

School Year: **2019-20**

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 Road Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6117543
Principal	Tara Aderman
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 11, 2019
Local Board Approval Date	November 12, 2019

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

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School Vision and Mission

MISSION:

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

VISION:

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

Provide a Safe and Enriching Learning Environment

Well-maintained and clean facilities

- Bronze Level Positive Behavior Intervention and Support School
- Respectful students, parents, and staff
- California Green Ribbon Award Recipient
- Class gardens
- Programs that enhance and support the curriculum (i.e. visual and performing arts)
- Technology that supports learning
- Encouraging a healthy lifestyle

Achieve Our Personal Best

Students come ready to learn

- Rigorous and engaging curriculum
- Meeting or exceeding State standards
- Appropriate interventions
- Comprehensive library program
- Continuing staff education
- Parent education opportunities
- Personalized Learning

Warm and Welcoming Atmosphere

Friendly and Caring Staff

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

School Profile

School Profile

Altamont Creek Elementary School is 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 12,400 students. Altamont Creek educates transitional kindergarten through fifth grade students. We have 24 general education classrooms, 16 of which have our 26 Inclusion students mainstreamed, a co-taught class, and one Special Day Class. We also have two science specialists. At this time, we have approximately 605 students.

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

Teachers use a standards-based curriculum with district-adopted materials that support students' educational success. A standards-based report card is used to communicate student progress to parents and guardians. We have a Student Success Team process that helps school staff to provide support for students who have been identified with academic or behavioral issues. The classroom teacher, the parent(s)/guardians(s), the School Psychologist, the Resource Specialist, the Speech and Language Specialist, and the principal comprise this team. Teachers provide thirty minutes per day, five days per week of 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 schoolwide Multi Tiered System of Support (MTSS) and Response to Intervention (RTI) built into our school day for all students.

Our school population has 605 students: 3% African American, 23% Hispanic, 55% White, 21% Free and Reduced Lunch (Socioeconomically Disadvantaged), 14% English Learner, and 16.5% Students with Disabilities.

During the 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 minimum days per year designated for staff development and parent-teacher conferences.

During the 2019-2020 school year, Altamont Creek Elementary staff includes one administrator and twenty-six general education teachers. We have a Special Day Class teacher, two Full-Inclusion program teachers, and two Education Specialists. Working part-time at our school, we have a School Psychologist, two Speech and Language Specialists, one Occupational Therapist, an adaptive Physical Education Specialists, and a Behaviorist. Our classified staff includes a part-time School Nurse and a part-time Health Technician, eight Full-Inclusion paraprofessionals, nine Special Day Class paraprofessionals, a Resource Program paraprofessional, a Computer Lab Technician, 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 an eighteen-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 200 thin client computers in our school, including four in each kindergarten through fifth grade class and four in each pod. Additionally 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.

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.5%	0.67%	0.85%	3	4	5
African American	1.6%	2.35%	1.71%	9	14	10
Asian	11.4%	15.63%	20.51%	63	93	120
Filipino	2.0%	2.18%	2.39%	11	13	14
Hispanic/Latino	22.1%	21.68%	21.03%	122	129	123
Pacific Islander	0.4%	0.17%	0.17%	2	1	1
White	52.8%	47.73%	45.13%	291	284	264
Multiple/No Response	0.5%	%	%	3		
Total Enrollment				551	595	585

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	111	128	128
Grade 1	102	98	102
Grade 2	72	113	86
Grade3	78	81	112
Grade 4	94	82	76
Grade 5	94	93	81
Total Enrollment	551	595	585

Conclusions based on this data:

1. Altamont Creek continues to grow by one class per year.
2. Our Asian population has 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	62	82	78	11.3%	13.8%	13.3%
Fluent English Proficient (FEP)	49	65	74	8.9%	10.9%	12.6%
Reclassified Fluent English Proficient (RFEP)	10	19	13	14.9%	30.6%	15.9%

Conclusions based on this data:

1. We are increasing the number of Fluent English Proficient students by a significant amount each year.
2. Our EL population remained consistent.

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:

- Third Grade Students:

Overall Achievement: 62% of students scored in the Standards Exceeded/Standards Met category.
 Reading: 86% of 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.

Number of students scoring Below Standard increased in each of these areas from 2018-2019.
- Fourth Grade Students:

Overall Achievement: 75.2% of students scored in the Standards Exceeded/Standards Met category.
 Reading: 89% of 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.

Number of students scoring Below Standard decreased in each of these areas, except Listening from 2018-2019.
- Fifth Grade Students:

Overall Achievement: 64.5% of students scored in the Standards Exceeded/Standards Met category.
 Reading: 91% of 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.

Number of students scoring Below Standard decreased in each of these areas except Research and Inquiry from 2018-2019.



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	80	94	93	81	94.9	97.9	96.4
All Grades	270	263	271	262	255	262	262	255	263	97	97	96.7

* 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 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.

Number of students scoring Below Standard increased in each of these areas from 2018-2019.

2. Fourth Grade:

Overall Achievement: 71.5% of students scored in the Standards Exceeded/Standards Met category.
 Concepts & Procedures: 83% of 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.

Number of students scoring Below Standard decreased in each of these areas from 2018-2019.

3. Fifth Grade:

Overall Achievement: 47.6% of students scored in the Standards Exceeded/Standards Met category.
 Concepts & Procedures: 69% of 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.

Number of students scoring Below Standard decreased in each of these areas from 2018-2019.

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

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

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

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

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	

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	

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	

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	

Conclusions based on this data:

1. We tested 79 students. 57 of the students are scored Levels 3 and 4 Overall. 17 students are testing at Level 2 Overall. 5 Students are testing at Level 1 Overall.
2. In the oral section of the ELPAC, 63 students scored in Levels 3 and 4, 12 students are testing at Level 2. 4 Students are testing at Level 1. In the written section of the ELPAC, 45 students scored in Levels 3 and 4, 22 students are testing at Level 2. 12 Students are testing at Level 1.
3. Our students performed better in Listening and Speaking. We need to focus our attention on Reading and Writing.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 82	24%	46%	71%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	82	84%	16%
Body Composition	82	77%	23%
Abdominal Strength and Endurance	81	81%	19%
Trunk Extensor Strength and Flexibility	72	94%	6%
Upper Body Strength and Endurance	82	83%	17%
Flexibility	76	96%	4%

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 95	27%	48%	76%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	95	91%	9%
Body Composition	94	76%	24%
Abdominal Strength and Endurance	95	77%	23%
Trunk Extensor Strength and Flexibility	95	97%	3%
Upper Body Strength and Endurance	95	77%	23%
Flexibility	95	94%	6%

Conclusions based on this data:

- 84% of our fifth graders are within or above the healthy zone in aerobic capacity (running). This is a reduction from 91% in 2017-2018.
- 94% of our fifth graders are within or above the healthy zone in trunk extensor strength.

-
-
3. 96% of our fifth graders are within or above the healthy zone in flexibility.

California Healthy Kids Survey

Grade 5										
	School Connectedness			Feel Safe at School	Students Treated with Respect	School Connectedness				
	High	Moderate	Low	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	High	Moderate	Low		
Altamont Creek Elementary School	55%	44%	2%	83%	87%					

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
595	19.5%	13.8%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	13.8%
Homeless	2	0.3%
Socioeconomically Disadvantaged	116	19.5%
Students with Disabilities	79	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.4%
American Indian	4	0.7%
Asian	93	15.6%
Filipino	13	2.2%
Hispanic	129	21.7%
Two or More Races	57	9.6%
Pacific Islander	1	0.2%
White	284	47.7%






Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

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 Intervention 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 30.6 points above standard Increased 11.1 points 247 students	<p>English Learners</p>  Green 25 points above standard Increased 3.8 points 47 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 20.9 points below standard Increased 13.4 points 61 students	<p>Students with Disabilities</p>  Yellow 45.1 points below standard Increased 7.5 points 49 students

2018 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 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 61.2 points above standard Increased 5.5 points 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.6 points below standard Increased 3.7 points 59 students	 No Performance Color 65 points above standard Increased 48.3 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 37.8 points above standard Increased 11.1 points 120 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
33.2 points below standard Increased 28.6 points 16 students	55.1 points above standard Declined -53.4 points 31 students	29.5 points above standard Increased 13.5 points 189 students

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 groups still fall in the "Low" category: Special Education students are showing improvements.

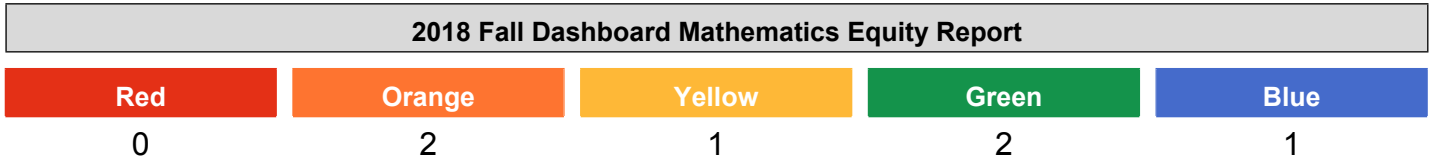
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>15.6 points above standard</p> <p>Increased 14.5 points</p> <p>244 students</p>	<p>English Learners</p>  <p>Green</p> <p>10.6 points above standard</p> <p>Declined -3.3 points</p> <p>47 students</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>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>38.2 points below standard</p> <p>Maintained -1.5 points</p> <p>60 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>50.1 points below standard</p> <p>Increased</p> <p>16.3 points</p> <p>46 students</p>

2018 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 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 63.5 points above standard Increased 15.9 points 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.4 points below standard Maintained -0.7 points 58 students	 No Performance Color 56.6 points above standard Increased 6.9 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 18.7 points above standard Increased 13.8 points 119 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.8 points below standard Increased 4.4 points 16 students	41.2 points above standard Declined -43.2 points 31 students	12.9 points above standard Increased 17.8 points 186 students

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.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
82	52.4%	26.8%	8.5%	12.2%

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. Our English Learners continue to improve their scores in Math.

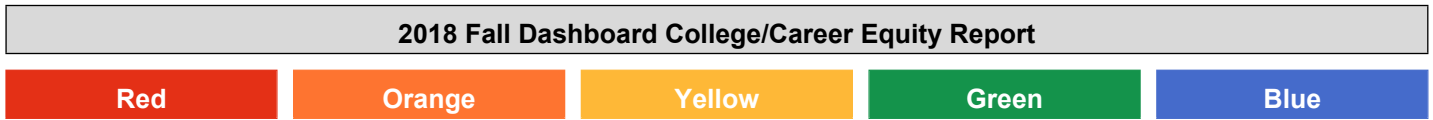
School and Student Performance Data

Academic Performance College/Career

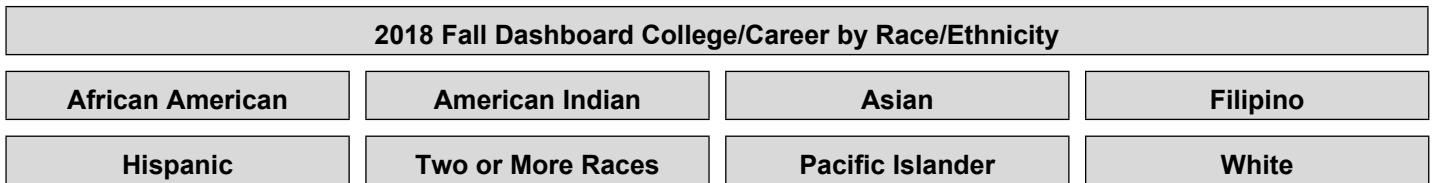
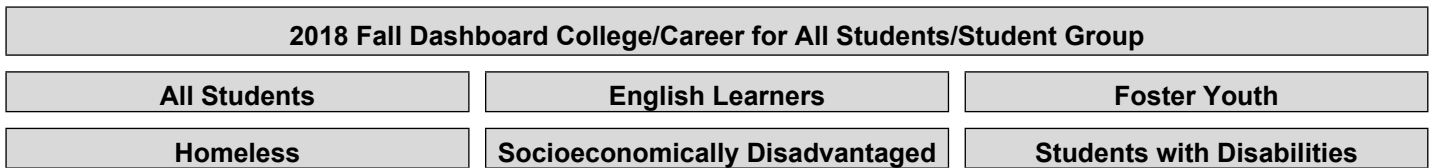
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

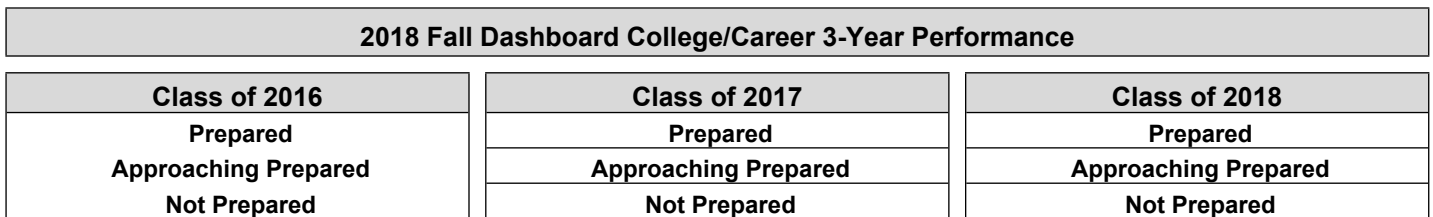
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

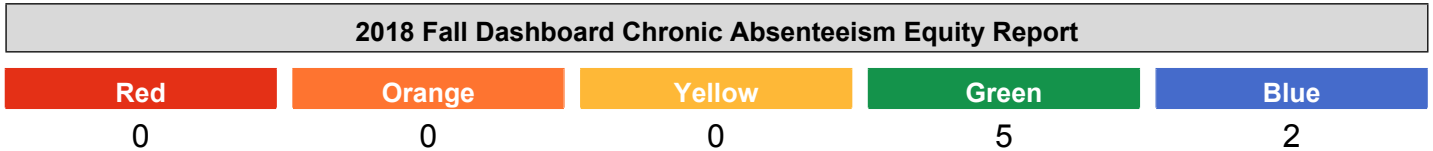
School and Student Performance Data

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 2.6% chronically absent Declined 3.1% 618 students	<p>English Learners</p>  Blue 0% chronically absent Declined 8.1% 91 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Green 5.4% chronically absent Declined 3.4% 129 students	<p>Students with Disabilities</p>  Green 5.6% chronically absent Declined 6.3% 108 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.3% chronically absent Increased 14.3% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 3.8% chronically absent Declined 5.1% 104 students	 No Performance Color 0% chronically absent Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3% chronically absent Declined 1.7% 132 students	 Green 3.4% chronically absent Declined 6.9% 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 1.4% chronically absent Declined 3.6% 290 students

Conclusions based on this data:

1. We do not have a chronic absenteeism concern.

School and Student Performance Data

Academic Engagement Graduation Rate

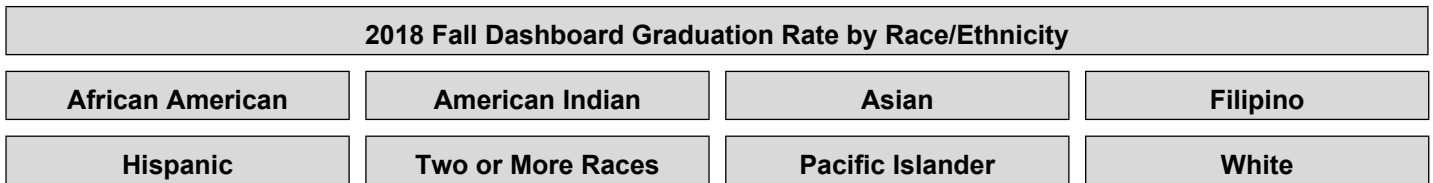
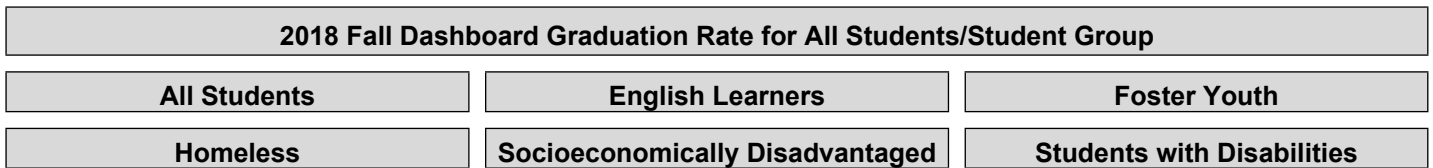
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

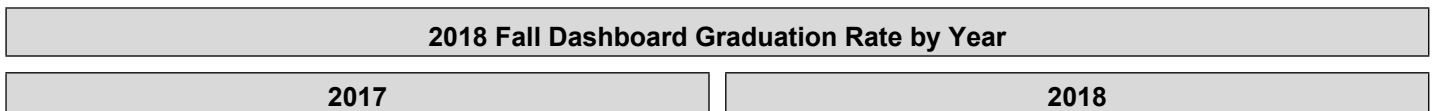
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

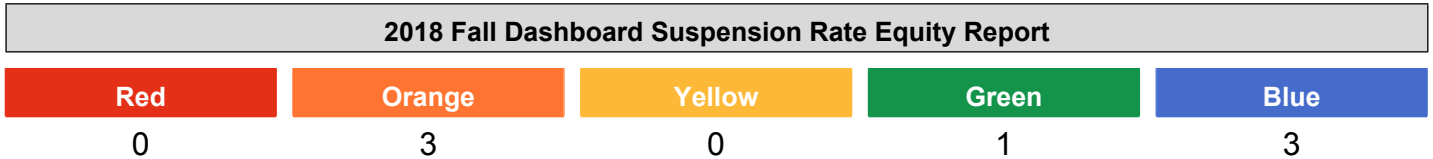
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.5% suspended at least once Maintained -0.2% 620 students	<p>English Learners</p>  Orange 1.1% suspended at least once Increased 1.1% 92 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 1.6% suspended at least once Increased 1.6% 129 students	<p>Students with Disabilities</p>  Green 0.9% suspended at least once Declined -0.8% 108 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 14 students	 No Performance Color Less than 11 Students - Data 4 students	 Blue 0% suspended at least once Declined -2.6% 104 students	 No Performance Color 0% suspended at least once Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.5% suspended at least once Increased 1.5% 134 students	 Blue 0% suspended at least once Maintained 0% 58 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0.3% suspended at least once Declined -0.3% 290 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	0.7% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

1. We will be researching and focusing 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 students and students that identify as two or more races has declined.
3. Our suspension status is Low and Very Low in all categories with the exception of two student groups: Students with Disabilities (Medium) and Asian (Medium) students.

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 % of students scoring standard met or standard exceeded in Literacy/Reading Comprehension from 88% to 93% (+5%).</p> <p>To increase the % of students scoring standard met or standard exceeded in Math from 62%-to 67% (+5%).</p> <p>To increase the % of students scoring standard met or standard exceeded in Writing from 84% to 88% (+5%).</p>
Easy Curriculum Based Measures (Easy CBM)	This is the first year we are using this tool.	We expect to see an increase in students 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 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
 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

8/21/2019 – 6/16/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	11,010
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Substitutes for articulation.
Amount	12,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Part Time Instructional Assistant

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

Students to be Served by this Strategy/Activity

All Students

Timeline

10/3/2019 – 6/16/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

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

Source

Local Categorical

Budget Reference

0001-0999: Unrestricted: Locally Defined

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

8/2019-6/2020

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
- Sonday
- 95% Group
- Barton
- Comprehension Materials
- ST Math, Freckle (Blended Learning)

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019-6/2020

Person(s) Responsible

Principal
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies

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

Fitnessgram – Grades 5, 7 and 9
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 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. 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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/19 - 6/16/2020

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

8/2019-06/2020

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

8/2019 - 6/2020

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 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

8/2019-6/2020

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

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

8/2019 - 6/2020

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	Registered volunteers in Civicore	To have 65% of our families registered in Civicore as volunteers.
Percent of parents participating in parent education trainings (in person and online).	Sign Up Genius	To increase attendance at quarterly parent education trainings to 50% of families.
Percent of parents joining our PTA.	PTA memberships 45% of families in 2018-2019	To increase to 60% 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

9/2019-6/2020

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:

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

9/2019-6/2020

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

9/2019-6/2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
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Source	Local Categorical
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	<p>To increase the % of students scoring standard met or standard exceeded in Literacy/Reading Comprehension from 84% to 89% (+5%).</p> <p>To increase the % of students scoring standard met or standard exceeded in Math from 69%-to 74% (+5%).</p> <p>To increase the % of students scoring standard met or standard exceeded in Writing from 82% to 87% (+5%).</p>	<p>Nearly Met: In 2018-2019, we increased the % of students scoring standard met or standard exceeded in Literacy/Reading Comprehension goal of 88%.</p> <p>Not Met: In 2018-2019, 62.6% of the students scored standard met or standard exceeded in Math.</p> <p>Not Met: In 2018-2019, we increased the percent of students scoring standard met or standard exceeded in Writing to 84%.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Literacy/Reading Comprehension: Articulation 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.</p> <p>Professional Learning Implementation of grade level RTI blocks</p> <p>Parent Education classes to help parents and families.</p>	<p>Literacy/Reading Comprehension: We held articulation meetings focused on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth. Grade-level teams collaborated across the site, district wide and with Teachers on Special Assignment focused on data analysis and best instructional practices.</p> <p>Professional Learning grade-level RTI blocks were implemented</p> <p>Parent Education classes were held to help parents and families.</p>	<p>Substitutes for articulation. 2000-2999: Classified Personnel Salaries Local Categorical 10,400</p>	<p>Substitutes for articulation 2000-2999: Classified Personnel Salaries Local Categorical 15,030</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Individualized Blended Learning - Freckle	Implementation of Individualized Blended Learning - Freckle		
<p>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</p>	<p>Mathematics: We held articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth. Grade-level teams collaborated across the site, district wide and with Teachers on Special Assignment focused on data analysis and best instructional practices. Professional Learning grade-level RTI blocks were implemented Parent Education classes were held to help parents and families. Implementation of Individualized Blended Learning - Freckle</p>	None 0	None 0
<p>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</p>	<p>Writing: We held articulation meetings to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth. Grade-level teams collaborated across the site, district wide and with Teachers on Special Assignment focused on data analysis and best instructional practices. Professional Learning</p>	None 0	None 0
Articulation: Staff members will articulate within and between grade	Articulation: Staff members articulated within and between grade	None 0	None 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
levels, and site to site with feeder schools (pre-school, Christensen) as measured by notes, agendas and calendars.	levels, and site to site with feeder schools (pre-school, Christensen) as measured by notes, agendas and calendars.		
Supplemental materials, computers, software, books, supplies may be purchased: <ul style="list-style-type: none"> • ESGI • Choose Love • Read Naturally • Barton • Comprehension Materials • Freckle (Blended Learning) 	The following supplemental materials, computers, software, books, supplies were purchased: <ul style="list-style-type: none"> • ESGI • Choose Love • Read Naturally • Barton • Comprehension Materials • Freckle (Blended Learning) 	Online Blended Learning 4000-4999: Books And Supplies Local Categorical 9790.00	Online Blended Learning 4000-4999: Books And Supplies Local Categorical 9790.00

Analysis

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

The instructional Leadership Team worked tirelessly throughout the year to implement MTSS/RTI time in ELA. They utilized grade level articulation days to enhance instruction focusing on the unique needs of English learners, Foster Youth, and Socio-Economically disadvantaged students.

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

In reflecting on the school year, the professional learning, articulation, and collaboration with Teachers on Special Assignment were effective, the integration of blended learning platforms could have been used more effectively.

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

Our expenditures increased. We did not appropriately budget for benefits for our substitutes.

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.

Based on the dashboard and students' performances in Writing, our needs reflect a need to focus on implementing high quality instruction in the writing process. Additional PLC time will be planned in order to support our English Language Learners and Special Education students.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Altamont Creek will continue to expand its 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.	We will see a reduction in office referrals and suspensions.	We saw a reduction in office referrals and suspensions in all grade levels and student groups.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all students: We held monthly PBIS Committee meetings. We analyze the data from Positive Referrals, hold monthly PBIS assemblies, and have started a Cultural Diversity & Outreach Committee.	None 0	None 0
Social emotional learning: We will implement the social emotional learning curriculum, "Choose Love".	Social emotional learning: We implemented the social emotional learning curriculum, "Choose Love".	None 0	None 0
All students feeling safe at school: Climate Survey Student Focus Groups	We used the Climate Survey and Focus groups to collect data to action	None 0	None 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	plan ensuring students feel safe at school.		
High level of caring relationships with adults at school: Professional Learning focused on building a caring, supportive community.	High level of caring relationships with adults at school: We have targeted, focused professional learning designed to build a caring, supportive community.	None 0	None 0
Attendance: Principal will publish tips for "keeping healthy" in our community newsletters. Office staff and administrator will meet weekly to monitor student attendance. Office Specialist will track attendance and work with the LVJUSD Elementary Child Welfare Attendance (CWA) aide on a regular basis.	Attendance: Principal published tips for "keeping healthy" in our community newsletters. Office staff and administrator met weekly to monitor student attendance. Office Specialist tracked attendance and work with the LVJUSD Elementary Child Welfare Attendance (CWA) aide on a regular basis.	None 0	None 0
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. Provide Physical Education training for general education teachers as an in-service.	Physical Fitness: We engaged in PE for at least 200 minutes every ten school days. Monday, Wednesday and Friday we had running club before school. Provided Physical Education training for general education teachers as an in-service.	None 0	None 0
Articulation – between grade levels, departments, and feeder schools, including preschool and middle school.	We held articulation between grade levels, departments, and feeder schools, including preschool and middle school.	None 0	None
Suspension: We will implement Positive Behavior Intervention and	Suspension: We implemented Positive Behavior Intervention and	None 0	None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support, a social emotional curriculum, "Choose Love" and look to alternatives for suspension.	Support, a social emotional curriculum, "Choose Love" and looked to alternatives for suspension.		

Analysis

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

Altamont Creek expanded its Positive Behavior Intervention and Support (PBIS) process as well as the lessons taught in Choose Love to keep the school climate positive and safe.

Our Office Specialist tracked attendance and worked with our District's Child Welfare and Attendance (CWA) personnel on a regular basis. We sent home healthy tip reminders in our weekly newsletter and recognized strong attendance.

We monitored logged PE instructional minutes and adherence to the State standards.

We articulated between grade levels, departments, and feeder schools, including pre-school and middle school.

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

These strategies were effective and helped us meet our goals.

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

There were no material differences between the proposed expenditures and the actuals.

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 strengthen our vertical collaboration and articulation with similar elementary schools and our feeder middle school.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

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.	Met: We had 68% 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.	Not Met: We had less than 10% of our families attend parent education trainings. .
Percent of parents joining our PTA.	To increase to 60% of families joining PTA.	Met: 62% of our families joined PTA.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Data demonstrating staff seeks input from parents in decision making: Survey Data - The staff, PTA, school 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.	Staff sought input from parents in decision making. Survey Data - The staff, PTA, school 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.	None 0	None
Data demonstrating staff promotes parental participation in programs: 1. The staff, PTA, school council, and student-site 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.	1. The staff, PTA, school 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. 2. We documented family participation in school wide events: Back to	None 0	None 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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 Night, Conferences, PTA Family events, PTA membership, Open House etc.</p> <p>3. We analyzed the number of volunteers and ways families volunteered in our school community.</p>		
<p>Provide interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, Individualized Education Plan (IEPs), and as requested by parents/guardians.</p>	<p>Provided Interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, Individualized Education Plan (IEPs), and upon request.</p>	<p>Translators 2000-2999: Classified Personnel Salaries Local Categorical 1000.00</p>	

Analysis

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

We are always striving for effective ways to communicate with our parents and community to provide information and support.

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

Approximately 200 families participated in our survey (about 50%) and we are able to collect participation data for meetings and events.

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.

None at this time.

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	24,010.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	23,010.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	23,010.00
Local Categorical	1,000.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	0.00
2000-2999: Classified Personnel Salaries	24,010.00
4000-4999: Books And Supplies	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF	23,010.00
0001-0999: Unrestricted: Locally Defined	Local Categorical	0.00
2000-2999: Classified Personnel Salaries	Local Categorical	1,000.00
4000-4999: Books And Supplies	Local Categorical	0.00
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
Anne Margaret Manay	Parent or Community Member
Andrea Peterson	Other School Staff
Rich Hill	Parent or Community Member
Amir Law	Parent or Community Member
Virgina Garcia	Parent or Community Member
Cassia Cardwell	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

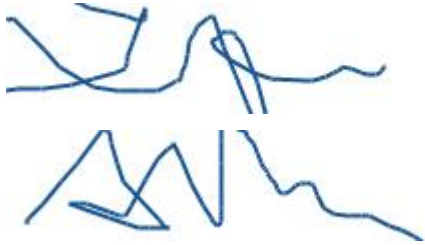
Committee or Advisory Group Name

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, 2019.

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 'AM'.

Principal, Tara Aderman on 10/23/19

SSC Chairperson, Ann Margaret Many on 10/23/19

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 2019-2020 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.***
- \$167,625

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.*
- \$154,516

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.***
- \$196,089

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.***
- \$228,906

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.*
- 123,890

Livermore Valley Joint Unified School District
2019-2020 Migrant Education Program Site Plan – ALL SITES

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

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support 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 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.

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	\$46,527
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$,28,860
Total amount of federal categorical funds allocated to this school		\$76,887

Local Funding		
X	Technology Funds – Local Parcel Tax	\$10,998

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

Projected LCFF Supplemental Funds \$28,860.00

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. <ul style="list-style-type: none"> • Hired an Instructional Assistant 12 hours per week to assist with our reading intervention program K – 2. Flexible, school-wide reading intervention 5x per week with targeted, skill specific interventions to meet the unique needs of English Learners, socio-economically disadvantaged students, foster youth, and at-risk students .				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	9/2019-6/2020	Principal	\$11,999.00	
	9/2019-6/2020	Principal		
		<u>Total:</u>	11,999	
<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 • Sonday • 95% Group These programs are designed to personalize the learning experience and meet each student's individual needs.				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	9/2019-6/2020	<ul style="list-style-type: none"> • Principal • Certified Staff 	800.00	
		<u>Total:</u>	800	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth

<ul style="list-style-type: none"> Substitute Costs for Student Assessment and Grade Level articulation. Dates (August, November, March) <p>Dedicated time for our teachers to assess, review and analyze data will drive instruction.</p>	<p>9/2019-6/2020</p>	<ul style="list-style-type: none"> Principal Certified Staff 	<p>15,031.00</p> <hr/> <p><u>Total:</u> 15,031</p>	
<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 wide meetings, ELAC meetings, 504s, Individualized Education Plans (IEPs), and as requested by parents. 	<p>9/2019-6/2020</p>	<ul style="list-style-type: none"> Principal EL Liaison 	<p>1,030.00</p> <hr/> <p><u>Total:</u> 1,030</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			<p><u>Grand Total:</u> 28,860</p>	

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 2019-20

Elementary School Name: Altamont Creek Elementary Date October 10, 2019 English Learner Liaison: Kim Farrand

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

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

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	Bridging	Monday - Friday 10:00 - 10:30	Monday - Friday 10:00 - 10:30
K	Sharma	Bridging	Monday - Friday 10:00-10:30 AM	Monday - Friday 10:00-10:30 AM
	Holm	Bridging	Monday - Friday 10:00-10:30 AM	Monday - Friday 10:00-10:30 AM
	Umeki	Bridging	Monday - Friday 10:00-10:30 AM	Monday - Friday 10:00-10:30 AM
	Zaballos	Bridging	Monday - Friday 10:00-10:30 AM	Monday - Friday 10:00-10:30 AM

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)
First	Urban	Bridging	Monday - Friday 9:30-10:00 AM	Monday - Friday 9:30-10:00 AM
	Armaz	Bridging	Monday - Friday 9:30-10:00 AM	Monday - Friday 9:30-10:00 AM
	Nelson	Expanding	Monday - Friday 9:30-10:00 AM	Monday - Friday 9:30-10:00 AM
	Campbell	Bridging	Monday - Friday 9:30-10:00 AM	Monday - Friday 9:30-10:00 AM
Second	Boswell	Bridging	Monday - Friday 11:30-12:00 PM	Monday - Friday 11:30-12:00 PM
	Byrnes	Bridging	Monday - Friday 11:30-12:00 PM	Monday - Friday 11:30-12:00 PM
	Leavitt	Expanding	Monday - Friday 11:30-12:00 PM	Monday - Friday 11:30-12:00 PM
	Kovisto	Bridging	Monday - Friday 11:30-12:00 PM	Monday - Friday 11:30-12:00 PM
Third	Solis	Expanding	Monday - Friday 8:45-9:15 AM	Monday - Friday 8:45-9:15 AM
	Storelee	Bridging	Monday - Friday 8:45-9:15 AM	Monday - Friday 8:45-9:15 AM
	Beeler	Emerging	Monday - Friday 8:45-9:15 AM	Monday - Friday 8:45-9:15 AM
	Farrand	Expanding	Monday - Friday 8:30-9:15 AM	Monday - Friday 8:45-9:15 AM
Fourth	Kaloustian	Emerging	Monday - Friday 12:00 – 12:30 PM	Monday - Friday 12:00 – 12:30 PM
	Mickels	Emerging	Monday - Friday 12:00 – 12:30 PM	Monday - Friday 12:00 – 12:30 PM
	Collins/Stovall	Expanding	Monday - Friday 12:00 – 12:30 PM	Monday - Friday 12:00 – 12:30 PM
	Finley	Expanding		
Fifth	Becker	Bridging	Monday - Friday 8:45-9:15 AM	Monday - Friday 8:45-9:15 AM
	Cardwell	Emerging	Monday - Friday 8:45-9:15 AM	Monday - Friday 8:45-9:15 AM
	Loftus	Expanding	Monday - Friday 8:45-9:15 AM	Monday - Friday 8:45-9:15 AM

