

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	Lawrence Elementary School
Address	2451 Portola Avenue Livermore, CA
County-District-School (CDS) Code	01-61200-0135376
Principal	Kristie Starkovich
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	September 18, 2023
Schoolsite Council (SSC) Approval Date	October 2, 2023
Local Board Approval Date	November 14, 2023

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.66

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.66

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.66

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.

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	0.8%	1.08%	1%	3	4	4
African American	1.4%	1.08%	1.49%	5	4	6
Asian	20.4%	23.18%	26.87%	74	86	108
Filipino	2.2%	2.70%	2.24%	8	10	9
Hispanic/Latino	21.3%	18.87%	20.9%	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
Total Enrollment				362	371	402

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	86	100
Grade 1	75	66	65
Grade 2	71	70	73
Grade 3	48	63	68
Grade 4	48	42	60
Grade 5	46	44	36
Total Enrollment	362	371	402

Conclusions based on this data:

1. The most recent enrollment data above is 2022-23, which is last year's data. An additional Transitional Kindergarten class was added prior to the start of the 2022-23 school year which increased our enrollment to 402 students. This aligns with our District's vision to slowly grow Lawrence Elementary over a few years.
2. Asian, Hispanic/Latino, and White continue to be Lawrence Elementary's 3 largest student subgroups. The Asian student enrollment group has steadily increased over the the past few years from 15% in 2018-19 to 27% in 2022-23.

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	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:

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

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	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	47	43	37	42	42	36	42	42	36	89.4	97.7	97.3
All Grades	140	149	171	126	146	170	126	145	170	90.0	98.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2456.	2469.	2476.	43.90	46.88	47.95	17.07	23.44	26.03	26.83	15.63	12.33	12.20	14.06	13.70
Grade 4	2520.	2499.	2527.	46.51	33.33	45.90	23.26	25.64	34.43	16.28	28.21	13.11	13.95	12.82	6.56
Grade 5	2559.	2591.	2560.	30.95	57.14	41.67	47.62	33.33	36.11	21.43	7.14	13.89	0.00	2.38	8.33
All Grades	N/A	N/A	N/A	40.48	46.21	45.88	29.37	26.90	31.18	21.43	16.55	12.94	8.73	10.34	10.00

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	36.59	35.94	34.25	51.22	53.13	56.16	12.20	10.94	9.59	
Grade 4	37.21	20.51	42.62	55.81	66.67	55.74	6.98	12.82	1.64	
Grade 5	21.43	47.62	25.00	76.19	50.00	63.89	2.38	2.38	11.11	
All Grades	31.75	35.17	35.29	61.11	55.86	57.65	7.14	8.97	7.06	

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	21.95	34.38	24.66	63.41	50.00	63.01	14.63	15.63	12.33
Grade 4	37.21	23.08	27.87	53.49	66.67	68.85	9.30	10.26	3.28
Grade 5	40.48	50.00	41.67	54.76	45.24	47.22	4.76	4.76	11.11
All Grades	33.33	35.86	29.41	57.14	53.10	61.76	9.52	11.03	8.82

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	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 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	21.95	26.56	35.62	68.29	67.19	53.42	9.76	6.25	10.96
Grade 4	32.56	20.51	19.67	60.47	69.23	70.49	6.98	10.26	9.84
Grade 5	28.57	40.48	38.89	66.67	57.14	52.78	4.76	2.38	8.33
All Grades	27.78	28.97	30.59	65.08	64.83	59.41	7.14	6.21	10.00

Conclusions based on this data:

1. Lawrence Elementary demonstrated growth in English Language Arts as measured by 77% of students meeting or exceeding standards in Overall Achievement for All Students on the 2022-23 Smarter Balanced assessment compared to 73% in 2021-22.

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	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.

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	2460.	2482.	2487.	35.00	40.00	46.58	32.50	36.92	26.03	17.50	18.46	19.18	15.00	4.62	8.22
Grade 4	2521.	2522.	2529.	38.10	38.46	40.98	35.71	28.21	32.79	21.43	30.77	21.31	4.76	2.56	4.92
Grade 5	2558.	2577.	2552.	35.71	59.52	41.67	35.71	16.67	27.78	19.05	14.29	11.11	9.52	9.52	19.44
All Grades	N/A	N/A	N/A	36.29	45.21	43.53	34.68	28.77	28.82	19.35	20.55	18.24	9.68	5.48	9.41

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	37.50	49.23	50.68	47.50	44.62	41.10	15.00	6.15	8.22	
Grade 4	45.24	48.72	45.90	45.24	46.15	45.90	9.52	5.13	8.20	
Grade 5	35.71	47.62	38.89	52.38	45.24	38.89	11.90	7.14	22.22	
All Grades	39.52	48.63	46.47	48.39	45.21	42.35	12.10	6.16	11.18	

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	40.00	33.85	47.95	45.00	60.00	45.21	15.00	6.15	6.85
Grade 4	38.10	35.90	37.70	57.14	53.85	52.46	4.76	10.26	9.84
Grade 5	26.19	40.48	33.33	71.43	52.38	52.78	2.38	7.14	13.89
All Grades	34.68	36.30	41.18	58.06	56.16	49.41	7.26	7.53	9.41

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	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 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	1435.0	*	1393.0	1457.0	*	1405.8	1383.7	*	1362.7	11	5	13
1	*	*	*	*	*	*	*	*	*	6	7	6
2	*	*	*	*	*	*	*	*	*	5	*	5
3	*	*	*	*	*	*	*	*	*	*	*	5
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades										26	20	33

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	9.09	*	0.00	63.64	*	38.46	18.18	*	46.15	9.09	*	15.38	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	34.62	20.00	12.12	46.15	50.00	36.36	15.38	30.00	30.30	3.85	0.00	21.21	26	20	33

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	27.27	*	7.69	63.64	*	30.77	0.00	*	46.15	9.09	*	15.38	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	50.00	45.00	30.30	46.15	35.00	30.30	0.00	15.00	21.21	3.85	5.00	18.18	26	20	33

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	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

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	27.27	*	15.38	63.64	*	69.23	9.09	*	15.38	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	46.15	30.00	24.24	46.15	65.00	63.64	7.69	5.00	12.12	26	20	33

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	18.18	*	7.69	72.73	*	61.54	9.09	*	30.77	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	53.85	65.00	45.45	42.31	30.00	30.30	3.85	5.00	24.24	26	20	33

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	*	7.69	90.91	*	69.23	9.09	*	23.08	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	26.92	15.00	9.09	65.38	60.00	54.55	7.69	25.00	36.36	26	20	33

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	36.36	*	15.38	27.27	*	53.85	36.36	*	30.77	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	34.62	25.00	15.15	50.00	70.00	63.64	15.38	5.00	21.21	26	20	33

Conclusions based on this data:

1. Students are not demonstrating appropriate growth on the ELPAC assessment. Designated ELD instruction will continue to be an area of focus.

School and Student Performance Data

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 to specific injuries/limitations.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

<ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” 	84 %	4.7
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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” 	91 %	6.1

- This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data. Students at Lawrence Elementary are encouraged to report matters when they feel unsafe physically and emotionally. Having a clear list of behavior expectations and teaching them multiple times throughout the year helps maintain a safe learning environment.

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

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
371	13.2	6.7	0.5
Total Number of Students enrolled in Lawrence Elementary School.	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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	6.7
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	49	13.2
Students with Disabilities	40	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1
American Indian	4	1.1
Asian	86	23.2
Filipino	10	2.7
Hispanic	70	18.9
Two or More Races	23	6.2
Pacific Islander	1	0.3
White	171	46.1

Conclusions based on this data:

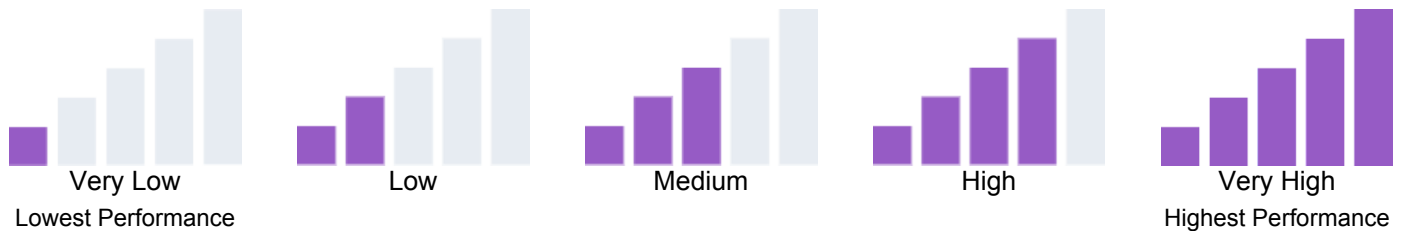
1.

School and Student Performance Data

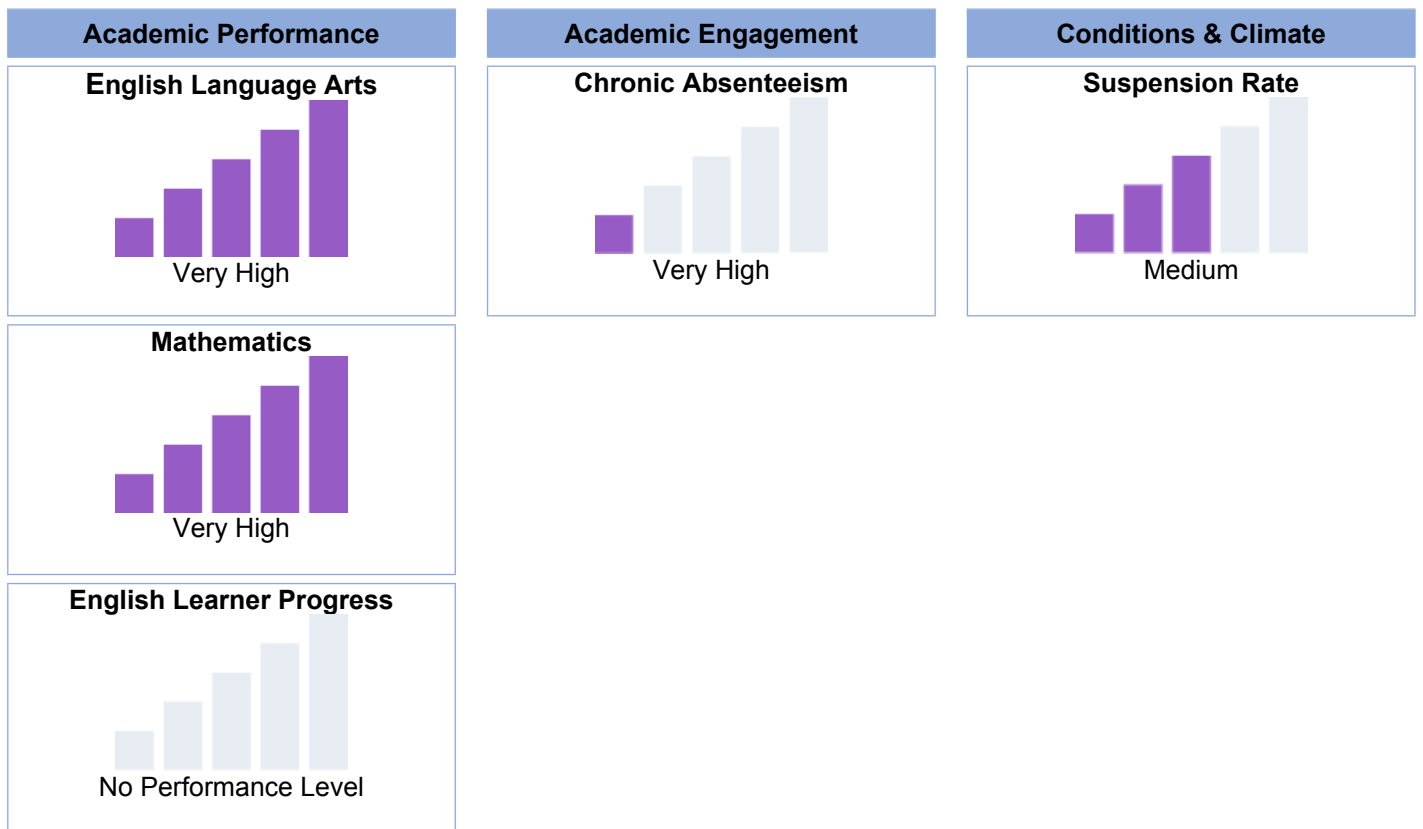
Overall Performance

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



Conclusions based on this data:

1. Students demonstrated strength in English Language Arts (ELA) and Mathematics. Lawrence students and staff implemented the 4 Disciplines of Execution (4DX) strategy. Areas of focus were established and goals were created to track progress in ELA and Mathematics. This process will continue to be utilized schoolwide.

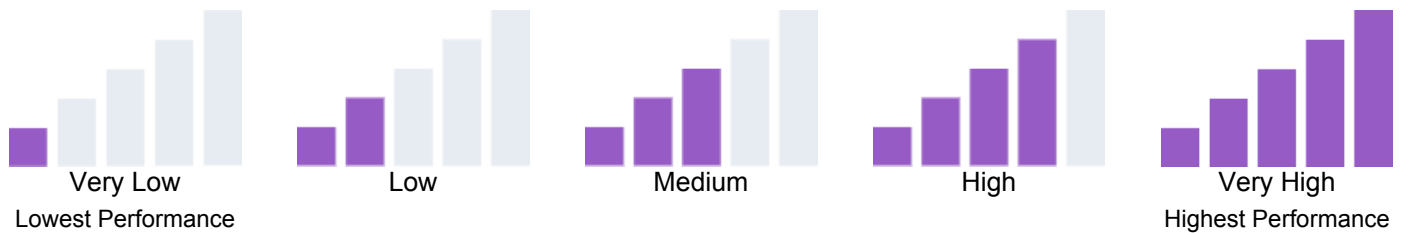
2. Lawrence teachers analyzed data throughout the year to provide targeted interventions in ELA and Mathematics. Small group instruction was delivered during "What I Need " time. This process will continue to be utilized schoolwide during the 2023-24 school year.
3. Lawrence Elementary will continue 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.

School and Student Performance Data

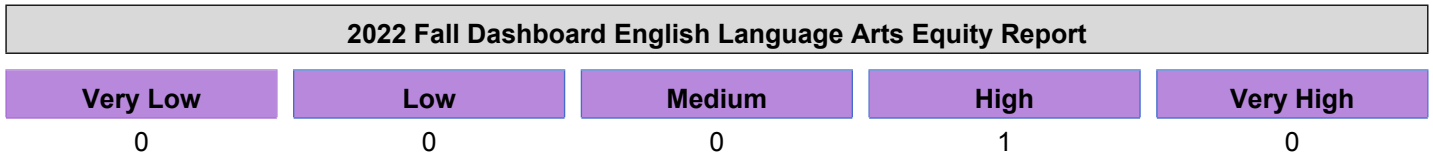
Academic Performance English Language Arts

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](#).

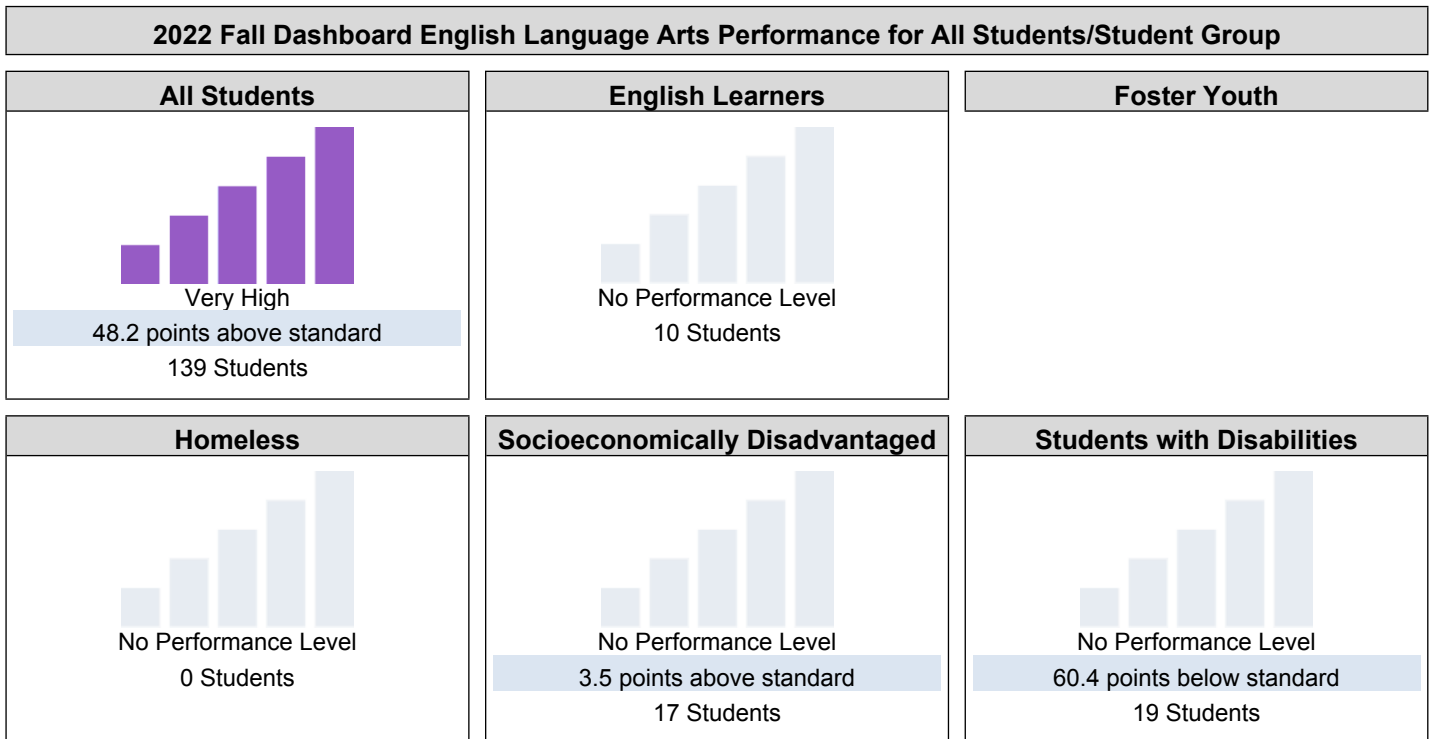
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



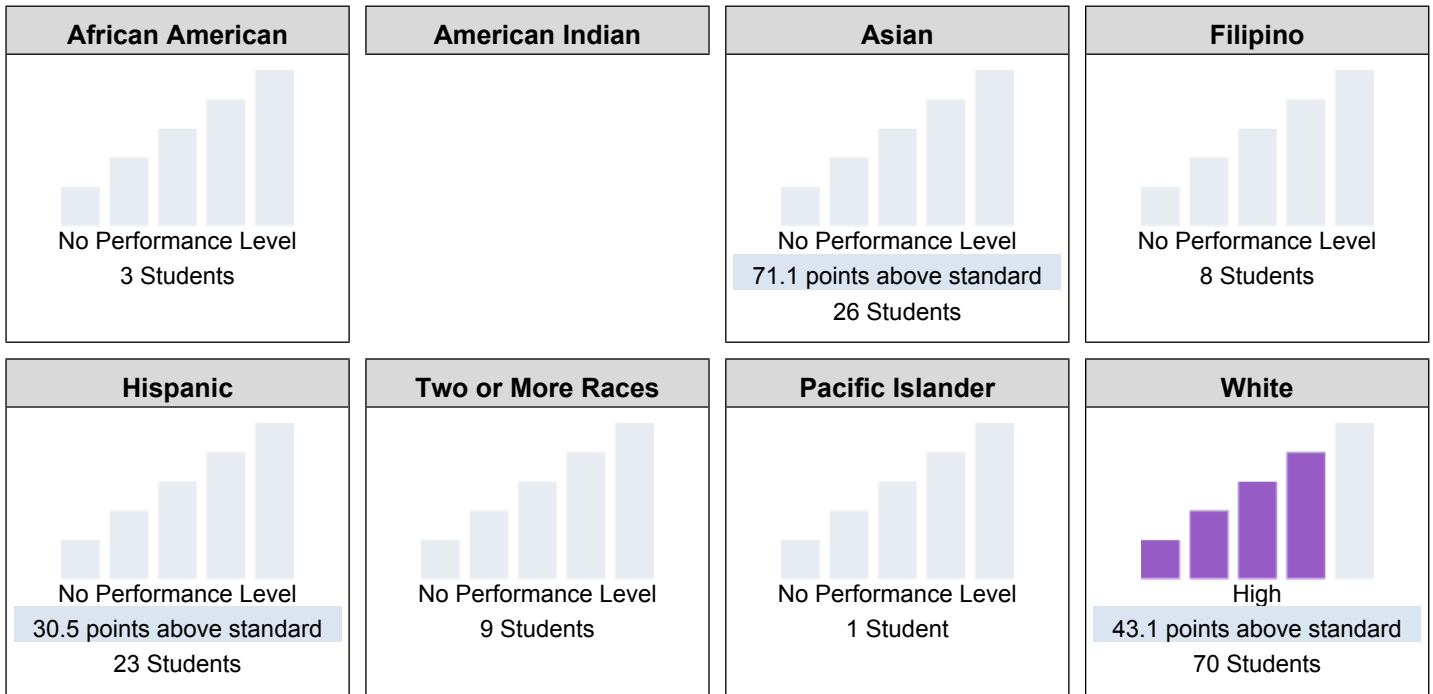
This section provides number of student groups in each level.



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 by Race/Ethnicity



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. Lawrence Elementary will continue to focus on the Students with Disabilities student group as measured by students performing 60.4 points below standard.

School and Student Performance Data

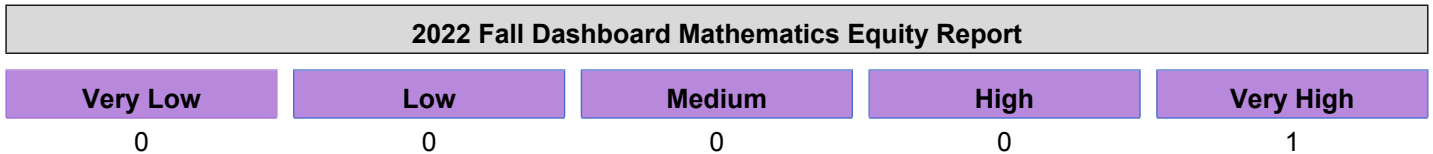
Academic Performance Mathematics

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](#).

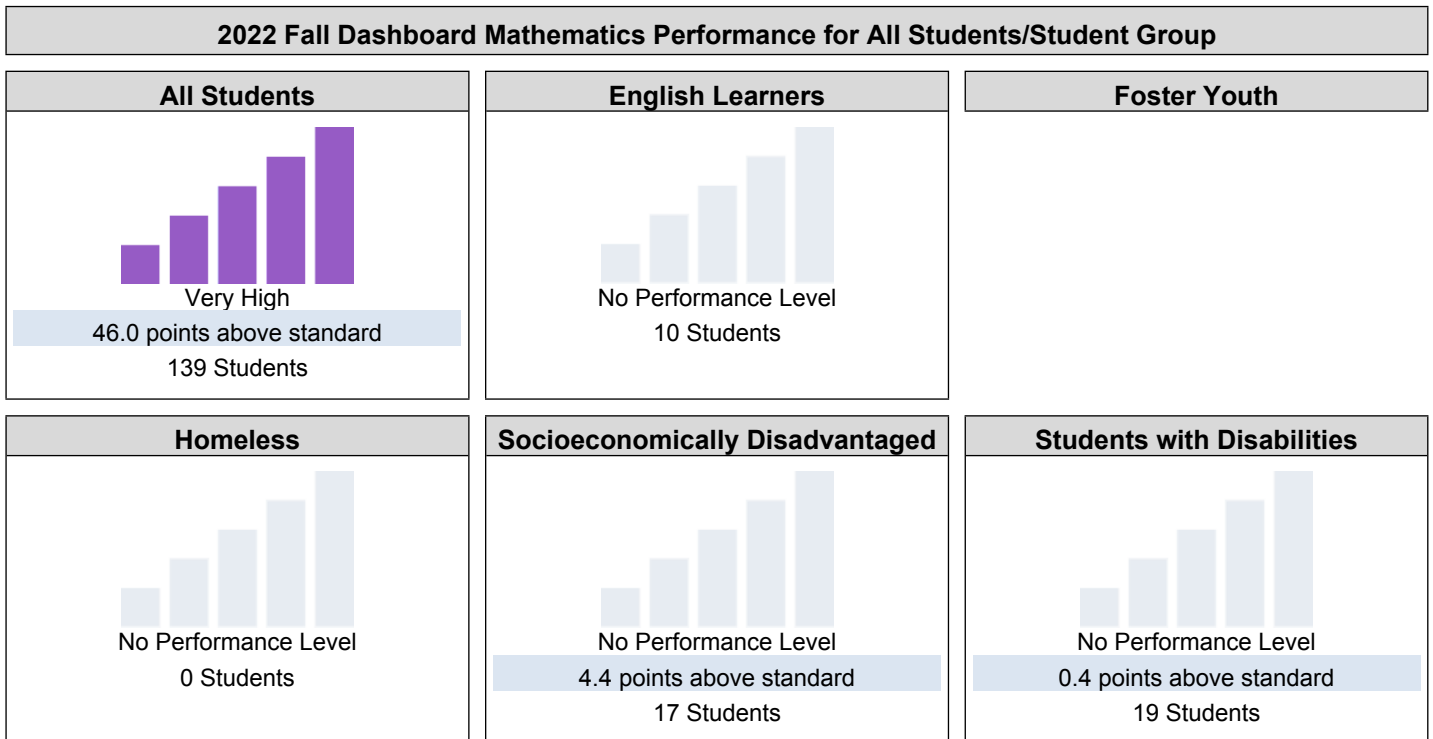
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



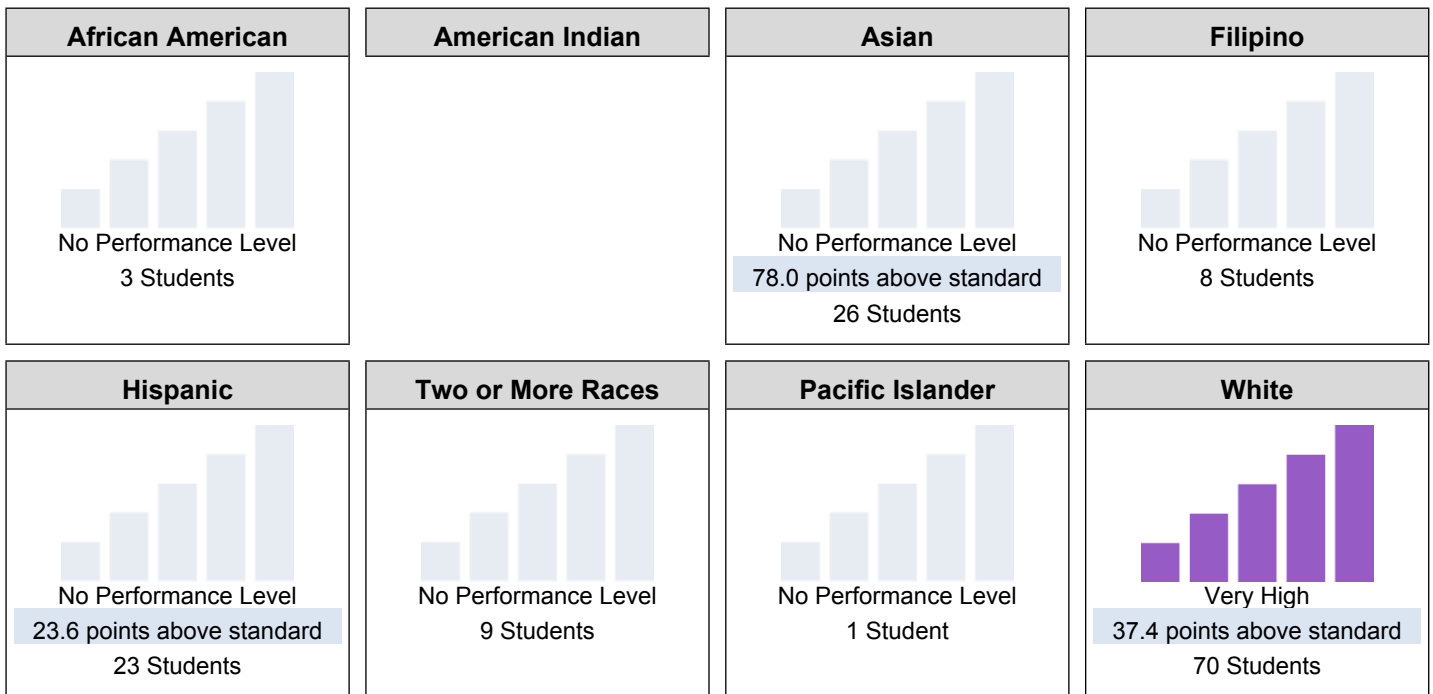
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
5 Students	5 Students	44.7 points above standard 110 Students

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student group demonstrated growth as measured by students performing 4.4 points above standard compared to the Fall 2019 Dashboard in which the group was performing 43 points below standard.
2. The Students with Disabilities student group demonstrated growth as measured by students performing .4 points above standard compared to the Fall 2019 Dashboard in which the group was performing 79.1 points below standard.
3. Lawrence Elementary will continue to focus on the Students with Disabilities student group and Socioeconomically Disadvantaged student group to decrease the achievement gap between All Students.

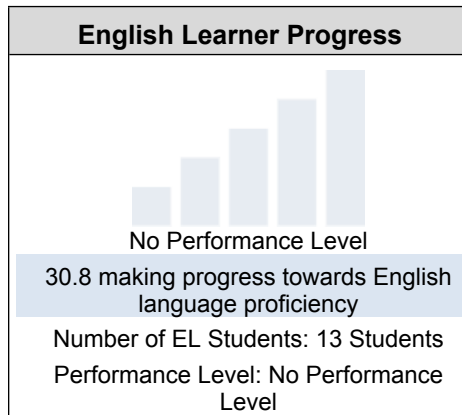
School and Student Performance Data

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



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:

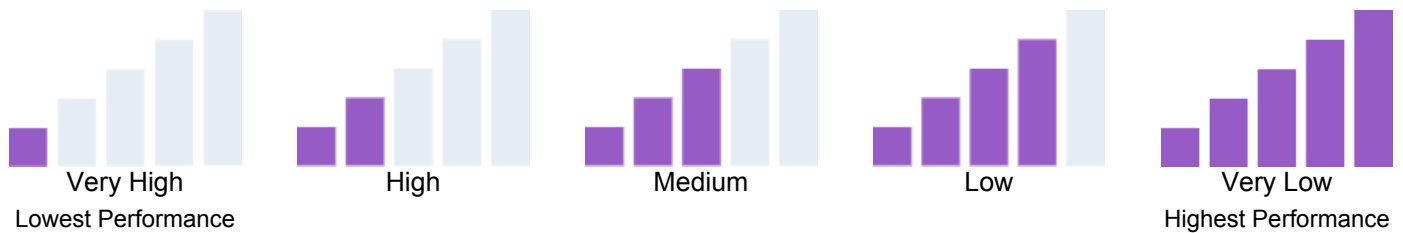
- English Learner Progress data indicates a continued need to focus on English Language (EL) students as measured by 23.1% of students decreasing one ELPI Level on the Fall 2022 Dashboard.

School and Student Performance Data

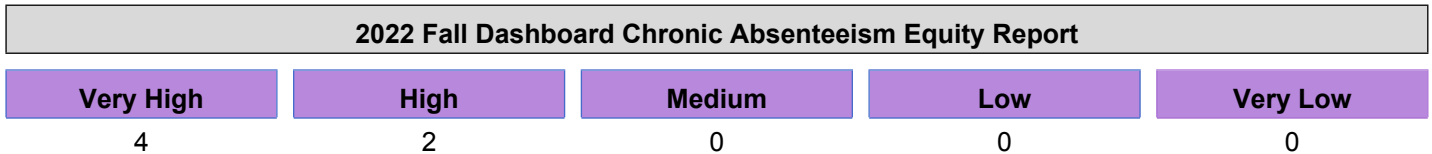
Academic Engagement Chronic Absenteeism

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](#).

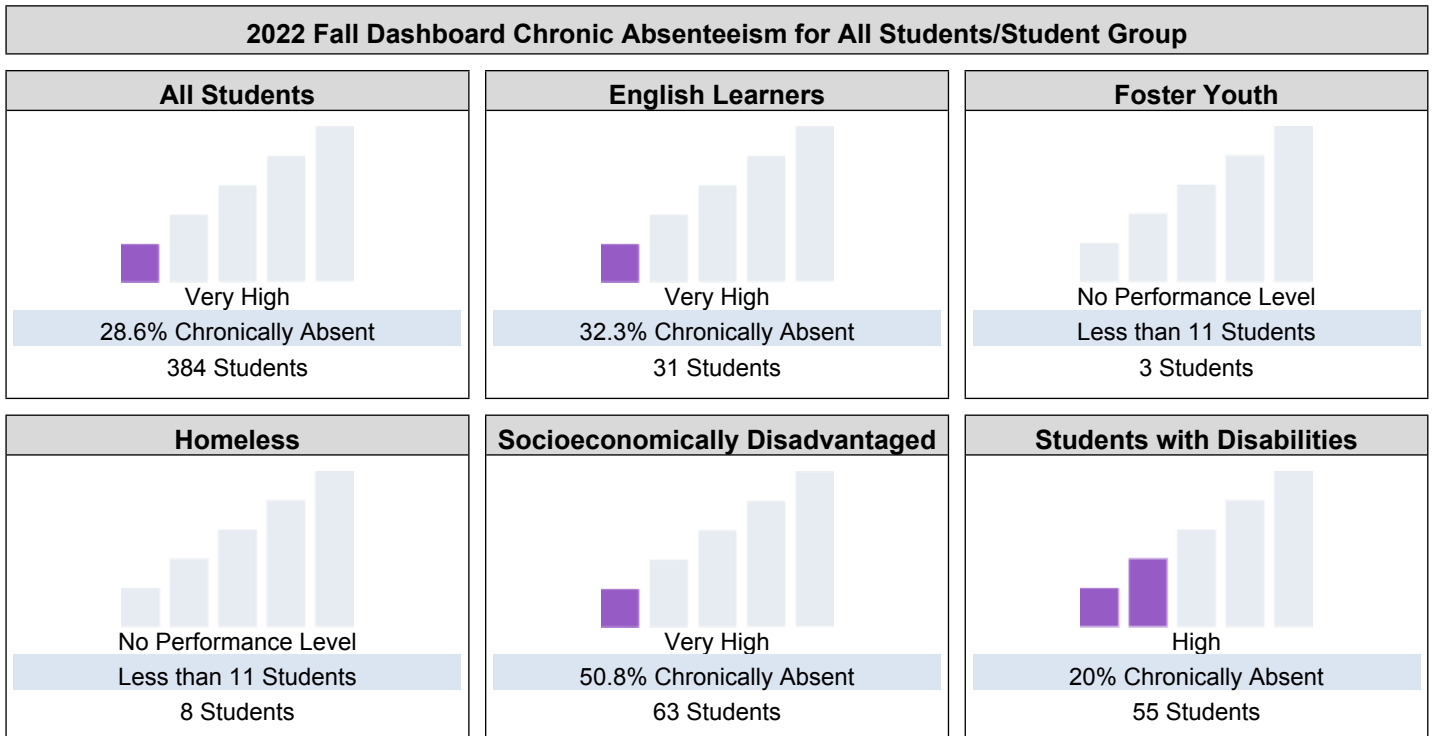
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



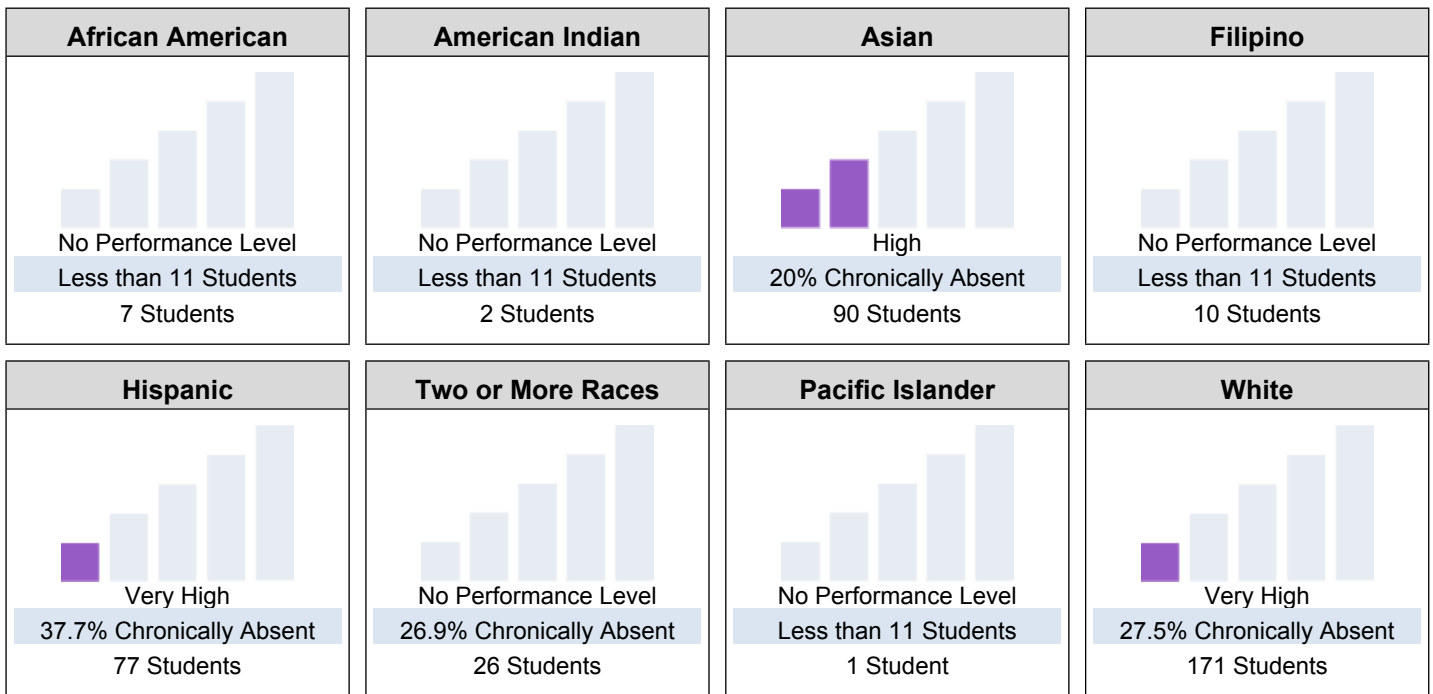
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

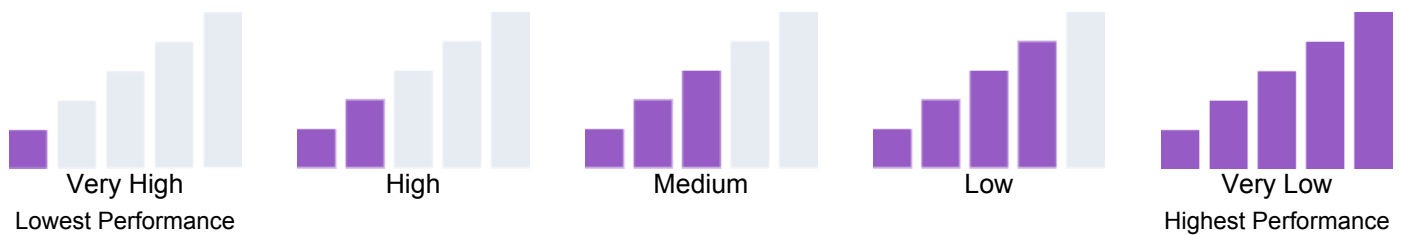
- Chronic Absenteeism will be an area of focus for the 2023-24 school year as measured by the data presented on the 2022 Fall Dashboard. The 4 Disciplines of Execution (4DX) strategy will be applied to establish goals and track progress with attendance.

School and Student Performance Data

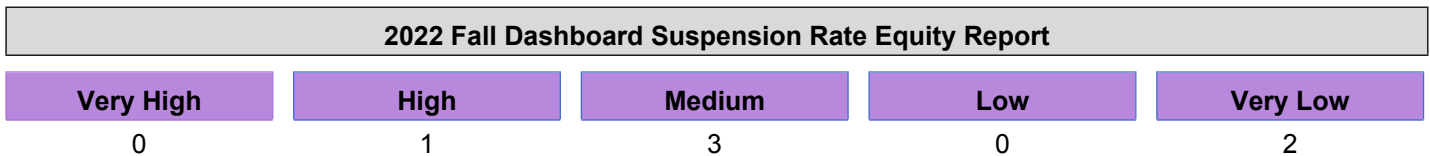
Conditions & Climate Suspension Rate

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](#).

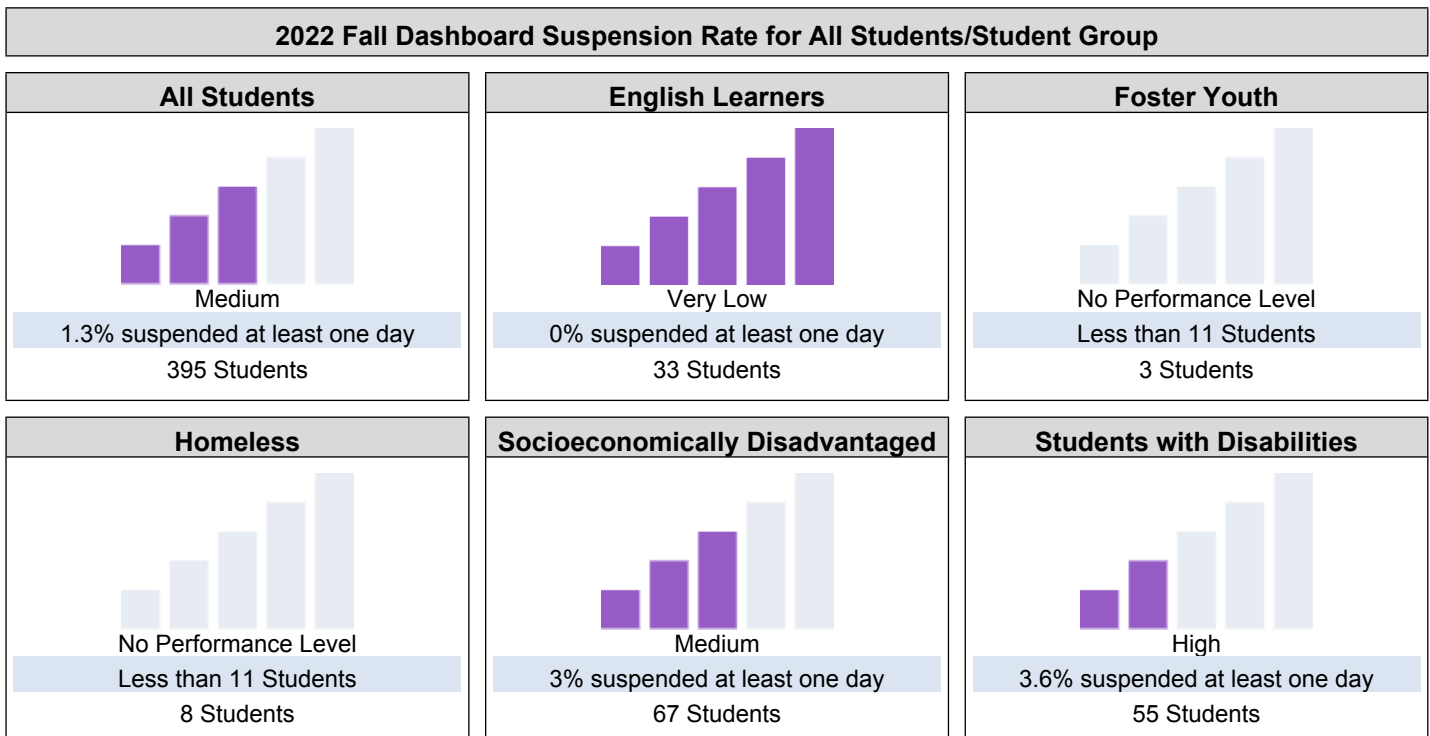
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



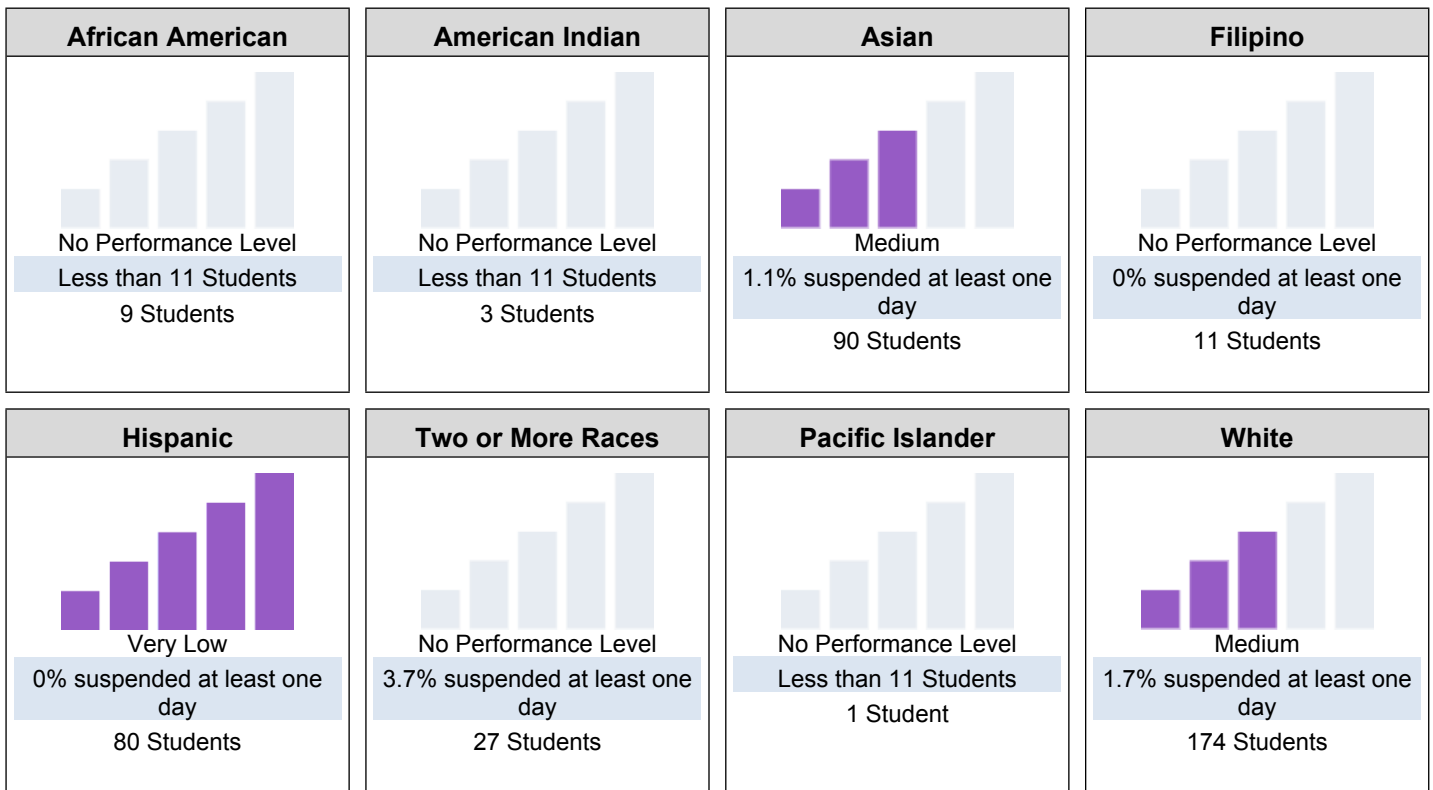
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

- 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.

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 CAASPP	Increase the number of students who meet or exceed standards in ELA from all 3rd-5th grade students from 73% to 75% as measured by the 2023 CAASPP.	Met: 77% of students in 3rd-5th grade met or exceeded standards in ELA as measured by the 2023 CAASPP.
Math CAASPP	Increase the number of students who meet or exceed standards in Math from all 3rd-5th grade students from 74% to 76% as measured by the 2023 CAASPP.	Not Met: 72% of students in 3rd-5th grade met or exceeded standards in Math as measured by the 2023 CAASPP.
ELA CAASPP	Decrease the number of students who are below standard on the Writing Claim as measured by the 2023 CAASPP from 11% to 9%.	Met: 8.82% of students in 3rd-5th grade were below standard on the Writing Claim as measured by the 2023 CAASPP.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Planned Strategies/Activities for Literacy/Reading Comprehension:</p> <p>Implementation of daily strategic intervention English Language Development (ELD) time</p> <p>Provide small group instruction to develop skills with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learners students</p> <p>Utilize MobyMax to enhance comprehension</p>	<p>Actual Strategies/Activities for Literacy/Reading Comprehension:</p> <p>Implemented daily strategic intervention English Language Development (ELD) time</p> <p>Provided small group instruction to develop skills with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learners students</p> <p>Utilized MobyMax to enhance comprehension and vocabulary skills for at-promise students</p>	<p>ESGI Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 1,100</p>	<p>ESGI Computer Software License 4000-4999: Books And Supplies LCFF - Supplemental 1,120</p>

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Participate in Leader in Me professional development	Participated in Leader in Me professional development		
Hold grade-level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learner	Held grade-level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learner		
Planned Strategies/Activities for Writing:	Actual Strategies/Activities for Writing:		
Provide small group instruction to develop writing skills	Provided small group instruction to develop writing skills		
Utilize MobyMax to enhance writing, grammar, and vocabulary skills	Utilized MobyMax to enhance writing, grammar, and vocabulary skills		
Utilize digital tools for composing and editing	Utilized digital tools for composing and editing		
Hold grade-level articulation	Held grade-level articulation		

Analysis

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

All teachers in grades K-5 assessed students using EasyCBM to monitor progress in ELA. Transitional Kindergarten and Kindergarten teachers utilized ESGI to monitor academic progress. Investigations3 assessments, MobyMax, EasyCBM, and DreamBox were used to monitor progress in Mathematics. Grade-level teams met to discuss student progress and develop reteaching lessons. MobyMax was purchased for students in grades 1-5 and used predominantly in grades 2-4. Students set Wildly Important Goals (WIGs) in the areas of math and language arts. The schoolwide WIG focused on math achievement. Students met with accountability partners to monitor progress on goals, DreamBox was utilized by all students in grades K-5.

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

EasyCBM and ESGI were effective assessment tools because they provided baseline data to monitor progress throughout the year. Teachers were able to analyze data and share progress with all educational partners. DreamBox was a very effective tool for providing intelligent adaptive learning at each student's level. The data was also effective for monitoring schoolwide, classroom, and individual goals. Teachers also assigned lessons to enhance the daily math goals. MobyMax was effective in identifying learning gaps and providing adaptive, differentiated lessons for each student. Students also use MobyMax data to track progress for their goals. As students demonstrated mastery of grade-level standards, they were given the opportunity to learn and master standards from the next grade level(s). Designated English Language Development (ELD) instruction was provided daily for 30 minutes. Six students were recognized during the Lawrence Reclassification celebration in April 2023.

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	Not Met: The average number of behavior referrals each month was 14.5 as measured by SWIS data
PowerSchool Attendance Data	Increase monthly attendance rate from 91.9% to 95%	Not Met: The average monthly attendance rate increased from 91.9% to 93.4%
PowerSchool Suspension Data	4 or fewer student suspensions as measured by PowerSchool data	Met: 4 student suspensions reported by PowerSchool

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Strategies/Activities for Positive Behavior Interventions and Supports:	Actual Strategies/Activities for Positive Behavior Interventions and Supports:	Supplemental materials to support implementation of The Leader in Me framework 4000-4999: Books And Supplies LCFF - Supplemental 2,535	Supplemental materials to support implementation of The Leader in Me framework 4000-4999: Books And Supplies LCFF - Supplemental 3,073
Implement The Leader in Me framework	Implemented The Leader in Me framework	Purchase PAW award prizes 4000-4999: Books And Supplies LCFF - Base 200	Purchase PAW award prizes 4000-4999: Books And Supplies LCFF - Base 0
Analyze SWIS data with all educational partners	Utilized Kid Connection	Renew The Leader in Me school membership 4000-4999: Books And Supplies LCFF - Supplemental 5,100	Renew The Leader in Me school membership 4000-4999: Books And Supplies LCFF - Supplemental 5,100
Utilize Kid Connection	Recognized positive behavior with Paw Awards, Praise Notes, Leading Labs, Shout Outs, and classroom incentives	Purchase The Leader in Me Student Leadership Guides 4000-4999: Books And Supplies LCFF - Supplemental 2,700	Purchase The Leader in Me Student Leadership Guides 4000-4999: Books And Supplies LCFF - Supplemental 3,247
Recognize positive behavior with Paw Awards, Praise Notes, Leading Labs, and classroom incentives	Recognized student birthdays	Purchase Leading Labs prizes 4000-4999: Books	Purchase Leading Labs prizes 4000-4999: Books
Recognize student birthdays	Held family friendly events sponsored by PTO		
Recognize positive and improved attendance			
Hold family friendly events sponsored by PTO			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		And Supplies Donations 300	And Supplies Donations 0
<p>Planned Strategies/Activities for Attendance:</p> <p>Utilize Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant and chronically absent families/students</p> <p>Recognize students with perfect attendance at the end of each trimester</p>	<p>Actual Strategies/Activities for Attendance:</p> <p>Utilized Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant and chronically absent families/students</p>	<p>Birthday cards for students 4000-4999: Books And Supplies PTO 175</p>	<p>Birthday cards for students 4000-4999: Books And Supplies PTO 225</p>
<p>Planned Strategies/Activities for Suspension Rate:</p> <p>Implement The Leader in Me framework</p> <p>Hold monthly spirit assemblies with a leadership focus</p> <p>Utilize Kid Connection</p> <p>Recognize positive behavior with Paw Awards, Praise Notes, Leading Labs, and classroom incentives</p>	<p>Actual Strategies/Activities for Suspension Rate:</p> <p>Implemented The Leader in Me framework</p> <p>Held monthly spirit assemblies with a leadership focus</p> <p>Utilized Kid Connection</p> <p>Recognized positive behavior with Paw Awards, Praise Notes, Leading Labs, Shout Outs, and classroom incentives</p>	<p>Supplies for student attendance recognitions 4000-4999: Books And Supplies LCFF - Base 300</p>	<p>Supplies for student attendance recognitions 4000-4999: Books And Supplies LCFF - Base 0</p>
		<p>Leadership Monthly Certificates 4000-4999: Books And Supplies LCFF - Base 100</p>	<p>Leadership Monthly Certificates 4000-4999: Books And Supplies LCFF - Base 0</p>

Analysis

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

Lawrence Elementary was able to effectively implement a majority of the planned strategies and activities. Students were able to participate in PTO sponsored activities such as Family Paint Night, Fun Run, Trunk or Treat, Snow Day, Family Dance, Spring Picnic, and BMX assembly. Monthly assemblies were held to recognize student leaders and specific accomplishments. Kid Connection staff provided support to students identified through teacher referral process. District staff provided support to students identified through the Coordinated of Services Team (COST) process. PBIS team attended District provided professional development. The Lawrence PBIS digital handbook was updated and positive recognitions were evident on a daily basis. The Leader in Me framework was successfully implemented and the

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 Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned strategies to increase parent and community engagement: Keep website and marquee current with pertinent information Use Blackboard to send calls, e-mails, and texts to parents Facilitate bi-monthly Coffee with the Principal Meetings Hold meetings, as needed, with parents and community members Distribute Lawrence Labrador Lowdown weekly	Actual strategies to increase parent and community engagement: Kept website and marquee current with pertinent information Used Blackboard to send calls, e-mails, and texts to parents Facilitated bi-monthly Coffee with the Principal Meetings Held meetings, as needed, with parents and community members Distributed Lawrence Labrador Lowdown weekly	Interpreters for Parent Meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 100 Materials for English Language Advisory Committee 4000-4999: Books And Supplies LCFF - Supplemental 100 Supplies for Coffee with the Principal 4000-4999: Books And Supplies Donations 200	Interpreters for Parent Meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 76 Materials for English Language Advisory Committee 4000-4999: Books And Supplies LCFF - Supplemental 0 Supplies for Coffee with the Principal 4000-4999: Books And Supplies Donations 176

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide interpreters for conferences, Student Study Team Meetings, and ELAC Meetings	Provided interpreters for conferences, IEPs, and Student Study Team 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.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

CAASPP (California Assessment of Student Performance and Progress)
ESGI (Educational Software for Guiding Instruction)
easyCBM
ELPAC (English Language Proficiency Assessments for California)
Pearson Investigations3 Assessment
MobyMax
DreamBox

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP	77% of students in 3rd-5th grade met or exceeded standards in English Language Arts (ELA) as measured by the 2023 CAASPP.	Increase the number of students who meet or exceed standards in ELA from all 3rd-5th grade students from 77% to 78% as measured by the 2024 CAASPP.
Math CAASPP	72% of students in 3rd-5th grade met or exceeded standards in Mathematics as measured by the 2023 CAASPP.	Increase the number of students who meet or exceed standards in Math from all 3rd-5th grade students from 72% to 74% as measured by the 2024 CAASPP.
ELA CAASPP	9% of students in 3rd-5th grade were below standard on the Writing Claim as measured by the 2023 CAASPP.	Decrease the number of students who are below standard on the Writing Claim as measured by the 2024 CAASPP from 9% to 8%.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Literacy/Reading Comprehension:
Implementation of daily strategic intervention English Language Development (ELD) time
Provide small-group instruction to develop skills with an area of focus on Socioeconomically Disadvantaged, English Learner, and Hispanic students
Utilize MobyMax to enhance comprehension and vocabulary skills for at-promise students
Develop schoolwide, classroom, and individual reading goals
Create Universal Access groups to support students

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	1,300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ESGI Computer Software License

Strategy/Activity 2

Strategies/Activities for Mathematics:
Purchase MobyMax to provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis
Provide small-group instruction to enhance math skills with an area of focus on Socioeconomically Disadvantaged, English Learner, and Hispanic students
Develop schoolwide, classroom, and individual math
Classroom teacher will work closely with Socioeconomically Disadvantaged, English Learner, and Hispanic students to monitor goals and progress
Utilize DreamBox for targeted instruction
Participate in Leader in Me professional development
Hold grade-level articulation with an area of focus on Socioeconomically Disadvantaged, English Learners, and Reclassified English Learner

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

PowerSchool Suspension Data
SWIS/Educlimber Data
PowerSchool Attendance Data
Teacher Input
California Healthy Kids Survey
Leader in Me Measurable Results Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey Data	California Healthy Kids Survey (CHKS) August 2022 report indicates 84% of Lawrence students feel School Connectedness	Increase the percent of students who feel School Connectedness from 84% to 87% as measured by the California Healthy Kids 2024 Survey
PowerSchool Attendance Data	Overall monthly attendance rate for 2022-23 was 93.4% as measured by PowerSchool Attendance data	Increase monthly attendance rate from 93.4% to 95% as measured by June 2024 PowerSchool Attendance data
Panorama Education Survey Data	Lawrence Panorama Spring 2023 survey indicates 62% of students exhibit Emotional Regulation	Increase the percent of students who exhibit Emotional Regulation from 62% to 70% as measured by the Lawrence Panorama Spring 2024 survey

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to increase School Connectedness:
Implement The Leader in Me framework and leadership jobs
Hold monthly leadership assemblies
Recognize positive behavior with Paw Awards, Praise Notes, Shout Outs, Leading Labs, and classroom incentives
Recognize student birthdays
Hold family friendly events sponsored by PTO

Students to be Served by this Strategy/Activity

All

Timeline

8/21/2023-6/6/2024

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

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
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Purchase The Leader in Me Student Leadership Guides
Amount	300
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Leading Labs prizes
Amount	150
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Birthday cards for students

Strategy/Activity 2

Strategies/Activities for Attendance:

Utilize Child Welfare and Attendance (CWA) staff to monitor and assist with habitually truant and chronically absent families/students

Recognize classrooms with perfect daily attendance

Recognize students with perfect monthly attendance

Recognize select students for improved monthly attendance

Create school, classroom, and grade-level Wildly Important Goals with an attendance focus

Students to be Served by this Strategy/Activity

All

Timeline

8/21/2023-6/6/2024

Person(s) Responsible

Principal

Child Welfare Attendance Staff

Office Specialist

Executive Assistant

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

500

Source

LCFF - Base

Budget Reference

4000-4999: Books And Supplies

Description

Supplies for student attendance recognitions

Strategy/Activity 3

Strategies/Activities to increase Emotional Regulation:

Implement The Leader in Me

Utilize Kid Connection

Monthly strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023-6/6/2024

Person(s) Responsible

Principal

Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Staff utilizing Blackboard
Parent participation with site committees
Parent participation of family events

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard data Parent participation at school events English Language Advisory Committee (ELAC) participation Parent Teacher Organization (PTO) participation	Strong parent support and involvement during the 2022-23 school year	Maintain strong parent support and involvement during the 2023-24 school year
Raptor data	25% (210 out of 840) of parent/guardians are cleared volunteers as measured by June 2023 Raptor data	Increase the percent of cleared volunteer parent/guardians from 25% to 27% as measured by June 2024 Raptor data

Planned Strategies/Activities

Strategy/Activity 1

Implement strategies to increase parent and community engagement:
Keep website and marquee current with pertinent information
Use Blackboard to send calls, e-mails, and texts to parents
Hold meetings, as needed, with parents and community members
Leader in Me Family professional development
Distribute Lawrence Labrador Lowdown weekly
Provide interpreters for conferences, Student Study Team Meetings, and ELAC Meetings

Students to be Served by this Strategy/Activity

All Students

Timeline

Person(s) Responsible

Principal
Executive Assistant

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interpreters for Parent Meetings
Amount	100
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for English Language Advisory Committee
Amount	500
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	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
Title II Part A: Improving Teacher Quality	\$ 2,500	0.00
Other	\$7,308	7,308.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	100.00
4000-4999: Books And Supplies	21,478.00

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	Classroom Teacher
Kelly Silveira	Classroom Teacher
Melanie Hagebusch	Parent or Community Member
Stephanie Perry	Classroom Teacher
Sarah Alessi	Parent or Community Member
David Parrott	Parent or Community Member
Siva Kurapati	Parent or Community Member
Linda Nehse	Parent or Community Member
Kristie Starkovich	Principal
Ankita Sharma	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.

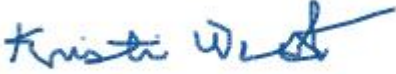

Recommendations and Assurances

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
	English Learner Advisory Committee
	Other: Leader in Me Lighthouse Coordinator

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 2, 2023.

Attested:

	Principal, Kristie Starkovich on 10/2/2023
	SSC Chairperson, Sarah Alessi on 10/10/2023

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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$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	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$14,835
Total amount of federal categorical funds allocated to this school		\$49,241

Local Funding		
X	Technology Funds – Local Parcel Tax	\$7,308

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

Projected LCFF Supplemental Funds \$14,835

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
Renew MobyMax computer software to enhance listening comprehension, vocabulary, and math concepts and procedures for at-promise learners	2023-2024	Principal Executive Assistant	3,500	
Renew Educational Software for Guiding Instruction (ESGI) to evaluate student progress.	2023-2024	Principal Executive Assistant	1,100	
Supplemental materials to support implementation of Leader In Me Framework	2023-2024	Principal Executive Assistant	3,435	
Renew Leader In Me school membership to increase social-emotional skills and academic achievement	2023-2024	Principal Executive Assistant	5,100	
Attendance Incentives	2023-2024	Principal Executive Assistant	1,000	
PBIS Supplies and Prizes	2023-2024	Principal Executive Assistant	500	
		<u>Total:</u>	14,635	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
Arrange interpreters for meetings so parents are able to participate in a meaningful way	2023-2024	Principal Executive Assistant EL Liaison	100	
Materials for English Language Advisory Committee (ELAC) workshops	2023-2024	Principal	100	

	Executive Assistant EL Liaison	
	<u>Total:</u>	200
	<u>Grand Total:</u>	14,835

Appendix H

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

PROGRAM DESCRIPTION:

Lawrence Elementary plans to utilize site technology funds to:

- Purchase chromebook replacement parts as needed
- Purchase chromebook cases for first grade students
- Purchase technology for the MakerSpace

Each student has a District chromebook checked out to them to use at home and school. Chromebooks are being utilized to:

- Access Schoology platform
- Access Dreambox
- Practice skills in a differentiated manner
- Compile research
- Complete projects
- Access Pearson Investigations3 online resources
- Access Benchmark Advance online resources
- Access Google Classroom
- Access LEXIA
- Complete HyperDocs
- Create digital breakout boxes
- Implement Math Centers, (MobyMax, Math Facts in a Flash, Extra Math, Splash Math)
- Implement Literacy Centers (Spelling City, Moby Max)
- Practice Word Processing
- Create and share PowerPoints
- Participate in STEAM activities

Appendix I

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

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

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)
TK	Laura Morgan	Level(s) 2/3	12:20-12:50 (M-F)	
	Beth Ayres	Level(s) 1/2	12:20-12:50 (M-F)	
K	Tracy Persson	Level(s) 1/2	11:50-12:20 (M-F)	
First	Christina Carroll	Level(s) 1/2	10:50-11:30 (M-F)	
Second	Christina Carroll	Level(s) 1/2	10:50-11:20 (M-F)	
Third	Keith Pickering-Walters	Level(s) 3/4	12:45-1:25 (M-F)	
Fourth	Ryan Miramontes	Level 2 and Level(s) 3/4	1:10 -1:40 (M,Tu,Th,F) and 11:55-12:25 (W)	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Fifth	Emily Wafler	Level 3	2:05-2:35 (M), 10:00-10:30 (Tu, W, Th), 1:05-1:35 (F)	

Appendix J

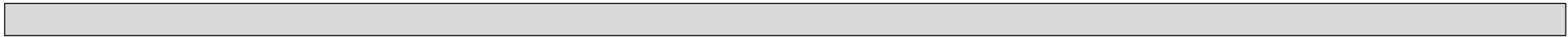
2023-24 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

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.

<p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

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