

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: Arroyo Seco Elementary

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01612006071906

Principal: Gatee Esmat

Date of this revision: 9/20/17

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

Contact Person: Gatee Esmat

Position: Principal

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



The Story:

Mission

Arroyo Seco will provide the best possible education for all of our students. We believe it is essential to maintain an academic focus and supportive environment that will empower our students and prepare them to live successfully in today's world.

Vision

Arroyo Seco Elementary School, in partnership with our community, will provide an environment conducive to successful teaching and learning.

A meaningful portrait of Arroyo Seco Elementary School must first present the unwavering belief held by school stakeholders that education is indeed a community effort. Built as a neighborhood school in 1971, Arroyo Seco has maintained much of its small-town, community-centered focus even as the city around it has undergone a remarkable metamorphosis.

Over the past several decades, Livermore has grown from a small agricultural community into one of the more inviting destinations in the East Bay. Tucked away in a quiet neighborhood just over a mile from the Lawrence Livermore and Sandia National Laboratories, Arroyo Seco represents what our community values most, a warm, inviting atmosphere, dynamic partnerships between people passionate about student success; a cohesive staff that works together to meet the challenges of modern education, and a strong, well-balanced, standards-based instructional program. Many of the parents who walk their children to school, stay and perform volunteer work or share coffee and experiences with their neighbors in the Arroyo Seco Parent Center. Local organizations such as the Boy Scouts, Girl Scouts, and 4-H, share the school facilities in the afternoon and evening. Close relationships with local merchants solidify Arroyo Seco's status as a community partner. Critical to the continuing success of Arroyo Seco is the understanding that excellence can be maintained only through a yearly process of reflection and renewal. Yearly goals and program modifications are driven by analysis of student performance data. In the past, the State provided us with an Academic Performances Index (API) and annual growth targets that allowed us to chart progress in key academic areas. When the State's new accountability results for our school are available later this school year, the staff will use that data to chart key indicator progress.

Arroyo Seco Elementary School is part of the Livermore Valley Joint Unified School District (LVJUSD), which serves over 13,200 K-12 students. We are a neighborhood school consisting of 660 students, of which the majority either walk or bike to school. Arroyo Seco Elementary School serves students with diverse socio-economic, ethnic, and educational needs. Our school population represents a multitude of languages and a widely diverse range of academic, emotional, and other special needs. Connected to our library, is our 34-station computer lab. As is the case with all classrooms and offices at Arroyo Seco, the lab has been fully networked and has high speed internet. With the new State on-line testing we have 5 mobile Chrome Book carts with 32 notebooks in each. Teachers have access to a wireless network through their laptops. The philosophy at Arroyo Seco regarding technology is that it should be used by students in conjunction with their study of various curricula, not as an end in-and-of itself. To meet this goal, Arroyo Seco has approximately 300 computers available for

instructional use which are distributed among the 28 classrooms. This number continues to grow as teachers write grants for laptops and Chrome Books.

Arroyo Seco Elementary School has a unique school faculty. Many of our teachers have advanced degrees, administrative credentials, language capabilities, and professional backgrounds that bring a variety of strengths and skills to our school community. Our staff freely expresses their own opinions while respecting each other's individual styles. It is through this positive climate that we are able to trust one another, take ownership of all students' learning, and accomplish change. We set high standards and hold ourselves accountable to ensure that all students reach their full potential. This is accomplished through use of differentiated instruction strategies that address students' areas of strengths and needs. We share the ownership of educating all students by creating a safe climate built around trust and collaboration, allowing ourselves to embrace the needs of all students at Arroyo Seco Elementary School.

Our strong community partnerships enrich our academic focus across all subjects. Arroyo Seco Elementary School is located in close proximity to Lawrence Livermore National Laboratory and Sandia National Laboratory, affording us the unique opportunity for a strong partnership that enriches our science curriculum through field trips and the Teaching Opportunities for Partners in Science (TOPS) program. Through the support of local restaurants, several students each month are awarded the opportunity to dine and visit with the principal. Other community partnerships include Waste Management, the Livermore Police and Fire Departments, the Livermore Heritage Guild, the Livermore Area Recreation and Park District (LARPD), the Bankhead Theater, Rotary and local restaurants and businesses. In addition, a majority of our teachers have been recipients of technology grants hosted through the Donors Choose Program sponsored by Chevron.

In partnership with our parent community, Arroyo Seco Elementary School enjoys a high level of parent involvement. Parents contribute through individual donations, classroom volunteerism, and programs such as the Fine Arts Mini Experience (FAME), Colonial Day, school beautification, and the running club. The Parent Teacher Association (PTA) is a strong presence that implements programs such as Math Superstars, fundraising, field trip scholarships, student interactive assemblies, family fun nights, character education, student valet program, and Junior Achievement.

SPSA Highlights

At the core of what we do at Arroyo Seco is our Mission and Vision. Our school mission is the following:

Arroyo Seco will provide the best education for all of our students. We believe it is essential to maintain an academic focus and supportive environment that will empower our students and prepare them to live successfully in today's world.

Our Vision is the following:

Arroyo Seco Elementary School, in partnership with our community, will provide an environment conducive to successful teaching and learning.

Our goals for the year are:

1. To reduce students scoring below standard to 15% on the subcategory of Reading comprehension on the SBAC
To achieve this goal we will support teachers with professional development, release time and the purchase of necessary curriculum and tools to ensure that students show growth in ELA. With these support systems in place and the full implementation of California State Standards in the area of reading focused on evidenced based discussion and writing, we believe students will show this growth.
2. To increase students scoring at or above standard to 75% on the SBAC Math assessment.
To achieve this goal, professional development around the new math curriculum will be provided. Teachers will have to time collaborate within their grade levels and across grade levels to ensure all skills are taught. With this support, teachers will be able to fully implement California math standards focusing on multiple methods and evidenced based discussions.
3. To increase students scoring proficient or advanced on the end of the year district writing benchmark to 75%.
Teachers will continue implementation of the Units of Study for Writing program. They will be supported by team teaching, lesson studies, release time and professional development.
4. To reduce student discipline and suspensions by 5%.
This goal will be achieved by increasing positive behavior and creating a safe learning environment. The staff focus will be on character development by giving certificates, awards and incentives for positive behavior. With the development of a school leadership team composed of fourth and fifth graders, the students will participate in monthly assemblies promoting character traits.
5. To keep students' attendance at or above 97%.
In working with our CWA, students with attendance challenges will be met with and families will be supported. Students with perfect attendance will be awarded at the end of the trimester.
6. 80% of 5th graders will pass 5 or 6 FitnessGram standards
Staff will work with our adaptive P.E. specialist to provide and update our PE equipment.
7. To improve student achievement by 5% by providing articulation time throughout the year for teachers
Teachers will be given collaboration days for cross grade level articulation as well as grade level articulation.
8. To increase parent communication and involvement in school activities by 5% as measured by use of school website, school loop and participation numbers in school activities

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

Accountability data to include:

- Dashboard Indicators
- 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
- Graduation rate (high schools only)
 - Cohort graduation rate – 2 year trend
- College and Career Readiness (high school only)
 - UC/CSU a-g – 2 year trend: Cohort data - Percent of students meeting UC/CSU a-g requirements
 - Career Technical Education (CTE) – 2 year trend: Percent of students completing a CTE Pathway
- 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 Indicators: 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.

Academics
Smarter Balance Assessment Results

ELA Grade Level Comparison

2016-2017

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date
 16-17 | Y

Subject: ELA
 Test(s): All 2016-17 Assessments

Gender(s) Reported Race Special Education Socio-Economic English Proficiencies
 Male & Female All Reported Races Special & Non Special SED & Not SED All

Overall Performance [Arroyo Seco Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	6,917	2540	2.7	+16	61%	39%	28%			33%			20%			19%		
3rd Grade	104	2456	2.9	+24	66%	34%	32%			35%			21%			13%		
4th Grade	99	2477	2.6	+4	61%	39%	29%			31%			13%			26%		
5th Grade	135	2487	2.3	-14	47%	53%	19%			28%			16%			36%		

2015-2016

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date
 15-16 | Y

Subject: ELA
 Test(s): All 2015-16 Assessments

Gender(s) Reported Race Special Education Socio-Economic English Proficiencies
 Male & Female All Reported Races Special & Non Special SED & Not SED All

Overall Performance [Arroyo Seco Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	6,420	2537	2.7	+12	60%	40%	26%			34%			21%			19%		
3rd Grade	89	2433	2.6	0	55%	45%	35%			20%			18%			27%		
4th Grade	125	2475	2.6	+1	55%	45%	30%			25%			16%			29%		
5th Grade	104	2503	2.5	0	53%	47%	24%			29%			22%			25%		

- Third grade and fourth grade both made progress from 2015.
- Third grade increased 11% in meeting standards from 55% to 66%
- Fourth grade increased 6% meeting standard from 55% to 61%.
- Fifth grade decreased from 53% meeting standard to 47%.

Math Grade Level Comparison

2016-2017

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date
16-17 | Y

Subject: Math

Test(s): All 2016-17 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance [Arroyo Seco Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	6,919	2531	2.5	-7	50%	50%	23%			27%			27%			24%		
3rd Grade	103	2465	2.9	+28	70%	30%	27%			43%			22%			8%		
4th Grade	98	2478	2.5	-7	51%	49%	20%			31%			29%			20%		
5th Grade	135	2497	2.3	-30	41%	59%	16%			25%			28%			30%		

2015-2016

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date
15-16 | Y

Subject: Math

Test(s): All 2015-16 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance [Arroyo Seco Elementary]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	6,418	2526	2.4	-13	47%	53%	21%			26%			29%			24%		
3rd Grade	89	2442	2.7	+5	65%	35%	25%			40%			16%			19%		
4th Grade	125	2472	2.4	-12	42%	58%	16%			26%			44%			14%		
5th Grade	104	2501	2.3	-26	45%	55%	17%			28%			22%			33%		

- Third and fourth grade both showed progress in math.
- Third grade increased from 65% meeting standard in 2015 to 70% in 2016.
- Fourth grade increased from 42% meeting standard in 2015 to 51% in 2016.
- Fifth grade showed a decline in students meeting standard from 45% to 41%.

Sub Group Summary

ELA
2016-2017

Smarter Balanced Subgroup Summary

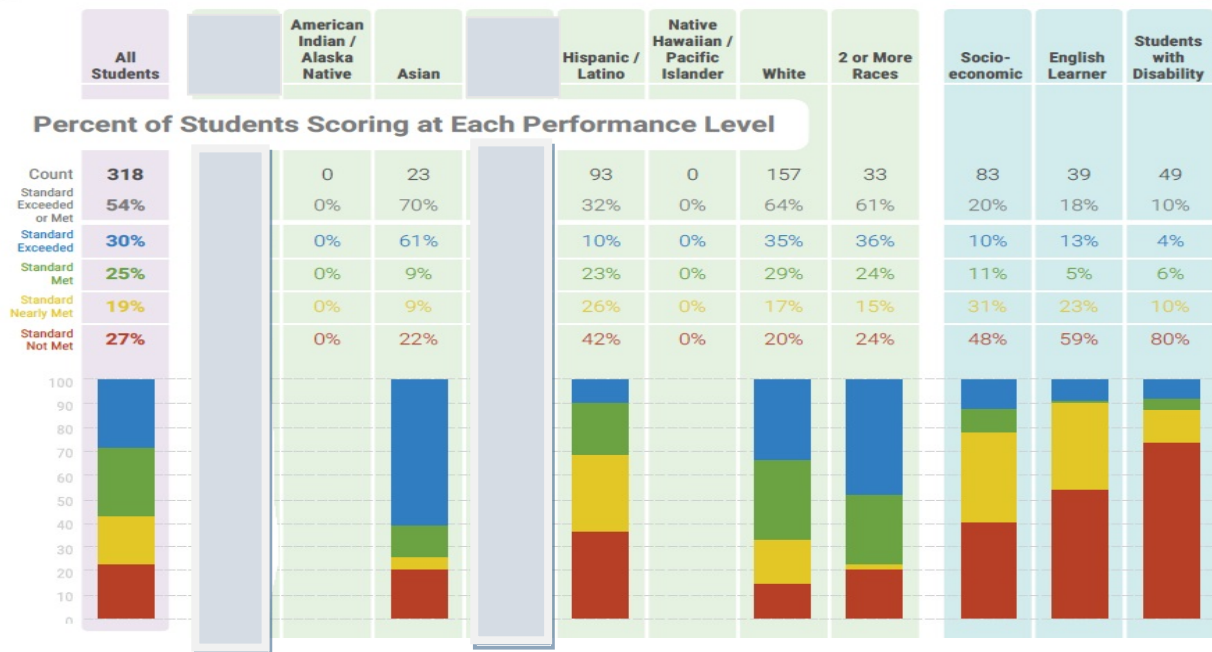
2017 ELA: All Grade Levels Tested



ELA
2015-2016

Smarter Balanced Subgroup Summary

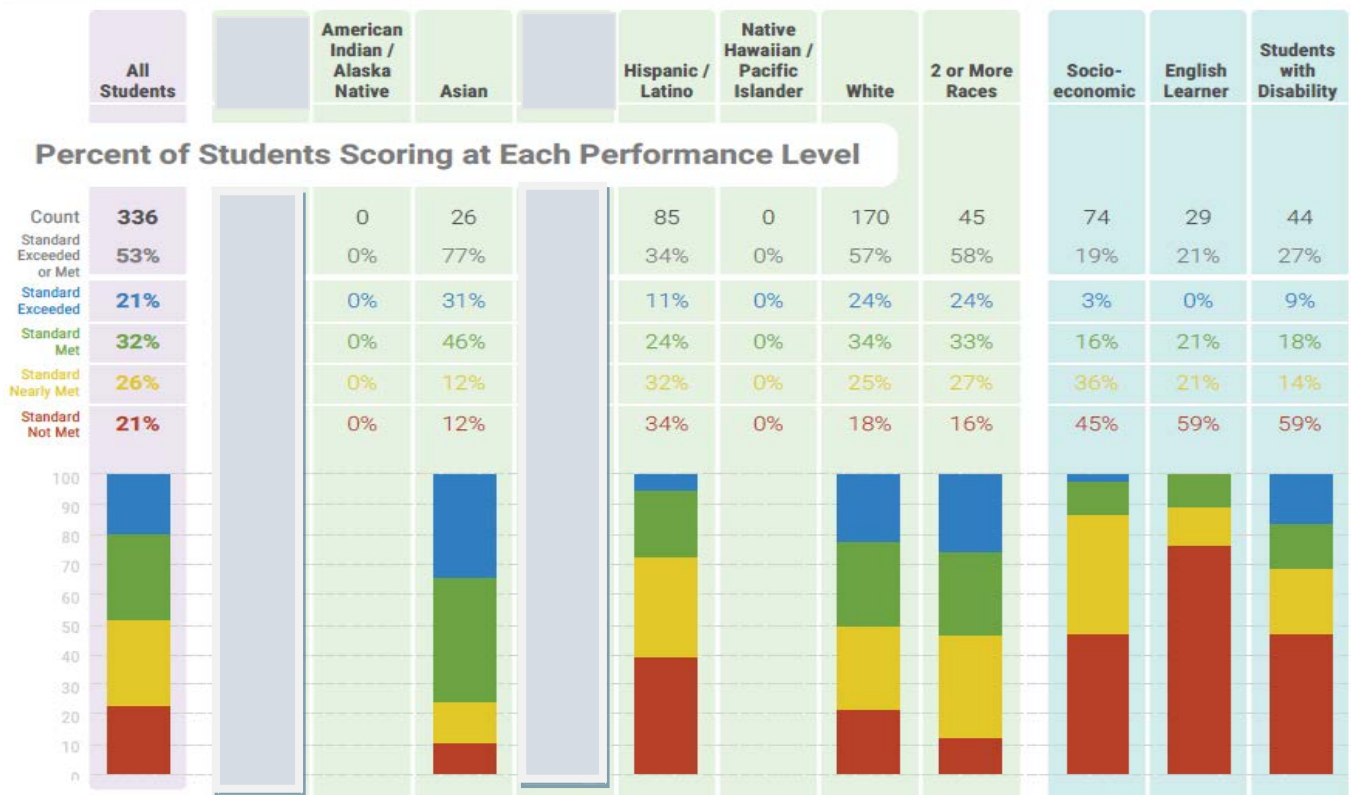
2016 ELA: All Grade Levels Tested



- Overall, ELA subgroups showed progress. 57% of students met or exceeded standards in 2017 versus 54% in 2016.
- Significant gains made within Filipino subgroup- from 33% meeting or exceeding standards to 50%.
- English Learners showed a decrease in scores. 13% of English learners met or exceeded standards versus 18%.
- Students with disabilities showed improvement, where as 23% met or exceeded standards in comparison to 10% the previous year.

Math Subgroup Summary
2016-2017

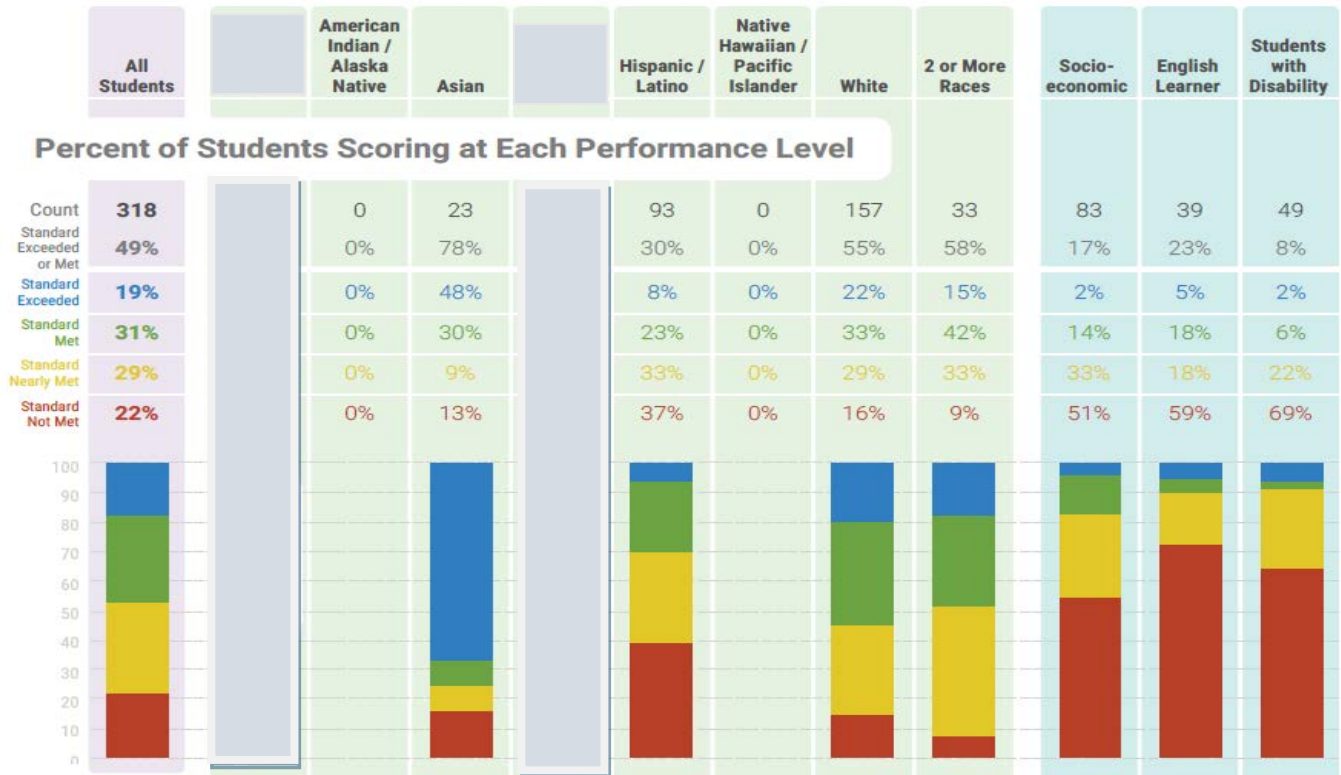
Smarter Balanced Subgroup Summary
2017 Math: All Grade Levels Tested



2015-2016

Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested



- Overall, growth was made with 53% of students meeting or exceeding standards in comparison to 49% in 2016
- Students with disabilities also made tremendous gains with 27% of students meeting or exceeding standards compared to 8% in 2016.

SBAC Interim Block Assessments

ELA

Grade 3

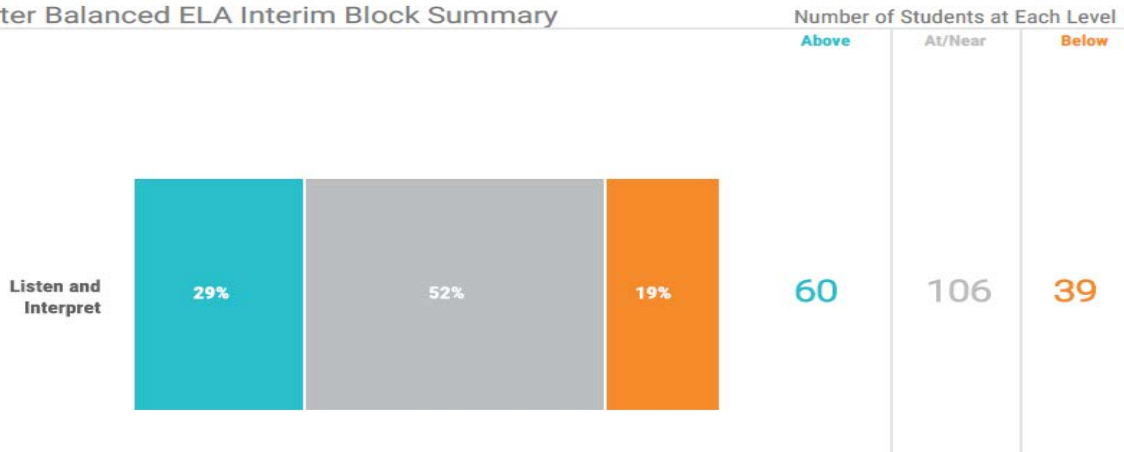
Smarter Balanced Interim Block Student Roster

Site: **Arroyo Seco Elementary**
Subject: **ELA**
Test: **Grade 3 ELA 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 ELA Interim Block Summary



Grade 4

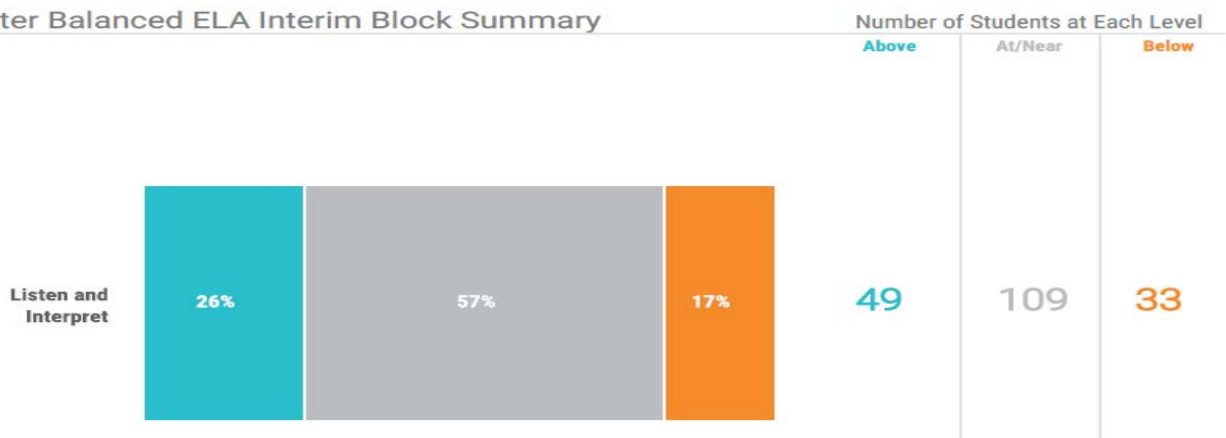
Smarter Balanced Interim Block Student Roster

Site: **Arroyo Seco Elementary**
Subject: **ELA**
Test: **Grade 4 ELA 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 ELA Interim Block Summary



Grade 5

Smarter Balanced Interim Block Student Roster

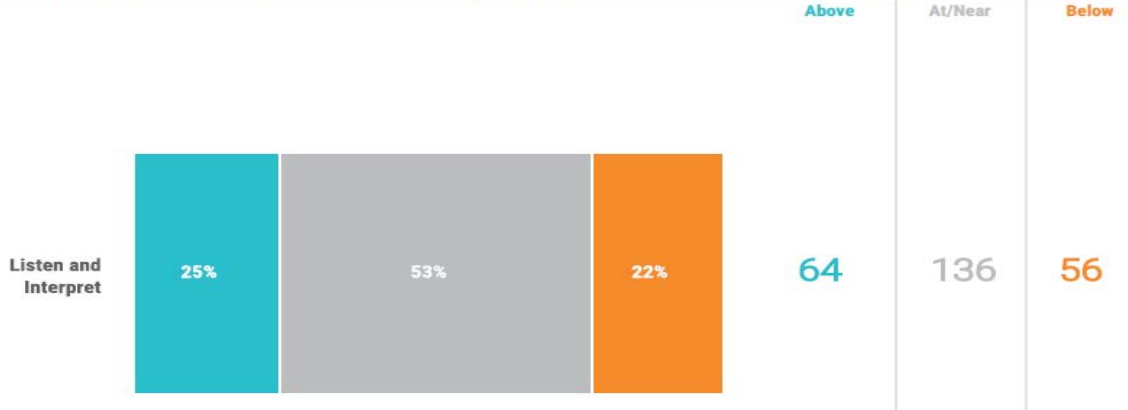
Site: **Arroyo Seco Elementary**
 Subject: **ELA**
 Test: **Grade 5 ELA Interim Assessment Blocks**

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 ELA Interim Block Summary

Number of Students at Each Level



Math

Grade 3

Smarter Balanced Interim Block Student Roster

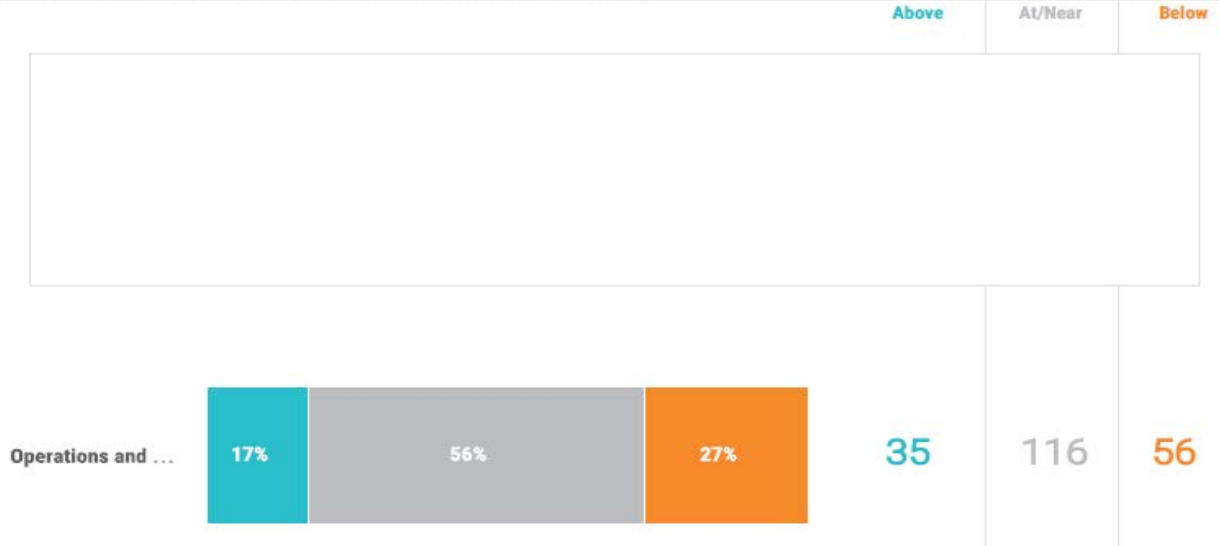
Site: **Arroyo Seco Elementary**
 Subject: **Math**
 Test: **Grade 3 Math Interim Assessment Blocks**

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



Grade 4

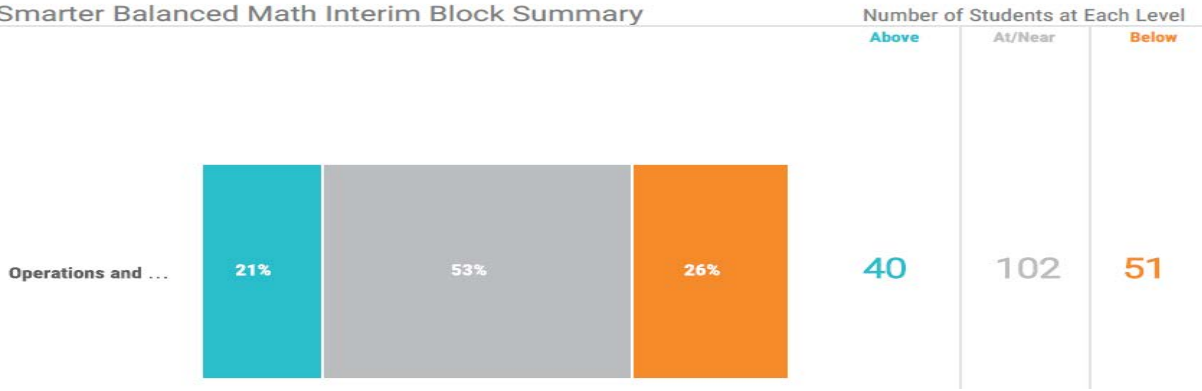
Smarter Balanced Interim Block Student Roster

Site: **Arroyo Seco 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



Grade 5

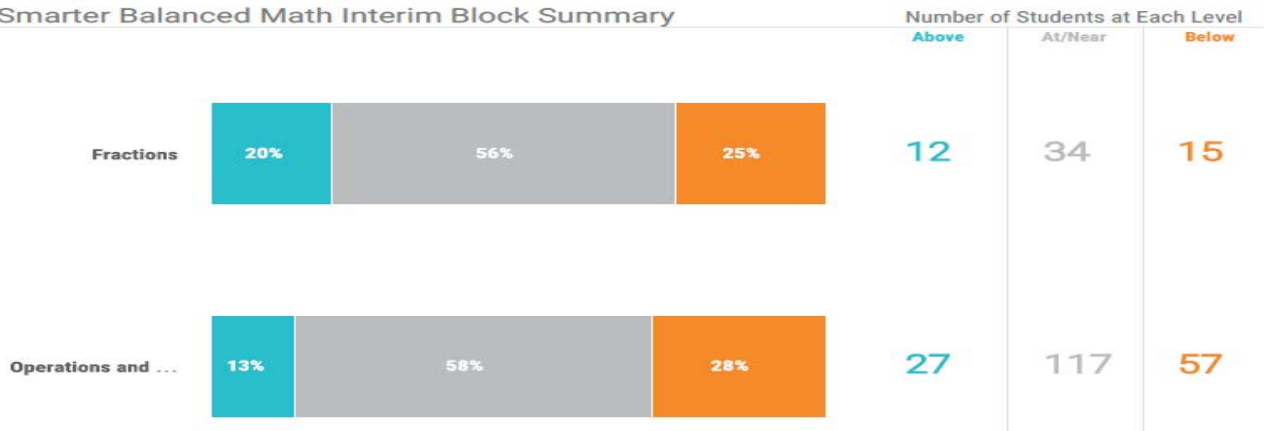
Smarter Balanced Interim Block Student Roster

Site: **Arroyo Seco 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



- In both ELA and math the highest percentage of students were in the “at or near standard” bracket.
- Students in both ELA and Math did not score less than 27% in below standard
- Students scored above 52% in ELA and Math in meets standard and above

District Literacy Benchmark

Unit 3: Units of Study

Grade	Total # Assessed	# students proficient	% of students proficient
K	96	61	64%
1	78	57	73%
2	93	55	59%
3	100	58	58%
4	94	46	49%
5	60	31	52%

- First grade had the highest percentage of students proficient
- Fourth grade had the lowest percentage of students proficient

CELDT Assessments

2016-2017

40%

Proficient

60%

Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	13.2	14	30.2	32	3.8	4	3.8	4	8.5	9
Early Advanced	39.6	42	36.8	39	10.4	11	17.9	19	31.1	33
Intermediate	25.5	27	23.6	25	37.7	40	34.0	36	41.5	44
Early Intermediate	14.2	15	4.7	5	23.6	25	28.3	30	11.3	12
Beginning	7.5	8	4.7	5	24.5	26	16.0	17	7.5	8

# Tested	106
# Proficient	42
% Proficient	40
Listening Averages	PL 4.00 SS 521
Speaking Averages	PL 4.00 SS 522
Reading Averages	PL 2.00 SS 488
Writing Averages	PL 4.00 SS 561
Overall Averages	PL 3.00 SS 523

Number of Students at Each Level in Each Domain



2015-2016

26%

Proficient

74%

Not Proficient

# Tested		109
# Proficient		28
% Proficient		26
Listening Averages	PL	4.00
	SS	467
Speaking Averages	PL	5.00
	SS	552
Reading Averages	PL	3.00
	SS	409
Writing Averages	PL	2.00
	SS	396
Overall Averages	PL	4.00
	SS	498

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	13.8	15	22.9	25	2.8	3	3.7	4	8.3	9
Early Advanced	29.4	32	32.1	35	7.3	8	7.3	8	20.2	22
Intermediate	21.1	23	32.1	35	30.3	33	33.0	36	44.0	48
Early Intermediate	22.9	25	6.4	7	26.6	29	32.1	35	15.6	17
Beginning	12.8	14	6.4	7	33.0	36	23.9	26	11.9	13

Number of Students at Each Level in Each Domain



CELDT Pivot Table: 2015 & 2016

Pivot Table Report
Band Jumper Data Table
 Site: Arroyo Seco Elementary

Selected Assessments
2015-16 CELDT
2016-17 CELDT

Student Count: **59**

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

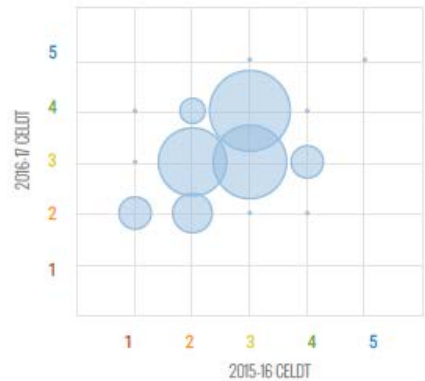
PL	GAIN (+)	No Change	DROP (-)
5	2% 1	2% 1	
4	32% 19	2% 1	0% 0
3	20% 12	22% 13	5% 3
2	5% 3	7% 4	3% 2
1		0% 0	0% 0

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT
 5 = Advanced
 4 = Early Advanced
 3 = Intermediate
 2 = Early Intermediate
 1 = Beginner

2015-16 CELDT
 5 = Advanced
 4 = Early Advanced
 3 = Intermediate
 2 = Early Intermediate
 1 = Beginner

*Mastered



Performance Level Percent Change

	2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced	2% (1)	Advanced 3% (2)	1%
Early Advanced	8% (5)	Early Advanced 34% (20)	26%
Intermediate	53% (31)	Intermediate 47% (28)	-6%
Early Intermediate	29% (17)	Early Intermediate 15% (9)	-14%
Beginner	8% (5)	Beginner 0% (0)	-8%

- CELDT proficiency showed significant gains from 26% to 40% proficiency.
- Looking at overall proficiency scores, gains were made for students in the advanced, early advanced and beginning levels.
- Students at the intermediate level, early intermediate and beginner levels declined in growth from 2017 to 2016
- Students at the early intermediate level showed the greatest decline by 14% from 2016 to 2017.

English Learner Reclassification

2016-2017

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Arroyo Seco Elementary	01612006071906	660	90 (13.6 %)	43 (6.5 %)	8 (8.2 %)
District Total:		14,016	1,858 (13.3 %)	1,651 (11.8 %)	167 (9.0 %)
County Total:		226,904	47,966 (21.1 %)	57,098 (25.2 %)	6,972 (14.3 %)
State Total:		6,228,236	1,332,405 (21.4%)	1,323,837 (21.3%)	183,272 (13.3%)

2015-2016

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Arroyo Seco Elementary	01612006071906	621	98 (15.8 %)	37 (6.0 %)	6 (5.9 %)
District Total:		14,052	1,860 (13.2 %)	1,622 (11.5 %)	105 (5.7 %)
County Total:		225,925	48,656 (21.5 %)	54,566 (24.2 %)	7,287 (14.8 %)
State Total:		6,226,737	1,373,724 (22.1%)	1,291,197 (20.7%)	155,774 (11.2%)

- Number of EL learners increased by 8 students.
- Students re-designated increased by 2.3%.

Chronic Absenteeism

Year	Total Enrolled	Chronic Absence #	Percentage
2015-2016	626	21	3.35%
2016-2017	671	36	5.36%

- While there is an increase in students who are chronically absent (more than 10% days of school), enrollment numbers also went up from 626 to 671 students; a 7% increase.

Suspensions

Year	# of Suspension	Total Days
2016-2017	1	1
2015-2016	1	1

- No significant changes in suspensions

Fitness Gram

2016-2017

Physical Fitness Test (PFT) 2016-2017

	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 136	30%	34%	64%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	131	85%	15%
Body Composition	135	70%	30%
Abdominal Strength and Endurance	128	79%	21%
Trunk Extensor Strength and Flexibility	135	93%	7%
Upper Body Strength and Endurance	121	62%	38%
Flexibility	135	87%	13%

2015-2016

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
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 102	29%	37%	67%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	99	67%	33%
Body Composition	102	71%	29%
Abdominal Strength and Endurance	99	92%	8%
Trunk Extensor Strength and Flexibility	102	99%	1%
Upper Body Strength and Endurance	102	70%	30%
Flexibility	96	95%	5%

- Students made progress in 5 out of 6 from areas from 29% to 30%.
- Students declined in 6 out of 6 areas from 37% to 34%
- 18% improvement was made in Aerobic Capacity- from 33% to 15% needing improvement.

Parent Engagement

Our school seeks input from parents in decision making through PTA meetings, ELAC meetings, School Site Council meetings, and through informal meetings. Additionally, our school encourages parental participation in programs such as GATE, our community garden, attendance at whole school assemblies, Back to School Night, PTA events fundraisers, and Open House.

California Healthy Kids Survey

15-16

table A1.1

Perceived Safety At or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	4
Yes, some of the time	10
Yes, most of the time	41
Yes, all of the time	45

Table A4.3

School Developmental Supports Scale Questions

At my school, teachers and other grown-ups...	Grade 5 %
<i>Caring Relationships</i>	
care about you.	
No, never	0
Yes, some of the time	20
Yes, most of the time	20
Yes, all of the time	59
listen when you have something to say.	
No, never	0
Yes, some of the time	26
Yes, most of the time	50
Yes, all of the time	24

Greatest Progress:

- SBAC scores are showing small growth, with most of the gains in ELA with 47% or greater meeting standards and 41% or more in meeting standards in math. The district is still working on adopting an ELA/ELD program that is aligned with California State Standards. Many teachers continue to use Open Court while others have begun to move to a workshop model using Daily 5 and CAFÉ techniques.
- Overall, when looking at our subgroups- all made progress. 57% of students met or exceeded standards in 2017 versus 54% in 2016. Students with disabilities showed improvement, where as 23% met or exceeded standards in comparison to 10% the previous year.
- We are entering the third year with the Units of Study Writing program. It is difficult to know if growth was made as scoring has been challenging. The district continues to provide training with this. Teachers continue to focus mostly on mini lessons.
- CELDT scores have shown great improvements with 40% proficiency compared to 23% the year before. Students continue to show improvements in listening and speaking.

There have been improvements, which the site will continue to capitalize on. Our before and after school homework help for our English learners has been a factor in the success of the CELDT scores. In addition, there has been more success in SBAC scores in ELA than in math. Our intervention program that focuses on phonics and fluency plays a role in the gains made in ELA. Teachers will continue to participate in training around workshop models and techniques for reading and writing. Teachers will collaborate to develop common assessments that are frequent and consistent with programs being used for ELA and math instruction.

Greatest Need:

- While there have been improvements in specific areas on the SBAC, there continue to be major gaps especially in the area of math. The percentage of students who did not meet or nearly met standards increased from 2015 to 2016. The district purchased Investigations last year and learning the new curriculum and the roll out was challenging for many teachers. Since the program was new, teachers struggled with its implementation.
- SBAC math scores showed some gains when comparing sub groups, however three of the subgroups showed a decline: African American students, Asian and English Learners
- When examining the literacy benchmark, it is challenging to compare results from year to year, however this is an area that can still be developed. First grade had the highest percentage of students proficient at 73%, while fourth grade had the lowest percentage at 49%.
- CELDT levels showed significant gains with an increase in proficient students from 26% to 40%. When looking closely most of the gains were made in the areas of listening and speaking, while some of the decline was in reading and writing.

Students at the beginning and the early intermediate levels are showing the slowest progress. In addition, there was a 6% decline in performance level for students at the intermediate level, a 14% decline for students at the early intermediate level and 8% decline for students at the beginning level.

We continue to struggle in areas of math, writing and supporting our English language learners. We will continue to offer professional development opportunities for our teachers to become more comfortable with the math curriculum. We will also look at alternative programs to support our English Learners around the areas of vocabulary development and comprehension.

Performance Gaps:

Performance gaps are listed in the “greatest need” section above.

Increased or Improved Services

- Designated EL instruction is provided five days a week in the classroom for 30 minutes- this will continue. In addition, we have teachers on our SST and ILT team who are looking at alternative programs for teachers to support our EL students within the classroom.
- Additional support is given one to two times a week in small groups for students in grades one through five in the area of reading and phonics development. We are planning to add another part time person to help provide more support in this area. After school tutoring is provided two to three days a week and parents are encouraged to attend. A teacher opens her class at 7:30 to any student needing to use computers to complete assignments. All supports listed above are in addition to support that is given to all other students in the classroom.

Involvement/Governance

SSC members were involved in the development of the Single Plan by reviewing student data, discussing curriculum, resources and their effectiveness, reading over the SPSA and editing SPSA. Teachers who serve on SSC also participate in ELAC and regularly meet with our EL parents to discuss concerns and how things are decided about the school including budget. These conversations are shared with the SSC members. The plan will be monitored through Writing Benchmark Data, grade level assessments, grade level and staff meeting discussions. This information was also shared with SSC members. State testing data is shared with all stakeholders in September.

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 To reduce students scoring below standard to 15% on the subcategory of Reading comprehension on the SBAC

<p>What data did you use to form this goal? SBAC assessment STAR Reading scores District/classroom assessments Teacher observations</p>	<p>What were the findings from the analysis of this data? Students meeting or exceeding standards in ELA were at 66%, 61% and 47% (by grade level).</p>	<p>How will the school evaluate the progress of this goal? SBAC assessment Weekly PLC meeting Class Assessments End of Trimester STAR/ ESGI Reading scores Teacher observation</p>
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STRATEGY: Full implementation of Common Core State Standards in the area of Reading focused on evidenced based discussion and writing.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development of a RTI/ multi- tiered intervention program.	Principal Grade level PLC Classroom teacher	Research/ purchase of a school wide reading assessment(s) baseline program. Teachers collaborate monthly to look at reading data. Teachers collaborate to develop common assessments. Development of a plan to support students at all levels. Purchase of intervention program to support students at varying levels.	\$6,000 LCFF

		<p>Instructional Aide to work with EL/ at risk students on fluency, comprehension, and vocabulary.</p> <p>After school homework assistance two days a week for EL and at risk students.</p>	<p>\$25,000 LCFF</p>
Continue work with comprehension strategies using CAFÉ and Daily 5 and core literature.	Principal Grade level PLC Classroom teacher	<p>Renew CAFÉ teacher subscriptions</p> <p>Order core literature book sets</p>	<p>\$2000 LCFF</p> <p>\$1000 LCFF</p>
Continue use of AR using all aspects of program.	Principal Grade level PLC Classroom teacher	<p>Renewal of Accelerated Reading (AR) and Educational Software for Guiding Instruction (ESGI).</p> <p>Students will take comprehension and vocabulary tests in AR program.</p> <p>Purchase AR reading charms for incentive necklaces.</p>	<p>\$8,500 LCFF</p> <p>\$700 PTA</p>

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 To increase students scoring at or above standard to 75% on the SBAC Math assessment.

<p>What data did you use to form this goal? SBAC assessment Class assessments Teacher observations</p>	<p>What were the findings from the analysis of this data? SBAC data showing at least 41% students scoring at or above standard</p>	<p>How will the school evaluate the progress of this goal? SBAC Assessments Weekly PLC meetings Class Assessments Site Assessments</p>
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STRATEGY: Full implementation of CCSS math standards focusing on multiple methods and evidenced based discussions

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Students and teachers using multiple methods in math. Aug-Jun	Principal Grade level PLC Classroom teacher District math training	Training using newly adopted math curriculum. Aug-Jun Continue training using multiple methods. Aug-Jun Teachers observing/teaching lessons in peers' class. Oct-May Teacher release time for collaboration Aug- Jun Renew Spatial Temporal (ST) math for primary grade interventions Sept Purchase of AR math for upper grade interventions Oct-Nov Xtra Math	District \$500 Title II /\$500 LCFF

Collaboration with teachers around math curriculum: Investigations 3	Principal Grade level PLC Classroom teacher	Grade level and cross grade level collaboration around math. Attend district wide training. Teacher release time for collaboration	\$500 LCFF \$3000 LCFF
Sponsor Parent Education Nights two times during school year. Nov, March	Principal Grade level PLC Classroom teacher	Hold two parent education nights two times a year (November, March)	\$1380 LCFF

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 To increase students scoring proficient or advanced on the end of the year district writing benchmark to 75%.

<p>What data did you use to form this goal? SBAC assessment District Writing Benchmarks Class Assessments Teacher Observations</p>	<p>What were the findings from the analysis of this data? Overall 45% of students score at or above standards on T3 writing benchmark.</p>	<p>How will the school evaluate the progress of this goal? SBAC assessment District Benchmarks Class Assessments Teacher Observation</p>
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STRATEGY: Continue implementation of Units of Study writing program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue Implementing Units of Study in Writing. Sept-Jun	Principal Grade level PLC Classroom teacher District Office Writing Leads	Attend trainings. Aug-May Grade Levels outline lessons. Oct-May	District \$1000 LCFF
Increase evidenced based writing	Principal Grade level PLC Classroom teacher District Collaboration teams Writing Leads	Development of Writing Resource Center for Teachers Research and share materials for evidence based writing. Oct-May Write across the curriculum through STEAM. Sept-June	\$700 Admin Gifts

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/Diversity Appreciation/Respectful and Inclusive Environment for all Students
SCHOOL GOAL: #6 To reduce student discipline referrals and suspensions by 5%.

What data did you use to form this goal? Behavior Referrals Suspension data Teacher observations	What were the findings from the analysis of this data? Decline in reports of bullying and suspensions.	How will the school evaluate the progress of this goal? Behavior Referrals Suspension data
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STRATEGY: Increase positive behavior and create a safe learning environment.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Institute positive behavior focus.	Principal Grade level PLC Classroom teacher Yard Duties	Provide "Incentive Necklaces" for all students and charms for attendance, running, reading, Caught being good winners announced weekly during Friday announcements. . Character Counts- monthly character trait focus Hold monthly Spirit Assemblies announcing positive things in school Sept-Jun Recognize students Caught Being Good daily and monthly Aug-June Leadership program with 4th and 5th graders. (Oct-Jun) Trained Conflict Managers (Oct-Jun) Weekly positive parent contact by principal (by grade level) based on character traits (Oct- May)	\$50 admin gifts \$1500 PTA/ Admin gifts

<p>Make sure all students / families are aware of school policies and procedures.</p>	<p>Principal Grade level PLC Classroom teacher Yard Duties</p>	<p>Copy handbooks for each student. Aug Hold handbook talks with grades 1-5. 1st week Sept. Send out call outs/ emails about new rules or procedures. Aug-June Assembly presented for all students. Oct. Weekly positive parent contact (by grade level) based on character traits Oct- May</p>	<p>\$200 LCFF \$700 PTA</p>
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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: #7 To keep students attendance at or above 97%.

What data did you use to form this goal? Power School Attendance data	What were the findings from the analysis of this data? Chronic Absences were at 5.36%	How will the school evaluate the progress of this goal? Power School Attendance data
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STRATEGY: Track student attendance monthly and reward perfect attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Reward perfect attendance. Sept-June	Principal Office assistant Classroom teacher Child Welfare Attendance Specialist	Monitor attendance monthly. Sept-June Reward students with attendance charms, and monthly celebrations (no absences and no tardies) each month, trimester, and at the end of the year. Sept-June	\$700 PTA

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: #8 80% of 5th graders will pass 5 or 6 FitnessGram standards.

What data did you use to form this goal? Fitness Gram Data	What were the findings from the analysis of this data? Students scoring proficient up 3% to 67%. Upper body strength and endurance was the lowest skill.	How will the school evaluate the progress of this goal? Fitness Gram Data Teacher assessment
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STRATEGY: Continued training and practice of fitnessgram skills in all grades.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Improve upper body strength	Principal Classroom teachers Adaptive PE teacher	Meet with Adaptive PE teacher for suggestions on exercises and equipment needed to improve upper body strength. Oct – May Purchase additional equipment as suggested by APE teacher. Nov-Jan	\$500 PTA

Increase aerobic capacity	Principal Classroom teachers	Recognize students for laps run with feet charms. Sept-May Monitor class PE minutes	\$500 PTA
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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: #9 To improve student achievement by 5% by providing articulation time throughout the year for teachers

<p>What data did you use to form this goal?</p> <p>Teacher PLC meetings Beginning of the year assessments Assessments throughout the year</p>	<p>What were the findings from the analysis of this data?</p> <p>Teachers benefited from working across grade levels and within their grade levels. This provided them more consistency in instruction and allowed them to analyze student growth.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Teacher PLC meetings Beginning of year assessments Assessments throughout the year</p>
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STRATEGY: Use collaboration days for cross grade level articulation as well as grade level articulation.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Hold cross grade level articulation meetings throughout the year.	Principal Classroom teacher District	Teachers attend district articulation meetings. Oct-May TK teachers meet with preschool teachers. Sept-May Fifth grade teachers meet with 6 th grade teachers. Apr-May Teachers released to articulate across grade level. May	\$500 – Title II

		meetings, PTA meetings Parent information nights: math, science Family reading night, math festival	
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Arroyo Seco Elementary School

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

Projected LCFF Supplemental Funds: **\$ 35,880**

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>Improvements or enhancement in instruction:</p> <p>After school tutoring, provided by classroom teachers, two days per week for an hour each day will be provided to EL and at risk students (2 teachers @ 2 hours per day for 35 weeks).</p> <p>An Instructional Assistant will work with EL and at-risk students four days per week for three hours each day (4 days per week @ 4 hours per day for 35 weeks).</p> <p>In addition to SDAIE and 30 minutes of Designated ELD in the classroom, our English learners will receive small group support from instructional assistants in flexible K-5 groupings. These groups will be determined by common formative and summative assessments, as well as CELDT data. Teachers, will meet during their Wednesday collaboration time to discuss progress/ challenges faced by EL students.</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>Sept.- June</p> <p>Sept- June</p>	<p>Principal</p>	<p>\$24,500</p>
<p>Supplemental materials, computers, software, books, supplies purchased:</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner 	<p>Sept- May</p>	<p>Teachers</p>	<p>\$6,280</p>

<p>Licensing for digital based/ online intervention software will be used to provide targeted intervention and differentiation for EL and at-risk students. Software will be purchased to enhance listening comprehension and vocabulary development. Purchase of Chromebooks to use with computer software programs.</p>	<ul style="list-style-type: none"> ✓ Foster Youth 		Principal	
<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <p>Provide substitutes for classroom teachers to observe or guest teach EL instruction, intervention, and or differentiation. Provide collaboration days that focus on helping ELs, socio-economically disadvantaged, foster youth, and at-risk students. Encourage teachers to attend conferences and/or workshops encompassing differentiation, culture building, EL instruction, intervention strategies, and closing the achievement gap. (24 subs @ \$155 per sub day)</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	Oct- May	Teacher/ Principal	\$3,720
<p>Parental Involvement:</p> <p>Provide interpreters and childcare for meetings so parents are able to participate in a meaningful way. Provide parent education speakers, materials, and snacks for ELAC workshops.</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	Sept- May	Principal	\$1,380
<p>Total LCFF Supplemental</p>				\$35,880

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 – Arroyo Seco

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	\$42,636
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$35,880
Total amount of state categorical funds allocated to this school	\$78,516

Local Funding	
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$11,826

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
Gatee Esmat	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Sardinia	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Sandy Harrison	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connie Talbot	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christie Browne	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Watson-Bird	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sonja Grondalski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Christopher Perry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sarah Ledon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Stephnee Leathers	<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)

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 19, 2017
_____.

Attested:

Gatee Esmat
Typed name of School Principal


Signature of School Principal

10/19/17
Date

Sarah Ledon
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/19/17
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 year the GATE parent representative helped coordinate a social event for all GATE families. The event was held at Arroyo Seco. The gathering focused on activities allowed GATE students to interact, problem solve and socialize with peers who are their intellectual peers. In addition to these monthly events, our team is interested in continuing to support District GATE socials.

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. Teachers will continue to have opportunities to share lessons and strategies on how to teach GATE students at staff meetings.

In September all third graders are tested for GATE in school. Assessments are scored at the district and students are notified of the results. Qualifying students' parents are invited to attend a GATE information meeting and their students participate in GATE activities.

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

PROGRAM DESCRIPTION:

The Arroyo Seco Library is an important and integral part of our school wide curriculum. Every week students check out books that are at their designated reading level. The goal is for students is 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. Tests are taken on AR after reading books and points are received. The librarian gives out charms for recognition chains for points received in AR. 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.

School Site Council (SSC) is setting money aside to continue to support the AR online program. PTA also helps to support a book fair twice a year to raise additional funds for the library.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$ 11,826

PROGRAM DESCRIPTION:

All classes can sign up to attend the computer lab once a week for a minimum of 45 minutes where they visit educational sites in the area of math, language arts, science and social studies. Students compile research, complete projects, and practice skills while in the computer lab. Measure M funds will help to support web-based programs such as Study Island, Spelling City and others to enhance student mastery of California State Standards. In addition, the funds would support the purchase of Chromebooks and hardware needed to support its' use.

Students also have access to five carts which house 32 Chrome Books to use in their classrooms. These Chrome Books are more readily used by grades 2-5 for a minimum of twice a week for 45 minutes each session. Training is currently given to grade TK-1 as requested but most of their time is spent in the computer lab. Google Docs are also being used by students and teachers to prepare and share materials.

Staff will continue to be trained in new programs for students, the updated electronic report card, along with continued support in the use of district programs. Teachers will use technology to further research and support student learning during Professional Learning Communities. We have a site technology lead teacher and a district technology teacher who help support teachers with lessons in their classrooms.

Parents are encouraged to come to Seco for support or use of technology particularly for school registration or InfoSnap updates. Interpreters are provided when possible. Parents with students in grades 4 and 5 can also access student grades through School Loop as well as communicate with the classroom teacher.

Through various grants teachers are able to supplement their technology materials with items like document cameras, laptops, tablets, Chrome Books, and sound systems to enhance student learning. As we move to becoming a STEAM school we are seeking various grants to increase the amount and types of technology we have on campus.

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 Marilyn 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 Arroyo Seco Date 10/4/17 English Learner Liaison: Connie Ormond

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. etc. 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	CELDT	Simmons	B EI /I A	M-F	9:00-9:30 10:15-10:45 9:00-9:30 (in K class)	150	<i>Teacher made strategies based on years of ELD training, GLAD Strategies, Open Court K Strategies</i>
K	CELDT	Gagnon	I	M-F	11:00-11:30 or 9:00-9:30	150	<i>GLAD strategies, Open Court, Zoophonics, and additional supplemental support provided by teacher.</i>
K	By class	Evens	EI/I	M-F	9:00-9:30	150	<i>GLAD strategies, Open Court, Zoophonics, and additional supplemental support</i>

							<i>provided by teacher.</i>
K	By class	Schorman	B I/EA	M-F	9:45-10:15 10:45-11:15	150	<i>GLAD strategies, Open Court, Zoophonics, and additional supplemental support provided by teacher.</i>
K	By class	Zingraf	B/EI I/EA	M-F	8:45-9:15 10:45-11:15	150	<i>Open Court, GLAD strategies, Zoophonics, and additional supplemental support provided by teacher.</i>
First	By class	Perez	EI/ I	M-F	10:15-10:45 or 10:45-11:15	150	<i>GLAD Strategies, Open Court, teacher created and other supplemental materials, Writing and Reading workshop</i>
First	By class	Morris	EA	M-F	10:15-10:45 or 10:45-11:15	150	<i>GLAD Strategies, Open Court, teacher created and other supplemental materials, Writing and Reading workshop</i>
First	By class	Moore	EA	M-F	9:00-9:30 or 12:15-12:45	150	<i>Open Court, ELA centers, Writer's Workshop, teacher created & other supplemental materials</i>
First	By Class	Baker	EI/I	M-F	9:00-9:30	150	<i>Open Court, GLAD strategies, Avenues, Writer's Workshop</i>
Second	CELDT	Verbeck	I/EA	M-F	12:40 -1:10	150	<i>Open Court, Teacher Created and other supplemental materials</i>
Second	CELDT	Coupe	I/EA	M-F	9:45-10:15	150	<i>Avenues, Open Court</i>
Second	CELDT	Kikes	I	M-F	12:45-1:15 or 9:45-10:15	150	<i>Avenues, Open Court, new ELA/ELD pilot programs</i>
Second	CELDT	Talbot	EA	M-F	12:45-1:15	150	<i>Avenues, Open Court</i>

Second	CELDT	Roy	EI/I	M-F	8:45- 9:15	150	<i>Open Court, Leveled Reading, Supplemental phonics work, Avenues</i>
Third	CELDT	Harrison	EI/I	M-F	12:40-1:10	150	<i>Avenues /other district and supplement materials</i>
Third	CELDT	King	EI/I EA	M-F	9:45-10:15 12:40-1:10	150	<i>Avenues, Open Court, other supplemental materials</i>
Third	CELDT	Pedersen	I/EA	M-F	9:00-9:30	150	<i>Avenues, AR, Open Court, and other supplemental materials</i>
Third	CELDT	Ormond	I/EA	M-F	12:40 -1:10 or 9:45 - 10:15	150	<i>Open Court Supplemental materials/ CORE Literature</i>
Fourth	CELDT	Brush	I	M-F	11:00-11:30	150	<i>Supplemental Materials/Common Core Readers/SDAIE support materials</i>
Fourth	CELDT	Wilson	I/EA	M-F	11:00-11:30	150	<i>Supplemental Materials/Core Literature Books/SDAIE support materials</i>
Fourth	CELDT	Gellerman	I/EA	M-F	11:00-11:30	150	<i>Supplemental Materials/Core Literature Books/SDAIE support materials</i>
Fourth	CELDT	Browne	EA	M-F	11:00-11:30	150	<i>Supplemental Materials/Core Literature Books/SDAIE support materials</i>
Fifth	CELDT	Young	EA	M-F	9:00-9:30	150	<i>Supplemental Materials/Core Literature Books/SDAIE support materials</i>
SPED	CELDT	Douma	EI	M-F	9:45-10:15	150	<i>SIPPS, SDAIE materials, teacher created materials</i>
SPED	CELDT	Barcelona	EI/I	M-F	9:45-10:15	150	<i>SIIPS, Barton, CORE literature, SDAIE materials</i>
