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 maxi(t)9te resources

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School Vision and Mission

MISSION:

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

VISION:

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

Learning that is Rigorous and Engaging

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

Atmosphere that is Supportive and Nurturing

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

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

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

School Profile

Lawrence Elementary is a growing community of 470 students in Transitional Kindergarten through 5th grade. We are the newest school in the Livermore Valley Joint Unified School District, whose student population now exceeds 13,000. While our school is newer, our community's perpetual endeavor of academic excellence is well-rooted in Livermore and ready to take its place among the best elementary schools around.

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

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

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

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

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

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

Our library is a focal point of our school and a place where students interact with our talented Library Media Specialist to acquire additional library resource skills, listen to inspiring and timely stories, and participate in supplemental student support. Alliance Therapy Dogs (ATD) visit the campus and students read books to the dogs. We look forward to the continued support of therapy dogs on campus.

We believe our school community is our strongest asset. We are comprised of enthusiastic students, exceptional teachers, and dedicated families. We believe the bond between school and community is invaluable and allows students to achieve their best. Our students feel challenged, supported, and engaged. We have an active Parent Teacher Organization (PTO) that leads fundraising opportunities, teacher appreciation events, school socials, and more. Everything the Lawrence Elementary community does is designed to support our students and staff with a shared goal of academic excellence.

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 Members reviewed draft versions of the School Plan and provided feedback. School data, schoolwide goals, resources, and their effectiveness were all taken into consideration throughout the process.

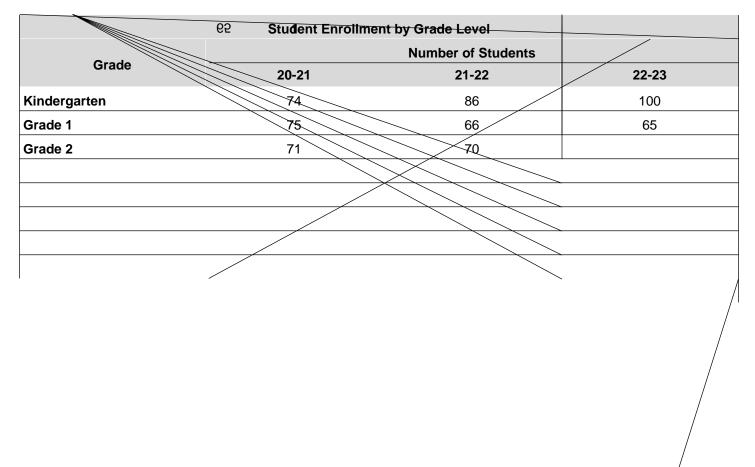
Highlights of the School Plan for Student Achievement (SPSA) were presented to our English Language Advisory Committee (ELAC). Detailed information related to the English Language Development Program implementation was shared, and parents were given the opportunity to provide input.

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

	Student Enrollment by Subgroup								
	Per	cent of Enrolli	nent	Number of Students					
Student Group	20-21	21-22	22-23	20-21	21-22	22-23			
American Indian	0.8%	1.08%	1%	3	4	4			
African American	1.4%	1.08%	1.49%	5	4	6			
Asian	20.4%	20.4% 23.18%		74	86	108			
Filipino	2.2%	2.2% 2.70%		8	10	9			
Hispanic/Latino	21.3%	21.3% 18.87%		77	70	84			
Pacific Islander	0.3%	0.27%	0%	1	1	0			
White	45.0%	46.09%	39.55%	163	171	159			
Multiple/No Response	7.5%	6.20%	7.96%	27	23	32			
		То	tal Enrollment	362	371	402			

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level



Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment									
	Num	Number of Students Percent of Students							
Student Group	20-21	21-22	22-23	20-21	21-22	22-23			
English Learners	29	25	29	8.00%	6.7%	7.2%			
Fluent English Proficient (FEP)	39	46	59	10.80%	12.4%	14.7%			
Reclassified Fluent English Proficient (RFEP)	0			0.0%					

Conclusions based on this data:

2. Lawrence Elementary School's percentage of Fluent English Proficient students remained nearly the same from 2021-22 to 2022-23.

^{1.} Lawrence Elementary School's percentage of English Learners was consistent from 2021-22 to 2022-23.

Overall Participation for All Students % of Enrolled Students **# of Students Enrolled # of Students Tested** # of Students with Grade Level 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 44 66 73 41 65 73 41 64 73 93.2 98.5 100.0 Grade 4 49 40 61 43 39 61 43 39 61 87.8 97.5 100.0 Grade 5 42 42 36 42 42 36 89.4 97.3 47 43 37 97.7 All Grades 140 149 171 126

CAASPP Results English Language Arts/Literacy (All Students)

Listening Demonstrating effective communication skills										
	% At	ove Stan	ndard	% At o	r Near Sta	andard	% Be	% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	12.20	20.31	24.66	80.49	73.44	67.12	7.32	6.25	8.22	
Grade 4	25.58	15.38	18.03	69.77	76.92	75.41	4.65	7.69	6.56	
Grade 5	28.57	26.19	16.67	71.43	73.81	77.78	0.00	0.00	5.56	
All Grades	22.22	20.69	20.59	73.81	74.48	72.35	3.97	4.83	7.06	

Research/Inquiry Investigating, analyzing, and presenting infmGS1 gs 0 g ()]TJ ET EMC Q q -1 142.9

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students												
Grade	# of Students Enrolled			# of Students Tested			# of \$	Students	with	% of Er	% of Enrolled Students		
Level	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	44	66	73	40	65	73	40	65	73	90.9	98.5	100.0	
Grade 4	49	40	61	42	39	61	42	39	61	85.7	97.5	100.0	
Grade 5	47	43	37	42	42	36	42	42	36	89.4	97.7	97.3	
All Grades	140	149	171	124	146	170	124	146	170	88.6	98.0	99.4	

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

				C	Overall	Achiev	ement for All Stu	udents		
Grade	Mean Scale Score % Standard				ard	% Standard Me	et %	Standard Nearly	% Standard Not	
Level	20-21	21-22	22-23	20-21 21-22 22-23			20-21			

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	% At	ove Stan	dard	% At o	r Near Sta	andard	% Be	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40.00	43.08	35.62	60.00	46.15	54.79	0.00	10.77	9.59
Grade 4	33.33	33.33	39.34	59.52	58.97	54.10	7.14	7.69	6.56
Grade 5	30.95	40.48	27.78	61.90	54.76	61.11	7.14	4.76	11.11
All Grades	34.68	39.73	35.29	60.48	52.05	55.88	4.84	8.22	8.82

Conclusions based on this data:

1. Lawrence Elementary demonstrated consistency in Math as measured by 72% of students meeting or exceeding standards in Overall Achievement for All Students on the 2022-23 Smarter Balanced assessment compared to 74% in 2021-22.

ELPAC Results

* ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade	Overall Oral Language				age	Writt	en Lang	uage		Number of Students Tested		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
К	1435.0	*	1393.0									

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade				Level 3			Level 2			Level 1			Total Number of Students		
Level	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
к	27.27	*	0.00	9.09	*	15.38	54.55	*	53.85	9.09	*	30.77	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	26.92	15.00	3.03	26.92	25.00	21.21	38.46	40.00	39.39	7.69	20.00	36.36	26	20	33

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade	Wel	I Develo	ped	Somev	vhat/Mod	lerately	Beginning	Total Number of Students
Level	20-21	21-22	22-23	20-21	21-22			

Physical Fitness Test Results (PFT) 2022-2023

	Number of Students Tested
Total student tested = 37	
Aerobic Capacity	34
Abdominal Strength and Endurance	33
Trunk Extensor Strength and Flexibility	35
Upper Body Strength and Endurance	32
Flexibility	34

Physical Fitness Test Results (PFT)

Number of Students Tested

Conclusions based on this data:

1. 92-95% of fifth grade students completed 2023 physical fitness testing. Testing was limited for a few students due

California Healthy Kids Survey

Ele	Elementary Schools Grade 5:		
•	School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	84 %	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"	97 %	4.7

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 <u>Dashboard Communications Toolkit</u>.

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).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
	2022 Fall Das	hboard Overall Performance for A	II Students	
Academic Perform	ance	Academic Engagement	Co	nditions & Climate
English Language	Arts	Chronic Absenteeism	S	Suspension Rate
Very High		Very High		Medium
Mathematics				
Very High				
English Learner Pro	ogress			
No Performance Le	evel			

- 2. Lawrence teachers analyzed data throughout the year to provide targeted interventions in ELA and Mathematics. Small group instruction was delivered during "What I Need " time. This process will continue to be utilized schoolwide during the 2023-24 school year.
- **3.** Lawrence Elementary will continue to focus on alternative ways to respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally. An area of focus will be Emotion Regulation.

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
No Performance Level 3 Students		No Performance Level 71.1 points above standard 26 Students	No Performance Level 8 Students	
Hispanic	Two or More Races	Pacific Islander	White	
No Performance Level 30.5 points above standard 23 Students	No Performance Level 9 Students	No Performance Level 1 Student	High 43.1 points above standard 70 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			
5 Students	5 Students	44.1 points above standard			
		110 Students			

Conclusions based on this data:

- 1. The Socioeconomically Disadvantaged student group demonstrated growth as measured by students performing 3.5 points above standard compared to the Fall 2019 Dashboard in which the group was performing 37.4 points below standard.
- 2.

0

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 <u>Dashboard Communications Toolkit</u>.

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).

	Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance	
This section provides number of student groups in each level.						
	2022 Fall Dashboard Mathematics Equity Report					
	Very Low	Low	Medium	High	Very High	

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.

0

0

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

0

Very High 46.0 points above standard 139 Students 1

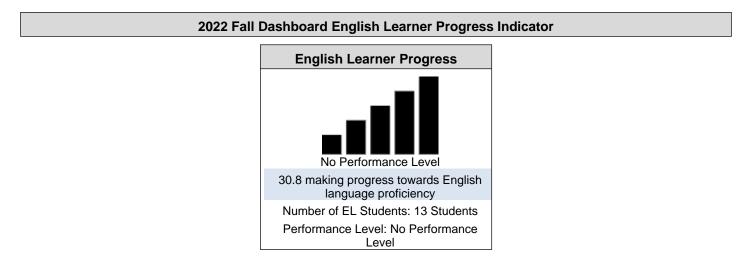
2022 Fall Dashboard Mathematics Performance by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
No Performance Level 3 Students		No Performance Level 78.0 points above standard 26 Students	No Performance Level 8 Students	
Hispanic	Two or More Races	Pacific Islander	White	
No Performance Level 23.6 points above standard 23 Students	No Performance Level 9 Students	No Performance Level 1 Student	Very High 37.4 points above standard 70 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

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 <u>Dashboard Communications Toolkit</u>.

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



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	
23.1%	46.2%	0.0%	30.8%	

Conclusions based on this data:

1. English Learner Progress data indicates a continued need to focus on English Language (EL) students as measured by 23.1% of students decreasing one ELPI Level on the Fall 2022 Dashboard.

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 <u>Dashboard Communications Toolkit</u>.

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).

Very High Lowest Performance High

Medium

Low

Very Low

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 <u>Dashboard Communications Toolkit</u>.

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	1	3	0	2

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		
Medium 1.3% suspended at least one day 395 Students	Very Low 0% suspended at least one day 33 Students	No Performance Level Less than 11 Students 3 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
No Performance Level Less than 11 Students 8 Students	Medium 3% suspended at least one day 67 Students	High 3.6% suspended at least one day 55 Students		

2022 Fall Dashboard Suspension Rate by Race/Ethnicity					
African American	American Indian	Asian	Filipino		
No Performance Level Less than 11 Students 9 Students	No Performance Level Less than 11 Students 3 Students	Medium 1.1% suspended at least one day 90 Students	No Performance Level 0% suspended at least one day 11 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 day day		1.7% suspended at least one day		
80 Students	27 Students		174 Students		

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and vocabulary skills for at-promise students Develop schoolwide, classroom, and individual reading goals Purchase Educational Software for Guiding Instruction (ESGI) to evaluate student progress Grade-level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, Reclassified English Learners, and at- promise students	Developed schoolwide, classroom, and individual reading goals Purchased Educational Software for Guiding Instruction (ESGI) to evaluate student progress Grade-level articulation held with an area of focus on Socioeconomically Disadvantaged, English Learners, Reclassified English Learners, and at- promise students		
Planned Strategies/Activities for Mathematics: Purchase MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis Provide small group instruction to enhance math skills with an area of focus on Socioeconomically Disadvantaged, Reclassified English Learners, and Special Education students Develop schoolwide, classroom, and individual math goals Utilize DreamBox for targeted instruction Utilize youcubed and SVMI tools	Actual Strategies/Activities for Mathematics: Purchased MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis Provided small group instruction to enhance math skills with an area of focus on Socioeconomically Disadvantaged, Reclassified English Learners, and Special Education students Developed schoolwide, classroom, and individual math goals Utilized DreamBox for targeted instruction Utilized youcubed and SVMI tools	MobyMax Computer Software License 4000- 4999: Books And Supplies LCFF - Supplemental 3,200 Leader in Me Professional Development 4000- 4999: Books And Supplies Title II Part A: Improving Teacher Quality 2,500	MobyMax Computer Software License 4000- 4999: Books And Supplies LCFF - Supplemental 3,199 Leader in Me Professional Development 4000- 4999: Books And Supplies Title II Part A: Improving Teacher Quality 2,500

Actual Actions/Services Proposed Expenditures Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures. Proposed Expenditures align with 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.

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

Annual Review and Update

SPSA Year Reviewed: 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
Schoolwide Information System (SWIS) Data	Decrease the average number of behavior referrals each month from 12 to 10 as measured by SWIS data	

Planned Actions/Services Actual Actions/Services Proposed Expenditures Measurable Results Analysis (MRA) results showed positive growth. Perfect attendance recognitions were not a priority due to COVID-19/illness sensitivity within our community.

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

The implementation of strategies/activities contributed to areas of growth within Goal 2. Students learned schoolwide expectations and a common language was used on campus. Leading Labs, Praise Notes, and Shout Outs allowed students to hear specific examples of fellow students demonstrating respect, responsibility, safety, and leadership skills. Monthly assemblies provided an opportunity for all Lawrence students to come together and feel united. Lawrence Elementary staff strongly believes The Leader in Me framework promoted growth in providing an engaging, healthy, and emotionally safe environment to support learning at the highest levels.

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

Estimated Actual Expenditures for student attendance recognitions was \$0 due to not focusing on perfect attendance during the 2022-23 school year. Leading Lab prizes and monthly leaderships certificates were \$0 because the items were donated from the community.

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.

Educlimber data will replace SWIS data for the 2023-24 school year. The Leader in Me MRA , Panoramic, and Healthy Kids surveys will be used to measure progress with school culture. Strategies/activities were highly effective. Focusing on monthly attendance will be a priority for the 2023-24 school year. These changes can be found in Goals, Strategies, and Proposed Expenditures Goal 2.

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
Blackboard Data Parent participation at school events Coffee with the Principal participation English Language Advisory Committee (ELAC) participation Parent Teacher Organization (PTO) participation	Increase the percent of cleared volunteer parent/guardians from 22% (176 out of 800) to 27% as measured by October 2023 Raptor data	Nearly Met: The percentage of cleared volunteer parent/guardians increased from 22% to 26% (210 out of 800) as measured by June 2023 Raptor data
Coffee with the Principal Attendance Numbers	Increase participation in Coffee with the Principal Meetings to an average of 25 parents during the 2022-23 school year	Not Met: The average number of attendees for Coffee with the Principal during the 2022-23 school year was 14

Strategies/Activities for Goal 3

Planned	Actual	Propos900001 cm
Actions/Services	Actions/Services	

Planned **Actions/Services**

Provide interpreters for conferences, Student Study Team Meetings, and ELAC Meetings

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal. Strategies/activities were continuously implemented throughout the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Strategies/activities were highly effective in increasing communication of school-wide events, knowledge of current information, and maintaining strong parent engagement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures. Due to lack of participation at the 4 scheduled ELAC meetings, the actual expenditures were \$0.

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. Strategies/activities were highly effective. No significant changes will be made to this goal for the 2023-24 school year.

Provided interpreters for conferences, IEPs, and Student Study Team meetings

Actual

Actions/Services

Proposed Expenditures **Estimated Actual Expenditures**

Person(s) Res52.636940 9BDC BT /FAAABH 12 Tf 1 0 0 -1 0 11.255 Q q 1 0 0 1 3.0250001 19.9800659cn Classroom teacher will work closely with Socioeconomically Disadvantaged, English Learner, and Hispanic students to

Classroom teacher will work closely with Socioeconomically Disadvantaged, English Learner, and Hispanic students to monitor goals and progress Purchase Educational Software for Guiding Instruction (ESGI) to evaluate student progress

Grade-level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, Reclassified English Learners, and at-promise students

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023-6/6/2024

Person(s) Responsible

Principal Executive Assistant Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,261
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	MobyMax Computer Software License
Amount	2,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	4000-4999: Books And Supplies
Description	Leader in Me Professional Development

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

8/21/2023-6/6/2024

Person(s) Responsible

Principal Executive Assistant Classroom Teachers

8/21/2023-6/6/2024

Person(s) Responsible

Principal Executive Assistant Classroom Teachers

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to support implementation of The Leader in Me framework
Amount	200
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Purchase PAW award prizes
Amount	5,100
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Renew The Leader in Me school membership
Amount	3,567
Amount Source	3,567 PTO
Source	РТО
Source Budget Reference	PTO 4000-4999: Books And Supplies
Source Budget Reference Description	PTO 4000-4999: Books And Supplies Purchase The Leader in Me Student Leadership Guides
Source Budget Reference Description Amount	PTO 4000-4999: Books And Supplies Purchase The Leader in Me Student Leadership Guides 300
Source Budget Reference Description Amount Source	PTO 4000-4999: Books And Supplies Purchase The Leader in Me Student Leadership Guides 300 Donations
Source Budget Reference Description Amount Source Budget Reference	PTO 4000-4999: Books And Supplies Purchase The Leader in Me Student Leadership Guides 300 Donations 4000-4999: Books And Supplies
Source Budget Reference Description Amount Source Budget Reference Description	PTO 4000-4999: Books And Supplies Purchase The Leader in Me Student Leadership Guides 300 Donations 4000-4999: Books And Supplies Purchase Leading Labs prizes
Source Budget Reference Description Amount Source Budget Reference Description Amount	PTO 4000-4999: Books And Supplies Purchase The Leader in Me Student Leadership Guides 300 Donations 4000-4999: Books And Supplies Purchase Leading Labs prizes

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Person(s) Responsible

Principal Executive Assistant

Amount	100	
Source	LCFF - Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries	
Description	Interpreters for Parent Meetings	
Amount	100	
Source	LCFF - Supplemental	
Budget Reference	4000-4999: Books And Supplies	
Description	Materials for English Language Advisory Committee	
Amount	500	
Source	PTO	
Budget Reference	4000-4999: Books And Supplies	
Description	scription 7 Habits Family Professional Development	

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	\$ 2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	21,578.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$34,406	33,706.00
LCFF - Supplemental	\$14,835	974.00

Expenditures by Budget Reference

Lawrenc

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	300.00
4000-4999: Books And Supplies	LCFF - Base	700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	100.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,761.00
4000-4999: Books And Supplies	PTO	4,217.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	2,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members

Role

Anna Johnson

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Leader in Me Lighthouse Coordinator

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

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,

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.

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.
 - •
 - \$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
- •
- 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 nonmandated translator/interpreters,
- \$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,
- 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
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
х	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,500
Total amount of federal categorical funds allocated to this school		\$2,500

State Programs		Allocation
x	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$34,406
x	X Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	
Total amount of federal categorical funds allocated to this school		\$49,241

Local Funding		
X	X Technology Funds – Local Parcel Tax	

Appendix E: Planned Improvements in Student Performance

Appendix H

Livermore Valley Joint Unified School District

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2023-24

Elementary School Name: Lawrence Date September 20, 2023 English Learner Liaison: Kristi Weist

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)
Fifth	Emily Wafler	Level 3	2:05-2:35 (M), 10:00-10:30 (Tu, W, Th), 1:05-1:35 (F)	

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.

assessment data reveals an achievement gap for students who are socio-economically	data? Socio-economically disadvantaged students	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	 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.