

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	Arroyo Seco Elementary School
Address	5280 Irene Way Livermore, CA 94550
County-District-School (CDS) Code	01612006071906
Principal	Gatee Esmat
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 10, 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Physical Fitness Test Results (PFT) 2017-2018..... 14
 - California Healthy Kids Survey 15
 - Student Population 16
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 24
 - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1..... 29
 - Goal 2..... 33
 - Goal 3..... 37
- Annual Review and Update 39
 - Goal 1..... 39
 - Goal 2..... 43
 - Goal 3..... 47
- Budget Summary and Consolidation 49
 - Budget Summary 49
 - Allocations by Funding Source..... 49
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 51
 - Expenditures by Budget Reference and Funding Source 52
- School Site Council Membership 53
- Recommendations and Assurances 54
 - Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan 55
 - Appendix D: Programs Included in this Plan 57
 - Appendix E: Planned Improvements in Student Performance 58

Appendix H.....	60
Appendix I.....	61

School Vision and Mission

Mission

Our mission is to foster curiosity, motivate and support our students in a positive and meaningful way, and to support the love of lifelong learning.

Vision

We will help all students excel in the foundational skills required to be productive, collaborative members of today's society.

School Profile

School Profile

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

Over the past several decades, Livermore has grown from a small agricultural community into one of the more inviting destinations in the East Bay. Tucked away in a quiet neighborhood just over a mile from the Lawrence Livermore and Sandia National Laboratories, Arroyo Seco represents what our community values most, a warm, inviting atmosphere, dynamic partnerships between people passionate about student success; a cohesive staff that works together to meet the challenges of modern education, and a strong, well-balanced, standards-based instructional program. Many of the parents who walk their children to school stay and perform volunteer work or share coffee and experiences with their neighbors. Local organizations such as the Boy Scouts and Girl Scouts share the school facilities in the afternoon and evening. Close relationships with local merchants solidify Arroyo Seco's status as a community partner. Critical to the continuing success of Arroyo Seco is the understanding that excellence can be maintained only through a yearly process of reflection and renewal. Yearly goals and program modifications are driven by analysis of student performance data.

Arroyo Seco Elementary School is part of the Livermore Valley Joint Unified School District (LVJUSD), which serves over 13,200 K-12 students. We are a neighborhood school consisting of approximately 680 students, of which the majority either walk or bike to school. Arroyo Seco Elementary School serves students with diverse socio-economic, ethnic, and educational backgrounds. Our school population represents a multitude of languages and a widely diverse range of academic, emotional, and other special needs.

Connected to our library, is our Personalized Academic Learning lab (P.A.L). We have created a space for our teachers and aides to help provide instruction that is personalized. Teachers assess our students and provide instruction that is targeted to either fill in gaps or to provide enrichment opportunities.

Arroyo Seco Elementary School has a unique school faculty. Our teachers have advanced degrees, administrative credentials, language capabilities, and professional backgrounds that bring a variety of strengths and skills to our school community. Our staff collaborates regularly to calibrate lessons to ensure all student needs are met. It is through a positive school and staff climate that we are able to trust one another, take ownership of all students' learning, and accomplish change. We are working towards developing common assessments, providing appropriate tiered intervention, and providing social emotional curriculum to truly build the "whole child." Through the use of differentiated instruction, best instructional practices, and professional development for our teachers, we set high standards and address students' strengths and weaknesses, while also holding ourselves accountable for the success of all students. We share the ownership of educating all students by creating a safe climate built around trust and collaboration, allowing ourselves to embrace the needs of all students at Arroyo Seco Elementary School.

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

of our teachers have been recipients of technology grants hosted through the Donors Choose Program sponsored by Chevron.

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

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

School Site Council (SSC) members were involved in the development of the School Plan by reviewing student data, discussing curriculum, resources and their effectiveness, reading over the SPSA and editing SPSA. Staff who serve on SSC also participate in ELAC and regularly meet with our English Learner parents to discuss concerns and how decisions are made about the school, including the budget. These conversations are shared with the SSC members. The plan will be monitored through Easy CBM data, Writing Benchmarks, grade-level assessments, grade-level and staff meeting discussions. State testing data is shared with all stakeholders as it becomes available.

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	0.2%	%	%	1		
African American	2.9%	2.11%	2.21%	19	14	15
Asian	6.4%	8.28%	6.78%	42	55	46
Filipino	1.5%	2.26%	2.36%	10	15	16
Hispanic/Latino	28.9%	29.52%	31.86%	191	196	216
Pacific Islander	%	%	%			
White	48.0%	45.63%	46.31%	317	303	314
Multiple/No Response	0.2%	0.30%	0.29%	1	2	2
Total Enrollment				660	664	678

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	121	124	131
Grade 1	111	103	106
Grade 2	96	125	100
Grade 3	104	93	126
Grade 4	94	117	91
Grade 5	134	102	124
Total Enrollment	660	664	678

Conclusions based on this data:

1. The percentage of White students has increased slightly from 45.63% to 46.31%. There were increases in other subgroups also such as African American, Filipino, and Hispanic students.
2. White students continue to be the largest student group. This is followed by Hispanic students at 31% and Asian students at 6.7%.
3. Grades 3 and 5 had the highest increase in enrollment with an increase of 33 (3rd grade) students and 22 (5th grade). Grades 2 and 4 had the largest decrease in numbers. Kindergarten has the highest numbers with 131 students.

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	90	80	79	13.6%	12.0%	11.7%
Fluent English Proficient (FEP)	43	66	76	6.5%	9.9%	11.2%
Reclassified Fluent English Proficient (RFEP)	8	29	20	8.2%	32.2%	25.0%

Conclusions based on this data:

1. Our English Learner (EL) population has decreased over three years. Number of English Learner students decreased by 1 student.
2. In 2019, 25% of our students were Reclassified as Fluent English Proficient (RFEP), which is slightly lower than the year before.
3. There are gains with our Fluent English Proficient students from 9.9% to 11.2%.

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	103	96	125	103	95	121	103	95	121	100	99	96.8
Grade 4	100	122	92	98	121	92	98	121	92	98	99.2	100
Grade 5	136	101	125	134	99	120	134	99	120	98.5	98	96
All Grades	339	319	342	335	315	333	335	315	333	98.8	98.7	97.4

* 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.	2418.	2439.	31.07	18.95	27.27	34.95	30.53	33.06	21.36	25.26	22.31	12.62	25.26	17.36
Grade 4	2476.	2489.	2480.	28.57	34.71	29.35	31.63	25.62	22.83	13.27	19.83	25.00	26.53	19.83	22.83
Grade 5	2486.	2489.	2532.	19.40	15.15	29.17	27.61	36.36	35.00	16.42	20.20	19.17	36.57	28.28	16.67
All Grades	N/A	N/A	N/A	25.67	23.81	28.53	31.04	30.48	30.93	17.01	21.59	21.92	26.27	24.13	18.62

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	34.95	22.11	33.06	50.49	38.95	51.24	14.56	38.95	15.70
Grade 4	28.57	38.02	26.09	48.98	44.63	51.09	22.45	17.36	22.83
Grade 5	21.64	28.28	35.83	44.78	46.46	51.67	33.58	25.25	12.50
All Grades	27.76	30.16	32.13	47.76	43.49	51.35	24.48	26.35	16.52

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	28.16	16.84	23.14	58.25	56.84	54.55	13.59	26.32	22.31
Grade 4	27.55	30.58	20.65	52.04	47.93	56.52	20.41	21.49	22.83
Grade 5	29.10	27.27	31.67	41.79	39.39	51.67	29.10	33.33	16.67
All Grades	28.36	25.40	25.53	49.85	47.94	54.05	21.79	26.67	20.42

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	27.18	17.89	23.97	66.99	67.37	65.29	5.83	14.74	10.74
Grade 4	19.39	23.14	22.83	57.14	63.64	65.22	23.47	13.22	11.96
Grade 5	13.43	21.21	22.50	61.94	52.53	62.50	24.63	26.26	15.00
All Grades	19.40	20.95	23.12	62.09	61.27	64.26	18.51	17.78	12.61

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	29.13	14.74	26.45	56.31	66.32	53.72	14.56	18.95	19.83
Grade 4	27.55	29.75	31.52	51.02	52.07	47.83	21.43	18.18	20.65
Grade 5	20.15	17.17	34.17	47.01	50.51	50.83	32.84	32.32	15.00
All Grades	25.07	21.27	30.63	51.04	55.87	51.05	23.88	22.86	18.32

Conclusions based on this data:

1. Sixty percent or more of students in third and fifth grade met or exceeded standards. Fifty percent or more of students in fourth grade met or exceeded standards.
2. In third and fifth grade, the number of students Below Standard decreased in reading and writing. In third, fourth and fifth grade, the number of students below standard decreased in Listening.
3. The percentage of students Above Standard increased in listening and research and inquiry in third, fourth and fifth grade. In third and fifth grade, the number of students Above Standard increased in all English Language Arts categories.

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	104	96	125	103	95	121	103	95	121	99	99	96.8
Grade 4	100	122	92	97	121	92	97	121	92	97	99.2	100
Grade 5	136	101	125	134	99	120	134	99	120	98.5	98	96
All Grades	340	319	342	334	315	333	334	315	333	98.2	98.7	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2465.	2446.	2435.	27.18	26.32	19.01	42.72	32.63	32.23	22.33	24.21	25.62	7.77	16.84	23.14
Grade 4	2476.	2482.	2481.	19.59	22.31	23.91	30.93	27.27	25.00	28.87	32.23	34.78	20.62	18.18	16.30
Grade 5	2496.	2486.	2513.	16.42	17.17	22.50	24.63	17.17	23.33	28.36	35.35	30.00	30.60	30.30	24.17
All Grades	N/A	N/A	N/A	20.66	21.90	21.62	32.04	25.71	27.03	26.65	30.79	29.73	20.66	21.59	21.62

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	42.72	41.05	30.58	45.63	38.95	36.36	11.65	20.00	33.06	
Grade 4	36.08	38.02	34.78	29.90	33.06	33.70	34.02	28.93	31.52	
Grade 5	20.15	22.22	26.67	41.04	27.27	39.17	38.81	50.51	34.17	
All Grades	31.74	33.97	30.33	39.22	33.02	36.64	29.04	33.02	33.03	

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	39.81	34.74	30.58	49.51	41.05	54.55	10.68	24.21	14.88
Grade 4	27.84	30.58	27.17	41.24	42.98	45.65	30.93	26.45	27.17
Grade 5	15.67	17.17	21.67	50.75	55.56	54.17	33.58	27.27	24.17
All Grades	26.65	27.62	26.43	47.60	46.35	51.95	25.75	26.03	21.62

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	35.92	30.53	26.45	53.40	52.63	51.24	10.68	16.84	22.31
Grade 4	28.87	27.27	28.26	37.11	45.45	44.57	34.02	27.27	27.17
Grade 5	14.18	14.14	19.17	52.24	45.45	51.67	33.58	40.40	29.17
All Grades	25.15	24.13	24.32	48.20	47.62	49.55	26.65	28.25	26.13

Conclusions based on this data:

1. An average of 48% of third, fourth, and fifth graders met or exceeded standards in mathematics.
2. In third, fourth, and fifth grade, 70% or more of students were Above Standard, or At or Near Standard in the areas of: problem solving and modeling/ data analysis and communication reasoning.
3. In grades three, four, and five, the percentage of students who were Below Standard decreased in problem solving and modeling/data.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1402.3		1416.9		1368.4		16	
Grade 1	1459.2		1473.7		1444.3		12	
Grade 2	1481.8		1507.1		1456.2		12	
Grade 3	1495.3		1506.2		1484.0		12	
Grade 4	1536.2		1556.8		1514.8		13	
Grade 5	1529.6		1540.7		1517.9		13	

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. The highest percentage of English Learners are in level 3 with 35.9%.
2. In oral language performance, 35% or more of students were at level 3 or 4.
3. The percentage of students at level 1 is the lowest number with 11.54% of students, of which most are at the kindergarten level.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 124	40%	26%	65%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	124	80%	20%
Body Composition	124	64%	36%
Abdominal Strength and Endurance	124	85%	15%
Trunk Extensor Strength and Flexibility	124	94%	6%
Upper Body Strength and Endurance	124	75%	25%
Flexibility	123	63%	37%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 101	32	38	69
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	100	70	30
Body Composition	101	66	34
Abdominal Strength and Endurance	101	88	12
Trunk Extensor Strength and Flexibility	101	88	12
Upper Body Strength and Endurance	101	85	15
Flexibility	99	87	13

Conclusions based on this data:

1. In combined areas (5/6 and 6/6 combined) there was a decrease from 69% to 65%.
2. The highest gains were made in aerobic capacity with an increase from 70% to 80% and trunk extensor strength and flexibility from 88% to 94%.
3. Flexibility is an area of improvement showing a decline. In 2018 87% were within or above the healthy zone, this number dropped to 63% in 2019.

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		
Arroyo Seco Elementary School	53%	42%	5%	84%	81%					

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
664	23.3%	12.0%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	12.0%
Foster Youth	1	0.2%
Homeless	3	0.5%
Socioeconomically Disadvantaged	155	23.3%
Students with Disabilities	83	12.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.1%
Asian	55	8.3%
Filipino	15	2.3%
Hispanic	196	29.5%
Two or More Races	79	11.9%
White	303	45.6%






Conclusions based on this data:

1. Our enrollment numbers by student group has not changed significantly.
2. The percentage of students with disabilities increased from 12.5% to 15.7%.
3. We have seen a slight increase in the socioeconomically disadvantaged sub group from 23.3% to 24%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Our suspension rates are low, as indicated by the highest performance level, and have reduced from the previous year.
2. English language learners are progressing at the highest performance level.
3. English language arts and math were both in the yellow.

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>  Yellow 0.8 points above standard Declined -3 points 304 students	<p>English Learners</p>  Orange 35.7 points below standard Maintained -2.3 points 56 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 43 points below standard Increased 9.1 points 74 students	<p>Students with Disabilities</p>  Red 91.1 points below standard Declined -11.7 points 54 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 6 students	 No Performance Color 0 Students	 No Performance Color 34 points above standard Declined -6.4 points 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.6 points below standard Declined -9.9 points 81 students	 Green 15.9 points above standard Maintained -0.2 points 48 students	 No Performance Color 0 Students	 Green 13.7 points above standard Maintained 1.6 points 138 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
102.4 points below standard Declined -20.7 points 26 students	22.1 points above standard Declined -7.3 points 30 students	6.5 points above standard Maintained -1.4 points 234 students

Conclusions based on this data:

- In English language arts, all students increased performance by 3 points.
- English learners and students with disabilities made gains but at a slower pace than other subgroups.
- Socioeconomically disadvantaged students were in yellow.

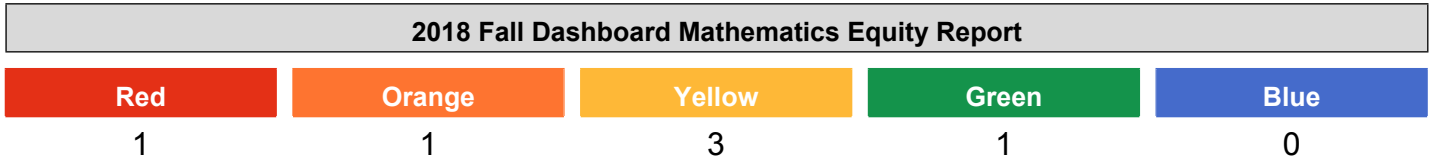
School and Student Performance Data

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>  Yellow 7.9 points below standard Maintained -2.1 points 304 students	<p>English Learners</p>  Yellow 35.1 points below standard Increased 6.1 points 56 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 50.9 points below standard Increased 18.1 points 74 students	<p>Students with Disabilities</p>  Red 95.5 points below standard Declined -20.2 points 54 students

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 6 students	 No Performance Color 0 Students	 No Performance Color 32 points above standard Maintained -0.5 points 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.3 points below standard Maintained -1.2 points 81 students	 Yellow 8.2 points below standard Declined -12.3 points 48 students	 No Performance Color 0 Students	 Green 4.3 points above standard Maintained 2.5 points 138 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
88 points below standard Declined -8.3 points 26 students	10.7 points above standard Maintained 2 points 30 students	4.2 points below standard Maintained -2.6 points 234 students

Conclusions based on this data:

1. In mathematics, all students increased performance by 7 points within the medium performance level.
2. English learners, socio-economically disadvantaged, and students with disabilities are within the low performing level.
3. White students and those who are two or more races are within the high performance level.

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
81	30.9%	43.2%	11.1%	14.8%

Conclusions based on this data:

1. English learners progress is at the highest performance with an increase of 13.9%
2. In English language arts and mathematics, students showed an increase.
3. Most of our English learner students are within level 3- as moderately developed.

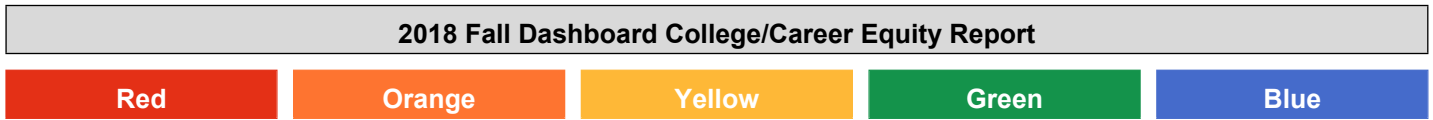
School and Student Performance Data

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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

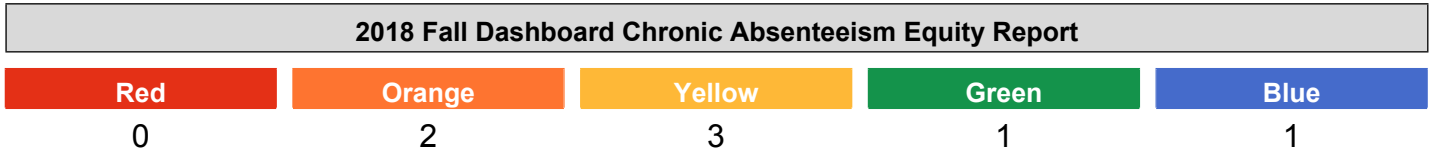
School and Student Performance Data

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>  Orange 6.3% chronically absent Increased 0.5% 697 students	<p>English Learners</p>  Orange 11.4% chronically absent Increased 1.9% 88 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 13.5% chronically absent Declined 3.8% 178 students	<p>Students with Disabilities</p>  Orange 12.5% chronically absent Increased 7.3% 112 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 12.5% chronically absent Increased 2% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.8% chronically absent Declined 6.4% 57 students	 No Performance Color 6.3% chronically absent Increased 6.3% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.4% chronically absent Maintained 0.2% 212 students	 Green 6% chronically absent Declined 2.6% 84 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 4.8% chronically absent Increased 2.6% 312 students

Conclusions based on this data:

1. 6.3% of our students are chronically absent and in the orange.
2. Hispanic and white students are both within the yellow.
3. Asian students are at the highest performing level.

School and Student Performance Data

Academic Engagement Graduation Rate

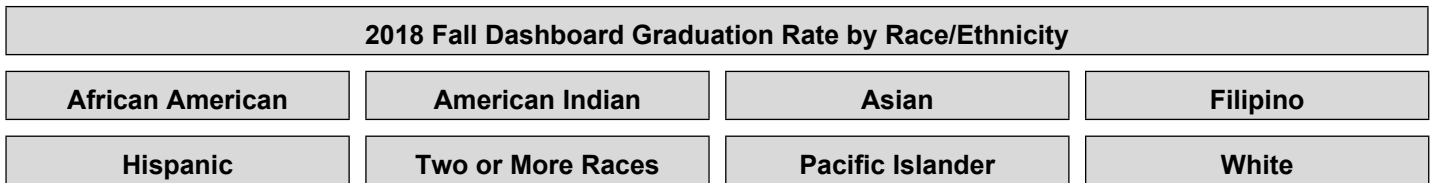
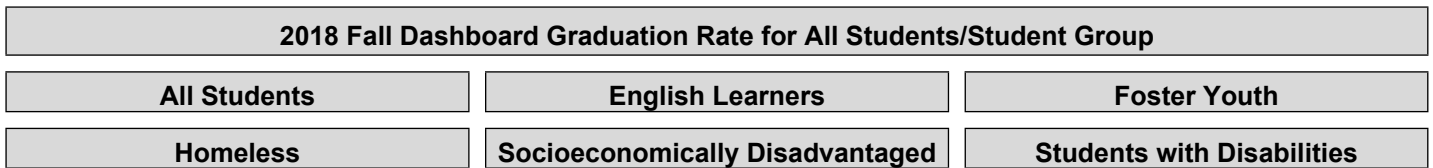
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

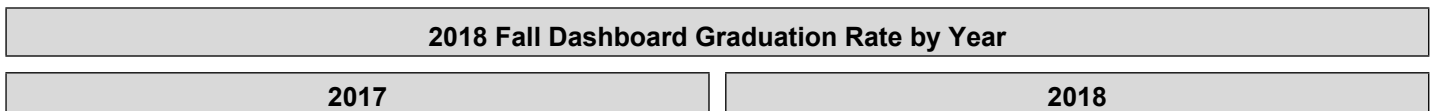
This section provides number of student groups in each color.



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.

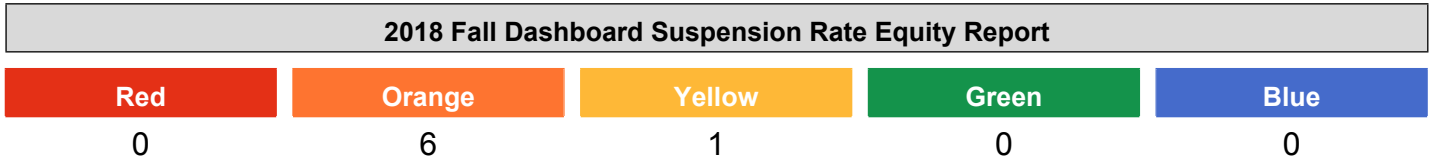
School and Student Performance Data

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>  Orange 1.4% suspended at least once Increased 1.3% 704 students	<p>English Learners</p>  Orange 2.2% suspended at least once Increased 2.2% 92 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 2.8% suspended at least once Increased 2.8% 181 students	<p>Students with Disabilities</p>  Orange 2.7% suspended at least once Increased 2.7% 113 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% 16 students	 No Performance Color 0 Students	 Orange 1.7% suspended at least once Increased 1.7% 59 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.3% suspended at least once Increased 1.8% 215 students	 Orange 1.2% suspended at least once Increased 1.2% 85 students	 No Performance Color 0 Students	 Yellow 1% suspended at least once Increased 1% 313 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.2% suspended at least once	0.1% suspended at least once	1.4% suspended at least once

Conclusions based on this data:

1. Suspension rates for all students have decreased.
2. Suspension rates for students with disabilities have reduced.
3. Suspension rates are in the orange.

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

Smarter Balance Assessment
District Writing Assessments
Easy CBM Assessments
District Writing Assessment
ELPAC
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-2019 CAASPP Data	<p>ELA</p> <p>* 61% students exceeded or met standards school wide</p> <p>Math</p> <p>* 49% of students exceeded or met standards school wide</p> <p>For the writing claim, 59% of students exceeded or met standards.</p>	<p>We will increase our ELA scores by 5% from 61% of our students meeting or exceeding standards to 66%.</p> <p>We will increase our math scores by 5% from 49% of our students meeting or exceeding standards to 54%.</p> <p>We will increase the percentage of students meeting or exceeding standards on the writing claim by 5% to 64%.</p>

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension

We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi-tiered Systems of Support (MTSS), differentiated instruction, and strategies that support English learners. Through the use of professional learning communities teachers will collaborate and calibrate to develop lessons, develop common assessments and analyze student data to support instruction. Through the use of Easy CBM data and other grade level assessments, all students will have baseline data that teachers can monitor to ensure student understanding. Teachers will use intervention materials such as 95% and Fountes and Pinnell to support students in reading. We will continue to employ computer programs such as Accelerated Reader, Spelling City, and Razz Kids. We will provide an after-school homework club to support EL and at risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,400
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader Computer Program
Amount	1,500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School homework club
Amount	600
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Spelling City Subscription
Amount	100
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Razz Kids Subscription
Amount	1,500
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Educational Software for Guiding Instruction (ESGI)

Strategy/Activity 2

Mathematics

We will focus on improving our Tier 1 instruction through professional development with an emphasis on MTSS, differentiated instruction, and strategies that support English Learners. Through the use of professional learning communities teachers will collaborate and calibrate to develop lessons, develop common assessments and analyze student data to support instruction. Teachers will meet with district supported math coaches to provide support around intervention. Teachers will use curriculum assessments and easy CBM math assessments to guide instruction. We will continue to employ computer programs such as Sum Dog and ST math. We will provide an after- school homework club to support EL and at risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,800
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	ST Math Licensing
Amount	1,500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Homework Club

Strategy/Activity 3

Writing
 We will focus on improving our Tier 1 instruction through professional development with an emphasis on MTSS, differentiated instruction, and strategies that support English learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments and analyze student data to support instruction. With the analyzation of district writing prompts, ESGI, Easy CBM and other common assessments, teachers will have baseline data that can be monitored to differentiate instruction. Teachers will use intervention materials such as 95% and Fountes and Pinnell to support students in vocabulary development and writing. We will continue to employ computer programs such as Accelerated Reader. We will provide an after-school homework club to support EL and at-risk students.

Students to be Served by this Strategy/Activity

ALL students

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	ESGI Licencing
Source	None Specified

Strategy/Activity 4

Staff members will collaborate between and within grade levels and site to site with feeder schools as measured by notes, agendas, meeting minutes, and calendars.

Students to be Served by this Strategy/Activity

All students. Feeder middle school articulation for fifth grade students.

Timeline

2019-2020

Person(s) Responsible

Principal/ Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Substitute teachers for articulation
Amount	1,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers for articulation

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
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
School Wide Information Systems (SWIS) data
Panorman Survey
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Suspensions Physical Fitness Test Results	<p>Three percent of students were chronically absent.</p> <p>During 2018-2019 school year, there were 8 suspensions for a total of 12 days. There was one suspension of a student with disabilities.</p> <p>Of the fifth graders who were tested for physical fitness in 5/6 and 6/6 combined areas, 65% were within or above the healthy fitness zone.</p>	<p>By working with our Child Welfare and Attendance (CWA) specialist, we will work to reduce the percentage of students chronically absent.</p> <p>Through the implementation of Positive Behavior Intervention Support (PBIS) we will reduce the number of suspensions and office referrals by 3% as tracked by suspension and SWIS data.</p> <p>We will improve the percentage of students who are within or above the healthy zone by 5%, to 70%.</p>

Planned Strategies/Activities

Strategy/Activity 1

We will implement Positive Behavior Intervention and Support strategies to support student behavior. We will implement a consistent school wide system around the three school rules. On a weekly basis, teachers will continue to monitor behavior and address the rules within their classrooms. Teachers will promote our school rules, recognizing students who are "Caught Being Colts." Students who receive recognition will be announced weekly during Friday announcements. Monthly spirit assemblies will announce positive successes in school and recognize students of the month following our Colt Community Rules and for exhibiting traits from the Choose Love curriculum. We will build school community through our leadership students. We will train conflict managers to help students solve problems on the yard. Students will have "Incentive Necklaces" to promote positive behaviors around attendance, reading, behavior,

etc. Administration will make weekly contact with parents based on positive behaviors. Administration will continue to use reflection sheets, alternatives to suspension, and restorative practices so students are staying in school to access curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	PTA
Description	Incentive Necklaces/ Positive recognition
Amount	3,000
Source	PTA
Budget Reference	7000-7439: Other Outgo
Description	Assemblies to promote positive behaviors

Strategy/Activity 2

We will implement a social emotional learning curriculum (Choose Love) school wide. Students will also participate in school wide assemblies to give a sense of belonging, improve motivation, and develop our school culture. Leadership students, under the guidance of teachers will work on community building and random acts of kindness throughout the school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	PTA
Budget Reference	7000-7439: Other Outgo
Description	School wide assemblies

Amount	2,500
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Incentives/certificates for P.B.I.S.

Strategy/Activity 3

We will reduce the number of chronically absent students by working with our Child Welfare and Attendance Aide. We will jointly work with families of our chronically absent students to provide any and all support available. We will continue to monitor attendance and reward students with attendance charms and monthly celebrations.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	PTA
Budget Reference	7000-7439: Other Outgo
Description	Purchase of attendance charms

Strategy/Activity 4

We will reduce the number of office referrals and suspensions by 3% as measured by SWIS data suspension reports. We will utilize alternatives to suspension and alternative means of correction, restorative practices and mediation.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Duplicate Copies of Referral forms

Strategy/Activity 5

We will increase the percentage of students within or above the healthy zone by 5%. We will work with our adaptive PE specialist to provide our teachers with resources and support to teach students the skills needed to be physically active and healthy. We will coordinate with the specialist to upgrade and purchase equipment needed to improve specific targeted areas. We will continue to provide teachers access to Adventure to Fitness.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Teachers/ Principal/ Adaptive PE teacher

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of PE equipment
Amount	400
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Licensing for Adventure to Fitness

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the number of activities available for parent involvement and communication.	Increase parent involvement and communication	There will be a sense of community for more of our families. Our parent involvement will increase by 5% as measured by attendance of events, PTA involvement and participation in school events.

Planned Strategies/Activities

Strategy/Activity 1

Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up to date information. Teachers in grades 4 & 5 will use SchoolLoop to communicate grades and assignments. We will continue to hold parent information meetings and other meetings such as English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) meetings We will continue to provide translators for conferences, Student Study teams (SST) and ELAC meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators
Amount	250
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Smore's Newsletter Subscription

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Admin Gifts

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
2018-2019 CAASPP Data	<p>We will increase our ELA scores by 5% from 54% of our students meeting or exceeding standards to 59%.</p> <p>We will increase our math scores by 5% from 47% of our students meeting or exceeding standards to 52%.</p> <p>We will increase the percentage of students meeting standard on the writing claim by 5% to 30%.</p>	<p>In English language arts this standard was met.</p> <p>In math this standard was not met.</p> <p>In writing this standard was met.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Literacy/Reading Comprehension</p> <p>We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi-Tiered Systems of Support, differentiated instruction, and strategies that support English learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. Through the use of AIMS Web data, all students will have baseline data that teachers can monitor to</p>	<p>We focused on improving our Tier 1 instruction through professional development with an emphasis on MTSS, differentiated instruction, and strategies that support English learners. Teachers worked in professional learning communities to collaborate and develop lessons, develop common assessments, and analyze student data to support instruction. Through the use of AIMS Web data, all students had baseline data that teachers used to monitor. Teachers grouped students in specific skill-based groups to provide intervention or enrichment. Teachers</p>	Accelerated Reader Computer Program 4000-4999: Books And Supplies Local Categorical 7400	Substitute teachers for articulation 1000-1999: Certificated Personnel Salaries LCFF 8000
		After School homework club 1000-1999: Certificated Personnel Salaries LCFF 1,500	Homework club supervision 1000-1999: Certificated Personnel Salaries LCFF 1500
		Spelling City Subscription 4000-4999: Books And Supplies Local Categorical 600	Fountas & Pinnell Training 1000-1999: Certificated Personnel Salaries LCFF 1000
		Razz Kids Subscription 4000-4999: Books And Supplies Local Categorical 100	
			Substitute teachers for articulation 1000-1999: Certificated Personnel Salaries Title II Part A:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ensure student understanding. Teachers will use intervention materials such as 95%, and Fountes and Pinnell to support students in reading. We will continue to employ computer programs such as Accelerated Reader, Spelling City, and Razz Kids. We will provide an after-school homework club to support EL and at-risk students.</p>	<p>used intervention materials such as 95%, and Fountes and Pinnell to support students in reading. They continued the use of computer programs such as Accelerated Reader, Spelling City, and Razz Kids. We provided after-school homework club to support EL and at-risk students.</p>		<p>Improving Teacher Quality 1500</p>
<p>Mathematics We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi tiered systems of support, differentiated instruction and strategies that support English learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments and analyze student data to support instruction. Teachers will meet with district supported math coaches to provide support and intervention. We will continue to employ computer programs such as Sum Dog and ST math. We will provide an after school homework club to support EL and at risk students.</p>	<p>We focused on improving our Tier 1 instruction through professional development with an emphasis on MTSS, differentiated instruction and strategies that support English learners. Through the use of professional learning communities, teachers collaborated and developed lessons, and analyzed student data to support instruction. Teachers met with district supported math coaches to provide support and intervention. We continued using computer programs such as Sum Dog and ST math. We provided an after- school homework club to support EL and at-risk students.</p>	<p>ST Math Licensing 4000-4999: Books And Supplies LCAP 3,800</p> <p>After School Homework Club 1000-1999: Certificated Personnel Salaries LCFF 1500</p>	<p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries Title II and discretionary 1500</p> <p>Homework Club Supervision 1000-1999: Certificated Personnel Salaries LCFF 1500</p> <p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries LCFF 8000</p>
<p>Writing We will focus on improving our Tier 1 instruction through professional development with an emphasis on</p>	<p>We focused on improving our Tier 1 instruction through professional development with an emphasis on MTSS, differentiated instruction,</p>	<p>ESGI Licencing 4000-4999: Books And Supplies LCAP 1,500</p>	<p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries LCFF 8000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Multi-tiered systems of support, differentiated instruction, and strategies that support English Learners. Through the use of professional learning communities teachers will collaborate and calibrate to develop lessons, develop common assessments and analyze student data to support instruction. With the analyzation of district writing prompts, ESGI, AIMS Web and other common assessments, teachers will have baseline data that can be monitored to differentiate instruction. Teachers will use intervention material such as 95% and Fountes and Pinnell to support students in vocabulary development and writing. We will continue to employ computer programs such as Accelerated Reader. We will provide an after-school homework club to support EL and at-risk students.</p>	<p>and strategies that support English Learners. Teachers worked in professional learning communities to collaborate and develop lessons, and analyze student data to support instruction. Teachers used baseline data from various assessments such as district writing prompts, ESGI, AIMS Web and other common assessments, to differentiate instruction. Teachers used intervention material such as 95% and Fountes and Pinnell to support students in vocabulary development and writing. We continued to employ computer programs such as Accelerated Reader. We provided an after-school homework club to support EL and at-risk students.</p>		<p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries Title II and discretionary 1500</p>
<p>Staff members will collaborate between and within grade levels and site to site with feeder schools as measured by notes, agendas, meeting minutes and calendars.</p>	<p>Teachers had substitute release days to collaborate with grade level colleagues three times last year. Some grade levels had opportunities to collaborate across grade level teams.</p>	<p>Substitute teachers for articulation 2000-2999: Classified Personnel Salaries LCFF 8,000</p> <p>Substitute teachers for articulation 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1,500</p>	<p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries Title II and discretionary 1500</p> <p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries LCFF 8000</p>

Analysis

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

Through our PAL time (personalized academic learning) time, our teachers worked with students within their grade level to meet their needs. Students were placed in groups based on assessment information from AIMS Web, math benchmarks, writing benchmarks, ESGI and reading assessments. During PAL time, teachers focused on specific skills based on assessments. Every few weeks, teachers restarted the cycle of assessment and placing students within groups based on specific needs for students. By having additional aide support, teachers were able to have smaller groups for more targeted intervention. Teachers used 95%, Fountas & Pinnell, number talks, Silicon Valley Math Initiative (SVMI) and Benchmark Advance materials to when providing intervention.

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

While our strategies were effective in some areas, they were not in all. Therefore, we will continue to refine our Tier 1 practices and provide support through MTSS and differentiated learning. We will continue to use data to drive instruction and target our intervention. We plan to have a continuous cycle of inquiry in which students are tested every six weeks with common grade-level assessments and easy CBM. We will use CAASPP data to determine areas of strength and areas to focus on to guide our instruction. By targeting and reassessing students continuously, we can ensure that any gaps that students have are being addressed. It also allows some of our students to have opportunities for enrichment during PAL time, which they otherwise may not have the chance to.

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

No material differences between proposed expenditures and 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 found that we needed additional collaboration time for our teachers. We also found that the school wide reading assessment that we were using, AIMS Web, was not meeting our needs. We made adjustments for the current school year to provide additional collaboration release days and made adjustments to the school wide assessment. These changes can be found in Goal 1 of the current SPSA.

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
Attendance Suspensions Physical Fitness Test Results	<p>We will work to reduce the percentage of chronically absent students from 5.73%.</p> <p>We will reduce the number of suspensions and office referrals by 3%.</p> <p>We will improve the percentage of students who are within or above the healthy zone by 3% to 72%.</p>	<p>The outcome for reducing the percentage of chronically absent students was met.</p> <p>The outcome for reducing referrals and suspensions was nearly met.</p> <p>The outcome for increasing students in the healthy zone was not met.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will implement Positive Behavior Intervention and support strategies to support student behavior. We will implement a consistent school wide system around the three school rules. On a weekly basis, teachers will continue to monitor behavior and address the rules within their classrooms recognizing students who are "Caught Being Colts." Students who receive recognition will be announced weekly during Friday announcements. Monthly spirit assemblies will announce positive successes in school We will build school community through our leadership students. We	We implemented Positive Behavior Intervention and Support strategies to support student behavior. We had consistent school wide systems around three school rules. On a weekly basis, teachers continued to monitor behavior and address the rules within their classrooms recognizing students who are "Caught Being Colts." Students who received recognition were announced weekly during Friday announcements. We had monthly spirit assemblies to announce positive successes in school. Our leadership students help to support and build school community. We trained conflict managers	<p>Incentive Necklaces/ Positive recognition PTA 3000</p> <p>Assemblies to promote positive behaviors 7000- 7439: Other Outgo PTA 3000</p>	<p>Incentive Necklaces 4000-4999: Books And Supplies PTA 3000</p> <p>Spirit Assemblies 7000- 7439: Other Outgo PTA 3000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>will train conflict managers to help students solve problems on the yard. Students will have "Incentive Necklaces" to promote positive behaviors around attendance, reading, behavior, etc. Administration will make weekly contact with parents based on positive behaviors. Administration will continue to use reflection sheets, alternatives to suspension and restorative practices so students are staying in school to access curriculum.</p>	<p>to help students solve problems on the yard. Students had "Incentive Necklaces" to encourage positive behaviors around attendance, reading, behavior, etc. Administration used reflection sheets, alternatives to suspension and restorative practices.</p>		
<p>We will implement a social emotional learning curriculum (Choose Love) school wide. Students will also participate in school wide assemblies to give a sense of belonging, improve motivation and develop our school culture. Leadership students, under the guidance of teachers will work on community building and random acts of kindness throughout the school.</p>	<p>We implemented a social emotional learning curriculum (Choose Love) school wide. Students participated in school wide assemblies to give a sense of belonging, improve motivation and develop our school culture. Leadership students, under the guidance of teachers worked on community building and random acts of kindness throughout the school.</p>	<p>School wide assemblies 7000-7439: Other Outgo PTA 3000</p>	<p>Spirit assemblies 4000-4999: Books And Supplies Admin. Gift account 3000</p>
<p>We will reduce the number of chronically absent students by working with our Child Welfare and Attendance clerk. We will jointly work with families of our chronically absent students to provide any and all support available. We will continue to monitor attendance and reward students with attendance charms and monthly celebrations.</p>	<p>We reduced the number of chronically absent students by working with our Child Welfare and Attendance aide. We worked with families of our chronically absent students to provide any and all support available. We monitored attendance and rewarded students with attendance charms and monthly celebrations.</p>	<p>Positive Behavior Intervention Support Incentives 4000-4999: Books And Supplies Admin. discretionary 2500</p>	<p>Purchase of attendance charms 7000-7439: Other Outgo PTA 700</p>
		<p>P.B.I.S. incentives 4000-4999: Books And Supplies Admin. discretionary 2500</p>	<p>Attendance Charms 7000-7439: Other Outgo Admin. Gift account 700</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will reduce the number of office referrals and suspensions by 3% as measured by SWIS data suspension reports. We will utilize alternatives to suspension and through alternative means of correction, restorative practices and mediation.	We reduced the number of office referrals and suspensions as measured by SWIS data suspension reports. We utilized alternatives to suspension and through alternative means of correction, restorative practices and mediation.	Duplicate Copies of Referral forms 4000-4999: Books And Supplies Admin. discretionary 300	Referral Forms duplicated 4000-4999: Books And Supplies Admin. discretionary 300
We will increase the percentage of students within or above the healthy zone by 3%. We will work with our adaptive PE specialist to provide our teachers resources and support to teach students the skills needed to be physically active and healthy. We will coordinate with the specialist to upgrade and purchase equipment needed to improve specific targeted areas. We will continue to provide teachers access to Adventure to Fitness.	We worked with our adaptive PE specialist to provide our teachers resources and support to teach students the skills needed to be physically active and healthy. We coordinated with the specialist to upgrade and purchase equipment needed to improve specific targeted areas. We provided teachers access to Adventure to Fitness.	Purchase of PE equipment 4000-4999: Books And Supplies PTA 1,400	
		Licensing for Adventure to Fitness 4000-4999: Books And Supplies LCAP 400	

Analysis

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

Through the use of Positive Behavior Intervention Supports (PBIS) teachers and students implemented consistent systems to support positive behaviors. We have three main school rules of which all students were made aware of and continuously taught around. We reinforced these rules by using "Caught Being a Colt" rewards where students were recognized for following the Colt Community Code. Leadership students helped build community at our school. We used conflict managers to help students resolve problems on the yard. Incentive necklaces with charms were used to encourage positive behaviors. Teachers used Choose Love to help students learn about regulating their emotions. Teachers and administration used reflection sheets and restorative practices to build relationships with students and correct behavior. We used alternatives to suspension when possible. We worked closely with our Child Welfare Aide to monitor attendance and focus on students who are chronically absent and tardy. Teachers worked with district PE specialists to ensure students are active, healthy and that their PE time is utilized fully.

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

While we met standards in some areas, we did not meet standards in all. We will continue to refer to our data to measure effectiveness of the strategies. We will analyze SWIS data, suspension reports, student absences, healthy kids survey and the physical fitness test.

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

We found that we needed more funds to cover the cost of our referral forms, charms, and incentives to promote positive behaviors.

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 found that we may need additional funding to provide substitute release time for our teaches to meet with our district PE specialists. We will also work on providing specific profesional development around specific PE strategies at all grade levels. These changes can be found in goal 2 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the number of activities available for parent involvement and communication.	There will be a sense of community for more of our families. Our parent involvement will increase by 5% as measured by attendance of events, PTA involvement and participation in school events.	This standard was nearly met.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up to date information. Teachers in grades 4 & 5 will use Schoolloop to communicate grades and assignments. We will continue to hold parent information meetings and other meetings such as ELAC, SSC, and PTA meetings We will continue to provide translators for conferences, SST's and ELAC meetings.	We used Blackboard messaging to communicate and disseminate information. We worked on keeping the website current and up to date. Teachers in grades 4 & 5 used Schoolloop to communicate grades and assignments. We held parent information meetings and other meetings such as ELAC, SSC, and PTA meetings We provided translators for conferences, SST's and ELAC meetings.	Translators 2000-2999: Classified Personnel Salaries LCFF 1200	Translators 1000-1999: Certificated Personnel Salaries LCFF 1200
		Smore's Newsletter Subscription 4000-4999: Books And Supplies Local Categorical 200	
		Admin Gifts 0	

Analysis

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

We used Blackboard, our website and marquee to communicate with parents. We utilized translators during parent conferences, SST meetings, SSC meetings, ELAC, and parent conferences. We had monthly ELAC meetings to meet the needs of our English Learner families. Our Parent Teacher Association worked hard to include more activities that will bring our families out to join. Staff and teachers have worked together to have a cultural festival that has been very successful the last two years- we have continued this.

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

We reviewed and analyzed attendance rates and used data from our meetings, such as sign in sheets and agendas. We kept track of data from Blackboard and Smore to see the effectiveness of our communication.

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

There were no differences.

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	\$35,880
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	46,050.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. discretionary	2,800.00
LCAP	5,700.00
LCFF	12,200.00
Local Categorical	9,850.00
PTA	14,000.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,500.00
2000-2999: Classified Personnel Salaries	9,200.00
4000-4999: Books And Supplies	20,350.00
7000-7439: Other Outgo	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Admin. discretionary	2,800.00
4000-4999: Books And Supplies	LCAP	5,700.00
1000-1999: Certificated Personnel Salaries	LCFF	3,000.00
2000-2999: Classified Personnel Salaries	LCFF	9,200.00
4000-4999: Books And Supplies	Local Categorical	9,850.00
	PTA	3,000.00
4000-4999: Books And Supplies	PTA	2,000.00
7000-7439: Other Outgo	PTA	9,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,500.00

School Site Council Membership

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

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

Name of Members	Role
Gatee Esmat	Principal
Patricia De Santiago	Other School Staff
Dannette Evens	Classroom Teacher
Lyndsie Roy	Classroom Teacher
Kristin Hein	Classroom Teacher
Rebecca Lloyd	Parent or Community Member
Jen Lee	Parent or Community Member
Angela Clifford	Parent or Community Member
Nia Sarwar	Parent or Community Member
Sarah Mushlin	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 10/11/18.

Attested:



Principal, Gatee Esmat on 10/10/19



SSC Chairperson, Angela Clifford on 10/10/19

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	\$50,345
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$34,515
Total amount of federal categorical funds allocated to this school		\$84,860

Local Funding		
X	Technology Funds – Local Parcel Tax	\$11,898

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

Projected LCFF Supplemental Funds \$34.515

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
<p><u>Improvements or enhancement in instruction:</u></p> <p>After school tutoring two days a week for an hour each day will be provided to English Learners (EL), Socio-economically Disadvantaged (SED) and at risk students, this will be provided by teachers.</p> <p>After baseline assessments have been administered using Easy CBM, math benchmarks, CAASPP data (both for ELA and Math) and reviewing English Language Proficiency Assessment of California (ELPAC) data, instructional aids will work with EL and at risk students four days a week. Students will receive the support from the aides in small and flexible groupings.</p> <p>Two instructional aides (Aide 1 - 4 hours/ 4 days per week, Aide 2 - 2 hours / 4 days per week) who will work with students in the classroom to work on specific targeted areas in ELA and math.</p>	August- June	Principal/ teachers	22,000	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			<u>Total:</u>	22,000
<p><u>Supplemental materials, computers, software, books, supplies may be purchased:</u></p> <p>Purchase of materials, Chromebooks, software, books, and supplies needed to provide targeted intervention and differentiation for EL and at risk students.</p>	September- June	Principal/ Teachers/ Office staff	3,300	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			<u>Total:</u>	3,300
<p><u>Staff Development and Professional Collaboration, training costs, substitute costs:</u></p> <p>Provide release time for classroom teachers. During these release days, teachers will collaborate and calibrate around best practices to support EL and at risk students. Teachers will analyze data from common assessments, Easy CBM and other forms of</p>	September- June	Teacher/ Principal	8,015	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth

<p>data to guide their instruction and determine progress and next steps for EL and at risk students. Teachers will participate in instructional rounds and collaboration to reflect and develop best instructional strategies. Each grade level will meet for a total of 1.5 days focusing on specific skills in math or language arts.</p>			
	<u>Total:</u>	8,015	
<p><u>Parent Involvement:</u></p> <p>Arrange interpreters for meetings so parents are able to participate in a meaningful way. Materials, childcare, snacks for English Learner Advisory Committee (ELAC) workshops. Bringing in parent education speakers.</p>	<p>September- June</p> <p>Teachers/ EL Liaison/ Principal</p>	1,200	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	<u>Total:</u>	1,200	
<u>Grand Total:</u>		34,515	

Appendix H

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

PROGRAM DESCRIPTION:

Arroyo Seco Elementary School supports the LVJUSD model for instruction for our gifted students. We have a parent and teacher representative on the District Gifted And Talented Education (GATE) committee, which develops after school enrichment activities for GATE students. Our GATE teacher representative shares information learned to provide classroom delivery of differentiated instruction and Universal Design for Learning combined with school wide enrichment opportunities, advanced study and challenging course work. We continue to promote independent research and inquiry based learning. Our teachers are encouraged to provide open ended assignments that are rigorous and challenging.

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

PROGRAM DESCRIPTION:

Arroyo Seco Elementary School continues to work on improving technology and access to technology for all of our students. We aim to be a one to one school soon. We currently have 13 classroom sets of Chromebooks, in addition to our computer lab. Our staff development program will include opportunities to learn about curriculum based software used to enhance learning. We will continue to:

- * Provide increased access to Chromebooks to all students and staff, with the final goal of being a one to one site.
- * Staff development will promote the use of Chromebooks and technology to enhance learning.
- * We will continue to purchase additional Chromebooks and update our current Chromebooks.
- * We will provide our teachers access to new laptops, document cameras, and projectors.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2019-20

Elementary School Name: Arroyo Seco Elementary Date 10/8/18 English Learner Liaison: Christina Verbeck

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	Maria Tzagarakis	Bridging	8:50-9:30 ELA (M-F) 10:15-11:15 Centers/ELD (T & TH)	
	Adri Schultz	Emerging	10:15-11:15 (M-TH) ELA/Centers/ELD	10:15-11:15 (M-TH) ELA/Centers/ELD
K	Kristin Hein	Emerging, Expanding	10:15 - 11:20 ELA Block ELD (10:50 - 11:20)	8:45 - 9:15 (T, W, Th) Writing Block 9:00 - 9:15 (T, W, Th) ELD
	Dannette Evens	Expanding, Bridging	8:45-9:30 Mon Tues Thurs Fr (centers) 12:45-1:30 Wed (Centers)	
	Catherine Schorman	Expanding, Emerging	8:45-9:15 ELA (M-F) 10:45 - 11:15 Centers/ELD (M, T, F) 12:15 - 12:45 Centers/ELD (W,Th)	10:15-10:45 Writing (M-F) 10:30 - 10:45 Writing ELD M, T, W, F)
	Paige Zingraf	Emerging	8:45-9:15 ELA (M-F)	10:45-11:30 Writing Block (M, T, W, F)
First	Deborah Morris	Emerging & Expanding	10:50-11:30 (M-T-TH-F) 12:50-1:20 (W)	10:50-11:30 (M-T-TH-F) 12:50-1:20 (W)

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
			ELA/ELD	ELA/ELD-taught during Writing Block
	Patty Baker	Emerging, Expanding	ELA 9:00-9:50 (M-F)	Make-up during Writer's Workshop M-F
	Anna Marie Moore	Expanding	9:20-9:50 ELA (M-F)	1:00-1:30 Writing Block (M-F)
	Elizabeth Perez	Expanding	10:55-11:35 W	1:20-2:00 (M, T, TH, F)
	Victoria Feeser	Emerging/Expanding	10:15-11:15 ELA (M-Th), 12:15-12:55 Friday (centers)	1:15-1:45 M-Fri
Second	Tara Lutz	Emerging / Expanding	8:45-9:15 M-F	
	Heidi Scher	Bridging	8:45- 9:15 and 10:30-10:50, M-F	
	Valerie Kikes	Bridging	8:40 - 9:10 - M-F	
	Connie Talbot	Emerging, Expanding	9:45-10:15 M-F	
Third	Pam Young	Bridging, Expanding	8:45-10:15 ELA Reading/ Writing with Roy	
	Lyndsie Roy	Bridging	10:50-11:20 M-F ELA Block/Writing	10:50-11:20 M-F ELA Block/Writing
	Tracy Brush	Expanding	12:40-1:20 M,T,TH,F W 8:45-930	
	Carol King	Emerging, Expanding	8:45-9:30 and/or M, W, Th, F 11:30-12:00 12:40-1:20 M, Tu, Th, F	10:30 - 11:30 M, W, Th, F and 11:20 - 12:00 Tu (w/ Brush)
Fourth	Nancy Douma	Emerging/Expanding	9-10:00 ELA M, T, W, F	1-1:45 M-W
	Jeanne Gellerman	Expanding, Bridging	10:50-12:25 ELA Block ELD (11:50-12:20)	
	Christie Browne	Expanding, Bridging	9:00-10:30 ELA Block ELD (10:00-10:30)	
	Lisa Wilson	Expanding	10:50-12:25 ELA Block	

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)
			ELD (11:50-12:20)	
	Kathleen Sharer	Expanding	9:00-10:30 ELA Block ELD (10:00-10:30)	
Fifth	Chloe Mopas/ Kristie Barcelona	Expanding, Bridging	10:50-12:25 ELA Block ELD 11:45-12:25	
	Christy Verbeck	Emerging, Expanding	10:50-12:25 ELA Block ELD 11:45 - 12:25	
	Mike Foscalina	Emerging, Expanding	8:45-9:40 ELA 9:40-10:30 ELA ELD 11:45 - 12:25	