School Year: **2023-24**

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 Avenue STEAM Academy
Address	800 Marylin Avenue Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6001317
Principal	Joe Meunier
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	10/1/23
Schoolsite Council (SSC) Approval Date	10/9/23
Local Board Approval Date	11/14/23

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

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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. 67
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. 67
How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs. 67

School Vision and Mission

Marylin Avenue STEAM Academy Vision

Marylin Avenue STEAM Academy is a learning community that inspires all to critically think, collaborate, and innovate, in a STEAM focused environment.

Marylin Avenue STEAM Academy Mission

To engage every student and family with a high-quality education in the fields of Science, Technology, Engineering, Arts, and Mathematics (STEAM) and how it connects to our everyday lives.
To foster curiosity, ingenuity and creativity by providing a variety of hands-on learning experiences throughout the school year that are related to the five specific disciplines of STEAM, all of which emphasize the application of knowledge to real-life situations.
To enhance key skills such as taking initiative, critical thinking, resiliency, collaboration, problem solving and communication.

School Profile

Marylin Avenue Elementary School was built in 1958. Currently our campus houses twenty-one classrooms for Transitional Kindergarten through fifth grade. We also have four Extensive Support Needs classes within campus.

Through a team consisting of a Title I teacher and one intervention specialist, intervention is provided to students at risk, including English Learners (EL) and Foster Youth, in the area of literacy before and during school hours.

Our Parent Teacher organization (PTO), 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 Instructional Leadership Team (ILT) 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-promise students and the services can be then provided to them.

Marylin's 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	1.16%	0%		4	0
African American	1.4%	0.29%	1.12%	5	1	4
Asian	2.5%	5.49%	7.26%	9	19	26
Filipino	6.1%	4.91%	4.47%	22	17	16
Hispanic/Latino	75.4%	70.52%	68.99%	273	244	247
Pacific Islander	0.3%	0.29%	0%	1	1	0
White	10.2%	13.29%	12.01%	37	46	43
Multiple/No Response	4.1%	4.05%	6.15%	15	14	22
			Total Enrollment	362	346	358

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	56	84
Grade 1	66	62	51
Grade 2	53	55	61
Grade3	59	53	58
Grade 4	63	59	49
Grade 5	56	61	55
Total Enrollment	362	346	358

Conclusions based on this data:

1. Approximately 70% of our population is Hispanic/Latino.
2. Marylin's enrollment has slowly declined the last three years, with thirty fewer students than three years ago.
3. We have four Moderate/Severe SDC classes. Approximately 50 of the 360 students are in Moderate to Severe classes.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	161	158	140	44.50%	45.7%	39.1%
Fluent English Proficient (FEP)	67	51	53	18.50%	14.7%	14.8%
Reclassified Fluent English Proficient (RFEP)	11	11		6.8%	14.4%	

Conclusions based on this data:

1. 45.7%of our population are English Language Learners.
2. Each year, we have approximately ten students new to the United States, who lack proficient English language skills.
3. The number of Fluent English Proficient (FEP) students has decreased almost 5% in the last 3 years,

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	49	54	50	46	52	49	46	52	89.3	93.9	96.3
Grade 4	55	56	47	52	54	43	52	54	43	94.5	96.4	91.5
Grade 5	51	54	56	49	54	50	48	54	50	96.1	100.0	89.3
All Grades	162	159	157	151	154	145	149	154	145	93.2	96.9	92.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2381.	2395.	2443.	4.08	10.87	38.46	24.49	19.57	17.31	28.57	36.96	17.31	42.86	32.61	26.92
Grade 4	2438.	2423.	2429.	3.85	9.26	11.63	26.92	9.26	23.26	23.08	40.74	11.63	46.15	40.74	53.49
Grade 5	2473.	2477.	2460.	8.33	9.26	2.00	35.42	31.48	28.00	20.83	25.93	36.00	35.42	33.33	34.00
All Grades	N/A	N/A	N/A	5.37	9.74	17.93	28.86	20.13	22.76	24.16	34.42	22.07	41.61	35.71	37.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.12	8.70	21.15	51.02	73.91	65.38	42.86	17.39	13.46
Grade 4	7.69	7.41	6.98	65.38	74.07	67.44	26.92	18.52	25.58
Grade 5	16.67	9.26	10.00	72.92	72.22	70.00	10.42	18.52	20.00
All Grades	10.07	8.44	13.10	63.09	73.38	67.59	26.85	18.18	19.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.08	2.17	26.92	57.14	65.22	46.15	38.78	32.61	26.92
Grade 4	7.69	7.41	2.33	65.38	57.41	62.79	26.92	35.19	34.88
Grade 5	12.50	9.26	2.00	50.00	64.81	68.00	37.50	25.93	30.00
All Grades	8.05	6.49	11.03	57.72	62.34	58.62	34.23	31.17	30.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	6.52	15.38	89.80	73.91	76.92	10.20	19.57	7.69
Grade 4	1.96	7.41	6.98	84.31	75.93	69.77	13.73	16.67	23.26
Grade 5	6.25	11.11	10.00	79.17	72.22	72.00	14.58	16.67	18.00
All Grades	2.70	8.44	11.03	84.46	74.03	73.10	12.84	17.53	15.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.12	10.87	26.92	75.51	76.09	59.62	18.37	13.04	13.46
Grade 4	3.85	5.56	13.95	76.92	72.22	69.77	19.23	22.22	16.28
Grade 5	4.17	14.81	4.00	83.33	61.11	74.00	12.50	24.07	22.00
All Grades	4.70	10.39	15.17	78.52	69.48	67.59	16.78	20.13	17.24

Conclusions based on this data:

1. In grade 3-5, participation was down to 89% of students enrolled.
2. State data has not been provided to support sharing the different ELA strands in listening, writing, and speaking.
3. Overall, students at Marylin Avenue had a 10% increase in ELA scores in the 22/23 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	49	54	48	47	53	48	47	53	85.7	95.9	98.1
Grade 4	55	56	47	51	54	47	51	54	47	92.7	96.4	100.0
Grade 5	51	54	56	47	54	55	47	54	55	92.2	100.0	98.2
All Grades	162	159	157	146	155	155	146	155	155	90.1	97.5	98.7

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2402.	2422.	2446.	10.42	12.77	24.53	29.17	25.53	33.96	25.00	40.43	26.42	35.42	21.28	15.09
Grade 4	2430.	2446.	2457.	0.00	11.11	10.64	21.57	24.07	21.28	41.18	35.19	42.55	37.25	29.63	25.53
Grade 5	2468.	2469.	2460.	6.38	12.96	10.91	6.38	3.70	12.73	46.81	44.44	34.55	40.43	38.89	41.82
All Grades	N/A	N/A	N/A	5.48	12.26	15.48	19.18	17.42	22.58	37.67	40.00	34.19	37.67	30.32	38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.75	14.89	30.19	45.83	68.09	52.83	35.42	17.02	16.98
Grade 4	5.88	14.81	19.15	49.02	51.85	48.94	45.10	33.33	31.91
Grade 5	8.51	7.41	12.73	44.68	55.56	52.73	46.81	37.04	34.55
All Grades	10.96	12.26	20.65	46.58	58.06	51.61	42.47	29.68	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.67	17.02	32.08	54.17	61.70	49.06	29.17	21.28	18.87
Grade 4	0.00	9.26	8.51	60.78	51.85	53.19	39.22	38.89	38.30
Grade 5	6.38	9.26	7.27	59.57	62.96	52.73	34.04	27.78	40.00
All Grades	7.53	11.61	16.13	58.22	58.71	51.61	34.25	29.68	32.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	12.77	22.64	66.67	68.09	71.70	20.83	19.15	5.66
Grade 4	1.96	11.11	10.64	60.78	64.81	68.09	37.25	24.07	21.28
Grade 5	2.13	5.56	7.27	72.34	59.26	52.73	25.53	35.19	40.00
All Grades	5.48	9.68	13.55	66.44	63.87	63.87	28.08	26.45	22.58

Conclusions based on this data:

1. Schoolwide, Marylin saw almost 9% increase in students that Exceeded in Mathematics overall.
2. The CAASPP scores for 22/23 have not been released with "strand" information at this point in the year.
3. The overall growth over the past two years has been a steady climb from 20%-38% in 22/23.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1417.2	1444.4	1391.6	1438.1	1455.8	1404.3	1368.5	1417.5	1362.2	30	18	24
1	1406.9	1448.6	1409.6	1421.6	1471.7	1411.7	1391.8	1424.9	1407.0	31	34	16
2	1470.3	1497.8	1456.0	1489.0	1504.8	1460.6	1451.0	1490.4	1451.0	22	25	36
3	1449.8	1479.3	1494.5	1464.2	1489.0	1510.1	1434.6	1469.0	1478.4	24	24	21
4	1475.3	1510.2	1490.7	1484.9	1522.8	1500.6	1465.3	1497.1	1480.6	32	25	27
5	1488.2	1525.6	1510.9	1499.8	1538.5	1523.0	1476.1	1512.4	1498.3	18	25	24
All Grades										157	151	148

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.33	22.22	0.00	46.67	61.11	37.50	40.00	16.67	37.50	10.00	0.00	25.00	30	18	24
1	3.23	5.88	0.00	29.03	44.12	43.75	35.48	29.41	25.00	32.26	20.59	31.25	31	34	16
2	9.09	28.00	5.56	54.55	40.00	47.22	31.82	16.00	33.33	4.55	16.00	13.89	22	25	36
3	4.17	0.00	19.05	29.17	33.33	33.33	45.83	58.33	38.10	20.83	8.33	9.52	24	24	21
4	3.13	4.00	7.41	43.75	56.00	44.44	40.63	32.00	29.63	12.50	8.00	18.52	32	25	27
5	11.11	24.00	25.00	55.56	28.00	33.33	22.22	40.00	20.83	11.11	8.00	20.83	18	25	24
All Grades	5.10	13.25	9.46	42.04	43.05	40.54	36.94	32.45	31.08	15.92	11.26	18.92	157	151	148

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.00	38.89	16.67	46.67	44.44	25.00	10.00	16.67	37.50	13.33	0.00	20.83	30	18	24
1	32.26	32.35	6.25	16.13	29.41	56.25	25.81	29.41	6.25	25.81	8.82	31.25	31	34	16
2	45.45	40.00	19.44	31.82	40.00	38.89	13.64	8.00	25.00	9.09	12.00	16.67	22	25	36
3	25.00	25.00	47.62	37.50	54.17	33.33	25.00	16.67	14.29	12.50	4.17	4.76	24	24	21
4	31.25	48.00	55.56	40.63	32.00	22.22	18.75	16.00	3.70	9.38	4.00	18.52	32	25	27
5	61.11	44.00	50.00	22.22	44.00	20.83	0.00	8.00	8.33	16.67	4.00	20.83	18	25	24
All Grades	35.67	37.75	33.11	33.12	39.74	31.76	16.56	16.56	16.89	14.65	5.96	18.24	157	151	148

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.56	0.00	6.67	33.33	12.50	86.67	55.56	54.17	6.67	5.56	33.33	30	18	24
1	3.23	0.00	0.00	19.35	14.71	25.00	25.81	44.12	37.50	51.61	41.18	37.50	31	34	16
2	0.00	20.00	0.00	36.36	36.00	33.33	31.82	24.00	52.78	31.82	20.00	13.89	22	25	36
3	4.17	4.17	0.00	0.00	8.33	19.05	37.50	41.67	47.62	58.33	45.83	33.33	24	24	21
4	3.13	0.00	0.00	6.25	28.00	14.81	37.50	44.00	33.33	53.13	28.00	51.85	32	25	27
5	0.00	4.00	0.00	11.11	24.00	16.67	61.11	36.00	41.67	27.78	36.00	41.67	18	25	24
All Grades	1.91	5.30	0.00	12.74	23.18	20.95	46.50	40.40	45.27	38.85	31.13	33.78	157	151	148

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	11.11	8.33	73.33	88.89	70.83	13.33	0.00	20.83	30	18	24
1	35.48	29.41	6.25	41.94	64.71	68.75	22.58	5.88	25.00	31	34	16
2	18.18	28.00	8.33	72.73	60.00	75.00	9.09	12.00	16.67	22	25	36
3	8.33	16.67	23.81	54.17	75.00	61.90	37.50	8.33	14.29	24	24	21
4	15.63	36.00	7.41	59.38	56.00	62.96	25.00	8.00	29.63	32	25	27
5	22.22	16.00	25.00	61.11	64.00	58.33	16.67	20.00	16.67	18	25	24
All Grades	19.11	23.84	12.84	59.87	66.89	66.89	21.02	9.27	20.27	157	151	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	38.89	20.83	53.33	50.00	45.83	6.67	11.11	33.33	30	18	24
1	35.48	32.35	43.75	32.26	52.94	25.00	32.26	14.71	31.25	31	34	16
2	59.09	68.00	44.44	36.36	20.00	38.89	4.55	12.00	16.67	22	25	36
3	58.33	45.83	61.90	25.00	50.00	33.33	16.67	4.17	4.76	24	24	21
4	65.63	60.00	70.37	25.00	40.00	14.81	9.38	0.00	14.81	32	25	27
5	77.78	92.00	66.67	5.56	4.00	16.67	16.67	4.00	16.67	18	25	24
All Grades	54.14	55.63	51.35	31.21	36.42	29.73	14.65	7.95	18.92	157	151	148

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.56	0.00	90.00	94.44	75.00	10.00	0.00	25.00	30	18	24
1	6.45	5.88	6.25	38.71	44.12	37.50	54.84	50.00	56.25	31	34	16
2	9.09	16.00	0.00	59.09	64.00	77.78	31.82	20.00	22.22	22	25	36
3	0.00	4.17	0.00	33.33	29.17	57.14	66.67	66.67	42.86	24	24	21
4	0.00	0.00	0.00	56.25	60.00	37.04	43.75	40.00	62.96	32	25	27
5	16.67	4.00	4.17	50.00	44.00	45.83	33.33	52.00	50.00	18	25	24
All Grades	4.46	5.96	1.35	55.41	53.64	57.43	40.13	40.40	41.22	157	151	148

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	38.89	20.83	50.00	55.56	41.67	40.00	5.56	37.50	30	18	24
1	6.45	0.00	0.00	41.94	85.29	68.75	51.61	14.71	31.25	31	34	16
2	0.00	20.00	13.89	72.73	64.00	72.22	27.27	16.00	13.89	22	25	36
3	8.33	0.00	4.76	45.83	83.33	90.48	45.83	16.67	4.76	24	24	21
4	3.33	8.00	11.11	53.33	72.00	59.26	43.33	20.00	29.63	30	25	27
5	0.00	12.00	4.17	82.35	68.00	62.50	17.65	20.00	33.33	17	25	24
All Grades	5.19	11.26	10.14	55.19	72.85	65.54	39.61	15.89	24.32	154	151	148

Conclusions based on this data:

1. The school site continues to see marginal growth in ELPAC scoring.
2. The school had a 1.5% growth overall with students increasing by at least 1 ELPAC level.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022/2023

	Number of Students Tested
Total student tested = 55	55
Aerobic Capacity	91.5
Abdominal Strength and Endurance	91.5
Trunk Extensor Strength and Flexibility	91.5
Upper Body Strength and Endurance	91.5
Flexibility	93.2
Total student tested =	55

Physical Fitness Test Results (PFT) 2022/2023

	Number of Students Tested
Total student tested = 67	38.8%
Aerobic Capacity	67
Body Composition	67
Abdominal Strength and Endurance	67
Trunk Extensor Strength and Flexibility	67
Upper Body Strength and Endurance	67
Flexibility	67

Conclusions based on this data:

1. 55 students took the PFT.
2. The State requested participation in the PFT, yet not a recording or calculating of scores.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	75 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	81 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	88 %	6.1

1. School connectedness decreased from to 78% in 2020 to 75% in 2022.
2. Feeling Safe at School increased from to 76% in 2020 to 81% in 2022.

   Students treated with respect increased 82% in 2020 to 88% in 2022.
3. The CHKS was not held in 2023 and scores will be updated in the 2024 SPSA report.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
346	**64.5**	**45.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marylin Avenue STEAM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	158	45.7
Foster Youth		
Homeless	5	1.4
Socioeconomically Disadvantaged	223	64.5
Students with Disabilities	103	29.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian	4	1.2
Asian	19	5.5
Filipino	17	4.9
Hispanic	244	70.5
Two or More Races	14	4.0
Pacific Islander	1	0.3
White	46	13.3

Conclusions based on this data:

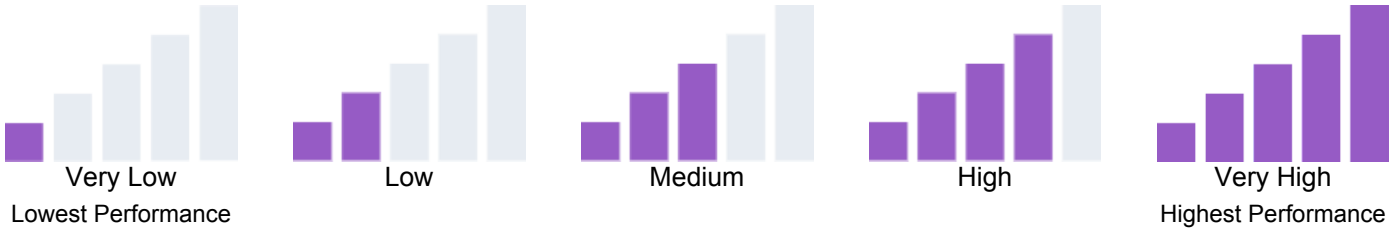
1. The total enrollment of Marylin Avenue is 434.
2. Our largest student population is Hispanic/Latino, at 75.4%. The school has 28.7% Students with Disabilities.
3. Almost 75% of Marylin's students are Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

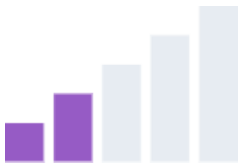
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

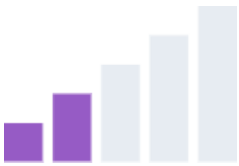
All Students



36.1 points below standard

158 Students

English Learners



60.0 points below standard

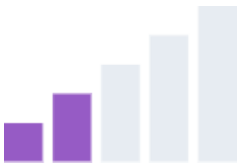
86 Students

Foster Youth

Homeless

3 Students

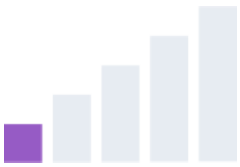
Socioeconomically Disadvantaged



42.2 points below standard

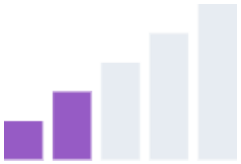
116 Students

Students with Disabilities



85.8 points below standard

52 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 9 Students	No Performance Level 23.4 points above standard 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 48.8 points below standard 116 Students	No Performance Level 6 Students		No Performance Level 14.7 points below standard 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.4 points below standard 72 Students	19.7 points below standard 15 Students	15.2 points below standard 50 Students

Conclusions based on this data:

1. Overall students at Marylin Avenue had a 10% increase in ELA scores in the 2022/2023 school year.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

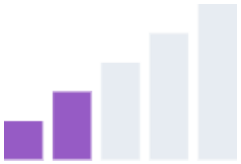
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
37.4 points below standard	61.6 points below standard	
155 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
3 Students	48.3 points below standard	97.2 points below standard
	116 Students	49 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 8 Students	No Performance Level 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 52.3 points below standard 116 Students	No Performance Level 6 Students		No Performance Level 6.9 points below standard 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.0 points below standard 72 Students	9.7 points below standard 15 Students	12.5 points below standard 47 Students

Conclusions based on this data:

1. Overall students in grades 3-5 had an increase of 8% in the 2022/2023 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
45.8 making progress towards English language proficiency
Number of EL Students: 118 Students
Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.3%	33.9%	0.0%	45.8%

Conclusions based on this data:

1. Students are Maylin Avenue made a 1.2% in level change in a positive direction in 2022-2023.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

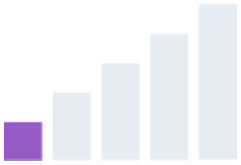
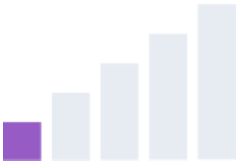
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	
38.3% Chronically Absent	34.1% Chronically Absent	
358 Students	167 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
53.8% Chronically Absent	39.7% Chronically Absent	44.7% Chronically Absent
13 Students	247 Students	114 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	47.6% Chronically Absent	5.9% Chronically Absent
3 Students	3 Students	21 Students	17 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
38.6% Chronically Absent	35.7% Chronically Absent	Less than 11 Students	39.6% Chronically Absent
251 Students	14 Students	1 Student	48 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0.3% suspended at least one day	0% suspended at least one day	
377 Students	175 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
0% suspended at least one day	0% suspended at least one day	0.9% suspended at least one day
13 Students	257 Students	115 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
5 Students	3 Students	21 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	Medium
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	2% suspended at least one day
264 Students	16 Students	1 Student	50 Students

Conclusions based on this data:

1. Marylin maintains a very low to no suspension rate.
2. Marylin practices restorative justice and counsels students to shift challenging behavior in order to keep students in school, instead of suspending them and sending them home.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 Smarter Balanced Performance Summary Leveled Literacy Intervention (LLI) Assessment Benchmark Assessment System (BAS) Assessment Basic Phonics Skills Test (BPST) Assessment Easy CBM Universal Screener	50% of all students will meet or exceed standard in ELA, as measured by SBAC in May of 2023. All English Learners will increase by 10% for meeting or exceeding the standard in ELA as measured by the SBAC in May of 2023.	40% of students are at or above grade level in ELA which is a 10% increase over the school year.
Math Smarter Balanced Performance Summary Pearson Investigation Assessments	50% of all students will meet or exceed the standard in math, as measured by the SBAC in May of 2023. All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2023.	Math scores were 37% at or above grade level. English Learners increased by 2%.
Writing District Write Benchmark Smarter Balanced Performance Summary	75% of all students will score At, Near, or Above Standard on the Writing Claim on the 2023 SBAC. All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2023.	Do not have enough information yet from SBAC reporting to share.
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.	Teachers met weekly to discuss and address student need.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension Provide targeted Tier-I interventions to support literacy development in	Literacy/Reading Comprehension Provide targeted Tier-I interventions to support literacy development in	1.0 FTE Title One Intervention Teacher 2000-2999: Classified Personnel Salaries Title I 118,819	1.0 FTE Title One Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 127,040

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Utilize GLAD strategies with EL students. Newcomers intervention group for students with limited or no English with Lexia ELD programming. Utilize Benchmark Advance EL component.	class. Provide Tier-II Leveled Literacy Intervention as identified by Fountas and Pinnell, Benchmark Assessment System, and Phonics and Phonemic Awareness Intervention as identified by 95% group. Work with MTSS coaches. Utilized knowledge of teacher who attended summer Schoology training. Utilize GLAD strategies with EL students. Newcomers intervention group for students with limited or no English. Utilize Benchmark Advance EL component.		
Mathematics Dreambox Instruction in academic vocabulary for EL students. Utilize IXL Math web-based program for additional math instruction and practice. Continued implementation of Investigations 3 Math program utilizing District math coaches. Supplemental materials	Mathematics Dreambox Instruction in academic vocabulary for EL students. Continue implementation of Investigations Math program utilizing District math coaches. Supplemental materials	Supplemental materials and tools to enhance learning in support of mathematics, updated technology, tools for ELD and literacy interventions - curricular subscriptions - both physical and online, Book Trust Literacy Program, and updated technology, LCFF - Supplemental 68370	Supplemental materials and tools to enhance learning in support of mathematics, updated technology, Supplemental materials and tools for ELD and literacy interventions - curricular subscriptions - both physical and online, Book Trust Literacy Program, and updated technology, LCFF - Supplemental 68370
Writing We will utilize our District writing coaches to further assist teachers with implementing Units of Study Writing and Benchmark Advance writing. Utilize knowledge of teachers who attend summer Benchmark Advance training. Utilize Benchmark Advance EL component. Supplemental Materials	Writing Utilized Benchmark Advance writing. Utilized Benchmark Advance EL component. Supplemental Materials		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Articulation Teachers will be released for one full day to articulate about literacy, math, and writing. Teachers will also meet throughout the year during early release collaboration Wednesdays for cross grade-level articulation. Teachers on various District committees will report monthly at staff meetings. Teachers will discuss strategies for EL instruction.	Articulation Teachers were released for one full day to articulate about literacy, math, and writing. Teachers met throughout the year during early release collaboration Wednesdays for cross grade-level articulation. Teachers on various District committee reported monthly at staff meetings. Teachers will discussed strategies for EL instruction.	Substitutes for grade-level articulation. LCFF - Supplemental 6,000 Grade-level articulation, collaboration, data workshops Title II Part A: Improving Teacher Quality 2,500	Substitutes for grade-level articulation. LCFF - Supplemental 6,000 Grade-level articulation, collaboration, data workshops Title II Part A: Improving Teacher Quality 2,500

Analysis

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

Complete implementation with the PLC driven groups to meet the needs of individual students.

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

Overall we had an increase in ELA by 10% and Math by 8% in the 22/23 school year.

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

Teacher salary increased across LVJUSD in 22/23 through contract negotiations.

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.

Changes for the 23/24 school year are; STEAM implementation, project-based learning in STEAM, added reading and math teachers on special assignment, PLC work with increased program diversity, and daily implementation of Sonday and Heggerty.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
Positive Behavioral Interventions and Supports (PBIS)	100% of staff will teach and support the schoolwide PBIS expectations	Students participated in the Roadrunner Raves PBIS program.
Attendance/Chronic Absenteeism	Attendance will be above 95%	Attendance was 93% over the course of the year.
Physical Fitness	Increase scores on the California Physical Fitness Test.	Students continue to follow the California State guideline of participation in the assessment process.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish school expectations and lessons to implement them as part of Positive Behavioral Interventions and Supports (PBIS) Create PBIS reward systems	Established school expectations and lessons to implement them as part of Positive Behavioral Interventions and Supports (PBIS) Created PBIS reward systems	Supplies, incentives and materials for Positive Behavioral Interventions and Supports (PBIS), Choose Love, and schoolwide Data Information System (SWIS). Example: Posters, lamination, schoolwide expectations, student incentives, carbon copy forms, stickers, trainings and conferences if available None Specified LCFF - Supplemental 10,000	Supplies, incentives and materials for Positive Behavioral Interventions and Supports (PBIS), Choose Love, and schoolwide Data Information System (SWIS). Example: Posters, lamination, schoolwide expectations, student incentives, carbon copy forms, stickers, trainings and conferences if available None Specified LCFF - Supplemental 10,000
		None Specified	
Attendance. Utilize English/Spanish Bilingual Community Outreach Coordinator to support Spanish speaking families.	Attendance. Utilized English/Spanish Bilingual Community Outreach Coordinator to support Spanish speaking families.	None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Recognize classes with 100% daily attendance. Track and recognize individual student monthly, trimester, and yearly perfect attendance. Monitor students attendance with English/Spanish Bilingual Child Welfare and Attendance on a weekly basis.	Recognized classes with 100% daily attendance. Tracked and recognized individual student monthly, trimester, and yearly perfect attendance. Monitored students attendance with English/Spanish Bilingual Child Welfare and Attendance on a weekly basis.		
Physical Fitness: 4th and 5th grade teachers will work on the skills needed to pass the California Physical Fitness Test.	Physical Fitness: 4th and 5th grade teachers worked on the skills needed to pass the California Physical Fitness Test.		
Kid Connection Counseling	Kid Connection Counseling	Kid Connection Counseling to improve social-emotional learning for academic success LCFF - Supplemental 6,000	Kid Connection Counseling to improve social-emotional learning for academic success LCFF - Supplemental 6,234

Analysis

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

Kid Connection, PBIS and attendance were a focus to develop a strong bond with learning. Students have responded well to the programming and it will continue next year.

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

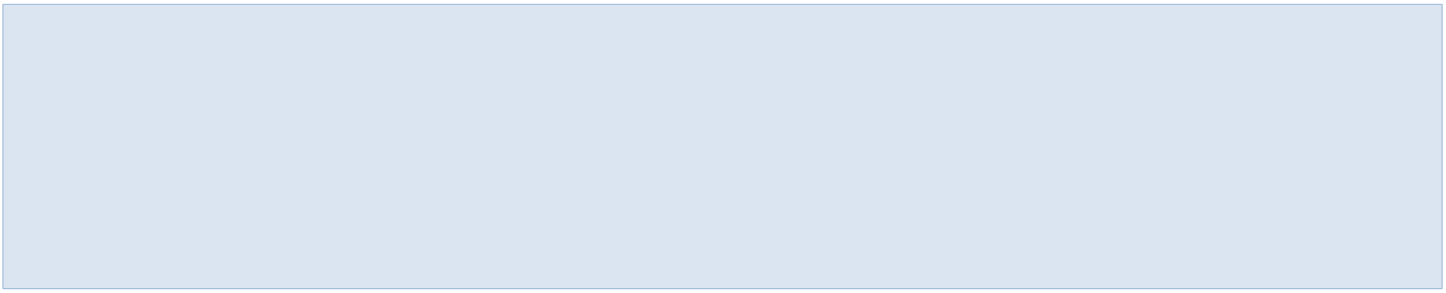
School site data for PBIS was low as log entries were not turned in often, Roadrunner Raves for positive reinforcement were given only 1x weekly.

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

Increase in salaries across LVJUSD for staff.

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.

Over the course of the 23/24 school year PBIS has been completely changed to a more intuitive program that celebrates students more frequently. Schoolwide assemblies for Choose Love curriculum are monthly and awards are given to students who are positively participating in the programming. Kid connection will continue with the COST process updating to make it easier for staff, parents, or admin to refer a student they have concerns for.



Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent participation and involvement in school activities	Growth of Parent Teacher Organization and parent participation in school activities by 5%. Data demonstrating staff seeks input from parents in decision making. Parent on PCIC in 22-23.	The PTO has not grown in the 22/23 school year with parent participation. Participation in schoolwide activities is reported as similar to past years based on a feeling and no data to report.

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 virtually. Principals Newsletter Regular emails from Principal and Parent Teacher Organization to all families in English and Spanish. Utilize English/Spanish Bilingual Community Outreach Coordinator to provide supports for EL parents to assist with supporting their students.	Continued reorganizing/regrowth of PTO and community activities for parents to participate in virtually. Principals Newsletter Regular emails from Principal and Parent Teacher Organization were sent to all families in English and Spanish. Utilize English/Spanish Bilingual Community Outreach Coordinator to provide supports for EL parents to assist with supporting their students.		
Provide parent education workshops and community groups to assist parents with supporting their students via English/Spanish Bilingual Community Outreach Coordinator and other outside agencies.	Parent Center emailed regularly regarding community workshops and classes for parents. In addition, the Parent Center held monthly coffee chats for parent questions.	Materials and child care needed for Parent education trainings and ELAC meeting. None Specified LCFF - Supplemental 4,200	Materials and child care needed for Parent education trainings and ELAC meeting. None Specified LCFF - Supplemental 4,200

Analysis

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

Parent center and principal sharing out information via newsletters to keep families engaged with school activity.

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

The community members that utilize the parent liaison in the main office are able to gain access to programs within the school site and outside in the community. They have found this to be very helpful.

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

There are no material differences between the proposed expenditures and estimated actual expenditures.

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.

In the 23/24 school year a completely new PTO has been created with parents interested in creating a charter that is fiscally responsible along with supporting our students and staff in the various community events. The principal will share weekly a newsletter with the community with collaboration from PTO, staff, and support figures to keep the learning community informed. The Parent Liaison will continue to work 1/2 days but will follow the guidelines of the newly established job description.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA Smarter Balanced Performance Summary Leveled Literacy Intervention (LLI) Assessment Benchmark Assessment System (BAS) Assessment Basic Phonics Skills Test (BPST) Assessment Easy CBM Universal Screener	40% of Marylin students met or exceeded standards in ELA. 37.3% of students are English Language Learners.	55% of all students will meet or exceed standard in ELA, as measured by SBAC in May of 2024. All English Learners will increase by 1 level as measured by the ELPAC assessment.
Math Smarter Balanced Performance Summary Pearson Investigation Assessments	39% of Marylin students met or exceeded standards in Math.	54% of all students will meet or exceed the standard in math, as measured by the SBAC in May of 2024. All English Learners will increase by 10% for meeting or exceeding the standard as measured by the SBAC in May of 2024.
Articulation	All teachers will continue to have professional development and support working in a PLC team to review current data and make targeted plans to support individual students needs in all areas of learning and personal development.	Students will have an increase in scores not only academically in all content areas but also have an increase in California Healthy Kids Survey and Panorama (Local social emotional learning assessment) with connections to learning.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension
Provide targeted 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.
Utilize GLAD strategies with EL students.
Newcomers intervention group for students with limited or no English.
Utilize Benchmark Advance EL component.
Utilize Lexia English for Emergent Bilingual students

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/2023– 6/8/2024

Person(s) Responsible

Principal / Teachers / Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	135,120.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1.0 FTE Title One Intervention Teacher

Strategy/Activity 2

Staff Development and Professional Collaboration, training costs, substitute costs:
Conference Allocation for staff
Substitute costs for coaching, collaboration and training.

Mathematics
Dreambox
Instruction in academic vocabulary for Emergent Bilingual students.
Continue implementation of Investigations 3 Math program utilizing site math ToSA.
Supplemental Materials

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/2023– 6/8/2024

Person(s) Responsible

Principal / Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF - Supplemental
Description	Supplemental materials and tools to enhance learning in support of mathematics, updated technology,

Strategy/Activity 3

Reading
Professional Learning Community(PLC) teams will work to support individualized targeted instruction based on student data.
Small group instruction 4x40 minutes per week in differentiated groups.
Newcomer Emergent Bilingual students will have additional 2x40 minutes per week with small group instruction by reading ToSAs.
Focus on Benchmark Advance reading 5x30 minutes per week.
All staff TK-5 will use Sonday Essentials 5x20 minutes for phonics development.
TK-1 staff will teacher Heggerty phonemic awareness program 12 min per day.

Supplemental materials, computers, software, books, supplies may be purchased:
Teacher Computers-
Curricular Subscriptions
ESGI, Book Trust, Universal Access materials, Projectors, PE equipment, Classroom material, paper, classroom furniture.
Software, hardware, Chromebook, chargers

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/2023– 6/8/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF - Supplemental
Description	Supplemental materials, computers, software, books, supplies may be purchased: Teacher Computers- Curricular Subscriptions: ESGI, Book Trust, Universal Access materials, Projectors, PE equipment, Classroom material, paper, classroom furniture. Software, hardware, chromebooks, chargers

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

California Physical Fitness Test Participation– Grade 5
Healthy Kids Survey – Grades 5
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive Behavioral Interventions and Supports (PBIS)	Marylin is renewing their knowledge in PBIS. They have reinstated a PBIS Tier-One Committee and have begun a new system with positively stated expectations that all students, staff and the learning community follow.	100% of staff will teach and support the schoolwide PBIS expectations Gold Medal Award for the work in 23/24 as a community.
Attendance/Chronic Absenteeism	Attendance at Marylin Avenue was 92.3	Attendance will be above 94% in the 23/24 school year.
Physical Fitness	All students continue to participate in PFT testing.	Increase scores on the California Physical Fitness Test and an understanding why healthy living is important.

Planned Strategies/Activities

Strategy/Activity 1

Establish school expectations and lessons to implement them as part of Positive Behavioral Interventions and Supports (PBIS)
Create PBIS reward systems

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/2023– 6/8/2024

Person(s) Responsible

Principal / Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF - Supplemental
Description	Supplies, Incentives and Materials for Positive Behavioral Intervention and Supports (PBIS), Choose Love, and Schoolwide Data Information System (Powerschool). Example: Posters, lamination, school wide expectation student incentives, carbon copy forms, stickers, trainings and conferences if available
Amount	6,982.90
Source	LCFF - Supplemental
Description	Kid Connection Specialist hired for additional 6 hours (1 day) to increase the number of students that have access to small group positive social intervention program.

Strategy/Activity 2

Attendance.
Utilize English/Spanish Bilingual Community Outreach Coordinator to support Spanish speaking families.
Recognize classes with 100% daily attendance.
Track and recognize individual student monthly, trimester, and yearly perfect attendance.
Monitor students attendance with English/Spanish Bilingual Child Welfare and Attendance on a weekly basis.

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/2023– 6/8/2024

Person(s) Responsible

Teachers/Principal/CWA/Office Assistant

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Description	CWA Everyday Counts program and coordination with families around the importance of engagment with the school and learning process. New short term independent study contracts have been adopted and will support participation while students are away from school.

Strategy/Activity 3

Physical Fitness: 4th and 5th grade teachers will work on the skills needed to pass the California Physical Fitness Test.

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/2023– 6/8/2024

Person(s) Responsible

Principal/ Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Site based training for grades 1-5 on physical educational standards and expectations to support healthy development within movement.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Teachers utilizing online communication through Blackboard.
Parent participation on site committees, ELAC, PTO, SSC, PCIC

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent participation and involvement in school activities	30-35% parent attendance at school activities.	Growth of Parent Teacher Organization and parent participation in school activities by 20%. Data demonstrating staff seeks input from parents in decision making. Parent on PCIC in 23/24.

Planned Strategies/Activities

Strategy/Activity 1

Continue reorganizing/regrowth of PTO and community activities for parents to participate in virtually.
Principals Newsletter weekly
Regular emails from Principal and Parent Teacher Organization to all families in English and Spanish.
Utilize English/Spanish Bilingual Community Outreach Coordinator to provide supports for EL parents to assist with supporting their students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/21/23-6/8/24

Person(s) Responsible

Principal
Teachers

Parent Teacher Organization board

Proposed Expenditures for this Strategy/Activity

Description	Monthly PTO board meeting and Membership meetings. Attendance by staff and admin to PTO meetings and events. Open, transparent communication with the community with all things that academically and social emotionally happening at school. Monthly Choose Love Assemblies with a drawing for pizza lunch with the principal the (30 students each month) following day.

Strategy/Activity 2

Provide parent education workshops and community groups to assist parents with supporting their students via English/Spanish Bilingual Community Outreach Coordinator and other outside agencies. Hosting all school events with access to translation services.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/23-6/8/24

Person(s) Responsible

Principal/ Teachers/ Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	6,387.10
Source	LCFF - Supplemental
Description	Parental Involvement: Translator services- Parent meetings, back to school, open house, Parent engagement night materials, snacks, beverages, copying costs.

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	121,319
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	203,490.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	136,630	136,630.00
LCFF - Supplemental	$68,370	0.00
Title I	136,630	1,510.00
Title II Part A: Improving Teacher Quality	$2,500	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	41,387.10
2000-2999: Classified Personnel Salaries	135,120.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF - Supplemental	26,982.90
	LCFF - Supplemental	41,387.10
2000-2999: Classified Personnel Salaries	Title I	135,120.00

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
Joe Meunier	Principal
Gina Juarez	Classroom Teacher
Candace Bolar	Classroom Teacher
Andrew Gonzales	Parent or Community Member
Rob Prentiss	Parent or Community Member
Myra Henandez	Parent or Community Member
Jamie Morton	Parent or Community Member
Ashley Davis	Parent or Community Member
Andrew Phillips	Classroom Teacher
Belen Thompson	Other School Staff

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

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 10/9/23.

Attested:

Principal, Joe Meunier on 10/9/23

SSC Chairperson, Jami Morton on 10/9/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
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.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

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*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

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, 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.*
- *$34,456*

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** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$118,819.00
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$2,500.00
	Total amount of federal categorical funds allocated to this school	$121,319

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$30,378
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$68,370
	Total amount of federal categorical funds allocated to this school	$98,748

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$6,444.00

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

Projected LCFF Supplemental Funds $68,370

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u> Improvements or enhancement in instruction: Kid Connection Counseling to improve social-emotional learning for academic success.	August-June 2024	Principal Kid Connection Counselor Teachers and Staff	6,983	• Socio-econ. Disadvantaged • English Learner • Foster Youth
		<u>Total:</u>	6,983	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u> PBIS Materials Choose Love Materials (Stickers) Posters, lamination, schoolwide expectation student inventive, training and conferences if available	Sept-June	Principal Teacher and Staff	15,000	• Socio-econ. Disadvantaged • English Learner • Foster Youth
Teacher Computers- Curricular Subscriptions ESGI, Book Trust, Universal Access materials, Projectors, PE equipment, Classroom material, paper, classroom furniture. Software, hardware, chromebooks, chargers	August 2023 - June 2024	Principal	20,000	
		<u>Total:</u>	35,000	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u> Conference Allocation for staff Substitute costs for coaching, collaboration and training.	August 2023 - June 2024	Principal Classroom Teachers	20,000	• Socio-econ. Disadvantaged • English Learner • Foster Youth

		Total:	20,000	
Parent Involvement: Translator services- Parent meetings, Back-to-School, Open House, Parent engagement night materials, snacks, beverages, copying costs.	August 2023 - June 2024	Principal ELAC Coordinator	6,387	• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Total:	6,387	
		Grand Total:	68,370	

Appendix F

School Site: Marylin Avenue STEAM Academy
LVJUSD Site Allocation Plan for Title I

$136,630 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: Title 1 teacher- small group instruction, Tier 1 support, assessment support, PLC Lead, ELAC participant and Title 1 meeting lead.	Aug-June	Principal	135,120
Supplemental materials, computers, software, books, supplies may be purchased: Tools to enhance learning opportunities, classroom materials, field trip stipends, eld martials.	Aug-June	Principal Title I Teacher Classroom Teachers	1,510
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			
Total:			136,630

Appendix G: Title I School-Level Parental Involvement Policy
Marylin Avenue STEAM Academy, Livermore, CA

Marylin Avenue STEAM Academy 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

Marylin Avenue School
Parent Involvement Policy 2023/2024

School Site Council meets to involve parents in the Title I program at Marylin Avenue School, the following practices have been established:

Marylin Avenue 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

Marylin Avenue School offers a flexible number of meetings for Title I parents::

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

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

Monthly School Site Council meetings

The school provides parents of Title I students with timely information about Title I programs.
School Newsletters/Emails
Teacher Newsletter/ Emails

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.
Teacher Informational Meeting When Enrolled
Goal setting conferences
SSC meetings
ELAC meetings
PTA meetings

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

If the Schoolwide Plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.
(20 U.S.C. Section 63 C 5)

School-Parent Compact

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

- The students′ agreement includes attending school, listening, participating, completing work and demonstrating respect.

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

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

Building Capacity for Involvement

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

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

- Back to School Night
- Fall conferences and office hours

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

- Spring conferences
- Parent informational nights

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

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

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

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

- ELAC Committee meetings
- Community Liaison

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

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

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

- Community Liaison and Child Welfare and Attendance

Accessibility

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

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

Appendix H

Livermore Valley Joint Unified School District
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 1-5 are checked out Chromebook devices to explicitly enhance the learning experience in classrooms. All TK and Kindergarten classes have 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
2023-24

Elementary School Name: Marylin Ave Elementary Date 10/4/22 English Learner Liaison: Anne Rosendin

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 levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
K	C. Hebert	2-3	M, T, W, Th, F 12:30-1:00pm	
	G. Juarez	1-2	M, T, W, Th, F 12:30-1:00pm	
	C. Benjamin	3	M, T, W, Th, F 12:30-1:00pm	
First	A. Zendejas	1/2,2/3,3/4	M, T, W, Th, F 8:40-9:20am	
	J. Kiefer	1/2,2/3,3/4	M, T, W, Th, F 8:40-9:20am	
	K. Faiaipau	1/2,2/3,3/4	M, T, W, Th, F 8:40-9:20am	
Second	J. Nissen	1/2,2/3	M, T, W, Th, F 8:40-9:20am	
	J., Glogovac	1/2,2/3	M, T, W, Th, F 8:40-9:20am	
	J. Bachtold	1/2,2/3	M, T, W, Th, F 8:40-9:20am	
Third	A. Rosendin	1-2	M, T, W, Th, F 8:40-9:00 & 1:40-2:00pm	
	H. Barker	1 & 3	M, T, W, Th, F 8:40-9:00 & 1:40-2:00pm	

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)
	J. Martinez	3	M, T, W, Th, F 8:40-9:00 & 1:40-2:00pm	
Fourth	C. Bolar	1-2	M, T, W, Th, F 8:40-9:20am	
	E. Kishi	3-4	M, T, W, Th, F 8:40-9:20am	
Fifth	J. Pennybacker	2/3, 3/4	M, T, W, Th, F 8:40-9:20am	
	A. Robinson	2/3, 3/4	M, T, W, Th, F 8:40-9:20am	

Appendix J

2023-24 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.	

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