



School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Altamont Creek Elementary School
Address	6500 Garaventa Ranch Rd Livermore
County-District-School (CDS) Code	01-61200-6117543
Principal	Tara Aderman

District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 5, 2020
Schoolsite Council (SSC) Approval Date	October 23, 2020
Local Board Approval Date	November 10, 2020

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- School Vision and Mission 5
- School Profile 5
- Stakeholder Involvement 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 15
 - Physical Fitness Test Results (PFT) 2018-2019..... 18
 - California Healthy Kids Survey 19
 - Student Population 20
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 27
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 35
 - Goal 3..... 39
- Annual Review and Update 42
 - Goal 1..... 42
 - Goal 2..... 46
 - Goal 3..... 50
- Budget Summary and Consolidation 53
 - Budget Summary 53
 - Allocations by Funding Source..... 53
 - Expenditures by Funding Source 54
 - Expenditures by Budget Reference 55
 - Expenditures by Budget Reference and Funding Source 56
- School Site Council Membership 57
- Recommendations and Assurances 58
- Addendum..... 59
 - Instructions: Linked Table of Contents..... 59
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 62
 - Appendix B: Select State and Federal Programs..... 64

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan	65
Appendix D: Programs Included in this Plan	67
Appendix E: Planned Improvements in Student Performance	68
Appendix F	70
Appendix G: Title I School-Level Parental Involvement Policy	71
Appendix H.....	72
Appendix I	73
Appendix J	75
What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	75
What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.....	75
How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.	75

School Vision and Mission

TOGETHER WE WILL TO PUSH THE BOUNDARIES OF TK - 5TH GRADE EDUCATION BY HARNESSING THE POWER OF HIGH IMPACT ACTIONS AND STRATEGIES TO ADVANCE LEARNING AND TEACHING. THERE ARE NO LIMITS ON LEARNING AT ALTAMONT CREEK!

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.

Points of Pride:

CA Kindness Certified School (2017, 2018, 2019, 2020)

CA Green Ribbon School (Gold 2019) (Silver 2018)

CA Gold Ribbon School (2015)

CA Positive Behavior Intervention and Support Coalition School (Bronze)

Outdoor Learning Lab: Our garden is a Certified Wildlife Habitat by the National Wildlife Federation. We are also certified by the Bay Friendly Landscaping and Gardening Coalition. Our garden is organic and helps our students learn about nutrition and food systems. Our garden features a bird viewing area, a compost area, and an area for students to read, write, sketch, and measure.

Project Lead the Way: Our science curriculum taps into the students' exploratory nature, engages them in learning that feels like play, and encourages them to keep discovering – now and for years to come. PLTW pathways in computer science, robotics and engineering engage students in hands-on activities, projects, and problems; empowers them to solve real-world challenges; and inspires them to reimagine the world around them. Highly skilled Science Specialists with our science lab and TOPS Scientist partners.

Computer Science Instruction

Maker Space

Motor Lab

Weekly Lunchtime Student Dance Parties

Positive Behavior Interventions & Supports (PBIS): is a process which focuses on improving our school's ability to teach and support positive behavior for all students.

Kid Connection, Lunch Bunch & Social Thinking: We have 3 programs that provide students the opportunity to learn and practice positive social skills.

Commitment to Fine & Performing Arts:

Google Classroom/Digital Student Portfolios/Blended Learning

Running Club: Over 150 students participate 3X week before school. (During school dismissal students track their miles and enter them online.)

Student Valet: 4th and 5th graders are trained to help with morning drop off.

Before and After School Program: ESS

Family School Partnership: We believe a strong parent staff partnership is critical to our success. We have a very active volunteer base and our PTA is incredible! We host several family events each year such as, Back to School Picnic, Trick O Door, Harvest Gala, Winter Wonderland, Bingo Night, Movie Nights, Family Reading Nights, Family Science Nights, Kite Night, Wind Festival, the Hoe Down, and so much more!

GATE, Intervention, Student Council, Field Trips, Clubs, Drama, Science Odyssey, and MORE!

We will create, celebrate and innovate because our children deserve the very best.

There are no limits on learning at Altamont Creek Elementary.

School Profile

Altamont Creek will push the boundaries of TK - 5th grade education by harnessing the power of high impact actions and strategies to impact learning and teaching! There are no limits on learning at Altamont Creek!

Altamont Creek Elementary School is celebrating its 20th anniversary in 2020! We are located in Livermore, California, roughly 50 miles east of San Francisco. The school is one of eight elementary schools in the Livermore Valley Joint Unified School District, which serves approximately 14,000 students. Altamont Creek educates transitional kindergarten through fifth grade students. We have 26 general education classrooms, 12 of which have our 14 Inclusion students mainstreamed, a co-taught class, and one Special Day Class. We also have two science specialists. At this time, we have approximately 612 students. Our students come from mostly middle class households/guardians. However, we also serve a federally subsidized housing project.

Our LVJUSD Distance Learning Plan for students officially began on March 19, 2020. Our entire team worked proactively to create a plan for teachers to share curriculum and interact and engage with students, using flexible and accessible strategies. The distance learning plan included both synchronous and asynchronous instruction.

- Synchronous learning is education that is happening in real time, such as classroom meetings during distance learning. Students and teachers are both online at the same time during instruction.
- Asynchronous learning is education that occurs through online channels without real-time interaction, such as completing assignments on various online curriculum platforms.

Teachers use a standards-based curriculum with district-adopted materials that support students' educational success in traditional and distance learning schedules. A standards-based report card is used to communicate student progress to parents and guardians. We have a Coordination of Student Services (COST) process that helps our school staff to provide support for students who have been identified with academic or behavioral challenges. The classroom teacher, the parent(s)/guardian(s), the School Psychologist, the Resource Specialist, the Speech and Language Specialist, school nurse, Child Welfare and Attendance (CWA) staff, and the principal comprise this team. Teachers provide thirty minutes per day, five days per week of English Language Development (ELD) 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 (GATE). Our active Student Council meets twice per month to organize school-wide events, like Spirit Week, as well as other community outreach events. We have school-wide Multi-Tiered SystemS of Support (MTSS) and Response to Intervention (RTI) built into our school day for all students.

Our school population has 612 students: 3% African American, 23% Hispanic, 55% White, 3% Free and Reduced Lunch (Socioeconomically Disadvantaged), 14% English Learner, and 14.8% Students with Disabilities.

During a traditional school year, our school provides 36,000 instructional minutes to Kindergarten 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 44 early release days per year designated for staff development and parent-teacher conferences.

Senate Bill (SB) 98 (Chapter 24, Statutes of 2020) was passed and signed by the Governor at the end of June 2020. SB 98 makes substantive changes to instructional time and attendance accounting for FY 2020–21 commencing with Education Code (EC) Section 43500, et. seq for distance learning. For the 2020-2021 school year, the daily requirements have been adjusted to 180 minutes for kindergarten, 230 for grades 1 to 3, and 240 for grades 4 and 5.

During the 2020-2021 school year, Altamont Creek Elementary staff includes one administrator and twenty-six general education teachers. We have a Special Day Class teacher, a Full-Inclusion program teacher, and an Education Specialist. Working part-time at our school, we have a School Psychologist, two Speech and Language Specialists, one Occupational Therapist, an adaptive Physical Education Specialist, 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, and a Library Media Specialist. In the office, there is a Principal's Executive Assistant and an Office Specialist. Classified staff also includes two Food Services personnel, and a Head (day) Custodian.

Altamont Creek Elementary is a twenty-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 Maker Space, a sensory motor 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 handicapped. We have twelve Chromebook carts that house 32 computers each. We have Internet access from our computer lab, the library, and from the classrooms as well as 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.

Altamont Creek prides itself on the home and school partnerships. We encourage our families to be involved by bringing positivity, energy, and creativity to our school as we continue to strengthen our programs. Our stakeholders are our greatest strength and greatest resource. Together, we can drive ACE and our mission even further.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA represents our school's allocation of resources toward specific actions designed to meet our established goals. The goal setting process is based on the school's mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the priority areas. The SPSA is monitored throughout the year by reporting progress to our stakeholder groups, School Site Council (SSC), English Language Advisory Committee (ELAC), who are consulted and provide input regarding recommendations for revisions to the plans. The overarching goal of the SPSA is constant improvement in the education of all of our students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.67%	0.85%	0.82%	4	5	5
African American	2.35%	1.71%	1.31%	14	10	8
Asian	15.63%	20.51%	21.7%	93	120	133
Filipino	2.18%	2.39%	2.12%	13	14	13
Hispanic/Latino	21.68%	21.03%	23.16%	129	123	142
Pacific Islander	0.17%	0.17%	0.33%	1	1	2
White	47.73%	45.13%	42.9%	284	264	263
Multiple/No Response	%	%	7.5%			1
Total Enrollment				595	585	613

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	128	128	130
Grade 1	98	102	95
Grade 2	113	86	103
Grade3	81	112	90
Grade 4	82	76	117
Grade 5	93	81	78
Total Enrollment	595	585	613

Conclusions based on this data:

1. Altamont Creek continues to grow by one class per year.
2. Our Asian and Hispanic populations have continued to grow.
3. Our African American population has decreased this year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	82	78	69	13.8%	13.3%	11.3%
Fluent English Proficient (FEP)	65	74	86	10.9%	12.6%	14.0%
Reclassified Fluent English Proficient (RFEP)	19	13	16	30.6%	15.9%	20.5%

Conclusions based on this data:

1. We have increased the number of Fluent English Proficient students in 2019-2020
2. Our EL population dipped slightly in 2019-2020.
3. We increased the number of Reclassified Fluent English Proficient students in 2019-2020.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	82	109	76	81	106	76	81	106	98.7	98.8	97.2
Grade 4	94	86	79	92	84	77	92	84	77	97.9	97.7	97.5
Grade 5	99	95	83	94	94	80	94	94	80	94.9	98.9	96.4
All Grades	270	263	271	262	259	263	262	259	263	97	98.5	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2455.	2463.	2457.	34.21	43.21	35.85	28.95	30.86	26.42	25.00	13.58	22.64	11.84	12.35	15.09
Grade 4	2503.	2500.	2520.	35.87	34.52	51.95	28.26	26.19	23.38	20.65	22.62	14.29	15.22	16.67	10.39
Grade 5	2504.	2526.	2539.	25.53	32.98	28.75	31.91	30.85	36.25	12.77	15.96	25.00	29.79	20.21	10.00
All Grades	N/A	N/A	N/A	31.68	36.68	38.40	29.77	29.34	28.52	19.08	17.37	20.91	19.47	16.60	12.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.67	38.46	36.79	44.00	51.28	49.06	17.33	10.26	14.15
Grade 4	35.87	36.90	53.95	46.74	48.81	36.84	17.39	14.29	9.21
Grade 5	32.98	37.23	32.50	40.43	40.43	58.75	26.60	22.34	8.75
All Grades	35.63	37.50	40.46	43.68	46.48	48.47	20.69	16.02	11.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	38.46	31.13	49.33	52.56	51.89	17.33	8.97	16.98
Grade 4	36.96	33.33	36.84	50.00	46.43	50.00	13.04	20.24	13.16
Grade 5	36.17	41.49	37.50	38.30	36.17	46.25	25.53	22.34	16.25
All Grades	35.63	37.89	34.73	45.59	44.53	49.62	18.77	17.58	15.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.00	33.75	21.70	64.00	60.00	62.26	8.00	6.25	16.04
Grade 4	29.35	25.00	40.26	57.61	69.05	51.95	13.04	5.95	7.79
Grade 5	21.28	32.98	26.25	56.38	53.19	67.50	22.34	13.83	6.25
All Grades	26.05	30.62	28.52	59.00	60.47	60.84	14.94	8.91	10.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	39.74	34.91	49.33	53.85	49.06	17.33	6.41	16.04
Grade 4	38.04	29.76	35.53	48.91	59.52	52.63	13.04	10.71	11.84
Grade 5	25.53	35.11	35.00	44.68	47.87	52.50	29.79	17.02	12.50
All Grades	32.18	34.77	35.11	47.51	53.52	51.15	20.31	11.72	13.74

Conclusions based on this data:

1. Third Grade Students:

Overall Achievement: 62% of students scored in the Standards Exceeded/Standards Met category.
 Reading: 86% of students scored in the Standards Exceeded/Standards Met category.
 Writing: 83% of students scored in the Standards Exceeded/Standards Met category.
 Listening: 64% of students scored in the Standards Exceeded/Standards Met category.
 Research & Inquiry: 75% of students scored in the Standards Exceeded/Standards Met category.

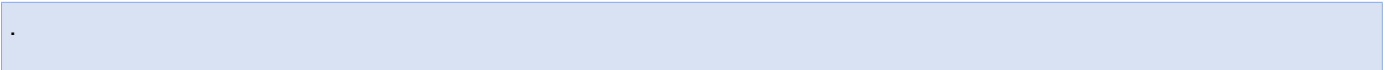
We need to continue to implement targeted small group instruction, individualized learning through Freckle, and continue to develop strong reading foundations for our TK - 2 grade students through Sonday and 95%.
2. Fourth Grade Students:

Overall Achievement: 75.2% of students scored in the Standards Exceeded/Standards Met category.
 Reading: 89% of students scored in the Standards Exceeded/Standards Met category.
 Writing: 85% of students scored in the Standards Exceeded/Standards Met category.
 Listening: 92% of students scored in the Standards Exceeded/Standards Met category.
 Research & Inquiry: 81.76% of students scored in the Standards Exceeded/Standards Met category.

We need to continue to implement targeted small group instruction, individualized learning through Freckle, and continue to utilize the California Assessment of Student Progress and Performance (CAASPP) Interim Assessment Benchmarks (IABS) as teaching opportunities.
3. Fifth Grade Students:

Overall Achievement: 64.5% of students scored in the Standards Exceeded/Standards Met category.
 Reading: 91% of students scored in the Standards Exceeded/Standards Met category.
 Writing: 86% of students scored in the Standards Exceeded/Standards Met category.
 Listening: 94% of students scored in the Standards Exceeded/Standards Met category.
 Research & Inquiry: 87% of students scored in the Standards Exceeded/Standards Met category.

We need to continue to implement targeted small group instruction, individualized learning through Freckle, and continue to utilize the Interim Assessment Blocks (IABs) as teaching opportunities.



School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	82	109	76	78	105	76	78	105	98.7	95.1	96.3
Grade 4	94	86	79	92	84	77	92	84	77	97.9	97.7	97.5
Grade 5	99	95	83	94	93	81	94	93	80	94.9	97.9	97.6
All Grades	270	263	271	262	255	263	262	255	262	97	97	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2478.	2458.	31.58	41.03	35.24	32.89	41.03	32.38	26.32	11.54	19.05	9.21	6.41	13.33
Grade 4	2501.	2504.	2514.	29.35	26.19	27.27	30.43	34.52	44.16	28.26	27.38	18.18	11.96	11.90	10.39
Grade 5	2486.	2514.	2523.	20.21	30.11	23.75	17.02	15.05	25.00	22.34	30.11	31.25	40.43	24.73	20.00
All Grades	N/A	N/A	N/A	26.72	32.16	29.39	26.34	29.41	33.59	25.57	23.53	22.52	21.37	14.90	14.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.79	58.97	51.43	40.79	29.49	32.38	18.42	11.54	16.19
Grade 4	38.46	45.24	53.25	40.66	35.71	29.87	20.88	19.05	16.88
Grade 5	21.28	32.26	35.00	28.72	31.18	35.00	50.00	36.56	30.00
All Grades	32.95	44.71	46.95	36.40	32.16	32.44	30.65	23.14	20.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.53	38.46	30.48	50.00	52.56	52.38	14.47	8.97	17.14
Grade 4	32.61	35.71	42.86	51.09	47.62	41.56	16.30	16.67	15.58
Grade 5	24.47	27.96	26.25	42.55	47.31	53.75	32.98	24.73	20.00
All Grades	30.53	33.73	32.82	47.71	49.02	49.62	21.76	17.25	17.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.53	52.56	45.71	56.58	39.74	39.05	7.89	7.69	15.24
Grade 4	35.16	33.33	44.16	52.75	46.43	44.16	12.09	20.24	11.69
Grade 5	18.09	35.48	22.50	43.62	35.48	53.75	38.30	29.03	23.75
All Grades	29.12	40.00	38.17	50.57	40.39	45.04	20.31	19.61	16.79

Conclusions based on this data:

1. Third Grade:

Overall Achievement: 67.6% of students scored in the Standards Exceeded/Standards Met category.
 Concepts & Procedures: 83% of students scored in the Standards Exceeded/Standards Met category.
 Problem Solving & Modeling/Data Analysis: 82% of students scored in the Standards Exceeded/Standards Met category.
 Communicating Reasoning: 85% of students scored in the Standards Exceeded/Standards Met category.

We need to continue to implement targeted small group instruction, individualized learning through ST Math and Freckle, and emphasize early intervention for number sense through Counting Collections.

2. Fourth Grade:

Overall Achievement: 71.5% of students scored in the Standards Exceeded/Standards Met category.
 Concepts & Procedures: 83% of students scored in the Standards Exceeded/Standards Met category.
 Problem Solving & Modeling/Data Analysis: 85% of students scored in the Standards Exceeded/Standards Met category.
 Communicating Reasoning: 88% of students scored in the Standards Exceeded/Standards Met category.

We need to continue to implement targeted small group instruction, individualized learning through ST Math and Freckle, and continue to utilize the IABS as teaching opportunities.

3. Fifth Grade:

Overall Achievement: 47.6% of students scored in the Standards Exceeded/Standards Met category.
 Concepts & Procedures: 69% of students scored in the Standards Exceeded/Standards Met category.
 Problem Solving & Modeling/Data Analysis: 79% of students scored in the Standards Exceeded/Standards Met category.
 Communicating Reasoning: 76% of students scored in the Standards Exceeded/Standards Met category.

We need to continue to implement targeted small group instruction, individualized learning through ST Math and Freckle, and continue to utilize the IABS as teaching opportunities.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1479.8		1481.6		1475.3		20
Grade 1		1498.0		1497.3		1498.3		22
Grade 2		*		*		*		8
Grade 3		1481.6		1479.6		1483.3		16
Grade 4		*		*		*		7
Grade 5		*		*		*		4
All Grades								77

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		30.00		60.00		10.00		0.00		20
1		22.73		59.09		18.18		0.00		22
3		12.50		31.25		37.50		18.75		16
All Grades		24.68		46.75		22.08		6.49		77

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		45.00		45.00		10.00		0.00		20
1		50.00		31.82		18.18		0.00		22
3		25.00		37.50		25.00		12.50		16
All Grades		46.75		32.47		15.58		5.19		77

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		35.00		45.00		20.00		0.00		20
1		18.18		45.45		31.82		4.55		22
3		0.00		37.50		25.00		37.50		16
All Grades		18.18		37.66		28.57		15.58		77

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		30.00		70.00		0.00		20
1		59.09		40.91		0.00		22
3		6.25		43.75		50.00		16
All Grades		36.36		51.95		11.69		77

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		45.00		50.00		5.00		20
1		40.91		54.55		4.55		22
3		62.50		31.25		6.25		16
All Grades		53.25		40.26		6.49		77

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		15.00		85.00		0.00		20
1		54.55		36.36		9.09		22
3		6.25		56.25		37.50		16
All Grades		24.68		55.84		19.48		77

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		85.00		10.00		5.00		20
1		22.73		72.73		4.55		22
3		6.25		62.50		31.25		16
All Grades		37.66		48.05		14.29		77

Conclusions based on this data:

1. We tested 77 students.
71% of the students tested scored in Levels 3 and 4 Overall.
22% of the students tested scored at a Level 2 Overall.
6% of the students tested scored at a Level 1 Overall.

2. In the oral section of the ELPAC, only 6% of the students scored in the beginning level.
In the written section of the ELPAC, 14% of the students scored in the beginning level.
In the reading section of the ELPAC 19% of the students scored in the beginning level.
3. Our students performed better in Listening and Speaking.
We need to focus our Designated ELD attention on comprehension, vocabulary development, and writing.

School and Student Performance Data

Physical Fitness Test Results (PFT)

% of students achieving the Healthy Fitness Zone

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 82	24.4%	46.3%	64.7%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	82	84.1%	8.5%
Body Composition	82	76.8%	12.2 %
Abdominal Strength and Endurance	82	80.5%	19.5%
Trunk Extensor Strength and Flexibility	82	82.9%	17.1%
Upper Body Strength and Endurance	82	82.9%	17.1%
Flexibility	82	89.0%	11.0 %

Conclusions based on this data:

1. In March, 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 Physical Fitness testing.
2. In 2018-2019, 82.9 % of our fifth graders are within or above the healthy zone in trunk extensor strength.
3. In 2018-2019, 89% of our fifth graders are within or above the healthy zone in flexibility.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	72 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	83 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	71 %	6.1
1. The number of students participating in the survey increased in 2020.		
2. The number of students self reporting that they feel connected to school increased by 3% in 2020, which is interesting considering we spent Trimester Three in Distance Learning.		

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	%
1.		
2.		

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
585	17.4	13.3	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	13.3
Homeless	3	0.5
Socioeconomically Disadvantaged	102	17.4
Students with Disabilities	68	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.7
American Indian	5	0.9
Asian	120	20.5
Filipino	14	2.4
Hispanic	123	21.0
Two or More Races	48	8.2
Pacific Islander	1	0.2
White	264	45.1





Conclusions based on this data:

1. Our homeless population has increased.
2. Our English Learner, Special Education, and Socioeconomically Disadvantaged populations have remained the same.
3. Our Asian population continues to increase, while our Caucasian population has stabilized.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="781 508 839 535">Blue</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1256 508 1315 535">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. We will focus on alternative ways to respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.
2. Our English Learner Progress is continuing to be an area of success for Altamont Creek.
3. We will implement Positive Behavior Interventions and Supports to reduce suspensions.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>38 points above standard</p> <p>Increased ++7.4 points</p> <p>255</p>	<p>English Learners</p>  <p>Green</p> <p>11.4 points above standard</p> <p>Declined -10.7 points</p> <p>56</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>16.1 points below standard</p> <p>Increased ++4.8 points</p> <p>61</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>32.4 points below standard</p> <p>Increased Significantly ++25.9 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 63.7 points above standard Maintained ++2.6 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.6 points above standard Increased ++11.3 points 59	 No Performance Color 55.3 points above standard Declined -9.8 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 44.2 points above standard Increased ++6.4 points 115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.6 points below standard Declined Significantly -17.4 points 25	61.3 points above standard Increased ++9.8 points 31	41.1 points above standard Increased ++11.6 points 182

Conclusions based on this data:

- 20% of our students identified as English Learners met or exceeded the standards in ELA.
36% of our students identified as Special Education students met or exceeded the standards in ELA.
75% Our students identified as Asian students met or exceeded the standards in ELA.
52% Our students identified as Hispanic students met or exceeded the standards in ELA.
71% Our students identified as Caucasion met or exceeded the standards in ELA.
- Although increasing their scores, the following student group still falls in the "Low" category: Special Education students are showing improvements.
- Our 2018-2019 English Learners declined by 17 points. We need to look closely at this data and provide specific, targeted direct instruction to help these students improve their reading and writing skills through the Benchmark Advance EL curricula.

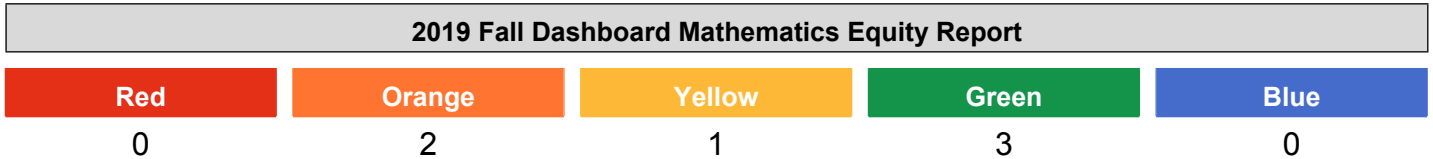
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>16 points above standard</p> <p>Maintained ++0.4 points</p> <p>255</p>	<p>English Learners</p>  <p>Yellow</p> <p>4.5 points below standard</p> <p>Declined -14.5 points</p> <p>56</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>44.5 points below standard</p> <p>Declined -6.3 points</p> <p>60</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>63.7 points below standard</p> <p>Maintained ++2.2 points</p> <p>49</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 57.8 points above standard Declined -5.7 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points below standard Increased Significantly ++16.4 points 59	 No Performance Color 24.2 points above standard Declined Significantly -32.4 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14.5 points above standard Declined -4.2 points 115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.2 points below standard Declined -10.4 points 25	39.7 points above standard Maintained -1.7 points 31	15.1 points above standard Maintained ++2.2 points 182

Conclusions based on this data:

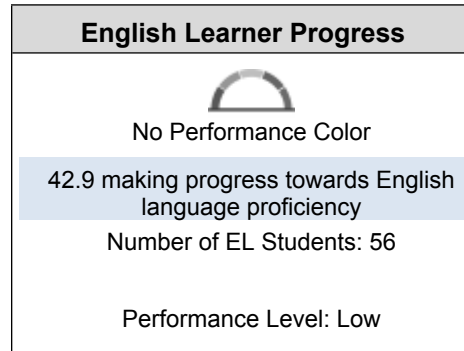
- 25% of our students identified as English Learners met or exceeded the standards in Math.
 29% of our students identified as Special Education students met or exceeded the standards in Math.
 72% of our students identified as Asian students met or exceeded the standards in Math.
 45% of our students identified as Hispanic met or exceeded the standards in Math.
 66% of our students identified as Caucasion met or exceeded the standards in Math.
- In 2018-2019, our English Learner population declined 10 points in Math. During our Designated ELD groupings, we need to explicitly teach the academic math vocabulary to help our students be successful.
- We will continue to provide individualized learning opportunities through small group instruction and individualized learning platforms.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.1		14.2	28.5

Conclusions based on this data:

1. Our English Learners continue to improve their scores in English Language Arts.
2. Our suspension rate for English Learners maintains a low rate, as we continue to help the students perform better academically.
3. Implementing social skills groups like "Wildcat Academy" and "Hands Off Academy" to teach the skills necessary to be successful behaviorally has been helpful.

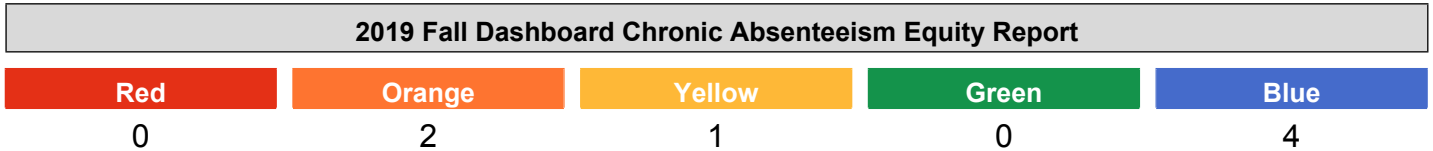
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>2.3</p> <p>Maintained -0.3</p> <p>571</p>	<p>English Learners</p>  <p>Yellow</p> <p>2.6</p> <p>Increased +2.6</p> <p>78</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>6.5</p> <p>Increased +1.1</p> <p>108</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>2.2</p> <p>Declined -3.3</p> <p>90</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Declined -5.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 1.6 Declined -2.2 122	 No Performance Color 8.3 Increased +8.3 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.8 Increased +2.8 120	 Blue 2 Declined -1.4 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0.4 Declined -1 250

Conclusions based on this data:

1. Our students in both the socioeconomically disadvantaged student and Hispanic groups have been identified in the orange zone.
2. Our English Learner students have been identified in the yellow zone.
3. We will need to work more closely with the CWA and families to help solve the barriers to school attendance.

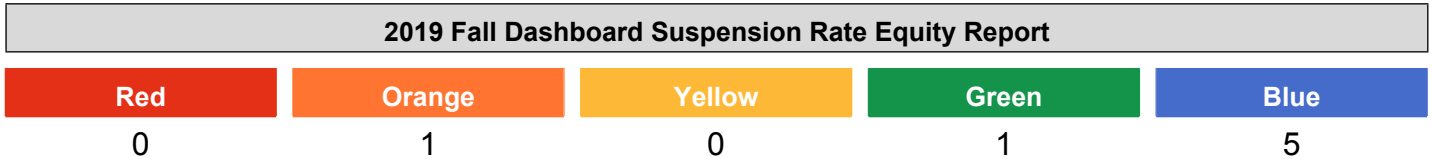
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.3</p> <p>Maintained -0.1</p> <p>583</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined -1.1</p> <p>79</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Declined -1.6</p> <p>111</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>2.2</p> <p>Increased +1.3</p> <p>90</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 11	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; padding: 5px; text-align: center;">5</div> 5	 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 124	 No Performance Color <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #cccccc; padding: 5px; text-align: center;">0.8</div> Declined -0.7 121	 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 52	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; padding: 5px; text-align: center;">1</div> 1	 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0.4</div> Maintained 0 257

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.3

Conclusions based on this data:

1. We will research and focus on alternatives that will help us respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.
2. Suspensions for our Hispanic, EL, and socioeconomically disadvantaged students has declined.
3. Our suspension status is Low and Very Low in all categories with the exception of Students with Disabilities (Medium).

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

CAASPP
Other local academic measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	<p>The percentage of students scoring standard met or exceeded in Literacy/Reading Comprehension in 2019 is 88%.</p> <p>The percentage of students scoring standard met or exceeded in Mathematics is 62.6%.</p> <p>The percentage of students scoring Above Standard in Writing in 2019 is 84%.</p>	<p>To increase the percent of students scoring standard met or standard exceeded in Literacy/Reading Comprehension from 88% to 90% (+2%).</p> <p>To increase the percent of students scoring standard met or standard exceeded in Math from 62% to 65% (+2%).</p> <p>To increase the percent of students scoring standard met or standard exceeded in Writing from 84% to 86% (+2%).</p>
Easy Curriculum Based Measures (Easy CBM)	This is one of the tools we use to measure mastery of the standards throughout the school year.	We expect to see at least 80% of the class scoring proficient or higher by the end of the school year.
Benchmark Assessments	This is one of the tools we use to measure mastery of the standards throughout the school year.	We expect to see at least 80% of the class scoring proficient or higher by the end of the school year.
Investigations Assessments	This is one of the tools we use to measure mastery of the standards throughout the school year.	We expect to see at least 80% of the class scoring proficient or higher by the end of the school year.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension:

Articulation focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically disadvantaged youth.
 Collaboration with grade level teams, district wide, and with Teachers on Special Assignment focusing on data analysis and best instructional practices.
 Professional Learning
 Implementation of grade level RTI blocks
 Parent Education classes to help parents and families.
 Individualized Blended Learning - Freckle

Students to be Served by this Strategy/Activity

All Students

Timeline

8/24/2020 – 6/16/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,686
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Substitutes for articulation.
Amount	8,570
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Freckle - Online Individualized Learning Platform
Amount	2,163
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Windsor Learning - Sondag (Kindergarten Phonics and Phonemic Awareness) Early Intervention
Amount	1,731
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ESGI- Assessment Tool for TK - 1st Grades

Strategy/Activity 2

Mathematics:

Articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth.
Collaboration with grade-level teams, district wide and with Teachers on Special Assignment focusing on data analysis and best instructional practices.
Professional Learning
Parent Education classes to help parents and families.
Individualized Blended Learning - Freckle, ST Math, Happy Numbers.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/3/2020 – 6/16/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,450
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Happy Numbers

Strategy/Activity 3

Writing:
Articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth.
Collaboration with grade-level teams, district wide and with Teachers on Special Assignment focusing on data analysis and best instructional practices.
Professional Learning

Students to be Served by this Strategy/Activity

All Students

Timeline

Each Trimester

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 4

Articulation: Staff members will articulate within and between grade levels, and site to site with feeder schools (pre-school, Christensen) as measured by notes, agendas and calendars.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

- Principal
- Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	None

Strategy/Activity 5

Supplemental materials, computers, software, books, supplies may be purchased:

- ESGI
- Choose Love
- Read Naturally
- Sondag
- 95% Group
- Barton
- Comprehension Materials
- ST Math, Freckle (Blended Learning)

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

Annual attendance rate/chronic absenteeism
Office Referral and Suspension data
Other local measures
Survey Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Altamont Creek will continue to expand their Positive Behavior Interventions and Supports (PBIS) process as well as implement Schoolwide Information System (SWIS), Choose Love, Hands Off Academy, and mindfulness schoolwide to ensure the school is proactively working to keep the school climate positive and safe in Distance, Hybrid or Traditional school models.	The number of instances of office referrals, suspensions, and positive referrals. Office: 67 Suspensions: 4 Positive Referrals: 210	We will see a reduction in office referrals and suspensions by 10%, and an increase of positive referrals by 20%.

Planned Strategies/Activities

Strategy/Activity 1

Focus Area: PBIS/SEL/Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all students:

Positive behavior interventions and supports:
PBIS Committee that meets monthly
Positive Referrals
Monthly PBIS assemblies
Cultural Diversity & Outreach Committee
Weekly school wide PBIS morning meetings
Integration of COST, PBIS and ILT teams

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Focus Area: Suspensions

We will be continuing to research and focus on alternatives that will help us respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

0

Strategy/Activity 3

Focus Area: Attendance & Chronic Absenteeism:

We will work closely with our CWA to educate the Wildcat community about the impact of absences. We will increase outreach to parents to identify barriers and supports to increase student attendance. Parent meetings will be held to provide strategies to families on effective ways to increase student attendance.

Principal will publish tips for "keeping healthy" in our community newsletters.
Office staff and administrator will meet weekly to monitor student attendance.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

Focus Area: Physical Fitness

We will engage in PE for at least 200 minutes every ten school days. Monday, Wednesday, and Friday we have running club before school. We will continue to run our virtual running club until Alameda County Health Department permits us to return to the onsite Running Club. We will work with our new Teacher on Special Assignment to increase the the teachers skill set in actively and appropriately teaching the Physical Fitness standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 5

Focus Area: Articulation

Articulation between grade levels, departments, and feeder schools, including preschool and middle school, is the most impactful strategy we can implement to improve student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers/Office Staff/CWA

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Parents and stakeholders will be involved in various aspects of the children's school education including, but not limited to volunteer opportunities, parent trainings, and open dialog.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percent of parents/guardians volunteering	We have 54% of our families registered in Civicore as volunteers.	To have 65% of our families registered in Civicore as volunteers.
Percent of parents participating in parent education trainings (in person and online).	Last year we had 37% attendance at quarterly parent education trainings.	To increase attendance at quarterly parent education trainings to 50% of families.
Percent of parents joining our PTA.	PTA memberships 45% of families in 2020-2021	To increase to 75% of families joining PTA.

Planned Strategies/Activities

Strategy/Activity 1

Data demonstrating staff seeks input from parents in decision making:
Survey Data - The staff, PTA, School Site Council, and student focus groups will use the data from the annual district survey and the site-based culture and climate survey to drive decisions to make our school more inclusive and to drive decision making.

Students to be Served by this Strategy/Activity

All Students

Timeline

9/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Data demonstrating staff promotes parental participation in programs in a traditional or virtual format:

1. The staff, PTA, School Site Council and student focus groups will use the data from the annual district survey and the site-based culture and climate survey to drive decisions to make our school more inclusive and to drive decision making.
2. We will document family participation in school wide events: Back to School Night, Conferences, PTA Family events, PTA membership, Open House etc.
3. We will analyze the number of volunteers and ways families are volunteering in our school community.

Students to be Served by this Strategy/Activity

All Students

Timeline

9/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Provide interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, Individualized Education Plan (IEPs), and as requested by parents.

Students to be Served by this Strategy/Activity

All

Timeline

9/2020-6/2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
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Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	<p>To increase the percent of students scoring standard met or standard exceeded in Literacy/Comprehension from 84% to 89% (+5%).</p> <p>To increase the percent of students scoring standard met or standard exceeded in Math from 69% to 74% Overall (+5%).</p> <p>To increase the percent of students scoring standard met or standard exceeded in Writing to 82% to 85% Overall (+5%).</p>	<p>The percent of students scoring standard met or standard exceeded in Literacy/Comprehension increased to 88.9%.</p> <p>The percent of students scoring standard met or standard exceeded in Math decreased to 64%.</p> <p>The percent of students scoring standard met or standard exceeded in Writing increased to 84%.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Articulation focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth.	We agendized articulation focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically disadvantaged youth.	Substitites for articulation 2000-2999: Classified Personnel Salaries Classified Salaries & Benefits 10,400	Substitites for articulation 2000-2999: Classified Personnel Salaries Classified Salaries & Benefits 10,400
Collaboration with grade level teams, District wide and with Teachers on Special Assignment focusing on data analysis and best instructional strategies.	We collaborated with grade-level teams, District wide and with Teachers on Special Assignment focusing on data analysis and best instructional strategies.		
Implementation of RTI blocks.	We implemented flexible, grade-level blocks through the Dismissal in March 2020.		
Parent Education classes.	We held three Parent Education classes (reading strategies,		
Individualized Learning - Freckle, ST Math.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Counting Collections, and distance learning strategies).</p> <p>We assigned Individualized Learning through Freckle and ST Math.</p>		
<p>Mathematics: Articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically disadvantaged youth.</p> <p>Collaboration with grade-level teams, district wide and with Teachers on Special Assignment focusing on data analysis and best instructional practices.</p> <p>Professional Learning</p> <p>Parent Education classes to help parents and families.</p> <p>Individualized Blended Learning - Freckle, ST Math</p>	<p>Mathematics:</p> <p>We agendized articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically disadvantaged youth.</p> <p>We collaborated with grade-level teams, district-wide, and with Teachers on Special Assignment focusing on data analysis and best instructional practices.</p> <p>We held three Parent Education classes (reading strategies, Counting Collections, and distance learning strategies).</p> <p>We assigned Individualized Learning through Freckle and ST Math.</p>	<p>0</p>	<p>0</p>
<p>Writing: Articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically disadvantaged youth. Collaboration with grade-level teams, district wide and with Teachers on Special Assignment focusing on data analysis</p>	<p>Writing:</p> <p>We agendized weekly articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically disadvantaged youth. Collaboration with grade-level teams, district-wide and with Teachers on</p>	<p>0</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and best instructional practices. Professional Learning	Special Assignment focusing on data analysis and best instructional practices. Professional Learning		
Articulation: Staff members will articulate within and between grade levels, and site to site with feeder schools (preschool, Christensen) as measured by notes, agendas and calendars.	Articulation: Our Kinder team articulated with the Croce pre-school teachers and our 5th grade team articulated with the 6th grade teachers at Christensen.	0	0
Supplemental materials, computers, software, books, supplies may be purchased: <ul style="list-style-type: none"> • ESGI • Choose Love • Read Naturally • Sonday • 95% Group • Barton • Comprehension Materials • ST Math, Freckle (Blended Learning) 	Supplemental materials, computers, software, books, supplies were purchased: <ul style="list-style-type: none"> • ESGI • Choose Love • Read Naturally • Sonday • 95% Group • Barton • Comprehension Materials • ST Math, Freckle (Blended Learning) 	Online Blended Learning 4000-4999: Books And Supplies Local Categorical 9,779.00	Online Blended Learning 4000-4999: Books And Supplies Local Categorical 9,779.00

Analysis

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

Prior to the March dismissal, the teams worked tirelessly to meet the needs of all of our students, with laser sharp focus on our at-promise students including English Learners, Foster Youth, and Socioeconomically disadvantaged youth. Articulation meetings were agendized to focus on implementing high impact actions and strategies to improve teaching and learning. After the dismissal, we continued to meet virtually.

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

In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.

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

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Altamont Creek certificated staff analyzed the data and came to the conclusion that we need to strategically focus our efforts on early math and reading intervention (Sonday and 95%) with a strong implementation of personalized learning through Freckle and ST Math.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual attendance rate/chronic absenteeism
Office Referral and Suspension data
Other local measures
Survey Data

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Altamont Creek will continue to expand their Positive Behavior Intervention and Support (PBIS) process as well as implement SWIS, Choose Love, and mindfulness schoolwide to ensure the school is proactively working to keep the school climate positive and safe.	The number of instances of office referrals, suspensions, and positive referrals. 2018-2019 Office: 67 Suspensions: 4 Positive Referrals: 210	We transitioned to distance learning on March 19, 2020. This impacted our data. 2019-2020 Office: 35 Suspensions: 4 Positive Referrals: 155

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Focus Area: PBIS/SEL/Character Education / Suspensions / Diversity Appreciation / Respectful and Inclusive Environment for all students: Positive behavior interventions and supports: PBIS Committee that meets monthly Positive Referrals Monthly PBIS assemblies Cultural Diversity & Outreach Committee Weekly school wide PBIS morning meetings	Focus Area: PBIS/SEL/Character Education / Suspensions /Diversity Appreciation/Respectful and Inclusive Environment for all students: Positive behavior interventions and supports: PBIS Committee that meets monthly Positive Referrals Monthly PBIS assemblies Cultural Diversity & Outreach Committee Weekly school wide PBIS morning meetings	None	None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Built in Hands Off Academy and Wildcat Way Academy.		
<p>Focus Area: Suspensions</p> <p>We will be continuing to research and focus on alternatives that will help us respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.</p>	<p>Focus Area: Suspensions</p> <p>We researched and focused on alternatives that helped us respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally.</p>	None	None
<p>Focus Area: Attendance & Chronic Absenteeism:</p> <p>We will work closely with our CWA to educate the Wildcat community about the impact of absences.</p> <p>We will increase outreach to parents to identify barriers and supports to increase student attendance.</p> <p>Parent meetings will be held to provide strategies to families on effective ways to increase student attendance.</p> <p>Principal will publish tips for "keeping healthy" in our community newsletters.</p> <p>Office staff and administrator will meet weekly to monitor student attendance</p>	<p>Focus Area: Attendance & Chronic Absenteeism:</p> <p>We worked closely with our CWA to educate the Wildcat community about the impact of absences.</p> <p>During the three months of dismissal, we worked very closely with the CWA to ensure all students were accessing and engaged in instruction.</p> <p>We increased outreach to parents to identify barriers and supports to increase student attendance.</p> <p>Parent meetings were held to provide strategies to families on effective ways to increase student attendance.</p> <p>Principal published tips for "keeping healthy" in our community newsletters. Office staff and administrator will meet weekly to monitor student attendance.</p>	None	None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Focus Area: Physical Fitness</p> <p>We will engage in PE for at least 200 minutes every ten school days.</p> <p>Monday, Wednesday, and Friday we have running club before school.</p> <p>We will work with our new Teacher on Special Assignment to increase the the teachers skill set in actively and appropriately teaching the Physical Fitness standards.</p>	<p>Focus Area: Physical Fitness</p> <p>We engaged in PE for at least 200 minutes every ten school days through March 19th. After dismissal, PE was assigned but we did not document on PE logs.</p> <p>Monday, Wednesday, and Friday we had running club before school through March 19th.</p> <p>We did not have the opportunity to work with the Teacher on Special Assignment.</p>	None	None
<p>Focus Area: Articulation</p> <p>Articulation – between grade levels, departments, and feeder schools, including preschool and middle school.</p>	<p>Focus Area: Articulation</p> <p>Our Kinder team met with Croce's pre-school team regarding our Inclusion and Special Education students.</p> <p>Our 5th grade team articulated with Christenen's 6th grade teachers.</p>	None	None

Analysis

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

Altamont Creek was very successful at implementing the strategies to achieve the goal of providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

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

Altamont Creek was very successful at meeting the goal of providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

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

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement these effective strategies.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent and Community Engagement and communication. Parents and stakeholders will be involved in various aspects of the children's school education including, but not limited to volunteer opportunities, parent trainings, and open dialog.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percent of parents/guardians volunteering	To have 65% of our families registered in Civivcore as volunteers.	We had 72% of our families registered in Civivcore as volunteers.
Percent of parents participating in parent education trainings (in person and online).	To increase attendance at quarterly parent education trainings to 50% of families.	We did not meet our goal with "in person" meetings, but when we went on Dismissal and transitioned to online meetings we had 50% of our families participate in virtual trainings.
Percent of parents joining our PTA.	To increase to 60% of families joining PTA.	62% of our families joined PTA.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Data demonstrating staff seeks input from parents in decision making:</p> <p>Survey Data - The staff, PTA, School Site Council, and student focus groups will use the data from the annual district survey and the site-based culture and climate survey to drive decisions to make our school more inclusive and to drive decision making.</p>	<p>The staff, PTA, School Site Council, and student focus groups used the data from the annual district survey and the site-based culture and climate survey to drive decisions to make our school more inclusive and to drive decision making.</p>	None	None
<p>Data demonstrating staff promotes parental participation in programs:</p> <p>1. The staff, PTA, School Site Council and student focus groups will use the data from the annual district survey and the</p>	<p>1. The staff, PTA, School Site Council and student focus groups used the data from the annual district survey and the site-based culture and climate survey to drive decisions to make our</p>	None	None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>site-based culture and climate survey to drive decisions to make our school more inclusive and to drive decision making.</p> <p>2. We will document family participation in school wide events: Back to School Night, Conferences, PTA Family events, PTA membership, Open House etc.</p> <p>3. We will analyze the number of volunteers and ways families are volunteering in our school community.</p>	<p>school more inclusive and to drive decision making.</p> <p>2. We documented attendance/family participation in school wide events: Back to School Night, Conferences, PTA Family events, PTA membership, Open House etc.</p> <p>3. We analyzed the number of volunteers and ways families are volunteering in our school community at PTA, School Site Council, and Instructional Leadership Team.</p>		
<p>Provide interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, Individualized Education Plan (IEPs), and as requested by parents.</p>	<p>We provided interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, Individualized Education Plan (IEPs), and as requested by parents.</p>	<p>Translators 2000-2999: Classified Personnel Salaries Local Categorical 1,000.00</p>	<p>Translators 2000-2999: Classified Personnel Salaries Local Categorical 1,000.00</p>

Analysis

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

Altamont Creek was able to successfully implement all of the strategies and activities to help us meet our goal of involving parents, guardians, and stakeholders in various aspects of the children's school education including, but not limited to volunteer opportunities, parent trainings, and open dialog.

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

Altamont Creek was very effective in implementing the strategies and activities to help us meet our goal of involving parents, guardians, and stakeholders in various aspects of the children's school education including, but not limited to volunteer opportunities, parent trainings, and open dialog.

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

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement these successful strategies.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$23,010
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	24,600.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$58,032	58,032.00
LCFF - Supplemental	\$24,600	0.00
Title II Part A: Improving Teacher Quality	\$1,500	1,500.00
Other	\$11,016	11,016.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	24,600.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
2000-2999: Classified Personnel Salaries	10,686.00
4000-4999: Books And Supplies	13,914.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,686.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,914.00
None Specified	None Specified	0.00

School Site Council Membership

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

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

Name of Members	Role
Tara Aderman	Principal
Stacy Kovisto	Classroom Teacher
Debbie Byrnes	Classroom Teacher
Rich Hill	Parent or Community Member
Andrea Peterson	Other School Staff
Angela Butherus	Parent or Community Member
Mehvish Sheikh	Parent or Community Member
Zahid Rahman	Parent or Community Member
Joli Holm	Classroom Teacher
Servina Liu	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 23, 2020.

Attested:

Two handwritten signatures in blue ink are visible. The top signature is more complex and scribbled, while the bottom signature is more legible and appears to be 'Mehvish Sheikh'.

Principal, Tara Aderman on 10/23/20

SSC Chairperson, Mehvish Sheikh on 10/23/20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$66,463

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$64,690

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 our District SPSA Goals.***
- \$204,194

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 our District SPSA Goals.***
- \$259,691

Title IV-A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at-risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 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 intersession. Funds also support 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 Programs – *Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Speech and Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in 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 General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

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

Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school		\$1,500

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$58,032
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$,24,600
Total amount of federal categorical funds allocated to this school		\$76,887

Local Funding		
X	Technology Funds – Local Parcel Tax	\$11,016

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

Projected LCFF Supplemental Funds \$24,600.00

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u> Flexible school-wide reading intervention 5X per week with targeted interventions to meet the unique needs of English Learners (ELs), socio economically disadvantaged students, foster youth, and at-risk students.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u> <ul style="list-style-type: none"> • Choose Love • Freckle (Blended Learning Platform) • ST Math • Barton • Read Naturally • Soliday • 95% Group These programs are designed to personalize the learning experience and meet each student's individual needs.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	9/2020-6/2021	Principal, Certificated Staff	0	
	9/2020-6/2021	<ul style="list-style-type: none"> • Principal • Certificated Staff 	13,914.00	
		<u>Total:</u>	13,914	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u> <ul style="list-style-type: none"> • Substitute Costs for Student Assessment and Grade Level articulation. Dedicated time for our teachers to assess, review and analyze data will drive instruction.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	9/2020-6/2021	<ul style="list-style-type: none"> • Principal • Certificated Staff 	9,686.00	
		<u>Total:</u>	9,686	
<u>Parent Involvement:</u> <ul style="list-style-type: none"> • English Learner Advisory Committee (ELAC) Meetings • Parent Education Nights • Provide Interpreters at parent/teacher meetings, school 				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	9/2020-6/2021	<ul style="list-style-type: none"> • Principal 	1,000.00	

wide meetings, ELAC meetings, 504s, Individualized Education Plans (IEPs), and as requested by parents.

- EL Liaison

Total: 1,000

Grand Total: 24,600

Appendix F

School Site: Altamont Creek Elementary School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy Altamont Creek Elementary School, Livermore, CA

Altamont Creek Elementary School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

Appendix H

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 staff and parent volunteers and offered monthly to all GATE students.

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

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. Our UNITE Team teacher on special assignment, 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, 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.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: Altamont Creek Elementary Date September 15, 2020 English Learner Liaison: Courtney Urban

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 15 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Head	Em/Ex	Monday - Friday 8:40-9:10AM	
K	Sharma	Em/Ex	Monday - Friday 8:40-9:10AM	
	Holm	Em/Ex	Monday - Friday 8:40-9:10AM	
	Umeki	Em/Ex	Monday - Friday 8:40-9:10AM	
	Zaballos	Em/Ex	Monday - Friday 8:40-9:10AM	
First	Urban	Ex/Br	Monday - Friday 8:40-9:10AM	
	Armaz	Ex/Br	Monday - Friday 8:40-9:10AM	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Nelson	Ex/Br	Monday - Friday 8:40-9:10AM	
	Campbell	Ex/Br	Monday - Friday 8:40-9:10AM	
Second	Boswell	Ex/Br	Monday - Friday 8:40-9:10AM	
	Byrnes	Ex/Br	Monday - Friday 8:40-9:10AM	
	Leavitt	Ex/Br	Monday - Friday 8:40-9:10AM	
	Kovisto	Ex/Br	Monday - Friday 8:40-9:10AM	
Third	Solis	Ex/Br	Monday - Friday 8:40-9:10AM	
	Storelee	Ex/Br	Monday - Friday 8:40-9:10AM	
	Beeler	Ex/Br	Monday - Friday 8:40-9:10AM	
	Farrand	Ex/Br	Monday - Friday 8:40-9:10AM	
Fourth	Kaloustian	Ex/Br	Monday - Friday 8:40-9:10AM	
	Mickels	Ex/Br	Monday - Friday 8:40-9:10AM	
	Stovall	Ex/Br	Monday - Friday 8:40-9:10AM	
Fifth	Becker	Ex/Br	Monday - Friday 8:40-9:10AM	
	Cardwell/Cardwell	Ex/Br	Monday - Friday 8:40-9:10AM	
	Loftus	Ex/Br	Monday - Friday 8:40-9:10AM	
	Finley	Ex/Br	Monday - Friday 8:40-9:10AM	
	Lee	Em/Ex	Monday - Friday 8:40-9:10AM	

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

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

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

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2020-21

Elementary School: Altamont Creek Elementary Date: 9/2/20 English Learner Liaison: TBA

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 15 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels
For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	<i>Head</i>	1/2	<i>M – F 8:40-9:20AM</i>	
K	<i>Holm</i>	1/2	<i>M – F 8:40-9:20AM</i>	
	<i>Sharma</i>	1/2	<i>M – F 8:40-9:20AM</i>	
	<i>Umeki</i>	1/2	<i>M – F 8:40-9:20AM</i>	
	<i>Zaballos</i>	1/2	<i>M – F 8:40-9:20AM</i>	
First	<i>Campbell</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Nelson</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Armaz</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Urban</i>	3/4	<i>M – F 8:40-9:20AM</i>	
Second	<i>Boswell</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Byrnes</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Kovisto</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Leavitt</i>	3/4	<i>M – F 8:40-9:20AM</i>	
Third	<i>Farrand</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Beeler</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Storelee</i>	3/4	<i>M – F 8:40-9:20AM</i>	
	<i>Solis</i>	3/4	<i>M – F 8:40-9:20AM</i>	
Fourth	<i>Lee</i>	1/2	<i>M – F 8:40-9:20AM</i>	

	<i>Kaloustian</i>	<i>3/4</i>	<i>M – F 8:40-9:20AM</i>	
	<i>Mickels</i>	<i>3/4</i>	<i>M – F 8:40-9:20AM</i>	
	<i>Stovall</i>	<i>3/4</i>	<i>M – F 8:40-9:20AM</i>	
Fifth	<i>Lee</i>	<i>1/2</i>	<i>M – F 8:40-9:20AM</i>	
	<i>Finley</i>	<i>3/4</i>	<i>M – F 8:40-9:20AM</i>	
	<i>Loftus</i>	<i>3/4</i>	<i>M – F 8:40-9:20AM</i>	
	<i>Cardwell/Collins</i>	<i>1/2</i>	<i>M – F 8:40-9:20AM</i>	
	<i>Becker</i>	<i>3/4</i>	<i>M – F 8:40-9:20AM</i>	

Altamont Creek Elementary School

**2020/2021 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds 24,600

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
Improvements or enhancement in instruction: <i>Flexible reading and math small group intervention to meet the unique needs of English Learners, socio-economically disadvantaged students, foster youth and at risk students.</i>	<input checked="" type="checkbox"/> Socio-econ. Disadvantaged <input checked="" type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth	9/1-6/20	<i>Principal Certificated Staff Para Educators</i>	\$0
Supplemental materials, computers, software, books, supplies may be purchased: -Freckle (individualized learning platform) -Sunday -Happy Math -ESGI	<input checked="" type="checkbox"/> Socio-econ. Disadvantaged <input checked="" type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth	9/1-6/20	<i>Principal Certificated Staff</i>	\$8570.00 \$2163.00 \$1450.00 \$1731.00
Staff Development and Professional Collaboration, training costs, substitute costs:	<input checked="" type="checkbox"/> Socio-econ. Disadvantaged <input checked="" type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth	9/1-6/20	<i>Principal</i>	\$9686 (29 teachers)

-Substitute costs fir student assessment and grade level articulation. (November, March, June)			<i>Certificated Staff</i>	<i>\$167 per dayX2)</i>
Parental Involvement: -ELAC -Parent Education Nights -Translation Services	<input checked="" type="checkbox"/> Socio-econ. Disadvantaged <input checked="" type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth	9/1-6/20	<i>Principal Certificated Staff</i>	\$1000,00
Total LCFF Supplemental				