

2017-2018

The Single Plan for Student Achievement



The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Altamont Creek Elementary

District: Livermore Valley Joint Unified

County-District School (CDS) Code: 6117543

Principal: Tara L. Aderman

Date of this revision: November 14, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Tara L. Aderman

Position: Principal

Telephone Number: 925-454-5575

Address: 6500 Garaventa Ranch Road, Livermore CA 94551

E-mail Address: taderman@lvjUSD.org

The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY:

MISSION:

The mission of Altamont Creek is to create and maintain an environment that ensures that every student reaches his or her highest level of academic achievement as determined by State standards. Additionally, we will promote appropriate character development as evidenced by a safe learning environment. We commit to a comprehensive system of support to allow students to achieve their personal best.

VISION:

Our vision for Altamont Creek Elementary School is to provide a safe and enriching learning environment where all students are encouraged to achieve their personal best. We value a warm and welcoming atmosphere, and seek to support our learning community through effective leadership.

Provide a Safe and Enriching Learning Environment

Well-maintained and clean facilities ♦ Character education ♦ Respectful students, parents, and staff ♦ “Go Green” school ♦ Class gardens ♦ Programs that enhance and support the curriculum (i.e. visual and performing arts) ♦ Technology that supports learning ♦ Encouraging a healthy lifestyle

Achieve Our Personal Best

Students come ready to learn ♦ Rigorous and engaging curriculum ♦ Meeting or exceeding State standards ♦ Appropriate interventions ♦ Comprehensive library program ♦ Continuing staff education ♦ Parent education opportunities ♦ Accelerated Reader

Warm and Welcoming Atmosphere

Friendly and Caring Staff ♦ Supportive and involved parents, teachers, and staff ♦ Everyone is valued ♦ Embracing diversity ♦ Developing a strong sense of community ♦ Honoring Altamont traditions ♦ Taking pride in our school

Support our Learning Community Through Effective Leadership

Actively involved student, parent, and school leaders ♦ Collaborative ♦ Shared decision-making ♦ Creative problem solving ♦ On-going communication ♦ Fostering a positive home and school partnership

Altamont Creek Elementary School is located in Livermore, California, roughly 50 miles east of San Francisco. The school is one of nine elementary schools in the Livermore Valley Joint Unified School District, which serves approximately 15,000 students. Altamont Creek educates transitional kindergarten through fifth grade students. We have three Special Day Classes, which include two Kindergarten through second grade moderate to severe special day classes, and a fourth and fifth grade mild to moderate special day class. We also house a Full-Inclusion Program, which serves thirteen students with various disabilities ranging from visually impaired to autism. At this time, we have approximately

600 students. Our students come from mostly middle class households. However, we also serve a federally subsidized housing project.

Teachers use a California State Standards-based curriculum with district-adopted materials that support students' educational success. A standards-based report card is used to communicate student progress to parents and guardians. We have a Student Success Team process that helps school staff to provide support for students who have been identified with academic or behavioral issues. The classroom teacher, the parent(s), the school psychologist, the resource specialist, the speech and language specialist, and the principal comprise this team. Teachers provide thirty minutes per day, five days per week of designated English Language Development for our English Learners. We have a parent committee that organizes and implements an after-school program for students identified for Gifted and Talented Education. Our active Student Council meets twice per month to organize school-wide events, like Spirit Week, as well as other community outreach events.

Our school population has 597 students: 3% African American, 23% Hispanic, 47% White, 23% Asian, 19% Free and Reduced Lunch (Socioeconomically Disadvantaged), 9% English Learner, and 15.4% Students with Disabilities.

During the school year, our school provides 36,000 instructional minutes to Kindergarten and TK students, 50,400 instructional minutes to students in grades first through third, and 54,000 instructional minutes to students in fourth and fifth grade. There are 50 minimum days per year designated for staff development and parent-teacher conferences.

Altamont Creek Elementary staff includes one administrator and twenty-four general education teachers with one job-share positions. We have three Special Day Class teachers, a Full-Inclusion Program teacher, and a resource specialist. Working part-time at our school, we have a school psychologist, two speech and language specialists, one occupational therapist, an adaptive Physical Education specialists, and a behaviorist. Our classified staff includes a part-time school nurse and a part-time health technician, eight Full-Inclusion paraprofessionals, nine Special Day Class paraprofessionals, a Resource Program paraprofessional, a computer science technician, and a library technician. In the office, there is an Executive Assistant to the Principal and an Office Specialist. Classified staff also includes two Food Services personnel, and a Head (day) Custodian as well as an evening custodian.

Altamont Creek Elementary is a seventeen-year old facility. It includes: an administration building; a multi-purpose room, with a stage and a kitchen; four buildings with 28 classrooms; and one building housing the school library, the computer lab, the Kid Connection room, the Speech & Language program room, and two science labs. The campus also includes two play structures, one for younger children and one for older students. The school shares a grass field with the City of Livermore. The school has two garden areas and a gated area to lock bikes up. Our school is fully accessible to the disabled. We have 300 Chromebooks in our school, and four desktops in each kindergarten through fifth grade class and four in each pod. We have wireless Internet access throughout the school. There is a district-wide email system that is used daily for communication and information. The school library has 19,475 books.

Professional Development and Collaboration:

The Instructional Leadership Team (ILT) and the Principal attend a training in August to help develop a plan and focus for the year. The Instructional Leadership Team then meets with the Principal monthly to collaborate and evaluate plans for the school year. The Instructional Leadership Team meets with their grade level teams weekly and keep track of their meetings with minutes and notes. The team works cohesively and communicates regularly either by email, face-to-face conversation or in staff/grade alike meetings.

As previously stated, grade level teams meet weekly to discuss the four Professional Learning Community (PLC) questions: 1) What do we want students to learn? 2) How do we know if they have learned it? 3) What do we do if they have not learned it? 4) What do we do if they have learned it? Data from common formative assessments, established by grade level teams, are used as the focus of discussion. Grade levels determine what interventions are needed and what skills are to be targeted. Each grade level provides this targeted instruction during their designated Response to Intervention (RTI) time as well as throughout the day. Each grade level also has the following:

- *A “writing lead” that works directly with district coaches to help implement the Teacher’s College Units of Study writing curriculum throughout the school.*
- *A “math lead” that works directly with district coaches to help implement the Investigations 3 math curriculum throughout the school.*

English Learners:

Each teacher also has a minimum of 30 minutes of designated English Language Development (ELD) instruction, per day in addition to the differentiated instruction through integrated ELD in all subject matters.

Transition:

Parents of our fifth graders are encouraged to attend the middle school’s Parent Orientation Night. In addition, flyers and announcements are sent home to parents to invite them to the middle school’s Open House. The Middle School Vice Principal and Principal visit fifth graders to review a day in the life of a sixth grader and expectations. Fifth graders also take a field trip to the middle school to view the campus. Special education transition meetings are held at the end of each school year and the Principal meets with the Vice Principal of the Middle School to discuss students that may need additional support. Kindergarten parents are invited to attend a Kindergarten Orientation night prior to Open House and then to visit classrooms. Parent visitations are scheduled for parents to visit kindergarten classrooms during the month of May. Pre-assessments for Kindergarteners are held in May to determine current levels of performance and to balance classrooms.

Parent and Family Involvement:

Parents are encouraged to attend Back to School Night in the fall and Open House in May. Our Student Success Teams (SSTs) meet with parents to determine the best ways to support their child’s learning if he/she is facing challenges. Parent Conferences are held two times a year. Monthly Teacher newsletters and the Principal’s “What’s Up Wildcats,” emailed weekly, keep parents informed on upcoming activities. Our teachers use a variety of communication tools including, but not limited to “Bloomz”, “Smore”, “Teacher Ease” and “Schooloop” to keep parents updated on student progress. Volunteers are encouraged to participate classrooms, or through PTA sponsored events such as Read-a-thon, Walk-a-thon, Reading Nights, Running Club, Turn off the TV Week. We also offer a Science Night, Parent Education Nights, Garden Clean Up Days, ELAC, and Gifted and Talented Education (GATE) Parent meetings. Our Accelerated Reader Program encourages students to read and parents may track their child’s progress through on-line links accessed through our Website. Our website also provides links to a variety of educational opportunities for our students.

Students in the Livermore Valley Joint Unified School District directly benefit from partnerships with community agencies and the resources they provide:

Lawrence Livermore National Laboratory sponsors school tours, "Got Science?, Fun with Science Van, Science Fair 101, Science Odyssey Judges, Edward Teller Education Center professional development, science and technology workshops, classroom speakers, Science on Saturdays, Expanding Your Horizon's Conference, Career Fairs, Rotary Clubs of Livermore are service organizations that support literacy, the Science Odyssey, the TOPScience program, and funds mini-grants.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year’s SPSA.

Altamont Creek Elementary School’s data shows strength in a variety of areas.

2016– 2017 Data Trends (Highlights)

- Our schoolwide math and English Language Arts scores improved in 2016-2017. Our staff worked tirelessly to develop lessons that prepare our students for success. We reviewed the testing blue prints, practiced test taking strategies, and implemented specific, targeted intervention.
- Students are continuing to improve on the CELDT test and are being reclassified as they meet the criteria. 25% of our English Language Learners were reclassified in 2017.

2016-2017 Data Analysis and Conclusions

- Our 4th and 5th grade math scores show that we have fewer students proficient than in our 3rd grade.
- We still see an achievement gap in the performance of our students where EL and Hispanic/Latino student are underachieving compared to their grade level peers in reading and mathematics.

2016-2017 LCAP Site Goals

- Literacy/ELA: The percentage of Altamont Creek Elementary School students that score as Standards Met or Standard Exceeded will grow by 4% in all demographic areas.
- Mathematics: The percentage of Altamont Creek Elementary School students that score as Standards Met or Standard Exceeded will grow by 5% in every demographic area.
- Writing: The percentage of Altamont Creek Elementary School students scoring proficient on the district writing benchmark will increase by 4%
- Character Education: Altamont Creek will expand the Positive Behavior Intervention and Support (PBIS) process as well as the lessons taught by “Soul Shoppe” to keep the school climate positive and safe.
- Attendance: The overall attendance rate for the school will be at 95% or higher
- Physical Fitness: Altamont Creek students will score 80% proficient on the physical fitness testing
- Articulation: Altamont Creek staff will communicate and collaborate with feeder middle schools and will communicate frequently and proactively with our incoming Kindergarten families.

2017-2018 Key Strategies to Meet Goals

- District Level Articulation
- Grade level articulation days to enhance instructional focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged students
- Math and ELA Intervention
- Implement California State Standards with an emphasis on non-fiction reading and writing
- Daily RTI times in classes by grade level
- Instructional Rounds focusing on best practices and California Standards including questioning and greater Depth of Knowledge (DOK) levels.
- Grade level articulation days to enhance instructional focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged students

2017-2018 Measures of Success

- California Assessment of Student Performance and Progress (CAASPP)
- District, Schoolwide and Teacher Created Assessment Data
- Our Math and English Language Arts scores improved in 2016-17 by 4% and 5% respectively
- English Language Arts Reading scores continue to be amongst our highest areas. Each year the school determines an Accelerated Reader (AR) goal for points for students. This past year we were able to surpass 44,000 points. Reading has always been a passion and source of strength for Altamont Creek. Our 2017 goal is 50,000 points.
- In English Language Arts, our students with a disability grew from 12% to 30% Met or Exceeded the Goal.
- In Math, our students with a disability grew from 11% to 23% Met or Exceeded the Goal.
- Altamont Creek had 19 English Language Learner students reclassified this school year. Students are continuing to improve on the CELDT test and are being reclassified as they meet the criteria.
- Our CELDT results show that 9% of our English Language Learners grew from Beginner to Early Intermediate this school year and 23% went from Early Intermediate to Intermediate.
- Our schoolwide scores in Math increased from 47% - 55%.

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

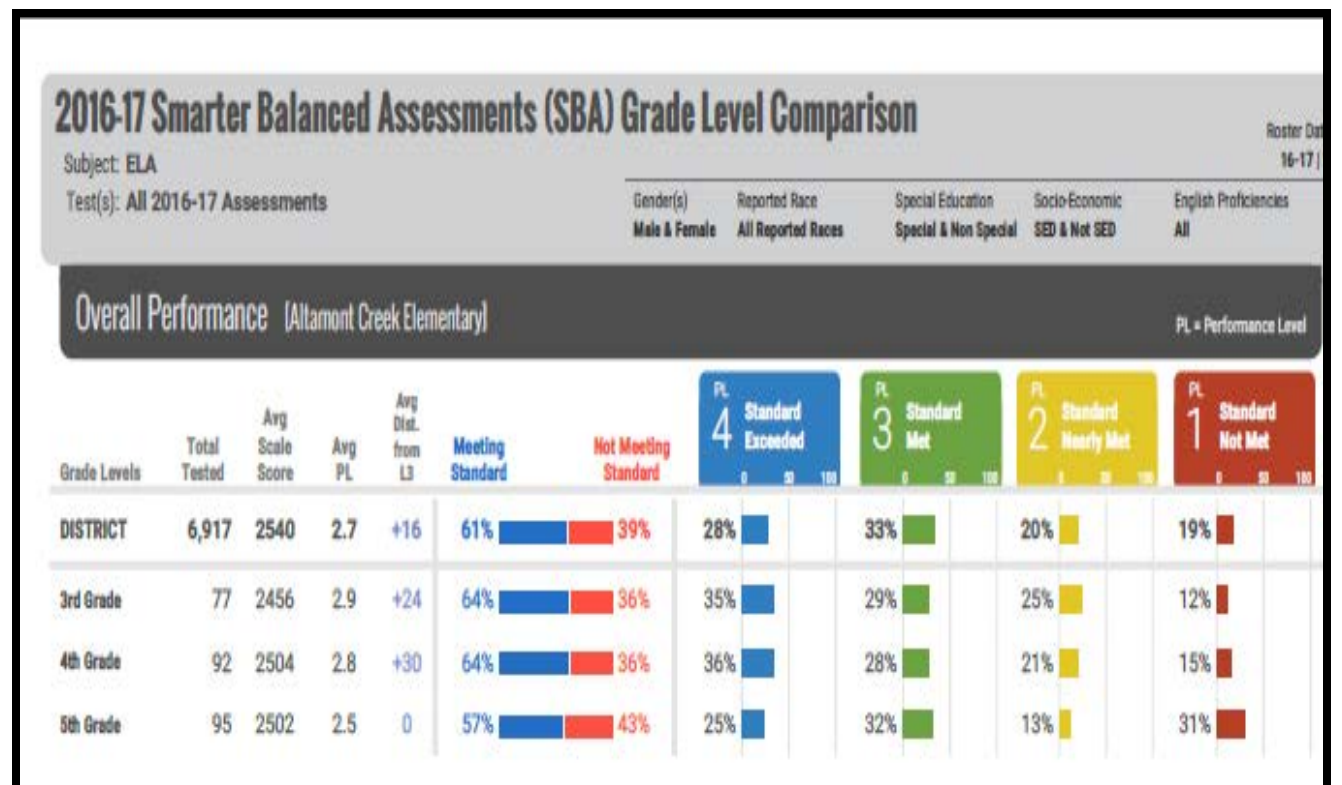
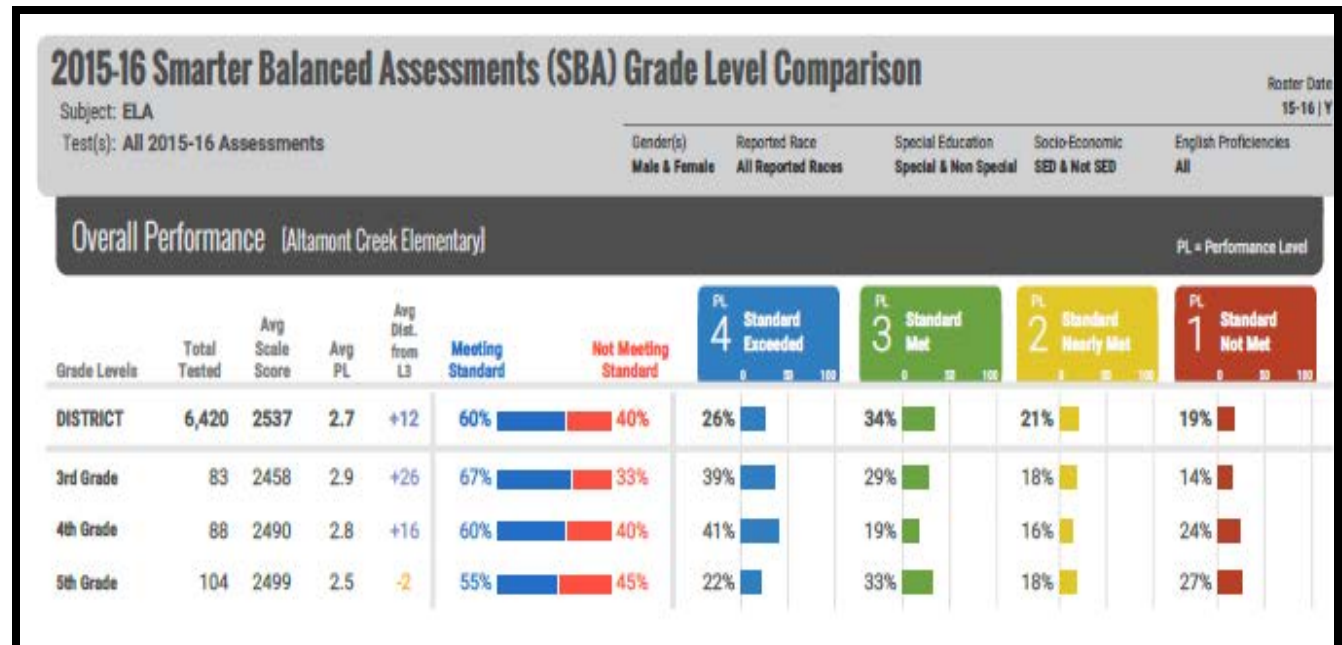
Accountability data to include:

- Academics:
 - Smarter Balance Assessment results (including interim block assessment results) – 2 year trend
 - District Literacy Benchmark
- English Learner:
 - CELDT Results – 2 year trend: number and percent of students at each level
 - Reclassification – 2 year trend; number and percent of students reclassified.
- Chronic Absenteeism:
 - Percent of students who have missed 10% or more days of the school year
- Suspensions
 - Suspension rate – 2 year trend
- FitnessGram
 - 2 year trend: percent of students meeting at least 5 of 6 standards
- Parent Engagement
 - Data demonstrating staff seeks input from parents in decision making
 - Data demonstrating staff promotes parental participation in programs
- California Healthy Kids Survey (CHKS)
 - Multiple year trend: percent of students who report they feel safe at school all or most of the time
 - Multiple year trend: the percent of students who report a high level on Caring Relationships with Adults at School
- Other Data

Dashboard Data:

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

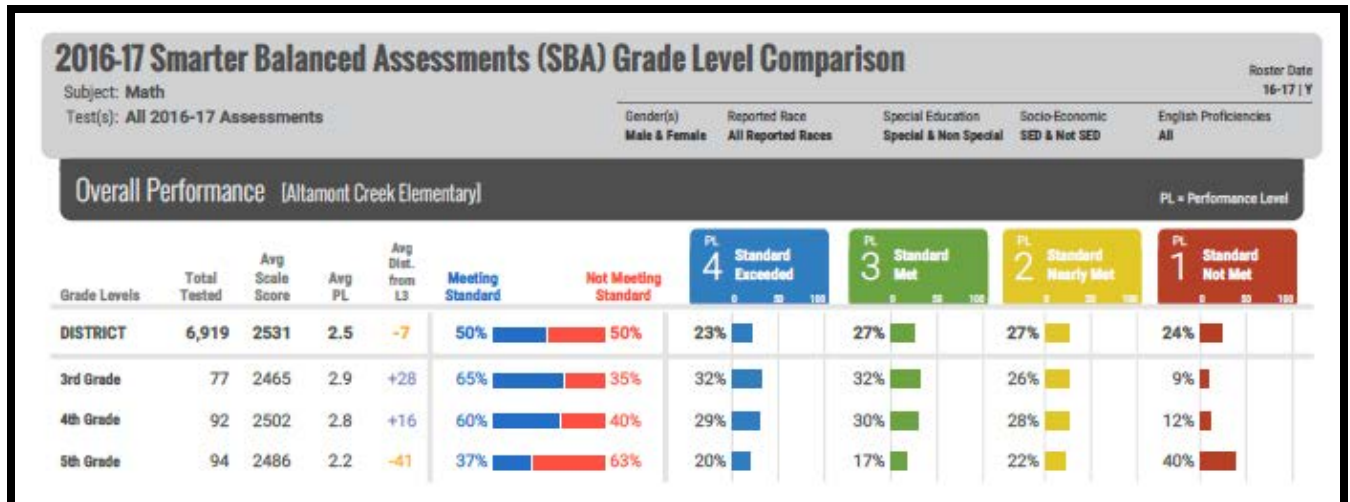
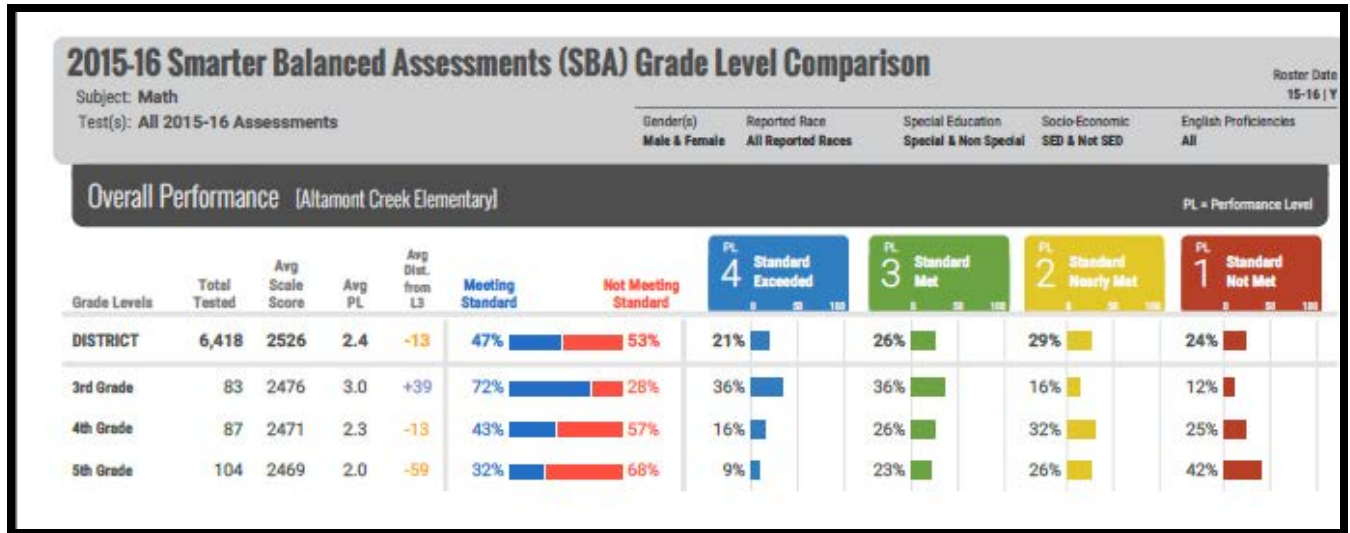
Smarter Balanced English Language Arts:



ELA Data:

- 2016-2017 3rd grade: 64 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
2015-2016 3rd grade: 67 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
- 2016-2017 4th grade: 64 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
2015-2016 4th grade: 60 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
- 2016-2017 5th grade: 57 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
2015-2016 5th grade: 55 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
- 2016-2017 School Wide: 62 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.
2015-2016 School Wide: 60 percent of students either met or exceeded standards for the ELA Smarter Balanced Assessment test.

Smarter Balanced Mathematics:



Math Data:

- 2016-2017 3rd grade: 65 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.
2015-2016 3rd grade: 72 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.
- 2016-2017 4th grade: 60 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test
2015-2016 4th grade: 43 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.
- 2015-2016 5th grade: 37 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.

2015-2016 5th grade: 32 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.

- 2016-2017 School Wide: 54 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.
2015-2016 School Wide: 47 percent of students either met or exceeded standards for the math Smarter Balanced Assessment test.

Writing Test 2015-2016

Count of Student ID	2015-2016 Writing Benchmark Unit 1					
Grade Level	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	(blank)	Grand Total
1	2	25	24	8	6	65
2		11	46	15	5	77
3	4	18	45	11	7	85
4		13	53	23	2	91
5	1	30	54	16	4	105
K	2	16	60	8	8	94
PRE					26	26
Grand Total	9	113	282	81	58	543

Writing Test 2016-2017

Count of Student ID	2016-2017 Writing Benchmark Unit 3			
Grade Level	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
1	6	26	6	
2	0	25	13	12
3				
4	0	69	6	3
5	6	38	27	14

**This data reflects the scores that were submitted last Spring.*

- In our third year of the Teacher’s College Writing Units of Study writing program, our teachers and students benefitted from the coaching provided from the District.
- Our students report looking forward to writing publishing parties.

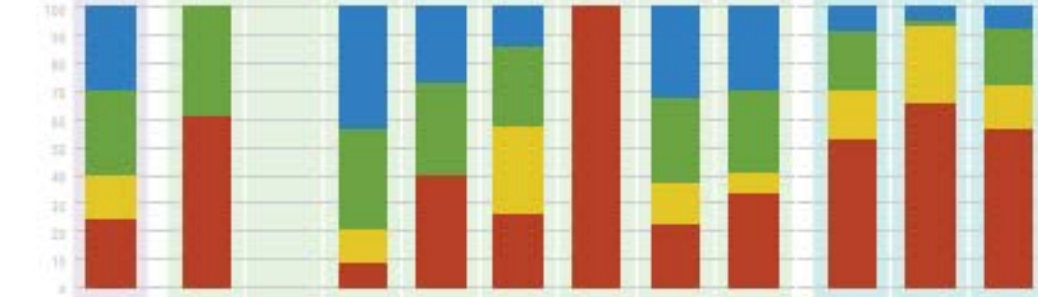
Subgroups English Language Arts:



Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	264	4	0	39	6	56	1	137	21	52	26	47
Standard Exceeded or Met	61%	50%	0%	69%	67%	43%	0%	68%	57%	37%	19%	30%
Standard Exceeded	32%	0%	0%	36%	33%	14%	0%	39%	33%	10%	4%	11%
Standard Met	30%	50%	0%	32%	33%	29%	0%	29%	24%	27%	15%	19%
Standard Nearly Met	19%	0%	0%	18%	0%	36%	0%	14%	19%	21%	27%	23%
Standard Not Met	20%	50%	0%	12%	33%	21%	100%	18%	24%	42%	54%	47%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



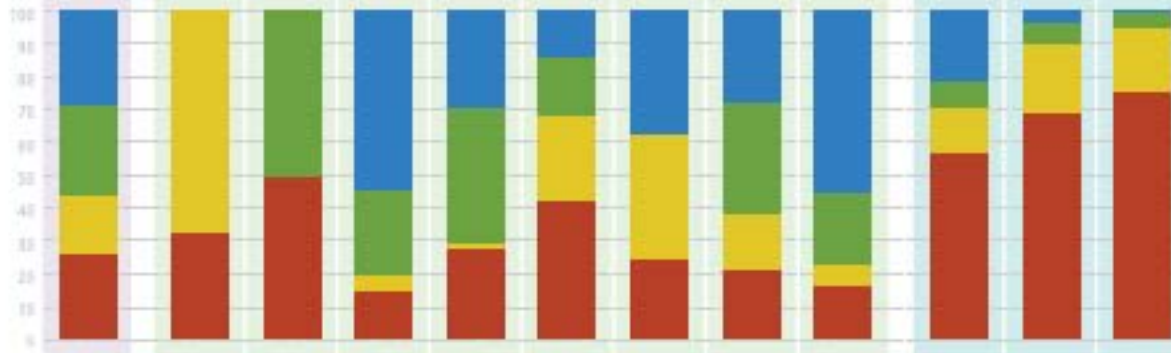
Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
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Percent of Students Scoring at Each Performance Level

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	275	4	2	30	8	67	3	142	19	51	29	60
Standard Exceeded or Met	60%	0%	50%	80%	62%	39%	33%	66%	79%	35%	17%	12%
Standard Exceeded	33%	0%	0%	53%	38%	19%	33%	33%	58%	24%	7%	5%
Standard Met	27%	0%	50%	27%	25%	19%	0%	33%	21%	12%	10%	7%
Standard Nearly Met	17%	75%	0%	10%	12%	25%	33%	15%	5%	16%	17%	23%
Standard Not Met	22%	25%	50%	10%	25%	36%	33%	18%	16%	49%	66%	65%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



Generated on 09/14/2017

Calculations include students tested out of district. Subgroups for this

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

Site: Altamont Creek Elementary
 Department: All
 Teacher: All
 Grade: All

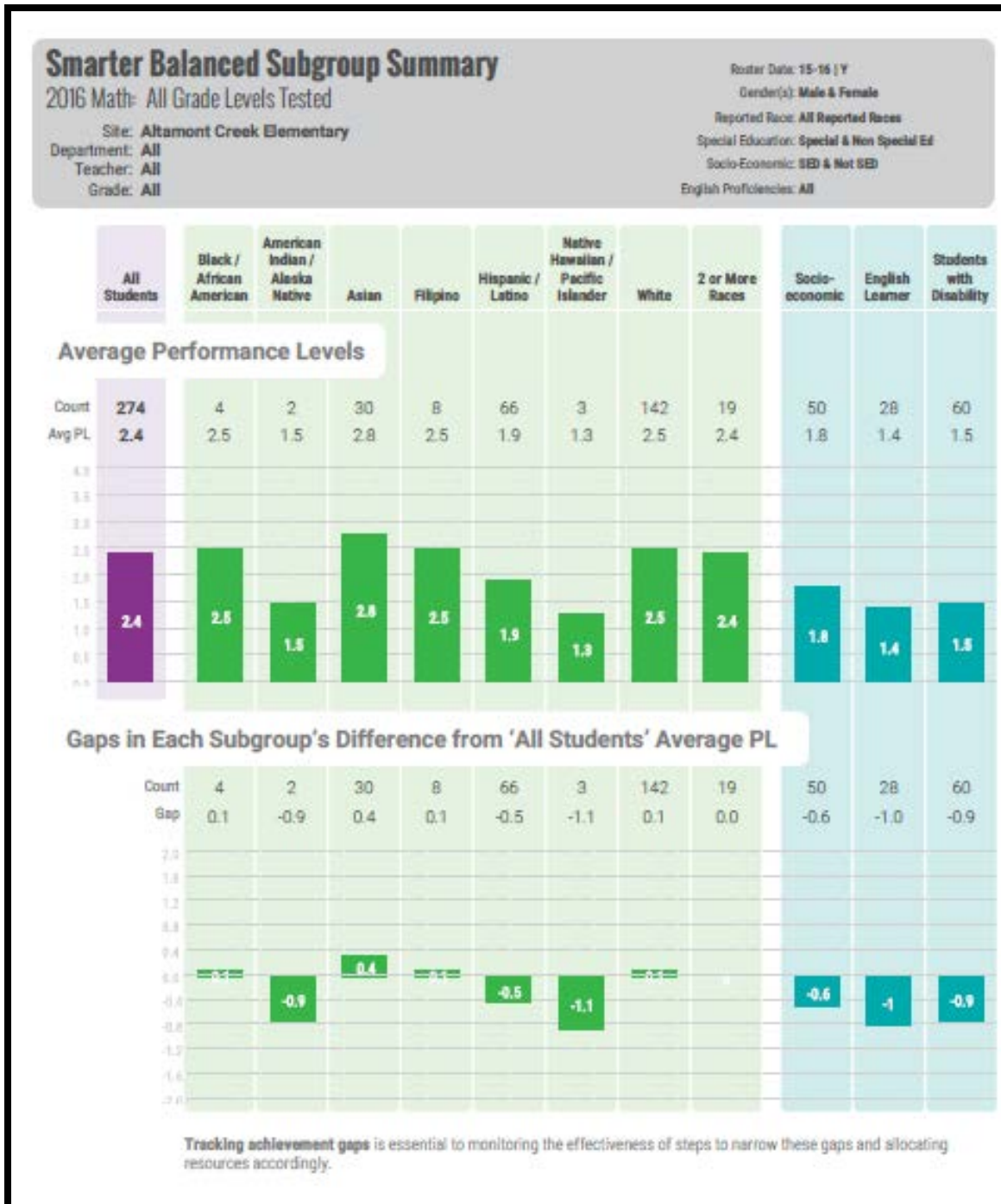
Test Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All



English Language Arts Subgroup Data:

- 50% of our African American students met or exceeded the standard
- 69% of our Asian students met or exceeded the standard
- 67% of our Filipino students met or exceeded the ELA standard
- 43% of our Hispanic/Latino students met or exceeded the ELA standard
- 68% of our Caucasian students met or exceeded the ELA standard
- 87% of our students declaring two or more races met or exceeded the ELA standard
- 37% of our low socio economic students met or exceeded the ELA standard
- 19% of our English learner students met or exceeded the ELA standard
- 30% of our students with a disability met or exceeded the ELA standard
- Since there were less than 10 students tested in the subgroup, Migrant student data was not available.

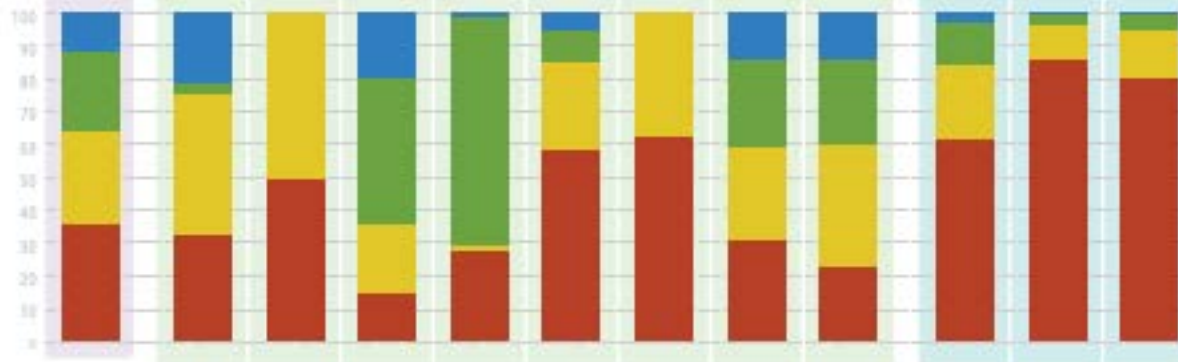
Subgroups Mathematics:



Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Percent of Students Scoring at Each Performance Level												
Count	274	4	2	30	8	66	3	142	19	50	28	60
Standard Exceeded or Met	47%	50%	0%	73%	62%	29%	0%	52%	42%	26%	11%	15%
Standard Exceeded	19%	25%	0%	20%	12%	12%	0%	23%	21%	8%	4%	7%
Standard Met	28%	25%	0%	53%	50%	17%	0%	29%	21%	18%	7%	8%
Standard Nearly Met	25%	25%	50%	17%	12%	24%	33%	25%	37%	22%	14%	15%
Standard Not Met	28%	25%	50%	10%	25%	47%	67%	23%	21%	52%	75%	70%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	4	2	30	8	66	3	142	19	50	28	60
Gap	3%	-47%	26%	15%	-19%	-47%	5%	-5%	-21%	-37%	-32%

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

Site: Altamont Creek Elementary
 Department: All
 Teacher: All
 Grade: All

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

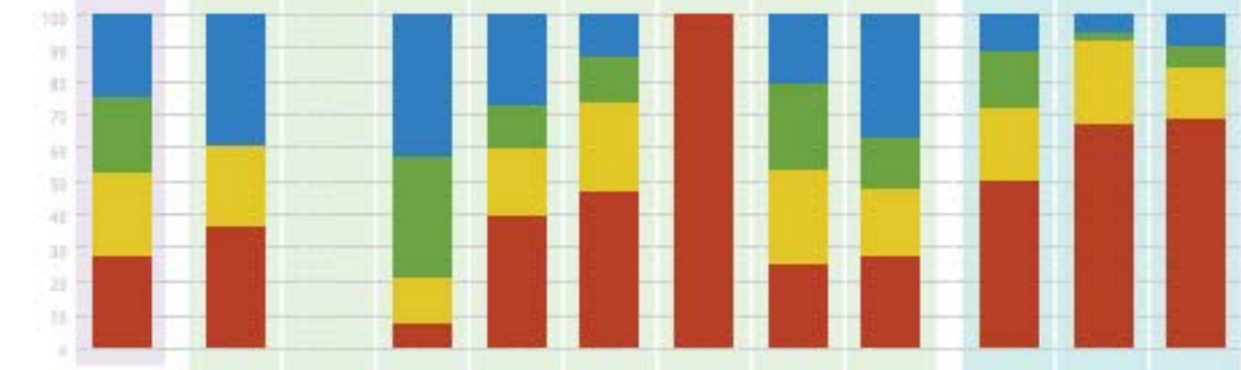


Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	263	4	0	39	6	56	1	136	21	53	26	48
Standard Exceeded or Met	53%	50%	0%	77%	50%	34%	0%	55%	52%	38%	23%	17%
Standard Exceeded	27%	50%	0%	44%	33%	11%	0%	27%	33%	11%	8%	8%
Standard Met	26%	0%	0%	33%	17%	23%	0%	28%	19%	26%	15%	8%
Standard Nearly Met	25%	25%	0%	15%	17%	30%	0%	28%	19%	23%	31%	29%
Standard Not Met	21%	25%	0%	8%	33%	36%	100%	17%	29%	40%	46%	54%

Percent of Students Scoring at Each Performance Level



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

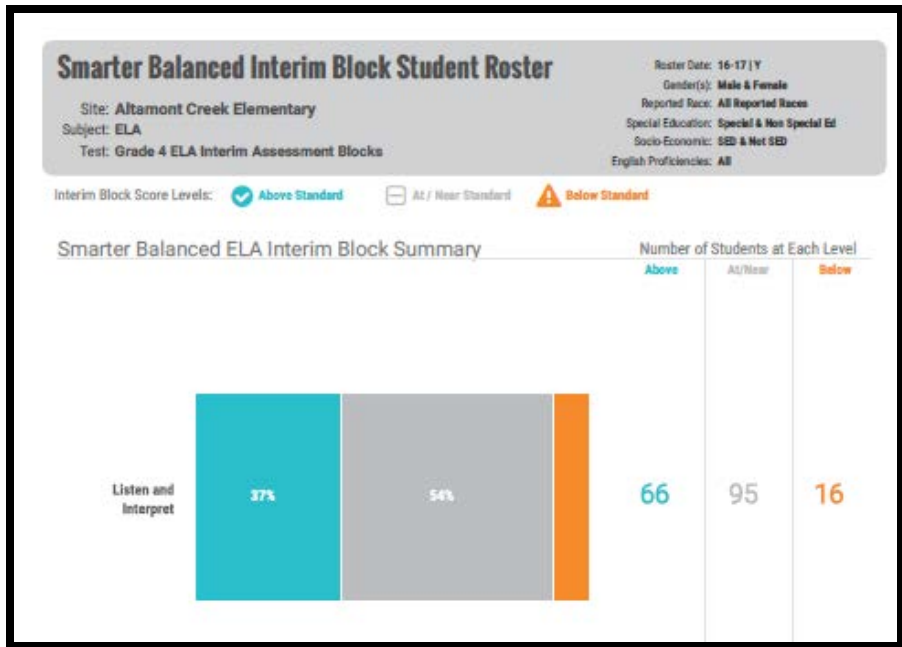
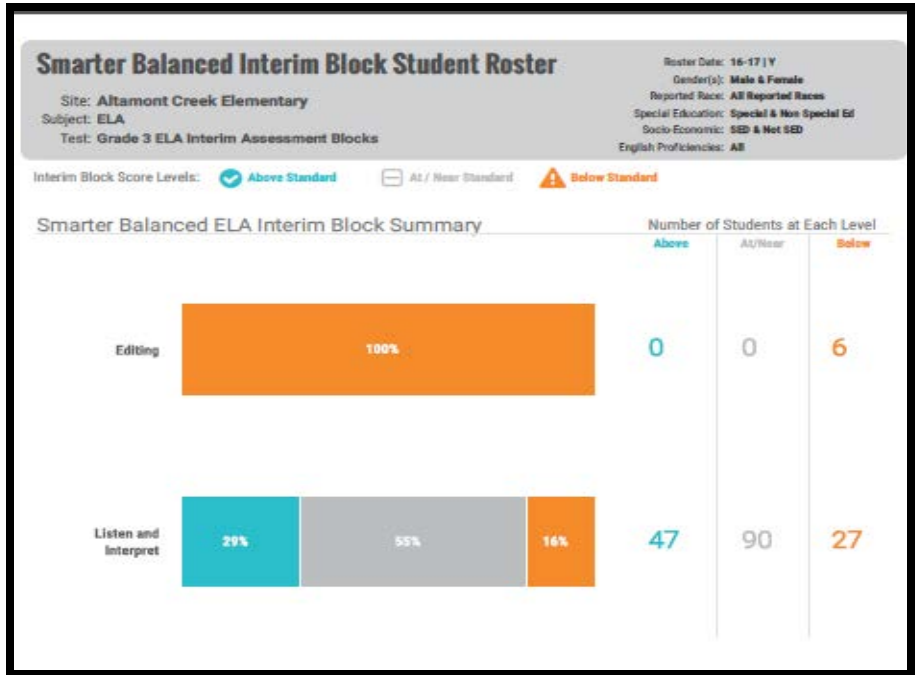


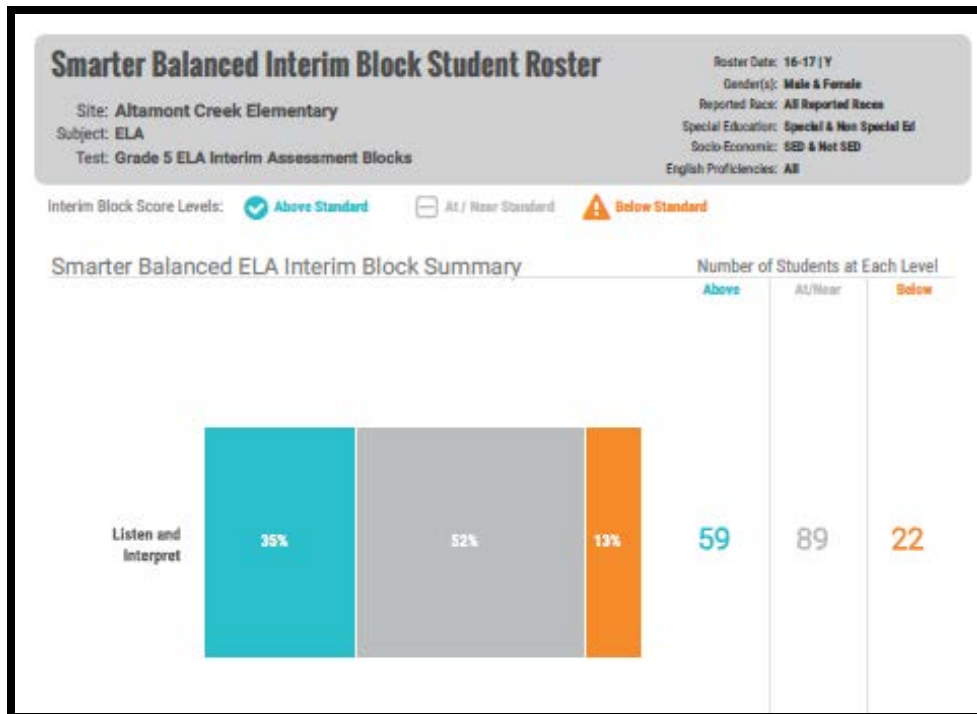
Math Data:

- 50% of our African American students met or exceeded the math standard
- 77% of our Asian students met or exceeded the standard
- 50% of our Filipino students met or exceeded the math standard

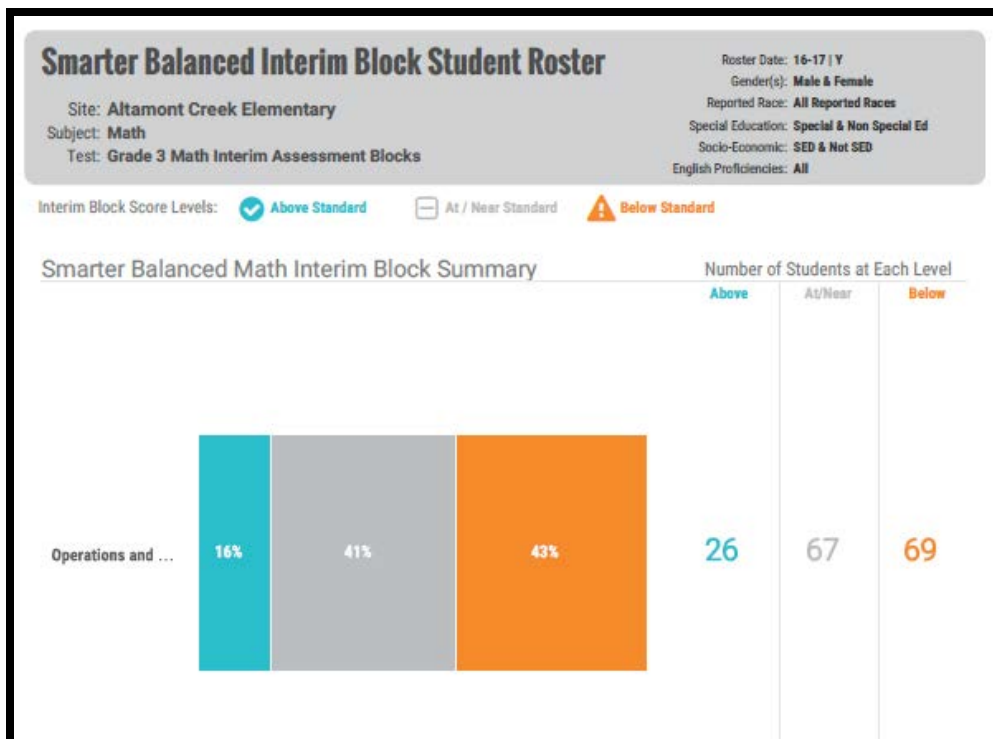
- 30% of our Hispanic/Latino students met or exceeded the math standard
- 55% of our Caucasian students met or exceeded the math standard
- 56% of our students declaring two or more races met or exceeded the math standard
- 28% of our low socio economic students met or exceeded the math standard
- 23% of our English learner students met or exceeded the math standard
- 17% of our students with a disability met or exceeded the math standard
- Since there were less than 10 students tested in the subgroup, Migrant student data was not available.

Interim Assessment Block ELA:





Interim Assessment Block Math:



Smarter Balanced Interim Block Student Roster

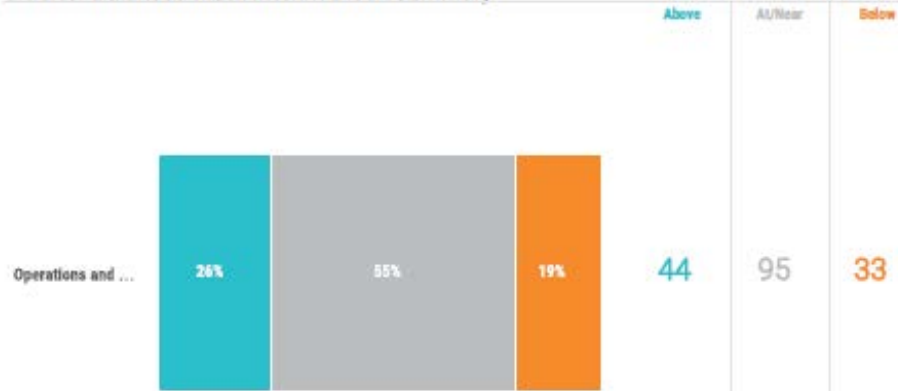
Site: Altamont Creek Elementary
 Subject: Math
 Test: Grade 4 Math Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: Above Standard At / Near Standard Below Standard

Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



Smarter Balanced Interim Block Student Roster

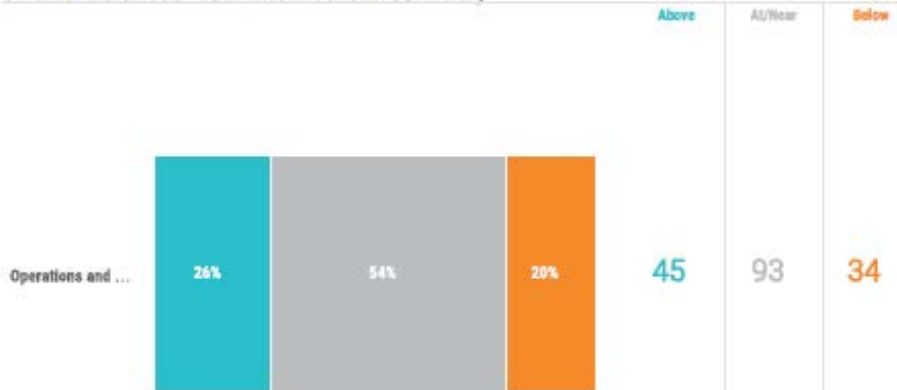
Site: Altamont Creek Elementary
 Subject: Math
 Test: Grade 5 Math Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: Above Standard At / Near Standard Below Standard

Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



2015-2016 CELDT:

35%

Proficient

65%

Not Proficient

# Tested		81
# Proficient		28
% Proficient		35
Listening Averages	PL	1.00
	SS	285
Speaking Averages	PL	2.00
	SS	386
Reading Averages	PL	1.00
	SS	233
Writing Averages	PL	1.00
	SS	247
Overall Averages	PL	1.00
	SS	325

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	14.8	12	32.1	26	3.7	3	2.5	2	11.1	9
Early Advanced	27.2	22	24.7	20	9.9	8	12.3	10	27.2	22
Intermediate	22.2	18	27.2	22	42.0	34	40.7	33	37.0	30
Early Intermediate	21.0	17	7.4	6	23.5	19	24.7	20	11.1	9
Beginning	14.8	12	8.6	7	21.0	17	19.8	16	13.6	11

Number of Students at Each Level in Each Domain



2016-2017 CELDT

37%

Proficient

63%

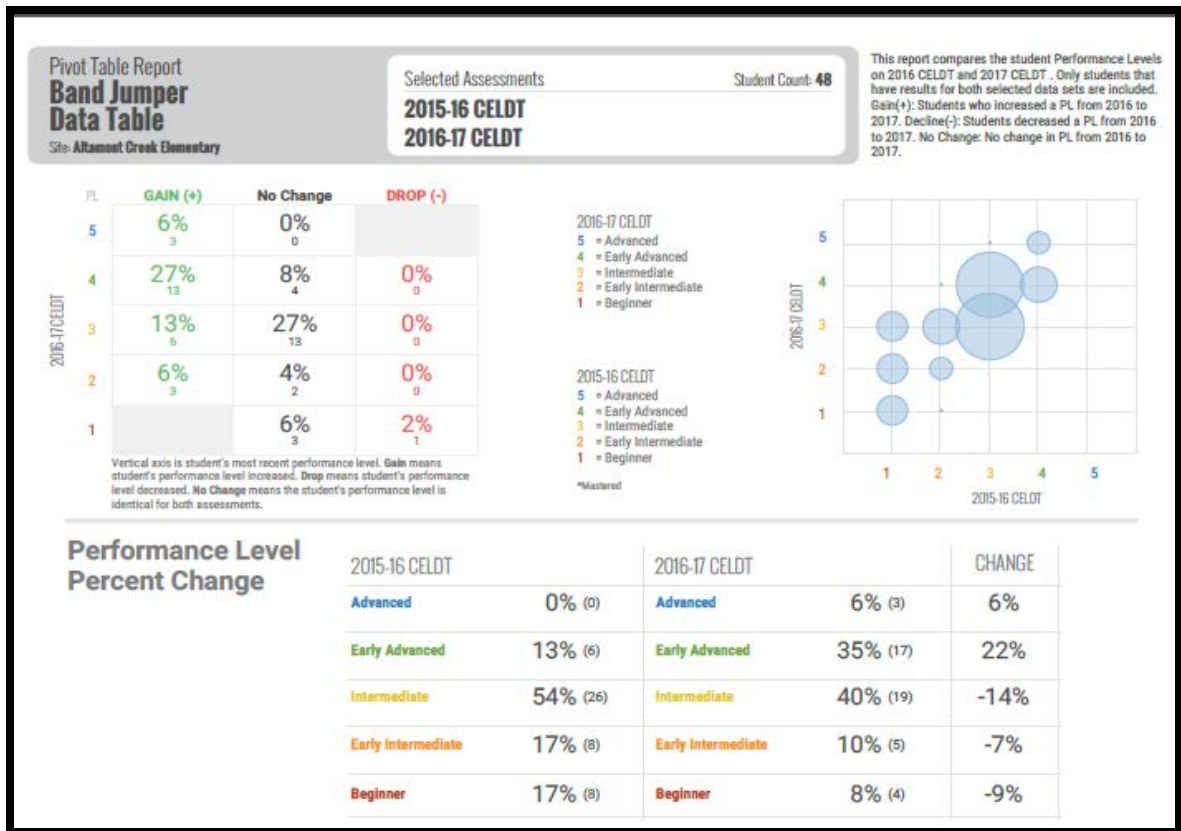
Not Proficient

# Tested		76
# Proficient		28
% Proficient		37
Listening Averages	PL	2.00
	SS	406
Speaking Averages	PL	3.00
	SS	406
Reading Averages	PL	2.00
	SS	233
Writing Averages	PL	2.00
	SS	262
Overall Averages	PL	2.00
	SS	390

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	18.4	14	31.6	24	2.6	2	7.9	6	9.2	7
Early Advanced	26.3	20	27.6	21	15.8	12	13.2	10	28.9	22
Intermediate	26.3	20	31.6	24	27.6	21	27.6	21	35.5	27
Early Intermediate	15.8	12	6.6	5	25.0	19	31.6	24	13.2	10
Beginning	13.2	10	2.6	2	28.9	22	19.7	15	13.2	10

Number of Students at Each Level in Each Domain





CELDT Data:

When looking at CELDT scores, Altamont Creek Elementary School is making growth with their English Learners. Our goal is to move more students with positive progress than with negative progress.

Most English Learners of Altamont Creek are making positive progress and advancing overall.

Reclassified English Language Learner Students:

	Number of Reclassified Students	Percentage of Reclassified Students
2015-2016	8	9%
2016-2017	19	25%

Chronic Absenteeism:

	Number of students chronically absent
2015-2016	10
2016-2017	8

Suspension Rates:

	Number of Students Suspended Out of School	Number of Students Suspended In School
2015-2016	3	0
2016-2017	4	0

Livermore Valley Joint Unified School District
PHYSICAL EDUCATION

Goal and Program Description

(FITNESSGRAM: Grades 5)

**FITNESSGRAM Current Level of Performance (Percent Passing 5 or 6 Standards):
71%**

FITNESSGRAM Goal: 80 %

PROGRAM DESCRIPTION: All Altamont Creek Elementary School students receive the required 200 minutes of physical education every 10 days provided by their classroom teacher. The teachers follow the standards for physical education in their instruction. Parent volunteers assist teachers with physical education lessons. Altamont Creek's PTA also sponsors a "running club" that meets Mondays, Wednesday, and Fridays before school which stresses healthy living. Students engaged in the activity receive incentives for participation and the number of students involved grows each year.

Last year, Altamont Creek's level of performance was at 77%.

Physical Fitness Test (PFT) 2016-2017

<i>Physical Fitness Test (PFT) 2016-2017</i>			
	% of students achieving the Healthy Fitness Zone		
<i>Grade 5</i>	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<i>Total student tested = 99</i>	25%	45%	71%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	94	87%	13%
Body Composition	98	70%	30%
Abdominal Strength and Endurance	93	82%	18%
Trunk Extensor Strength and Flexibility	99	88%	12%
Upper Body Strength and Endurance	94	80%	20%
Flexibility	99	88%	12%

Physical Fitness Test (PFT) 2015-2016

	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<i>5th</i>	21	50	77%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
One-Mile Run	94	70 %	30%
Pacer	94	91 %	9%
Body Mass Index	94	77 %	23%
Curl-Up	94	76 %	24%
Trunk Lift	94	98 %	2%
Push-Up	94	65%	35%

Modified Push-Up	94	91%	9%
Flexed-Arm Hang	94	91%	9%
Sit and Reach	94	94 %	6%
Shoulder Stretch	94	100 %	0%

- 87% of our fifth graders are within or above the healthy zone in aerobic capacity (running).
- 88% of our fifth graders are within or above the healthy zone in trunk extensor strength.
- 88% of our fifth graders are within or above the healthy zone in flexibility.

California Healthy Kids Survey 2015-2016:

- 83% percent of students who report they feel safe at school all or most of the time
- 83% percent of students who report a high level on Caring Relationships with Adults at School

Parent Engagement:

- 70% of our parents/guardians joined the PTA in 2016-2017
- 85% of our parents/guardians joined the PTA in 2017-2018
- 98% of our parents/guardians attended Back to School Night in 2016-2017
- 98% of our parents/guardians attended Back to School Night in 2017-2018
- 95% of our parents/guardians attended Open House in 2016-2017

Greatest Progress:

English Language Arts Reading scores continue to be amongst our highest areas. Each year the school determines an "AR goal" for points for students. This past year we were able to surpass 44,000 points. Reading has always been a passion and source of strength for Altamont Creek.

The teachers that implemented Investigations Math 4-5 days per week with 45-60 minutes of instruction daily showed significant improvement in scores.

We have implemented a blended learning platform in grades 2nd – 5th. We utilize Front Row, Moby Max and RAZ. In conjunction with small group instruction and targeted Tier 1 and Tier 2 interventions, we expect to show growth in all subject areas.

Greatest Need:

As a school site, we need to focus our efforts on improving our writing scores and our math scores. Our 3rd grade and 5th grade math scores show that we have fewer students proficient than in our 4th grade. With the baseline for each group, we will be able to target interventions to help increase student performance.

Writing continues to be a focus school wide as we dive deeper into the Teacher's College Units of Study curriculum.

We still see an achievement gap in the performance of our students where EL and Hispanic/Latino student are underachieving compared to their grade level peers in reading and mathematics.

We notice there is a large population of students in our Resource program in 3rd – 5th grade that have not shown the growth we expect.

Through targeted instruction utilizing blended learning, small group instruction, an emphasis on individualized remediation and challenge we will help each child at Altamont Creek grow.

Increased or Improved Services

We have identified grade level blocks within our school day to target specific interventions in Math, English Language Arts and English Language Development. The students will work in flexible groupings to best meet their needs.

We are implementing common assessments across the primary grades and the intermediate grades. This encourages professional discussion to select the assessment, consistency across the campus and allows us to track growth.

We are implementing blended learning that allows all students to work at their "just right level". All students will benefit from the individualized curricula. This also gives the teacher instant feedback on each child's learning at their fingertips.

Involvement/Governance

The School Site Council was able to study and research school data and be involved with developing school goals.

The ELAC parent group was asked to discuss how the plan could help students increase student outcomes. Ideas were taken from the groups to the SSC and used in developing goals and support. Teachers gave input through their teacher representatives that our serving on the SSC. The plan was discussed at staff meetings.

The principal and SSC monitored the plan throughout the year. Progress and challenges that would come up throughout the year were discussed at the SSC meetings.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures:
Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

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

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

Measures:
Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

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: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #1 The percentage of Altamont Creek Elementary School students that score as Standards Met or Standards Exceeded in English Language Arts will grow by 4% in all demographic areas.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC test results for ELA Independent Reading Levels K- 5	The number of students meeting or exceeding standards ranged between 56-69%	Teacher Benchmarks Review assessment scores and levels SBAC Interim Assessments

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/21/2017 – 6/16/2017	Principal/Teachers	Implement California Standards with an emphasis on non-fiction reading and writing.	\$0
10/3/2017 – 6/16/2017	Principal/Teachers	Daily RTI time in classes by grade level.	\$0
Each Trimester	Principal/Teachers	Grade level and Vertical Collaboration focusing on data analysis, best instructional practices and assessment design.	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

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: mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 The percentage of Altamont Creek Elementary School students that score as Standards Met or Standards Exceeded will grow in Math by 5% in all demographic areas.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local assessment data and report cards (grades K-2) SBAC assessment data	Schoolwide our math scores increased to 62% of students meeting or exceeding the standards.	Investigations Math. Teacher Benchmarks. SBAC Interim Assessments

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/22/17 - 6/16/2018	Principal/Teachers	Implement California State Standards with an emphasis on math	\$0
10/3/17 - 6/16/18	Teachers/Principal	Daily RTI times in classes by grade level	\$0
9/2016 - 6/2017	Principals/Teachers	Grade level articulation days to enhance instructional focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged students.	\$6,500 (LCFF Supplemental)
TBD	Principal/Teachers	California Standards math nights to involve parents and families.	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

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: Writing (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #3 The percentage of Altamont Creek Elementary School students that score as Standards Met or Standards Exceeded in Writing will grow by 4% in all demographic areas.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC data+ Cluster Score analysis LVJUSD Benchmark data	Scores were inconsistent amongst grade levels	District writing benchmark Assessments Teacher created assessments CST

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/22/17 - 6/16/2018	Principal/Teachers	Implement California State Standards with an emphasis on non-fiction reading and writing	\$0
10/3/17 - 6/16/18	Teachers/Principal	Daily RTI times in classes by grade level	\$0
9/2016 - 6/2017	Principals/Teachers	Grade level articulation days to enhance instructional focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged students.	\$6,500 (LCFF Supplemental)
TBD	Principal/Teachers	Publishing Parties to involve parents and families.	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Character Education/Suspensions
SCHOOL GOAL: #4 Altamont Creek will expand the Positive Behavior Intervention and Support (PBIS) process as well as the lessons taught by “Soul Shoppe” to keep the school climate positive and safe. We are also piloting the Social Emotional Curriculum, Choose Love, and implementing Mindfulness.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Citation/suspension data	The PBIS launch as well as Soul Shoppe have been very positive.	Number of instances of office referrals and suspensions, etc.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/28/17	Leadership Team/Principal	PBIS assembly	\$0
Monthly	Principal	Soul Shoppe Elementary “Peace Keepers” training for students and staff. Monthly PBIS Assembly.	\$2000 (PTA funds)
On Going	Full Staff	Character Counts	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Attendance/Chronic Absenteeism

SCHOOL GOAL: #5 The overall attendance rate for the school will be 97% or higher.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Attendance reports from PowerSchool	Attendance for the 2016-17 school year was 95%.	<p>Site will follow the attendance policy and timelines outlined by Student Services Department</p> <p>Clerk will track attendance and work with the District's Elementary Child Welfare Attendance (CWA) personnel on a regular basis</p>

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/22/2017-6/18/2018	CWA, Office Assistant, Principal	Office staff and principal will meet weekly to discuss and monitor student attendance	\$0
8/22/17-6/18/2018	Principal	Principal will publish tips for "keeping healthy" in our community newsletters to parents	\$0
12/12/17, 3/22/18, 6/13/18	Principal	Students will receive perfect attendance incentive each trimester for perfect attendance including no tardies (including recognition at the spirit assemblies.)	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Physical Fitness

SCHOOL GOAL: #6 80% of the Altamont Creek students will score proficient on the annual statewide physical fitness testing.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
PE minutes documents Physical Fitness results	We were not able to successfully meet our goal of 80% (actually achieved 71%)	Monitoring PE minutes and physical education curriculum.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/22/17 - 6/16/18	Teachers/Principal	Engage in PE for at least 200 minutes for every 10 school days.	\$0
9/7/17 - 6/6/18	PTA/Principal	Monday, Wednesday, Friday running club before school.	\$500 (PTA funds)
TBA	APE teacher/Principal	Physical Education training for teachers on in-service day	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Articulation

SCHOOL GOAL: #7 Altamont Creek staff will communicate and collaborate vertically with the feeder middle schools and do a broad outreach to new Kindergarten families.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Communication and meeting notes, IEP meeting data, etc.	It is vital to assist parents and students with transitions	Completion of action strategies.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5/25/18	Principal	Kindergarten and TK parent orientation	\$0
4/2018 - 6/2018	Principal/teacher/case managers	Transition IEP meetings for 5 th graders going onto middle school	\$0
4/2018	Teachers	Field trip for 5 th grade students to Christensen Middle School	\$0
TBD	Teachers/Principal	Instructional Rounds where 5 th grade visits middle school and middle school teachers visit 5 th grade classrooms.	\$2000 (Title II funds)

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 3: Enhance parent and community engagement and communication

SCHOOL GOAL: #10 Involve parents in various aspects of children's school education including volunteer opportunities, parent trainings and open dialogs.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Survey feedback, emails, personal conversations	We are always striving for effective ways to communicate with our parents and community to provide information and support.	Surveys, climate, number of participants at events, etc.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/22/17 - 6/16/18	Principal	Weekly newsletter to parents about happenings at the school	\$0
8/22/17 - 6/16/18	Principal	Regularly updating the school website	\$0
8/22/17 - 6/16/18	Principal	Utilizing School Messenger to call homes and/or email people about important information	\$0
TBD	Principal/teachers	California Standards math nights	\$0
8/22/17 - 6/16/18	Principal	ELAC, GATE, School Site Council and PTA meetings	\$0
10/10/17 - 10/23/18	Principal/Teachers	Fall Goal setting conference for each student	\$0
3/14/18 - 3/18/18	Principal/Teachers	Spring conferences for students with academic concerns	\$0

Altamont Creek Elementary School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds \$ 23,010

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	Target Population	Timeline	Person(s) Responsible	Estimated Cost
<p><u>Improvements or enhancement in instruction:</u></p> <p>An instructional tech will lower the student to staff ratio in order to provide additional and individualized support for English learners, socioeconomically disadvantaged, foster youth, and at-risk students allowing them support with access to technology and research.</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017-June 2018</p>	<p>Principal</p>	<p>\$10,000</p>
<p><u>Supplemental materials, computers, software, books, supplies may be purchased:</u></p> <p>Supplemental materials and technology such as leveled readers, <i>RazKids</i>, <i>Read Naturally</i>, etc. to support targeted students across the content areas to maximize student success.</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017-June 2018</p>	<p>Principal, ILT, EL Liason</p>	<p>\$5,650</p>
<p><u>Staff Development and Professional Collaboration, training costs, substitute costs:</u></p> <p>Grade level articulation meetings to enhance instruction, focusing on the unique needs of English learners, foster youth, socio-economically disadvantaged and at-risk students.</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017-June 2018</p>	<p>Principal, ILT, EL Liason</p>	<p>\$6,850</p>

<u>Parental Involvement:</u> Provide interpreters and childcare for meetings so that parents are able to participate in the meeting in a meaningful way. Arrange other means of communicating with parents through translated newsletters, etc.	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	August 2017-June 2018	Principal, EL Liaison, Certificated Staff	\$510
Total LCFF Supplemental				\$23,010

Form B: Centralized Services for Planned Improvements in Student Performance

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
 - *Centralized Services*
 - *\$280,984*
-

Form C: Programs Included in this Plan – Altamont Creek

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
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school	\$1,500

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$38,556
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$23,010
Total amount of state categorical funds allocated to this school	\$61,566

Local Funding	Allocation
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$10,602

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tara Aderman	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Hamilton	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christie Leavitt	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennie Unger	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacque Kuhn	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Anne Margaret Manay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Holt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Brittany Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Clae Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Darlene Brent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

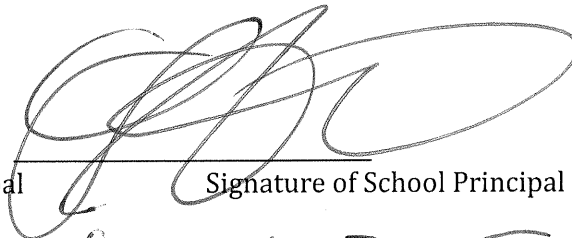
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)
Instructional Leadership Team (ILT)

4. 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.
5. 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.
6. **This SPSA was reviewed by the SSC at a public meeting on: October 18, 2017.**

Attested:
Tara Aderman

Typed name of School Principal



Signature of School Principal

10/19/17
Date

Anne Margaret Manay

Typed name of SSC Chairperson



Signature of SSC Chairperson

10/18/17
Date

¹ SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

At the start of the school year teachers were given lists of the GATE students in their class. Teachers are using differentiated instruction to address the GATE students' needs that extend beyond the core curriculum through learning opportunities characterized by depth and complexity. Teachers will continue to have opportunities to share lessons and strategies on how to teach GATE students at staff meetings and grade level collaboration time.

At the start of the year a GATE meeting will be held with the parents of GATE students. Parents and students will be asked what kind of activities they would like to see in the GATE program this year. Based on the resources available, after school enrichment programs may be set up (i.e. Lego Club, Chess Club, community trips, etc.).

After school GATE activities are organized by parent volunteers and offered monthly to all GATE students.

Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

The Altamont Creek Library is an important and integral part of our school wide curriculum. Every week students may check out books that are designated for their reading level. The goal is for students to not only improve their reading skills, but to help the students become life-long readers. Students are encouraged to check out books according to their Accelerated Reading level. The PTA sponsored book fairs provide additional funding for materials. The Librarian is collaborating with classroom teachers to find new books that will support all of our curriculums.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$10,602

PROGRAM DESCRIPTION:

Altamont Creek Elementary School aims to provide, in partnership with the parents and community, a quality education so that all students are able to achieve their full potential. As a part of this quality education, we believe each student should develop skills in a broad range of technologies to enhance lifelong learning.

All K- 5 students have access to the computer science instruction least once a week for a minimum of 30 minutes. An instructional aide who works closely with classroom teachers on what they are working on in the classroom, or provides them with new skills to enhance their learning, guides students.

All teachers have a laptop, projector, television, and many have document cameras to enhance instruction.

Staff we continue to be trained on Blended Learning, Google, Illuminate, Powerschool, and SEIS. Teachers often share new technology information and resources at staff, leadership, and grade level meetings.

Our science program utilizes a cart of iPads to use with the new Project Lead the Way (PLTW) program. Students will be exposed to various applications and programs. We have a 2:1 ratio of Chromebooks.

PTA continues to support the tech program by supplementing the computer science program, purchasing subscriptions to educational websites such as Brain Pop and Brain Pop Jr.

We will look at refreshing computers and old technology as appropriate for future ready education.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation
-

skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents’ rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN - K-5 SITES
2017-2018

Elementary School Name: Altamont Creek Elementary Date: October 6, 2017 English Learner Liaison: Mrs. Mickels

English Language Development: All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

Groupings:

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogenously group students across classes.

Grade	Grouping By class, by CELDT scores, by grade level, across grade levels. No more than 2 CELDT levels per group	Taught by Name of teacher(s), 1 teacher per grade level, 1 teacher for __ grade levels, resource teacher, teachers rotate every __ weeks, months etc.	CELDT Levels Taught by this teacher	Days	Times	Total weekly minutes 150 minutes minimum	Materials Used <i>Avenues and other supplemental materials</i>
TK	Grade Level	Head	B	M – F	8:45 – 9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
K	Grade Level	Umeki	B	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
K	Grade Level	Holm	EI	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
K	Grade Level	Sharma	EI, I	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
K	Grade Level	Zaballos	B	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
First	Grade Level	Unger	I, EA	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
First	Grade Level	Campbell	I, EA	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
First	Grade Level	Nelson	B	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
First	Grade Level	Armaz	EI, I	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group),</i>

Second	Grade level	Leavitt	EI, I	M – F	8:45-9:15	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
Second	Grade level	Kovisto	I, EA	M – F	11:30-12:00	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
Second	Grade level	Byrnes	EA, A	M – F	11:30-12:00	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
Second	Grade level	Boswell	B	M – F	11:30-12:00	150 minutes/week	<i>Avenues, RAZ (Small Group)</i>
Third	Grade Level	Solis	A	M – F	11:30-12:00	150 minutes/week	<i>Avenues</i>
Third	Grade Level	Finlay	I	M – F	11:30-12:00	150 minutes/week	<i>Avenues</i>
Third	Grade Level	Storelee	EA, A	M – F	11:30-12:00	150 minutes/week	<i>Avenues</i>
Fourth	Grade level	Mickels	EA	M – F	9:30-10:00	150 minutes/week	<i>Avenues</i>
Fourth	Grade level	Kaloustian	B,	M – F	9:30-10:00	150 minutes/week	<i>Avenues</i>
Fourth	Grade level	Stovall	EA, I	M – F	9:30-10:00	150 minutes/week	<i>Avenues</i>
Fifth	Grade level	Loftus	EA, A	M – F	10:40 – 11:10	150 minutes/week	<i>Avenues</i>
Fifth	Grade level	Becker	EA	M – F	10:40 – 11:10	150 minutes/week	<i>Avenues</i>
Fifth	Grade level	Cardwell	I	M – F	10:40 – 11:10	150 minutes/week	<i>Avenues</i>
SPED	Class	Chase	B	M – F	10:40-11:10	150 minutes/week	<i>Avenues</i>
SPED	Class	Lee	B, EI	M – F	8:45 – 9:15	150 minutes/week	<i>Avenues</i>
