# School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

| | |
|---|---|
| **School Name** | Marylin Ave Elementary School |
| **Address** | 800 Marylin Avenue<br>Livermore, CA 94551 |
| **County-District-School (CDS) Code** | 01-61200-6001317 |
| **Principal** | Denise Nathanson |
| **District Name** | Livermore Valley Joint Unified School District |
| **SPSA Revision Date** | October 3, 2019 |
| **Schoolsite Council (SSC) Approval Date** | October 29, 2019 |
| **Local Board Approval Date** | November 12, 2019 |

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

# Table of Contents

# School Vision and Mission

MISSION/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 378 students include approximately 81% Socio Economically Disadvantaged students, 46% English Language Learners, 21% 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 systemic plan for Response To Intervention (RTI), while providing instructional coaching in best practices.

In the winter of 2016, the school received a technology upgrade by providing Chromebook laptops for every third through fifth grade student.  The school utilizes these computers to enhance lessons by implementing blended learning, flipping classroom instruction, and collaborating with students using the Google apps for education.  Grades K-2 are using the computer lab or Chromebook carts to develop keyboarding, researching, and presentation skills.  A variety of web based programs are used to further help students master standards.  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.

Through a team consisting of a Title 1 teacher and five 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 Acellus Math program is held after school to assist students in grades one through five.

We are in the third year of a new Parent Teacher Organization (PTO), that further incorporates 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 third 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.

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 the SPSA and editing 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 Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 |
| **Student Enrollment by Subgroup** | | | | | | |
| **American Indian** | 0.2% | % | 0.26% | 1 | | 1 |
| **African American** | 1.5% | 1.92% | 2.04% | 6 | 8 | 8 |
| **Asian** | 2.0% | 2.64% | 1.28% | 8 | 11 | 5 |
| **Filipino** | 4.4% | 4.57% | 4.59% | 18 | 19 | 18 |
| **Hispanic/Latino** | 74.9% | 74.76% | 74.74% | 307 | 311 | 293 |
| **Pacific Islander** | 0.2% | 0.24% | % | 1 | 1 | |
| **White** | 13.4% | 11.06% | 11.73% | 55 | 46 | 46 |
| **Multiple/No Response** | 0.7% | 1.20% | 0.26% | 3 | 5 | 1 |
| **Total Enrollment** | | | | 410 | 416 | 392 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| **Student Enrollment by Grade Level** | | | |
| **Kindergarten** | 93 | 109 | 70 |
| **Grade 1** | 66 | 60 | 67 |
| **Grade 2** | 55 | 63 | 69 |
| **Grade3** | 70 | 59 | 65 |
| **Grade 4** | 59 | 70 | 53 |
| **Grade 5** | 67 | 55 | 68 |
| **Total Enrollment** | 410 | 416 | 392 |

**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 for 5th grade class and added a Special Day Class.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **2016-17** | **2017-18** | **2018-19** | **2016-17** | **2017-18** | **2018-19** |
| **English Learners** | 241 | 249 | 196 | 58.8% | 59.9% | 50.0% |
| **Fluent English Proficient (FEP)** | 43 | 54 | 73 | 10.5% | 13.0% | 18.6% |
| **Reclassified Fluent English Proficient (RFEP)** | 14 | 38 | 47 | 5.0% | 15.8% | 18.9% |

**Conclusions based on this data:**

**1.** The number of EL students RFEP continues to increase. Half of our population are English Language Learners.

**2.** Each year, we have approximately 8 students new to the Country who have no English language.

**3.** The number of Reclassified students continues to increase from 15.8% to 18.9%.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (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 | 50 | 52 | 65 | 51 | 96.3 | 97 | 98 |
| **Grade 5** | 66 | 53 | 68 | 66 | 53 | 67 | 66 | 53 | 67 | 100 | 100 | 98.5 |
| **All Grades** | 190 | 177 | 177 | 185 | 175 | 174 | 185 | 175 | 175 | 97.4 | 98.9 | 98.3 |

\* 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<br>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<br>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.** 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)

| 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 |

**Overall Participation for All Students**

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

**Conclusions based on this data:**

1. 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<br>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 | | 1437.0 | | 1399.6 | | 37 | |
| **Grade 1** | 1422.5 | | 1434.9 | | 1409.7 | | 30 | |
| **Grade 2** | 1448.7 | | 1458.2 | | 1438.9 | | 35 | |
| **Grade 3** | 1452.3 | | 1453.6 | | 1450.6 | | 27 | |
| **Grade 4** | 1523.0 | | 1522.2 | | 1523.4 | | 34 | |
| **Grade 5** | 1540.3 | | 1545.6 | | 1534.3 | | 34 | |

| Overall Language<br>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** |

| Oral Language<br>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** |

| Written Language<br>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** |

| Listening Domain<br>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** |

| Speaking Domain<br>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** |

| Reading Domain<br>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** |

| | Writing Domain<br>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 |

**Conclusions based on this data:**

1. 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) 2018-2019

% of students achieving the Healthy Fitness Zone

| Grade 5 | 5 out of 6 | 6 out of 6 | Combined 5/6 and 6/6 |
|---|---|---|---|
| **Total student tested = 67** | 39% | 28% | 67% |
| | **Total # of Students** | **% Within or above the Healthy Fitness Zone** | **% Needs Improvement** |
| **Aerobic Capacity** | 67 | 69% | 31% |
| **Body Composition** | 67 | 36% | 64% |
| **Abdominal Strength and Endurance** | 67 | 88% | 12% |
| **Trunk Extensor Strength and Flexibility** | 67 | 97% | 3% |
| **Upper Body Strength and Endurance** | 67 | 90% | 10% |
| **Flexibility** | 67 | 96% | 4% |

## 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 |
|---|---|---|---|
| **Total student tested = 53** | 17% | 42% | 58% |
| | **Total # of Students** | **% Within or above the Healthy Fitness Zone** | **% Needs Improvement** |
| **Aerobic Capacity** | 53 | 72% | 28% |
| **Body Composition** | 53 | 49% | 51% |
| **Abdominal Strength and Endurance** | 53 | 92% | 8% |
| **Trunk Extensor Strength and Flexibility** | 53 | 100% | 0% |
| **Upper Body Strength and Endurance** | 53 | 83% | 17% |
| **Flexibility** | 53 | 87% | 13% |

**Conclusions based on this data:**

1. 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

| | Grade 5 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **School Connectedness** | | | Feel Safe at School | Students Treated with Respect | **School Connectedness** | | | |
| | **High** | **Moderate** | **Low** | "Most of the time" and "All of the time" | "Most of the time" and "All of the time" | **High** | **Moderate** | **Low** | |
| Marylin Avenue Elementary School | 90% | 8% | 2% | 94% | 100% | | | | |

# School and Student Performance Data

## Student Population

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

| 2018-19 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **392** | **78.6%** | **50%** | **0.2%** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 196 | 50% |
| **Foster Youth** | 0 | 0.2% |
| **Homeless** | 7 | .02% |
| **Socioeconomically Disadvantaged** | 308 | 78.6% |
| **Students with Disabilities** | 78 | 19.9% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 8 | 2% |
| **American Indian** | 1 | .3% |
| **Asian** | 5 | 4.6% |
| **Filipino** | 18 | 4.6% |
| **Hispanic** | 293 | 74.7% |
| **Two or More Races** | 20 | 5.1% |
| **Pacific Islander** | 0 | 0% |
| **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

| 2018 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Orange | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

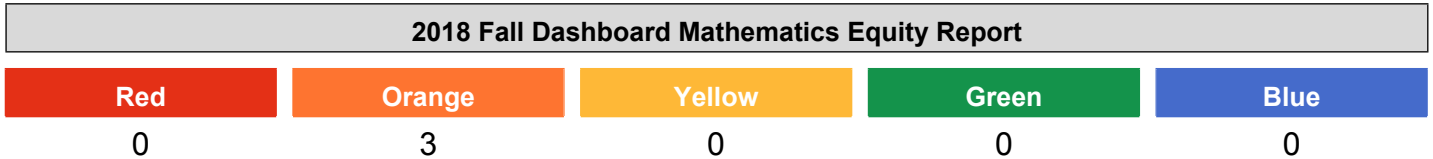1. Marylin has a low suspension rate. Our focus will be on Math and ELA.

# 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:

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

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 3 | 0 | 0 | 0 |

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

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

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Orange | No Performance Color |
| 33.9 points below standard | 42 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -6.5 points | Declined -9.1 points | |
| 165 students | 121 students | 1 students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | No Performance Color |
| 0 Students | 40.4 points below standard | 69.9 points below standard |
| | Declined -9.7 points | Increased 29.5 points |
| | 135 students | 48 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | | | 10 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 39.9 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0.1 points above standard |
| Maintained -1.4 points | | | Declined -33.6 points |
| 133 students | 3 students | | 17 students |

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

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 79 points below standard | 38.8 points above standard | 24.6 points below standard |
| Declined -11.5 points | Declined -5.6 points | Maintained -0.3 points |
| 83 students | 38 students | 37 students |

Conclusions based on this data:

**1.** All student groups declined 6-9 points and students in the White student group declined 33 points. Students with Disabilities increased 29 points. Hispanic students maintained.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 0 | 0 | 0 |

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

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Orange | Orange | No Performance Color |
| 28.8 points below standard | 33.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -1 points | Declined -4.8 points | 1 students |
| 165 students | 121 students | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | Orange | No Performance Color |
| 0 Students | 32.6 points below standard | 64 points below standard |
| | Maintained -1.5 points | Increased |
| | | 22.2 points |
| | 135 students | 48 students |

## 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | | | 10 students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 33 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 8.6 points below standard |
| Maintained 2.1 points | 3 students | | Declined -15.6 points |
| 133 students | | | 17 students |

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

## 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 56.7 points below standard | 16.5 points above standard | 23.7 points below standard |
| Declined -6.1 points | Declined -3.2 points | Increased 11.6 points |
| 83 students | 38 students | 37 students |

Conclusions based on this data:

1. Overall, students maintained along with Socio Economically Disadvantaged and Hispanic students. English Language Learners declined 4.8%, and White students declined 15.6 point. Students with Disabilities increased 22.2 points.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 244 | 28.7% | 35.2% | 20.1% | 16% |

**Conclusions based on this data:**

**1.** 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.

# School and Student Performance Data

## Academic Performance
## College/Career

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |
| --- |

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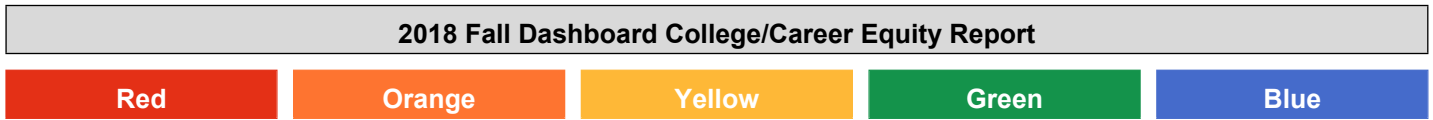
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

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

| 2018 Fall Dashboard College/Career by Race/Ethnicity |
| --- |

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

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

| 2018 Fall Dashboard College/Career 3-Year Performance |
| --- |

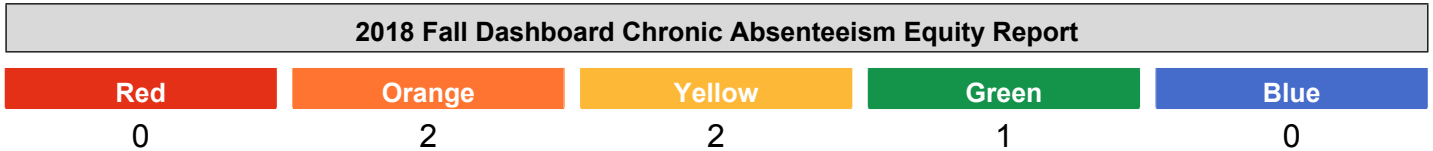| Class of 2016 | Class of 2017 | Class of 2018 |
| --- | --- | --- |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 2 | 2 | 1 | 0 |

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

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 7.9% chronically absent | 5.8% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained 0.4% | Increased 3% | 3 students |
| 433 students | 259 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Green |
| Less than 11 Students - Data Not Displayed for Privacy | 7.7% chronically absent | 9.6% chronically absent |
| 0 students | Maintained 0.4% | Declined 1% |
| | 350 students | 104 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

| **African American** | **American Indian** | **Asian** | **Filipino** |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 23.1% chronically absent | 0% chronically absent |
| | | Increased 6.4% | Maintained 0% |
| 8 students | 0 students | 13 students | 19 students |

| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | Orange |
| 5.2% chronically absent | 12.5% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 15.7% chronically absent |
| Maintained 0.3% | Declined 7.5% | 1 students | Increased 0.7% |
| 325 students | 16 students | | 51 students |

**Conclusions based on this data:**

**1.** Overall for chronic absenteeism, all students along with Socioeconomically Disadvantaged, Filipino, and Hispanic student groups maintained. English Language Learner, Asian, and White student groups increased 1-6%. Students with Disabilities and Students with two or more races declined 1-7%.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

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

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|

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

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

| 2018 Fall Dashboard Graduation Rate by Year |
|---|

| 2017 | 2018 |
|---|---|

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate
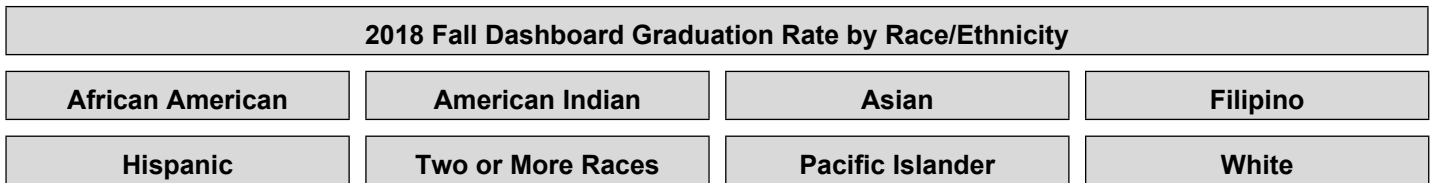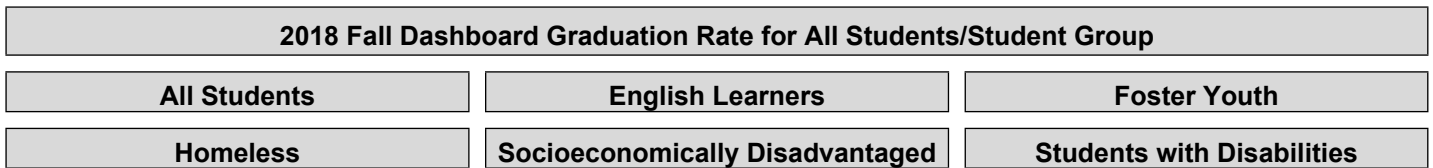
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

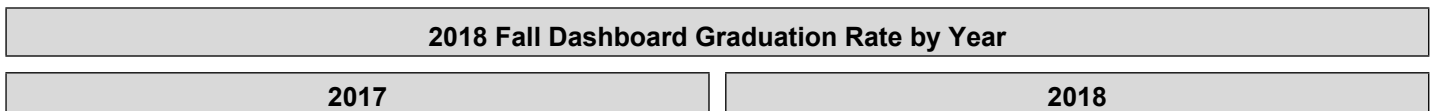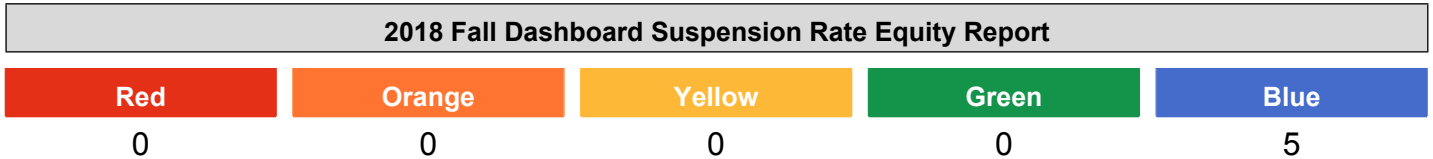| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 5 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Blue | No Performance Color |
| 0% suspended at least once | 0% suspended at least once | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -0.4% | Declined -0.4% | 4 students |
| 447 students | 266 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Blue | Blue |
| 0 Students | 0% suspended at least once | 0% suspended at least once |
| | Declined -0.5% | Declined -1% |
| | 360 students | 105 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data | 0 Students | 0% suspended at least once | 0% suspended at least once |
| 9 students | | Maintained 0% | Maintained 0% |
| | | 15 students | 19 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Blue | No Performance Color | No Performance Color | Blue |
| 0% suspended at least once | 0% suspended at least once | Less than 11 Students - Data | 0% suspended at least once |
| Declined -0.6% | Maintained 0% | 1 students | Maintained 0% |
| 330 students | 18 students | | 55 students |

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

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 0.4% suspended at least once | 0.4% suspended at least once | 0% suspended at least once |

**Conclusions based on this data:**

**1.** We practiced restorative justice ideas and counsel students to keep students in school, instead of suspending students 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<br>Smarter Balanced Performance Summary<br>Leveled Literacy Intervention (LLI) Assessment<br>Benchmark Assessment System (BAS) Assessment<br>Basic Phonics Skills Test (BPST) Assessment | 39% of students scored at or above standards 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 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. |
| Math<br>Smarter Balanced Performance Summary<br>Pearson Investigation Assessments | 37% of students scored at or above standards on the 2017-18 SBAC. This is a 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 2020. All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2020. |
| Writing<br>District Write Benchmark<br>Smarter Balanced Performance Summary | 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 third grade, 61% at fourth grade and 64% at fifth grade. | 75% of all students will score Near, At or Above Standard on the Writing Claim on the 2019-20 SBAC. |
| 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 teachers who attended summer Benchmark Advanced training.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/19/2019– 6/04/2020

## Person(s) Responsible

Principal / Teachers / Intervention Specialist

## Proposed Expenditures for this Strategy/Activity

| Amount | 73,574 |
|---|---|
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Salary for two Intervention Specialist @ 25 hours a week |

| Amount | 94,967 |
|---|---|
| Source | Title 1 site |
| Description | Salary for Title I teacher @ .5FTE and one Intervention Specialist |

| Amount | 20,804 |
|---|---|
| Source | Title 1 district |
| Budget Reference | 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

8/19/2019– 6/04/2020

## Person(s) Responsible

Principal / Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 7,000 |
| **Source** | Other |
| **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

8/19/2019– 6/04/2020

## Person(s) Responsible

Principal/Teachers/Writing Coaches

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500.00 |
| **Description** | Release time for teachers to observe lessons taught by coaches |

# Strategy/Activity 4

Articulation
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.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/19/2019– 6/04/2020

## Person(s) Responsible

Principal/ Teacher

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 7,566 |
| **Source** | Title 1 site |
| **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 that they could have 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 | 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 Intervention Systems (PBIS)

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

All students

## Timeline

8/19/19-6/4/20

## Person(s) Responsible

Principal / Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 15,500 |
| **Source** | Title I |
| **Budget Reference** | None Specified |
| **Description** | Current year membership fee along with staff training and Leader in Me activities and supplies for Student Leadership Binders. |

# Strategy/Activity 2

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.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/19/2019– 6/04/2020

## Person(s) Responsible

Teachers/Principal/CWA/Office Assistant

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 700 |
| **Source** | LCFF |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | 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

| 8/19/2019– 6/04/2020 |
| --- |

## 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 on-line 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 | 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.
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

8/19/19 - 6/04/20

### 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.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/19/19 - 6/04/20

## Person(s) Responsible

Principal/ Teachers/ Community Liaison

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3,500 |
| **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: 2018-19

## Goal 1

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| ELA<br>Smarter Balanced Performance Summary<br>LLL Assessment<br>BAS Assessment<br>BPST Assessment | 50% of all students will meet or exceed standard in ELA as measured by SBAC in May of 2019.  All English Learners will increase by 10% for meeting or exceeding the standard in ELA as measured by the SBAC in May of 2019. | Goal not met<br>39%  of students met or exceeded the standard in ELA as measured by the SBAC in May 0f 2019. The number of English Learners who met or exceeded the standard in ELA increased from 0% in May of 2018 to 5% in May of 2019. |
| Math<br>Smarter Balanced Performance Summary<br>Pearson Investigation Assessments | 50% of all students will meet or exceed the standard in Math as measured by the SBAC in May of 2019.  All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2019 | Goal not met<br>37% of students met or exceeded the standard in Math as measured by the SBAC in May of 2019.  The number of English Learners who met or exceeded the standard in Math increased from 3% in May of 2018 to 11% in May of 2019. |
| Writing<br>District Write Benchmark<br>Smarter Balanced Performance Summary | 75% of all students will score Near, At or Above Standard on the Writing Claim on the 2018-19 SBAC. | Goal not met<br>62% of students scored Near, At or Above Standard on the Writing Claim as measured by the SBAC in May of 2019. |
| 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. | Goal met<br>Teachers met weekly for one hour two to three days a month.  The Title one teacher checked in with grade levels once a month. |

## Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Literacy/Reading Comprehension<br><br>Provide targeted Tier I interventions to support literacy development in class.  Provide Tier II | Literacy/Reading Comprehension<br><br>Provided targeted Tier I interventions to support literacy development in class.  Provided Tier II | Salary for two Intervention Specialist @ 25 hours a week 2000-2999: Classified Personnel Salaries LCFF 68,900 | Salary for three our Intervention Specialist additional funds from District LCFF 2000-2999: Classified Personnel Salaries |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Leveled Literacy Intervention as identified by Fountas and Pinnell Benchmark Assessment System. | Leveled Literacy Intervention as identified by Fountas and Pinnell Benchmark Assessment System.  Provided targeted Phonics and Phonemic Awareness intervention as identified by 95% Group. | | LCFF - Supplemental 91,365 |
| | | Salary for Title I teacher @ .5FTE and one Intervention Specialist Title 1 site 89,000 | Salary for Title I teacher @ 1FTE and one Intervention Specialist additional funding from LCFF 1000-1999: Certificated Personnel Salaries Title I 145,693 |
| | | Materials and supplies used to support literacy intervention: supplemental books to enhance classroom libraries, software 1000-1999: Certificated Personnel Salaries Title 1 district 58,000 | Materials and supplies used to support literacy intervention: supplemental books to enhance classroom libraries, software 1000-1999: Certificated Personnel Salaries Title 1 district 42,000 |
| Mathematics<br><br>Utilize Acellus web-based program to provide intervention and enrichment for students in math.  Utilize IXL Math web-based program for additional math instruction and practice.<br><br>Provide after-school Math intervention using Acellus.<br><br>Continue implementation of Investigations Math program utilizing District math coaches. | Mathematics<br><br>Provided Tier I interventions using Acellus and IXL Math programs in the class.<br><br>Provided Tier II interventions using Acellus in after-school program.<br><br>Continued implementation of Investigations Math program  and SVMI Math program utilizing District math coaches. | Utilize IXL online math program at home and at school along with Acellus to provide intervention and enrichment to students. 4000-4999: Books And Supplies Other 9,000 | Utilize IXL online math program at home and at school 4000-4999: Books And Supplies Local Categorical 2,550 |
| Writing<br><br>We will utilize our District writing coaches to further assist teachers with implementing Units of Study Writing. | Writing<br><br>Utilized District writing coaches to blend Units of Study Writing with Benchmark Assessment Writing. | Release time for teachers to observe lessons taught by coaches   500.00 | Release time for teachers to observe lessons taught by coaches   0 |
| Articulation<br><br>Teachers will be released twice a year for one full day to articulate about | Articulation<br><br>Teachers were released twice to articulate about literacy, math, and writing | Substitutes for grade level articulation for two days from Title I and LCFF funds. 1000-1999: Certificated Personnel | Substitutes for grade level articulation for one day 1000-1999: Certificated Personnel Salaries Title I 3,000 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| literacy, math, and writing. Teachers will also meet throughout the year during early release collaboration Wednesdays for cross grade-level articulation. | Teachers met throughout the year to collaborate on Wednesdays as grade levels and across grade levels. They also met with other sites across our District. | Salaries Title 1 site 6,100 | |

## Analysis

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

Students received in-school and after-school interventions in the areas of math and reading as planned.

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

Gains were made, overall, and with traditionally under performing subgroups who received intervention services.

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

Increase in wages attributed to higher cost of employees.  The cost for web-based intervention was lower then expected. Teachers were able to observe coaches without requiring substitute costs.  Cost for substitutes for articulation came in under budget. We did not spend as much for supplies as anticipated.

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.

All students will be assessed for both comprehension and phonics/phonemic awareness skills using Easy CBM assessment.  95% Group intervention program will be used from the beginning of the year and with all grade levels.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

## Goal 2

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environment for all students | 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. | Met: Students in grade 3-5 participated in Student Leadership. All classrooms set classroom and individual goals as part of the Leader in Me program. |
| Attendance/Chronic Absenteeism | Improve student attendance rate to 97% | Nearly Met: School wide attendance average for the year was 95.57%. |
| Physical Fitness | Increase the number of students passing the Physical Fitness Test to 75% | Not Met: Students within or above the healthy range was 67%, |

## 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 Creating Climate and will also attend a second day focused on Academic Alignment in October. The Lighthouse team will meet throughout the year to provide further training and information to staff. We will also incorporate The Choose Love program into Leader in Me. | Implementation of Leader in Me continued. Teachers attended August Creating Climate and October Aligning Academics training. The Lighthouse team met throughout the year and provided information to the staff. Two teachers and the principal attended the Parent Education training in May. Teachers began to infuse Choose Love with Leader in Me. | Current year membership fee along with staff training and Leader in Me activities and supplies for Student Leadership Binders. None Specified Title I 11,000 | Current year membership fee along with staff training and Leader in Me activities. Title I 8,939 |
| Attendance Recognize classes with 100% daily attendance. Monitor students | Classroom 100% daily attendance was implemented in classrooms, but not fully | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| attendance with Child Welfare and Attendance on a weekly basis. Attendance  Track student attendance and recognize good attendance. | rewarded by CWA.  Met with CWA to track student attendance was done when possible, at least once a month | | |
| 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. | The Stanford grant continued to provide physical fitness instruction to 4th and 5th grade students.  The coaches met with teachers at the beginning of the year to collaborate and plan out a curriculum based on physical fitness standards. | None Specified 0 | |
| | | None Specified | |
| | | None Specified None Specified | |

## Analysis

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

Year two of Leader in Me was implemented school wide.  Teachers attended trainings, students participated in monthly grade-level assemblies, and Monday Morning Announcements focused on the 7 Habits.  All Day Every Day continued through CWA.  4th & 5th grade teachers met with Stanford Health Coaches about PE curriculum.

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

Students embraced Leadership roles and opportunities.  Students created personal and academic goals which they tracked throughout the year.   All Day Every Day incentives were not delivered by CWA and not always positively received by students.  PFT scores increased.

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

N/A

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

This year a parent component will be added to Leader in Me.  All Day Every Day has been taken over by the site. Individual recognition will be added for attendance.  We will work with the District  PE TOSA to begin teaching PFT skills to all grade levels, at the age appropriate level.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

## Goal 3

Enhance parent and community engagement and communication

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Parent Participation involvement in school activities | Growth of Parent Teacher Organization and parent participation in school activities. Data demonstrating staff seeks input from parents in decision making | PTO continued throughout the year but when the president moved it slowed down. |

## Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Continue reorganizing/regrowth of PTO and community activities for parents to participate in. A bi-weekly school newsletter will be sent home through Black Board to keep parents informed of what is happening at school. | PTO and community activities continued throughout the year. Bi-weekly newsletter in Black Board was sent out using S'mores, informing the community of what was happening at school. PTO elections were held in June, for this year's new board. | 0 | Smores subscription Donations 79 |
| Provide parent education workshops and community groups. | Parent education workshops were held with support from AXIS and La Familia. Four ELAC meetings were held. | Materials and child care needed for Parent education trainings and ELAC meeting. None Specified Title I 3,500 | Materials and child care needed for Parent education trainings and ELAC meeting. None Specified Title I 3,500 |

## Analysis

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

Monthly PTO meetings were held until February. Several PTO events were put on throughout the year, including participation in our 60th Anniversary Celebration. Three parent education nights were held.

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

PTO events were well attended.  Parent education nights were not well attended even with food, child care, and prizes provided.

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

Cost for use of S'mores past ten newsletters incurred a fee of $79.

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 met in August to calendar events and meetings for the year.  Leader in Me parent education nights will be held covering the 7 Habits.

# Budget Summary and Consolidation

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 224,111.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
|  | 500.00 |
| LCFF | 74,274.00 |
| None Specified | 0.00 |
| Other | 7,000.00 |
| Title 1 district | 20,804.00 |
| Title 1 site | 102,533.00 |
| Title I | 19,000.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 7,566.00 |
| 2000-2999: Classified Personnel Salaries | 73,574.00 |
| 4000-4999: Books And Supplies | 28,504.00 |
| None Specified | 19,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | | 500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 73,574.00 |
| 4000-4999: Books And Supplies | LCFF | 700.00 |
| | None Specified | 0.00 |
| 4000-4999: Books And Supplies | Other | 7,000.00 |
| 4000-4999: Books And Supplies | Title 1 district | 20,804.00 |
| | Title 1 site | 94,967.00 |
| 1000-1999: Certificated Personnel Salaries | Title 1 site | 7,566.00 |
| None Specified | Title I | 19,000.00 |

# 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 |
| Heidi Robinson | Classroom Teacher |
| Jennifer Pennybacker | Classroom Teacher |
| Raquel Barker | Other School Staff |
| Nerida Romo | Parent or Community Member |
| Maria Soltero | Parent or Community Member |
| Laura Fergoso | Parent or Community Member |
| Cecila Mendoza | Parent or Community Member |
| Carolina Hernandez | 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:
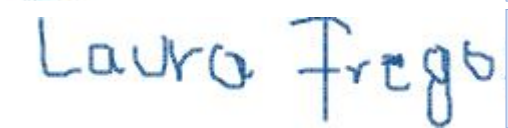
| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |
| | Special Education Advisory Committee |
| | Gifted and Talented Education Program Advisory Committee |

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 10/29/19 |
| | SSC Chairperson, Laura Fregoso on 10/29/19 |

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

## Centralized Services for Planned Improvements in Student Performance

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

**Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- *$167,625*

**Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.
- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

**Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:**
Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *$196,089*

**Migrant Education**
Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.
- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- *$228,906*

**Title IV-A, Student Support and Academic Enrichment:**
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *123,890*

**Livermore Valley Joint Unified School District**
***2019-2020 Migrant Education Program Site Plan – ALL SITES***

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres!* (*Ready at Three!*) Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.

- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.

- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.

- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.

- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

# Appendix D: Programs Included in this Plan

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

| Federal Programs | | Allocation |
|---|---|---|
| X | **Title I, Part A: Allocation**<br>Purpose: To improve basic programs operated by local educational agencies (LEAs) | $145,771 |
| X | **Title II, Part A: Improving Teacher Quality**<br>Purpose: Improve and increase the number of highly qualified teachers and principals | $1,500 |
| | **Total amount of federal categorical funds allocated to this school** | $147,271 |

| State Programs | | Allocation |
|---|---|---|
| X | **Local Control Funding Formula (LCFF) Base**<br>Purpose: Support the needs of all students and student groups | $29,062 |
| X | **Local Control Funding Formula (LCFF) Supplemental**<br>Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth | $78,890 |
| | **Total amount of federal categorical funds allocated to this school** | $107,952 |

| Local Funding | | |
|---|---|---|
| X | **Technology Funds – Local Parcel Tax** | $6,876 |

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

**Projected LCFF Supplemental Funds $78,890**

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

| Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students | Timeline | Person(s) Responsible | Estimated Cost | Target Population |
|---|---|---|---|---|
| Improvements or enhancement in instruction:<br><br>In addition to Specially Designed Academic Instruction in English (SDAIE) and 30 minutes of English Language Development (ELD) in the classroom, K-5 English Learners (ELs) receive targeted support.  Three instructional assistants, working 25 and 28 hours per week will provide support in small, flexible groups in grades kindergarten through fifth based on summative and common formative assessment data.  During Wednesday collaboration time, teachers will examine student data to see how EL students are progressing. | Sept-June | Principal Title I Teacher Technology coach | 73,574 | ✓ Socio-econ. Disadvantaged<br>✓ English Learner<br>✓ Foster Youth |
| After-school tutoring will be provided in the areas of reading and math by volunteers. | Oct-May | Principal Intervention Teachers | | |
| Professional Development (PD) for classroom teachers using technology with at risk students. | Sept-May | Principal Teachers Technology coach | | |
| | | Total: | 73,574 | |
| Supplemental materials, computers, software, books, supplies may be purchased:<br>Materials and supplies used to support literacy intervention: supplemental books to enhance school and classroom libraries, software such as ESGI reading assessment, IXL instructional software, Brainpop ELL | Sept-June | Principal | 750 | ✓ Socio-econ. Disadvantaged<br>✓ English Learner<br>✓ Foster Youth |
| | | Total: | 750 | |
| Staff Development and Professional Collaboration, training costs, substitute costs:<br>Grade Level Articulation- 1 release day for 19 teachers for literacy | Oct-Mar | Principal | 3,566 | ✓ Socio-econ. Disadvantaged<br>✓ English Learner<br>✓ Foster Youth |
| | | Total: | 3,566 | |
| Parent Involvement:<br><br>Provide interpreters for parent conferences. Materials, supplies, and childcare for English | Sept-June | Principal / EL Liaison | 1,000 | ✓ Socio-econ. Disadvantaged<br>✓ English Learner |

| | | |
|---|---|---|
| Learner Advisory Committee (ELAC) meetings.<br>Parent Education Nights | | ✓ Foster Youth |
| | Total: 1,000 | |

| | |
|---|---|
| Grand Total: | 78,890 |

# Appendix F

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

**$145,771 Projected Title I Funds**

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

| Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students | Timeline/ Accountability | Person(s) Responsible | Estimated Cost |
|---|---|---|---|
| High quality, supplemental direct language, reading and writing instruction:<br><br>• Title I teacher (.5 fte) supports classroom instruction with intervention strategies, using flexible small group instruction.<br><br>•Intervention Specialist 25 hours per week | Aug-June | Principal | 94,967 |
| Supplemental materials, computers, software, books, supplies may be purchased:<br>•Materials and supplies used to support literacy intervention: supplemental books to enhance school and classroom libraries, software | Sept-May | Principal<br>Title I Teacher<br>Classroom Teachers | 27,804 |
| Staff Development and Professional Collaboration, training costs, substitute costs:<br>• Leader In Me training - 1 day in August (12 teachers), Sub release time for on & off site training (23 days)<br>• Grade level Articulation - 1 release day for 19 teachers for math and literacy<br>• Math Coaching - Release time for teachers to work with Math TOSA as needed | Aug-May | Principal<br>Title I Teacher<br>Classroom Teachers | 17,000 |
| Parental Involvement:<br>• Parent education classes | Aug-May | Principal<br>Title I Teacher | $6,000 |

| | | | |
|---|---|---|---|
| • Child Care<br>• Snacks | | Classroom Teachers | |
| **Total:** | | | 145,771 |

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

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

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

Involvement of Parents in the Title I Program

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

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
Advertised through flyers, phone calls, website
Held every fall
Refreshments and child care provided

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
Annual meetings are held in the morning and in the evening.
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
- Goal setting conferences

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Goal setting conferences
- Parent informational nights

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

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- Marylin Avenue School Leadership Team
- 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.
- Black Board 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.

**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.
- Black Board 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
## 2019-20

Elementary School Name: Marylin Ave Elementary Date 9/20/19 English Learner Liaison: Holly Barker

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

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

| Grade | Teacher | Proficiency Levels taught by this teacher (Em, Ex, Br) | Time Frame of ELA block (D-ELD will occur within this block) | Time Frame of Writing block (only if D-ELD will be taught during this time as well) |
|---|---|---|---|---|
| TK | H. Robinson | EM | M-F 9:00-9:30 | |
| K | K. Garger | BR | M-F 9:30 - 10:00 | 12:15-12:45 |
| K | G. Juarez | EX | M-F 9:30 - 10:00 | 12:15-12:45 |
| K | C. Benjamin | EM | M-F 9:30 - 10:00 | 12:15-12:45 |
| First | A. Zendejas | EX, BR | 8:30-10:00 (Mon.-Fri.) | 11:10-11:50 |
| First | J. Kiefer | EX, BR | 8:30-10:00 (Mon.-Fri.) | 11:10-11:50 |
| First | K. Faiaipau | EM, BR | 8:30-10:00 (Mon.-Fri.) | 11:10-11:50 |
| Second | C. Collard | BR, EX | 8:30-10:00 (M,T,W,TH,F) | |
| Second | C. Meglio | EM, EX, BR | 8:30-10:00 (M,T,W,TH,F) | |
| Second | D. Wooten | EM, EX, BR | 8:30-10:00 (M,T,W,TH,F) | |
| Third | J. Bachtold | EM, EX, BR | 8:30-10:20 (M-F) | |

| 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 | BR, EX, EM | 8:30-10:20 (M-F) | |
| | A. Jackson | EX, BR | 8:30-10:20 (M-F) | |
| Fourth | C. Bolar | BR | M- F  1:20-2:00 | 12:00-12:30 |
| | J. Martinez | EM | M- F  1:20-2:00 | 12:00-12:30 |
| | E. Kishi | EX | M- F  1:20-2:00 | 12:00-12:30 |
| Fifth | J. Pennybacker | EX, BR | 11:00-11:45 (M-F) | 11:45-12:40 |
| | A. Rosendin | EX, BR | 11:00-11:45 (M-F) | 11:45-12:40 |

# Appendix J

**2019-20 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.

| **What data did you use to form this goal?** Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged.  This data is also supported by teacher observations. | **What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement. | **How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs. |
|---|---|---|

| **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. | |