> <p>Pearson Investigation Assessments</p>	<p>50% of all students will meet or exceed the standard in math, as measured by the SBAC in May of 2020. All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2020.</p>	<p>Data is from 2018-19 school year. The CAASPP was not administered due to the COVID-19 pandemic and Distance Learning.</p>
<p>Writing</p> <p>District Write Benchmark</p> <p>Smarter Balanced Performance Summary</p>	<p>75% of all students will score Near, At or Above Standard on the Writing Claim on the 2019-20 SBAC.</p>	<p>Data is from 2018-19 school year. The Spring District Writing assessment was not given due to the COVID-19 pandemic and Distance Learning.</p>
<p>Articulation</p>	<p>Teachers will meet weekly for one hour by grade level and have two days of articulation days. The Title I teacher will meet at least once a month with grade levels.</p>	<p>Goal met</p> <p>Teachers met weekly for one hour two to three times a month. The Title I teacher checkin in with grade levels once a month.</p>

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Literacy/Reading Comprehension</p> <p>Provide targeted Tier-I level literacy interventions to support literacy development in class.</p>	<p>Literacy/Reading Comprehension</p> <p>Provided targeted Tier-I level literacy interventions to support literacy development in class.</p> <p>Provided Tier-II level</p>	<p>Intervention specialist 2000-2999: Classified Personnel Salaries LCFF 73,574</p> <p>Title I teacher &amp; intervention specialist Title I 94,967</p>	<p>Intervention Specialist 2000-2999: Classified Personnel Salaries LCFF 73,574</p> <p>Title I teacher &amp; intervention specialist Title I 94,967</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide Tier-II level literacy intervention as identified by Fountas and Pinnell Benchmark Assessment System and Phonics and Phonemic Awareness Intervention as identified by 95% Group.</p>	<p>literacy intervention as identified by Fountas and Pinnell Benchmark Assessment System, Phonics and Phonemic Awareness Intervention as identified by 95% Group and Easy CBM assessment. Frequency and duration of intervention delivery decreased during the COVID-19 pandemic and Distance Learning.</p>	<p>Materials and supplies used to support literacy intervention: supplemental books to enhance classroom libraries and software. 4000-4999: Books And Supplies Title I 20,804</p>	<p>Materials and supplies used to support literacy intervention: supplemental books to enhance classroom libraries and software. 4000-4999: Books And Supplies Title I 20,804</p>
<p><b>Mathematics</b></p> <p>Utilize ST Math web-based program to provide intervention and enrichment for students in math. Utilize IXL Math web-based program for additional math instruction and practice. Provide after-school Math intervention using Acellus. Continue implementation of Investigations Math program utilizing District Math Coaches.</p>	<p><b>Mathematics</b></p> <p>Utilized ST Math web-based program to provide intervention and enrichment for students in math. Utilized IXL Math web-based program for additional math instruction and practice. Provided after-school Math intervention using Acellus from January through March 13 due to funding cuts and the COVID-19 pandemic and Distance Learning. Continue implementation of Investigations Math program utilizing District Math Coaches.</p>	<p>Materials ST Math 4000-4999: Books And Supplies Other 7,000</p>	<p>Materials ST Math 4000-4999: Books And Supplies Other 7,000</p>
<p><b>Writing</b></p> <p>Utilize District writing coaches to further assist teachers with implementing Units of Study Writing and Benchmark Advanced writing. Utilize knowledge of teachers who attended summer Benchmark Advanced training,</p>	<p><b>Writing</b></p> <p>There were no coaches for Units of Study Writing. Utilized knowledge of teachers who attended summer Benchmark Advanced training,</p>	<p>Release time 500</p>	<p>Release time 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Articulation</p> <p>Teachers will be released twice a year for one full day to articulate about literacy, math, and writing. Teachers will also meet throughout the year during early release collaboration Wednesdays for cross grade-level articulation. Teachers on various District committees will report monthly at staff meetings.</p>	<p>Articulation</p> <p>Due to the COVID-19 pandemic, teachers were released once for a full day to articulate about literacy, math and writing. Teachers met weekly for one hour by grade level. Teachers on various district committees reported out at monthly staff meetings.</p>	<p>sub costs 1000-1999: Certificated Personnel Salaries Title I 7,566</p>	<p>Sub cost 1000-1999: Certificated Personnel Salaries Title I 3,000</p>

## Analysis

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

In school reading intervention ran in accordance with our school plan until March 13 due to the COVID-19 pandemic. During Distance Learning it was much more difficult to get the students to participate. After-school math did not begin until January due to Title I budget cuts and ended March 13 due to the COVID-19 pandemic. Students still had access to the math program from home but most did not utilize it.

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

Since the CAASPP was not given and instruction was disrupted due to the COVID-19 pandemic and Distance learning, there were not sufficient measures of the goal.

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

After-school math did not begin until January due to Title I budget cuts. All instruction was disrupted due to the COVID-19 pandemic and Distance Learning.

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.

Assessments have been created to give online this year.

# 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
Character Education/ Suspension/ Diversity Appreciation/ Respectful and inclusive environment for all students	Students will take on leadership roles and set goals for their educational as part of the Leader in Me program to improve their academic achievement.	Goal met. Students took on class and school-wide leadership roles August through March 13. Due to the COVID-19 pandemic and distance learning, opportunities for student leadership roles were greatly decreased.
Attendance/Chronic Absenteeism	Improve student attendance rate to 97%	Due to the COVID-19 pandemic and Distance Learning attendance rate is only reflect through March 13. Goal not met - Attendance rate for seven reporting periods was 95.43%. Attendance was down slightly for the first four reporting periods but was up for the last three reporting periods.
Physical Fitness	Increase the number of students passing the Physical Fitness Test to 75%	Data is from 2018-19 school year. PFT was not given due to the COVID-19 pandemic and Distance Learning.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will continue to implement the Leader in Me program. All teachers attended a one-day training in August prior to school opening, focused on Empowering Instruction. The Lighthouse team will meet throughout the year to provide further training and information to staff. Staff Action Teams created to integrate school academics and activities with Leader in Me.	Training and implementation of Leader in Me continued throughout the year. The Lighthouse team along with action teams met throughout the year. Parent education nights were held until March due to the COVID-19 pandemic. Choose Love was incorporated into Leader in Me. School-wide expectations and lessons were created and implemented as part of Positive Behavior	Leader in Me membership fee and staff training None Specified Title I 15,500	Leader in Me membership fee and staff training Title I 15,500



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent education nights will take place throughout the year. We will also incorporate The Choose Love program into Leader in Me. Establish school expectations and lessons to implement them as part of Positive Behavior Interventions and Supports (PBIS)</p>	<p>Interventions and Supports (PBIS)</p>		
<p>Attendance Recognize classes with 100% daily attendance. Track and recognize individual student monthly, trimester and yearly perfect attendance. Monitor students attendance with Child Welfare and Attendance on a weekly basis.</p>	<p>Until March 13 class and student attendance was tracked and recognized for each month and trimester. Students who logged in and turned in work for the majority of Distance Learning were recognized.</p>	<p>Attendance incentive LCFF 700</p>	<p>Attendance incentives LCFF 700</p>
<p>Physical Fitness Through Stanford grant, all 4th and 5th grade students will receive physical fitness instruction from a fitness coach; collaboration with classroom teachers, based on physical fitness standards. Work with District PE TOSA</p>	<p>Coaches coached with 4th and 5th grade students, in collaboration with classroom teachers based on physical fitness standards until March 13 due to the COVID-19 pandemic. Our district PE TOSA worked with all grade levels through March 13.</p>		

## Analysis

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

Year three of Lead in Me was implemented school-wide and included a parent component. New staff received additional training. Students took on more leadership roles school-wide and continued tracking their goals. New incentives were added to recognize individual student attendance. Fourth and fifth grade classes continued to work with Stanford Health Coaches for their PE curriculum.

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

Students were very excited about school-wide leadership roles and opportunities. The site took over all attendance recognitions and students displayed their attendance incentives. PFT was not given due to the COVID-19 pandemic and distance learning.

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

Materials were purchased but not all were distributed due to Distance Learning.

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 the COVID-19 pandemic and Distance Learning many activities were not fully completed, ie: Leader in Me Parent Engagement classes concluded in February, attendance was not taken during distance learning, and the PFT was not given.

# 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
Parent Participation Involvement in school activities	Growth of Parent Teacher Organization and parent participation in school activities by 5%. Data demonstrating staff seeks input from parents in decision making.	Parent Teacher Organization held events for families until March 13 due to the COVID-19 pandemic. Twenty-five families participated in Leader in Me Parent Engagement classes until March 13 due to the COVID-19 pandemic. Data showed parent participation up in fall but decreased in winter particularly during the COVID-19 pandemic.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue regrowth of PTO and community activities for parents to participate in. Bi-weekly school newsletter sent home through BlackBoard to keep parents informed of what is happening at school.	PTO remained the same size but held more activities. Newsletter went home every two weeks. During Distance Learning a newsletter was sent every day for the first three weeks and then every week for the remainder of the school year.	0	0
Provide parent education workshops and community groups.	Parent education workshops were held for Leader in Me Parent Engagement and through our parent liaison and La Familia until March 13 Due to the COVID-19 pandemic.	materials and child care Title I 3,500	materials and child care Title I 1,000

## Analysis

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

Monthly PTO meetings and parent education workshops were held through February due to the COVID-19 pandemic.

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

PTO events and parent education workshops were well attended. Reminder texts were sent out to help with attendance.

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

Not all money was spent due to cancellation of programs due to the COVID-19 pandemic and Distance Learning.

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.

PTO and parent education workshops will be held virtually this year to help more parents attend.

# 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	\$74,386
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	163,336.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$34,278	34,278.00
LCFF - Supplemental	\$74,250	2,000.00
Title I	\$72,886	1,000.00
Title II Part A: Improving Teacher Quality	\$1,500	0.00
Other	\$6,498	6,498.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. Gift account	700.00
Donations	17,000.00
LCFF - Supplemental	72,250.00
None Specified	0.00
Title I	71,886.00
Title II Part A: Improving Teacher Quality	1,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
2000-2999: Classified Personnel Salaries	70,250.00
4000-4999: Books And Supplies	19,586.00
None Specified	12,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Admin. Gift account	700.00
4000-4999: Books And Supplies	Donations	7,000.00
None Specified	Donations	10,000.00
	LCFF - Supplemental	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	70,250.00
	None Specified	0.00
	Title I	56,000.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	11,886.00
None Specified	Title I	2,000.00
	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
- 0 Secondary Students

Name of Members	Role
Denise Nathanson	Principal
Jan Bachtold	Classroom Teacher
Gina Juarez	Classroom Teacher
Joanna Martinez	Classroom Teacher
Raquel Barker / Stella Pinto	Other School Staff
Silvia Quintero	Parent or Community Member
Maria Soltero	Parent or Community Member
Laura Fergoso	Parent or Community Member
Cecila Mendoza	Parent or Community Member
Michelle Wolfe	Parent or Community Member

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

# 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**


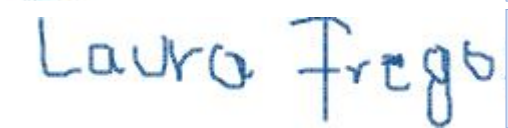
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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 10/30/17.

Attested:

Principal, Denise Nathanson on 10/15/20
SSC Chairperson, Laura Fregoso on 10/15/20

# Addendum

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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](mailto: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.

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$72,886
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$74,386</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$34,278
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$74,250
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$74,386</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$6,498



	<u>Total:</u>	1,000	
	<u>Grand Total:</u>	74,250	

## Appendix F

### School Site: Marylin Ave Elementary School LVJUSD Site Allocation Plan for Title I

**\$\$ 72,886 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.

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students</b>	<b>Timeline/ Accountability</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
<p>High quality, supplemental direct language, reading and writing instruction:</p> <ul style="list-style-type: none"> <li>• Title I teacher (.5 fte) supports classroom instruction with intervention strategies, using flexible small group instruction.</li> </ul>	Aug-June	Principal	56,000
<p>Supplemental materials, computers, software, books, supplies may be purchased: Materials and supplies used to support literacy intervention: supplemental books, software, and computers</p>	Sept-May	Principal Title I Teacher Classroom Teachers	11,246
<p>Staff Development and Professional Collaboration, training costs, substitute costs:  Substitutes for grade-level articulation</p>	Aug-May	Principal Title I Teacher Classroom Teachers	2,640
<p>Parental Involvement: Parent education classes and interpreters</p>	Aug-May	Principal Title I Teacher Classroom Teachers	3,000
<b>Total:</b>			72,866

## **Appendix G: Title I School-Level Parental Involvement Policy Marylin Ave Elementary School, Livermore, CA**

Marylin Ave Elementary 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**

Involvement of Parents in the Title I Program

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

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

Advertised through flyers, phone calls, website in English and Spanish

Held every fall

Refreshments and child care provided

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

Annual meetings are held in the morning and in the evening.

Informational meetings are held in the morning and evening.

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

Quarterly School Site Council meetings

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

Bi-Weekly school newsletters

Teacher newsletters

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

Back to School nights

Goal setting conferences

SSC meetings

ELAC meetings

PTO meetings

Student Study Team

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

School Site Council meetings

### **School-Parent Compact**

Distributed to all parents of Title I students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the student, family and school community will partner to help children achieve the State's high academic standards to contribute and thrive in the 21st Century. It addresses the following legally-required items, as well as other items suggested by School Site Council.

- The students' agreement includes attending school, listening, participating, completing work and demonstrating respect.
- The family agreement includes ensuring students attend school, supporting school policies, establishing routines for homework and communication.
- The school community agreement to provide a safe and positive learning environment, meaningful and high-quality instruction, participation in professional development, regular communication with families, and respect school, students, families and community members.

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

### **Building Capacity for Involvement**

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

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

- Back to School Night
- Fall conferences and office hours

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

- Spring conferences
- Parent informational nights

Training for parents to learn how to access online communication such as: school messaging, grade reports, Schoology classroom and school websites

With the assistance of Title I parents on School Site Council and the Parent Teacher Organization, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Marylin Avenue School Leadership Team and Staff meetings
- Shared professional readings

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

- ELAC Committee meetings
- Community Liaison

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

- All school-wide communication is translated into Spanish.
- BlackBoard phone calls and newsletters are made in English and Spanish.
- All meetings are translated into Spanish, as needed.

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

- Community Liaison and Child Welfare and Attendance

### **Accessibility**

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

- All school wide communication is translated into Spanish.
- BlackBoard phone calls and newsletters are made in English and Spanish.
- All meetings are translated into Spanish, as needed



## Appendix H

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

#### **PROGRAM DESCRIPTION:**

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

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

#### **PROGRAM DESCRIPTION:**

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

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

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

## Appendix I

### Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: Marylin Ave Elementary Date 9/21/20 English Learner Liaison: Veila Mota

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)
K	K. Garger	1/2, 3/4	M, T, W, Th, F 9-9:15, 9:15-9:30	M, T, W, Th, F 9:30-9:45, 9:45-10:00
	G. Juarez	1/2, 3/4	M, T, W, Th, F 9-9:15, 9:15-9:30	M, T, W, Th, F 9:30-9:45, 9:45-10:00
	C. Benjamin	1/2, 3/4	M, T, W, Th, F 9-9:15, 9:15-9:30	M, T, W, Th, F 9:30-9:45, 9:45-10:00
First	A. Zendejas	1/2, 3/4	M, T, W, Th, F 10:30-10:45, 10:45-11:00	M, T, W, Th, F 10:45-11:00, 11:00-11:15
	J. Kiefer	1/2, 3/4	M, T, W, Th, F 10:30-10:45, 10:45-11:00	M, T, W, Th, F 10:45-11:00, 11:00-11:15
	K. Faiaipau	1/2, 3/4	M, T, W, Th, F 10:30-10:45, 10:45-11:00	M, T, W, Th, F 10:45-11:00, 11:00-11:15
Second	C. Collard	1/2, 3/4	M, T, W, Th, F 10:30-10:45, 10:45-11:00	M, T, W, Th, F 10:45-11:00, 11:00-11:15
	C. Meglio	1/2, 3/4	M, T, W, Th, F 10:30-10:45, 10:45-11:00	M, T, W, Th, F 10:45-11:00, 11:00-11:15
Third	J. Bachtold	1/2, 3/4	8:30-10:20 (M-F)	M, T, W, Th, F 10:45-11:00, 11:00-11:15

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)
	H. Barker	1, 2	8:30-10:20 (M-F)	M, T, W, Th, F 10:45-11:00, 11:00-11:15
	A. Rosendin	1/2, 3/4	8:30-10:20 (M-F)	M, T, W, Th, F 10:45-11:00, 11:00-11:15
Fourth	C. Bolar	(1/2), (3)	M, T, W, Th, F 12:30-1:00, 1:00-1:30	M, T, W, Th, F 10:45-11:00, 11:00-11:15
	J. Martinez	(1/2), (3)	M, T, W, Th, F 12:30-1:00, 1:00-1:30	M, T, W, Th, F 10:45-11:00, 11:00-11:15
	E. Kishi	(1/2), (3)	M, T, W, Th, F 12:30-1:00, 1:00-1:30	M, T, W, Th, F 10:45-11:00, 11:00-11:15
Fifth	J. Pennybacker	1/2, 3/4	M, T, Th, F 1:20-1:50 & 1:55-2:35	M, T, Th, F 10:00-10:40 & 11:00-11:20
	A. Robinson	1/2, 3/4	M, T, Th, F 1:20-1:50 & 1:55-2:35	M, T, Th, F 10:00-10:40 & 11:00-11:20

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