

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	Valerie Nebo
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	September 25, 2023
Schoolsite Council (SSC) Approval Date	October 18, 2023
Local Board Approval Date	November 14, 2023

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

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What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.73

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students’ understanding of classroom curriculum, maximizing the achievement.73

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.73

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 educational partners 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 and a local youth basketball league 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 13,000 K-12 students. We are a neighborhood school consisting of approximately 580 students. Arroyo Seco Elementary School serves students with diverse socioeconomic, 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 provide instruction that is personalized. Teachers assess our students and provide daily 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. 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 partnership with our parent community, Arroyo Seco Elementary School enjoys a high level of parent involvement. Parents contribute through individual donations, classroom volunteerism, and other programs such as math festivals, reading nights, and Missoula Children's Theater, Cultural Day, school beautification, after-school sports club, and our popular running club. The Parent Teacher Association (PTA) is a strong presence that supports the school through fundraising, field trip scholarships, student interactive assemblies, our STEAM lab, maintaining the school garden, and family fun nights.

Educational Partner 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 for Student Achievement (SPSA) by reviewing student data, resources and their effectiveness, AND to discuss goals. These were topics of discussion on October 24, 2022 and April 20, 2023. Additionally, the School Site Council reviewed data relative to school safety (physically, and socially/emotionally) on December 15, 2022. Staff who serve as the English Learner Advisory Committee (ELAC) leads and are the EL Liaisons were a part of the review and planning process, and regularly meet with our English Learner parents in attendance to discuss concerns and how decisions are made about the school, including the budget. SPSA progress monitoring data was shared with ELAC on April 25, 2023. Input from ELAC attendees are shared with School Site Council (SSC) members and attendees. The school's Instructional Leadership Team (ILT) met on May 16, 2023, to provide input on the SPSA and are taking action based on the data; ILT met again on September 21, 2023 to refine the proposed goals for the 2023-2024 school year. Data and proposed plans were again shared with the School Site council on October 18, 2023, and with the ELAC on October 19, 2023. The SPSA will be monitored through EasyCBM data, Writing Benchmarks, grade-level assessments, and grade-level and staff meeting discussions, Panorama Survey data, Office Discipline Referral (ODR) data, and Wellness Center referral data. State testing data is shared with all educational partners 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.17%	0.17%	3	1	1
African American	1.7%	0.34%	1.19%	11	2	7
Asian	7.2%	7.09%	7.33%	46	42	43
Filipino	3.3%	2.53%	2.73%	21	15	16
Hispanic/Latino	28.6%	30.74%	29.3%	182	182	172
Pacific Islander	0.2%	0.17%	0.34%	1	1	2
White	46.5%	48.65%	48.72%	296	288	286
Multiple/No Response	11.8%	10.30%	10.22%	75	61	60
Total Enrollment				636	592	587

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	127	109	117
Grade 1	101	99	87
Grade 2	99	102	98
Grade3	101	97	98
Grade 4	92	95	95
Grade 5	116	90	92
Total Enrollment	636	592	587

Conclusions based on this data:

1. After reviewing our current enrollment data for the 2023-2024 school year as indicated in our school information system, we noticed that the percentage of African American students has increased from .34% to 1.2%. The percentage of Asian students increased from 7.09% to 7.3%; and a 2.59% increase in Filipino students.
2. After reviewing our current enrollment data for the 2023/24 school year as indicated in our school information system, we noticed that White students continue to be the largest student group at 48.88%, a negligible increase from last year. This is followed by Hispanic students at 29.2% and Asian students at 7.3%
3. Over the course of the last four years, our enrollment numbers have steadily decreased. During the 2022-2023 school year, our enrollment had a slight decrease, from 592 students in 2022 to 587 in 2023.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	63	67	67	9.90%	11.3%	11.4%
Fluent English Proficient (FEP)	62	44	36	9.70%	7.4%	6.1%
Reclassified Fluent English Proficient (RFEP)	9	0	3	14.3%	0%	4.5%

Conclusions based on this data:

1. After a decline in the English Learner (EL) population in the 2020-21 school year, we are seeing a slight annual increase in the percentage of English Learners; in 2022-2023, although we have maintained 67 students who are emerging bilingual.
2. After having no students reclassified as Fluent English Proficient in the 2021-2022 school year, we had 4.5% reclassified in 2022-2023.
3. We have a higher percentage of students who are classified as English Learners compared to the two previous years and fewer reclassified compared to the 2020-2021 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	99	99	100	96	96	100	96	96	97.1	97.0	97.0
Grade 4	92	96	96	84	95	96	84	95	96	91.3	99.0	100.0
Grade 5	113	91	91	106	88	91	106	88	91	93.8	96.7	100.0
All Grades	308	286	286	290	279	283	290	279	283	94.2	97.6	99.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2430.	2442.	2432.	26.00	34.38	28.13	28.00	18.75	23.96	22.00	21.88	23.96	24.00	25.00	23.96
Grade 4	2488.	2492.	2477.	29.76	36.84	34.38	33.33	22.11	17.71	11.90	20.00	14.58	25.00	21.05	33.33
Grade 5	2513.	2551.	2532.	28.30	44.32	34.07	29.25	25.00	31.87	18.87	14.77	17.58	23.58	15.91	16.48
All Grades	N/A	N/A	N/A	27.93	38.35	32.16	30.00	21.86	24.38	17.93	19.00	18.73	24.14	20.79	24.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.00	25.00	18.75	59.00	59.38	66.67	21.00	15.63	14.58
Grade 4	26.19	21.05	21.88	59.52	68.42	59.38	14.29	10.53	18.75
Grade 5	21.70	46.59	26.37	63.21	43.18	60.44	15.09	10.23	13.19
All Grades	22.41	30.47	22.26	60.69	57.35	62.19	16.90	12.19	15.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.00	22.92	23.96	67.00	55.21	59.38	18.00	21.88	16.67
Grade 4	19.05	28.42	18.75	60.71	55.79	56.25	20.24	15.79	25.00
Grade 5	20.75	31.82	24.18	50.00	54.55	60.44	29.25	13.64	15.38
All Grades	18.28	27.60	22.26	58.97	55.20	58.66	22.76	17.20	19.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.00	18.75	9.38	77.00	64.58	79.17	14.00	16.67	11.46
Grade 4	14.29	13.68	17.71	70.24	75.79	73.96	15.48	10.53	8.33
Grade 5	15.09	19.32	12.09	72.64	72.73	78.02	12.26	7.95	9.89
All Grades	12.76	17.20	13.07	73.45	70.97	77.03	13.79	11.83	9.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.00	22.92	15.63	62.00	62.50	64.58	17.00	14.58	19.79
Grade 4	21.43	20.00	19.79	71.43	67.37	64.58	7.14	12.63	15.63
Grade 5	30.19	31.82	29.67	53.77	59.09	57.14	16.04	9.09	13.19
All Grades	24.48	24.73	21.55	61.72	63.08	62.19	13.79	12.19	16.25

Conclusions based on this data:

1. In English Language Arts, the percentage of students exceeding standard has decreased by nearly 6% from 38.35% to 32.4%, while those who met standard increased from 21.86% to 24.6%, a 2.6% gain. Students who nearly met standard remained fairly static, with a .1% decrease from 19.00% to 18.9%. Students who did not meet standard increased by almost 4%, from 20.79% to 24.2%
2. In 3rd grade, student scores decreased in all areas (standard exceeded: .72% decline, standard met: .65% decline, standard nearly met: 6.98% decline) except for students who did not meet standard, which increased 6.1%. A similar trend occurred in 4th grade and 5th grades.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	99	99	100	96	96	100	96	96	97.1	97.0	97.0
Grade 4	92	96	96	84	95	96	84	94	96	91.3	99.0	100.0
Grade 5	113	91	91	106	88	91	105	88	91	93.8	96.7	100.0
All Grades	308	286	286	290	279	283	289	278	283	94.2	97.6	99.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2414.	2458.	2426.	13.00	34.38	22.92	30.00	25.00	26.04	27.00	17.71	20.83	30.00	22.92	30.21
Grade 4	2472.	2476.	2478.	15.48	17.02	27.08	33.33	32.98	21.88	30.95	30.85	22.92	20.24	19.15	28.13
Grade 5	2486.	2522.	2505.	15.24	28.41	24.18	20.00	20.45	23.08	30.48	29.55	24.18	34.29	21.59	28.57
All Grades	N/A	N/A	N/A	14.53	26.62	24.73	27.34	26.26	23.67	29.41	25.90	22.61	28.72	21.22	28.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.00	36.46	28.13	46.00	40.63	47.92	34.00	22.92	23.96
Grade 4	15.48	25.53	28.13	54.76	50.00	42.71	29.76	24.47	29.17
Grade 5	13.33	27.27	13.19	42.86	44.32	52.75	43.81	28.41	34.07
All Grades	16.26	29.86	23.32	47.40	44.96	47.70	36.33	25.18	28.98

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.00	38.54	26.04	53.00	42.71	46.88	25.00	18.75	27.08
Grade 4	21.43	20.21	23.96	58.33	56.38	44.79	20.24	23.40	31.25
Grade 5	19.05	29.55	16.48	60.00	52.27	60.44	20.95	18.18	23.08
All Grades	20.76	29.50	22.26	57.09	50.36	50.53	22.15	20.14	27.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.00	33.33	21.88	58.00	48.96	54.17	22.00	17.71	23.96
Grade 4	17.86	23.40	25.00	65.48	55.32	46.88	16.67	21.28	28.13
Grade 5	11.43	22.73	17.58	60.95	57.95	61.54	27.62	19.32	20.88
All Grades	16.26	26.62	21.55	61.25	53.96	54.06	22.49	19.42	24.38

Conclusions based on this data:

1. Our math scores decreased for students meeting or exceeding standard from 52% to 49% schoolwide.
2. While our school saw a decline in students exceeding standard in grades 3-5, there was an increase in students meeting standard in grades 3 and 5.
3. Student growth data shows a decrease in students near standard or below standard as they progress from grades 3-5.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1391.4	1404.7	1386.7	1408.5	1420.2	1385.4	1351.8	1368.3	1389.8	17	15	14
1	*	1382.8	1423.6	*	1410.1	1442.5	*	1354.8	1404.3	10	11	12
2	1443.6	*	1439.1	1435.8	*	1458.1	1451.0	*	1419.6	13	9	11
3	*	1482.9	*	*	1494.5	*	*	1470.9	*	11	15	8
4	*	*	1504.5	*	*	1524.9	*	*	1483.6	10	10	16
5	*	1525.1	*	*	1530.2	*	*	1519.6	*	10	12	9
All Grades										71	72	70

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	6.67	21.43	17.65	26.67	14.29	35.29	46.67	21.43	41.18	20.00	42.86	17	15	14
1	*	0.00	8.33	*	0.00	33.33	*	36.36	0.00	*	63.64	58.33	*	11	12
2	0.00	*	0.00	46.15	*	45.45	30.77	*	18.18	23.08	*	36.36	13	*	11
3	*	0.00	*	*	53.33	*	*	33.33	*	*	13.33	*	*	15	*
4	*	*	18.75	*	*	37.50	*	*	18.75	*	*	25.00	*	*	16
5	*	8.33	*	*	50.00	*	*	33.33	*	*	8.33	*	*	12	*
All Grades	2.94	6.94	10.00	32.35	34.72	30.00	38.24	34.72	24.29	26.47	23.61	35.71	68	72	70

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	26.67	21.43	35.29	6.67	14.29	29.41	46.67	35.71	29.41	20.00	28.57	17	15	14
1	*	0.00	25.00	*	27.27	16.67	*	54.55	33.33	*	18.18	25.00	*	11	12
2	7.69	*	9.09	46.15	*	45.45	23.08	*	18.18	23.08	*	27.27	13	*	11
3	*	33.33	*	*	33.33	*	*	26.67	*	*	6.67	*	*	15	*
4	*	*	50.00	*	*	25.00	*	*	18.75	*	*	6.25	*	*	16
5	*	41.67	*	*	50.00	*	*	0.00	*	*	8.33	*	*	12	*
All Grades	25.00	30.56	25.71	42.65	27.78	30.00	16.18	26.39	25.71	16.18	15.28	18.57	68	72	70

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	0.00	14.29	5.88	26.67	7.14	35.29	33.33	35.71	52.94	40.00	42.86	17	15	14
1	*	0.00	0.00	*	0.00	25.00	*	36.36	8.33	*	63.64	66.67	*	11	12
2	0.00	*	0.00	46.15	*	9.09	23.08	*	45.45	30.77	*	45.45	13	*	11
3	*	0.00	*	*	13.33	*	*	60.00	*	*	26.67	*	*	15	*
4	*	*	0.00	*	*	18.75	*	*	25.00	*	*	56.25	*	*	16
5	*	8.33	*	*	16.67	*	*	41.67	*	*	33.33	*	*	12	*
All Grades	1.47	2.78	2.86	16.18	19.44	12.86	41.18	38.89	30.00	41.18	38.89	54.29	68	72	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	13.33	14.29	75.00	66.67	42.86	18.75	20.00	42.86	16	15	14
1	*	0.00	33.33	*	72.73	41.67	*	27.27	25.00	*	11	12
2	15.38	*	9.09	61.54	*	72.73	23.08	*	18.18	13	*	11
3	*	33.33	*	*	33.33	*	*	33.33	*	*	15	*
4	*	*	25.00	*	*	56.25	*	*	18.75	*	*	16
5	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
All Grades	10.45	20.83	18.57	70.15	58.33	51.43	19.40	20.83	30.00	67	72	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	20.00	14.29	52.94	53.33	42.86	35.29	26.67	42.86	17	15	14
1	*	0.00	33.33	*	81.82	25.00	*	18.18	41.67	*	11	12
2	30.77	*	27.27	46.15	*	54.55	23.08	*	18.18	13	*	11
3	*	53.33	*	*	40.00	*	*	6.67	*	*	15	*
4	*	*	75.00	*	*	18.75	*	*	6.25	*	*	16
5	*	91.67	*	*	8.33	*	*	0.00	*	*	12	*
All Grades	40.30	45.83	41.43	43.28	40.28	34.29	16.42	13.89	24.29	67	72	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	0.00	14.29	50.00	66.67	42.86	43.75	33.33	42.86	16	15	14
1	*	0.00	0.00	*	36.36	33.33	*	63.64	66.67	*	11	12
2	7.69	*	0.00	61.54	*	54.55	30.77	*	45.45	13	*	11
3	*	0.00	*	*	33.33	*	*	66.67	*	*	15	*
4	*	*	6.25	*	*	31.25	*	*	62.50	*	*	16
5	*	8.33	*	*	58.33	*	*	33.33	*	*	12	*
All Grades	6.06	5.56	4.29	48.48	50.00	35.71	45.45	44.44	60.00	66	72	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	26.67	42.86	29.41	26.67	21.43	52.94	46.67	35.71	17	15	14
1	*	0.00	16.67	*	36.36	16.67	*	63.64	66.67	*	11	12
2	7.69	*	9.09	69.23	*	45.45	23.08	*	45.45	13	*	11
3	*	6.67	*	*	86.67	*	*	6.67	*	*	15	*
4	*	*	6.25	*	*	62.50	*	*	31.25	*	*	16
5	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
All Grades	5.88	11.11	14.29	55.88	54.17	45.71	38.24	34.72	40.00	68	72	70

Conclusions based on this data:

1. The percentage of students whose proficiency level is well developed increased 14% over 2021-2022, from 0% to 14%.
2. The most significant decline in student proficiency was for those whose English is somewhat developed (-17%) compared to 2021-2022 data.
3. 37% of our English Learners are at the beginning level, compared with 31% in 2021-2022.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

Total student tested = 91	
Aerobic Capacity	91
Abdominal Strength and Endurance	88
Trunk Extensor Strength and Flexibility	90
Upper Body Strength and Endurance	90
Flexibility	91

Physical Fitness Test Results (PFT) 2017-2018

Number of Students Tested

Total student tested = 101	32
Aerobic Capacity	100
Body Composition	101
Abdominal Strength and Endurance	101
Trunk Extensor Strength and Flexibility	101
Upper Body Strength and Endurance	101
Flexibility	99

Conclusions based on this data:

1. The California Physical Fitness exam was administered in 2022-2023. We had the highest participation in testing for aerobic capacity and flexibility (91/91 students)
2. Abdominal strength and endurance had the lowest participation rate.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	76 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	79 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	93 %	6.1

1. This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data.

2. The percentage of students who felt connected to the school most or all of the time, increased from 75% in 2019/2020 to 76% in 2021/2022. There was a decrease with students feeling safe at school, from 82% to 79%, which is still above the State average.

3. There was an increase of students feeling respected. The number increased from 76% to 91%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
592	20.3	11.3	0.2
Total Number of Students enrolled in Arroyo Seco Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	11.3
Foster Youth	1	0.2
Homeless	9	1.5
Socioeconomically Disadvantaged	120	20.3
Students with Disabilities	108	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	1	0.2
Asian	42	7.1
Filipino	15	2.5
Hispanic	182	30.7
Two or More Races	61	10.3
Pacific Islander	1	0.2
White	288	48.6

Conclusions based on this data:

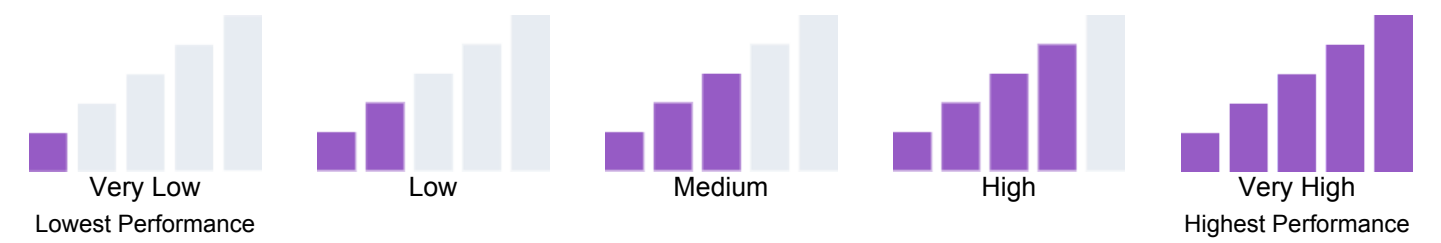
1. Our population of African American students has declined yearly since 2019-2020 while our population of students who identify as Hispanic is slightly greater than 2019-2020 and 2020-2021 school years.
2. Our population of students who identify as white, which had been consistently at 46%, has increased by 2%.
3. Our percentage of students who are English Learners has increased after a two year downward trend; our current population of English Learners is similar to enrollment in 2019-2020. Of our students served by LCAP funds, Socioeconomically Disadvantaged make up the largest population of our school (20.3%).

School and Student Performance Data

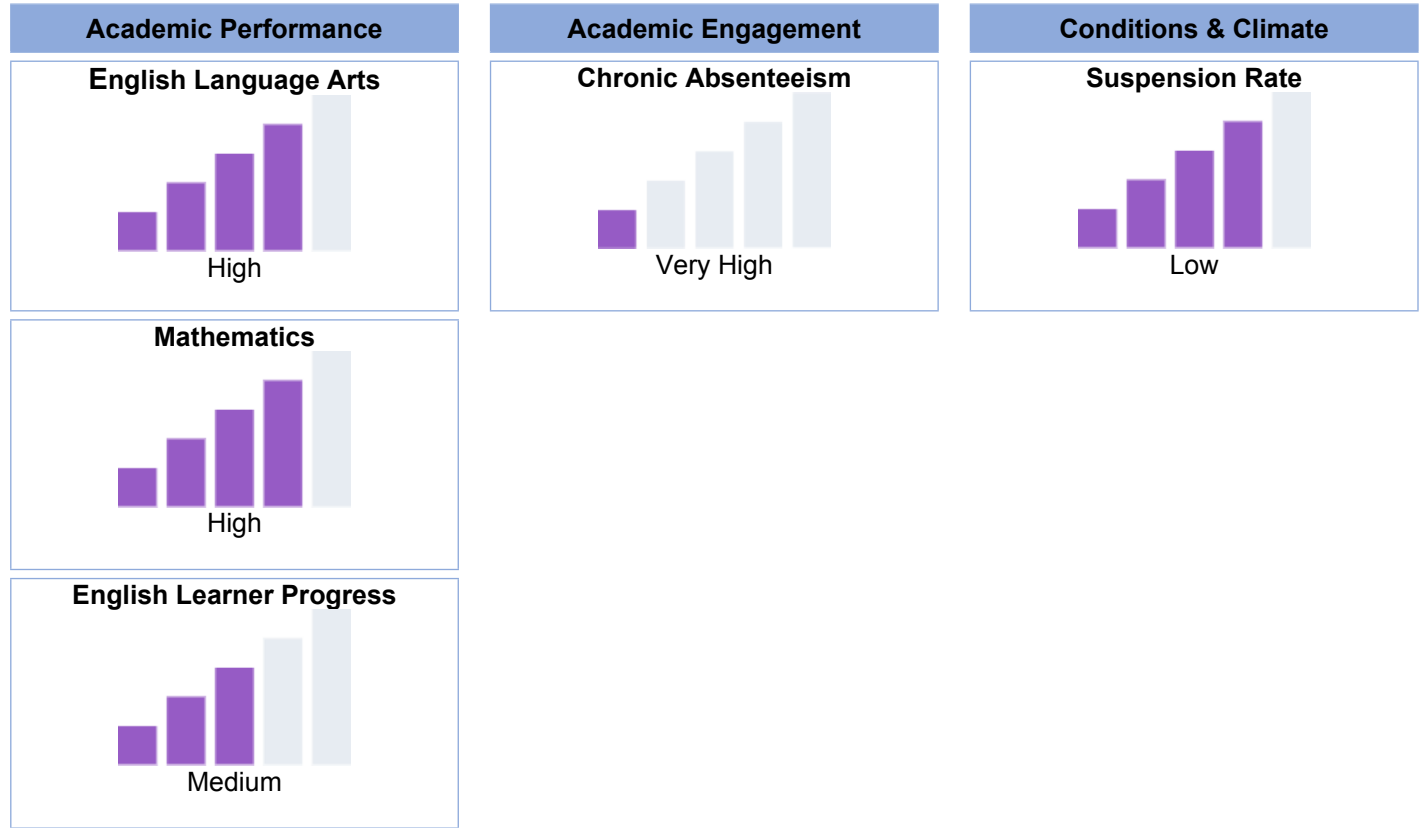
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our students' strongest area in 2022-2023 was attendance as indicated by our low chronic absenteeism rates, followed by academics, where students scored high in both English Language Arts and Math.
2. The area with the greatest potential for improvement is our suspension rate.

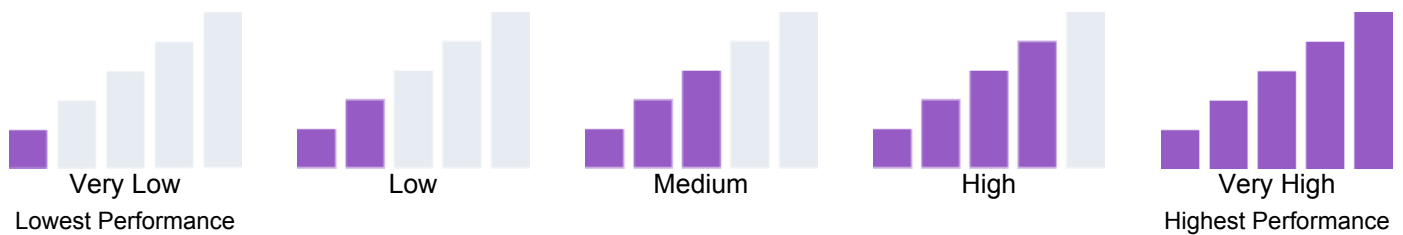
3. The progress of our English Learners is not consistent with the overall progress of our student population. This is an area for improvement.

School and Student Performance Data

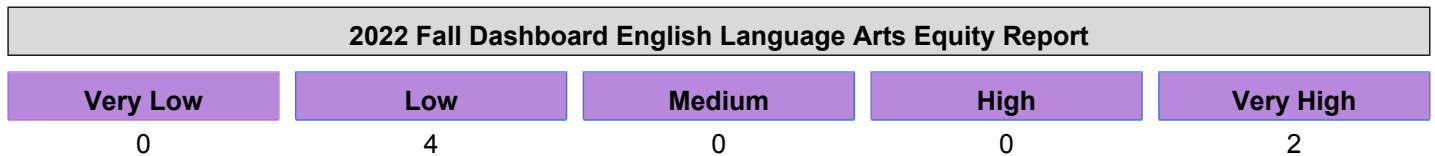
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

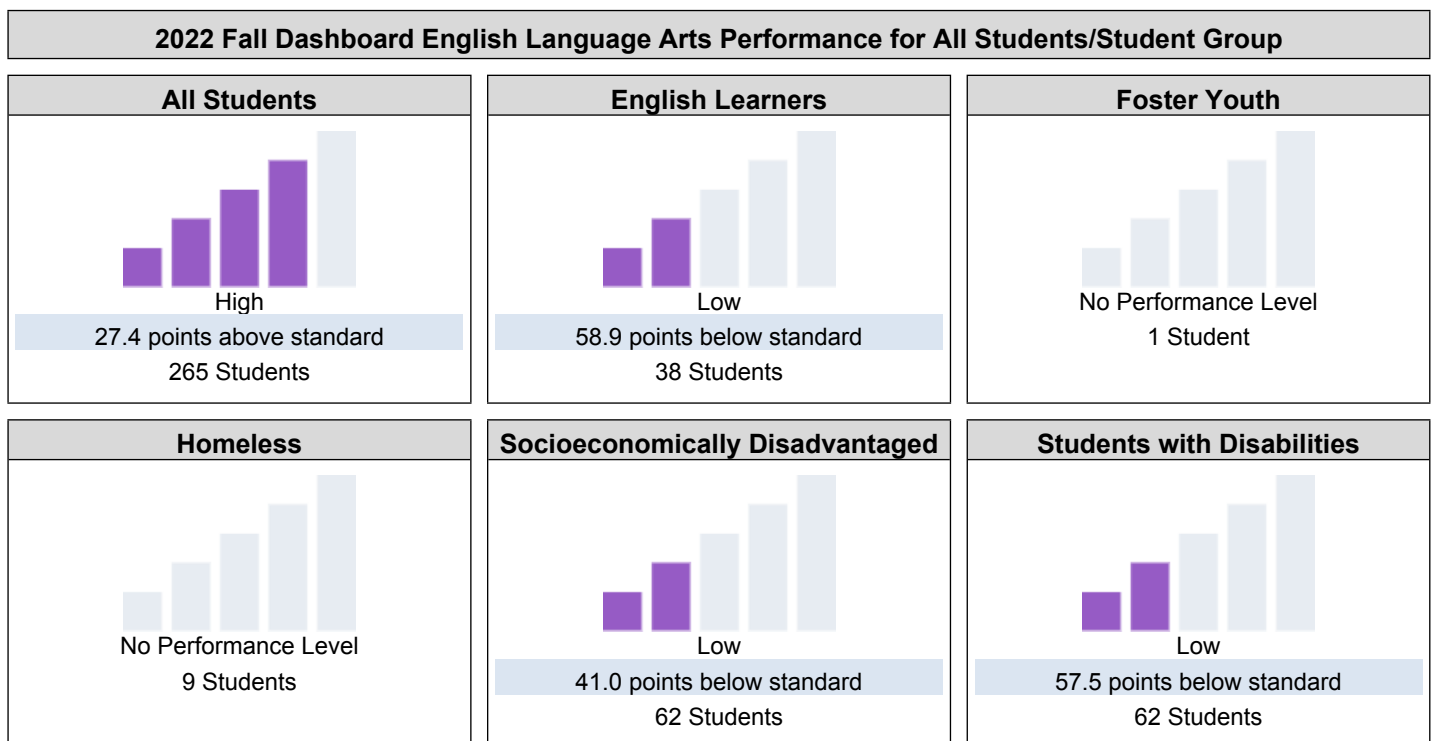
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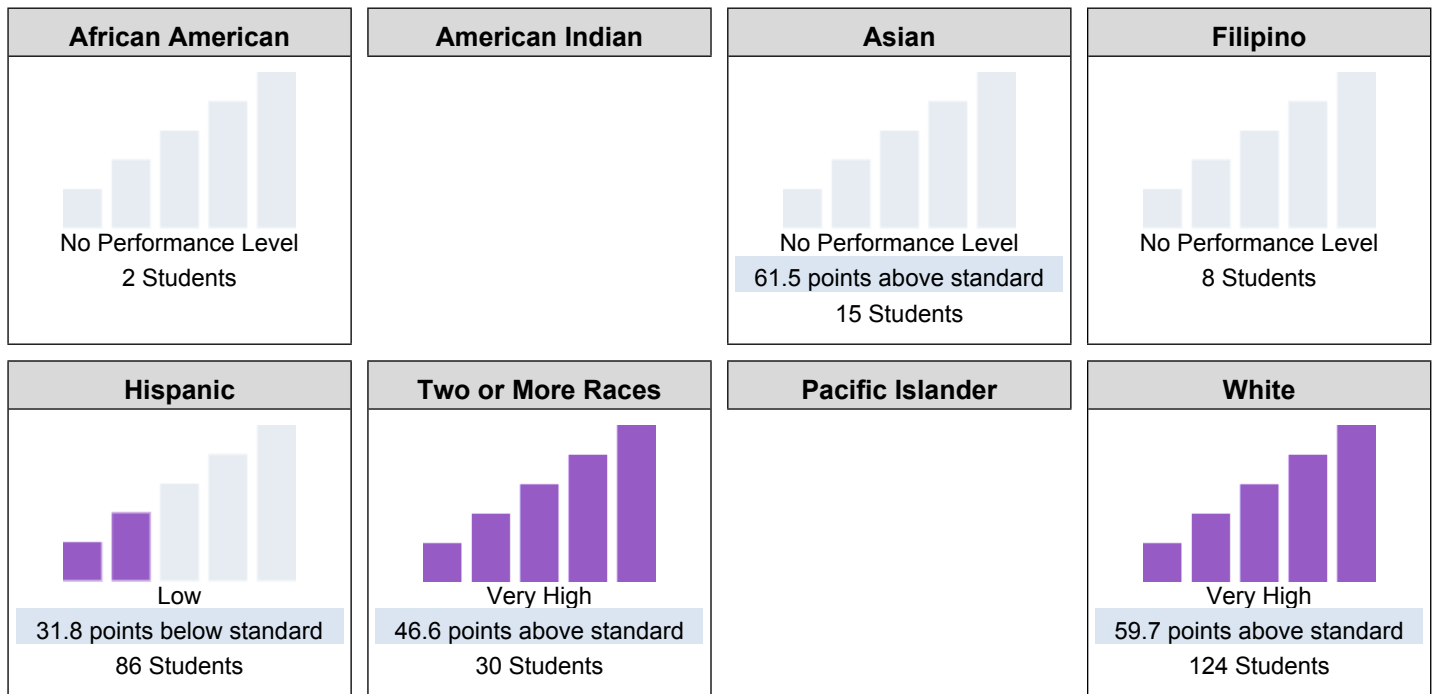
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard 33 Students	4 Students	39.3 points above standard 201 Students

Conclusions based on this data:

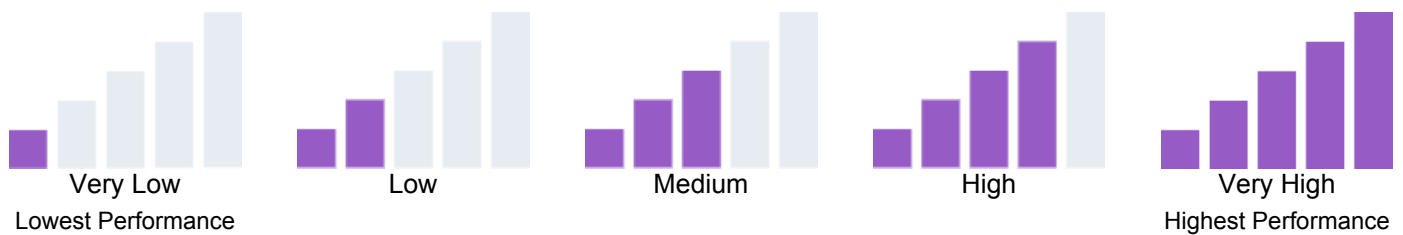
1. Our English learners performed 58.9 points below standard while our English Only students performed 27.4 points above standard in English Language Arts.
2. Our socioeconomically disadvantaged students scored 41 points below standard and our students with disabilities scored 57.5 points below standard compared with the average student performance of 27.4 points above standard in English Language Arts.
3. While students who identify as Two or More Races or White scored very high (46.6 points above standard and 59.7 points above standard, respectively,) our Hispanic students scored 31.8 points below standard in English Language Arts, demonstrating an achievement gap.

School and Student Performance Data

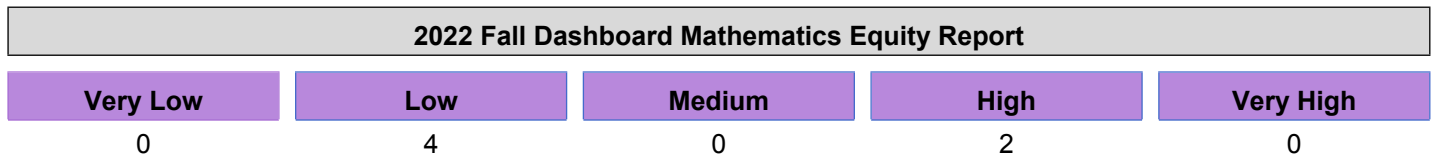
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

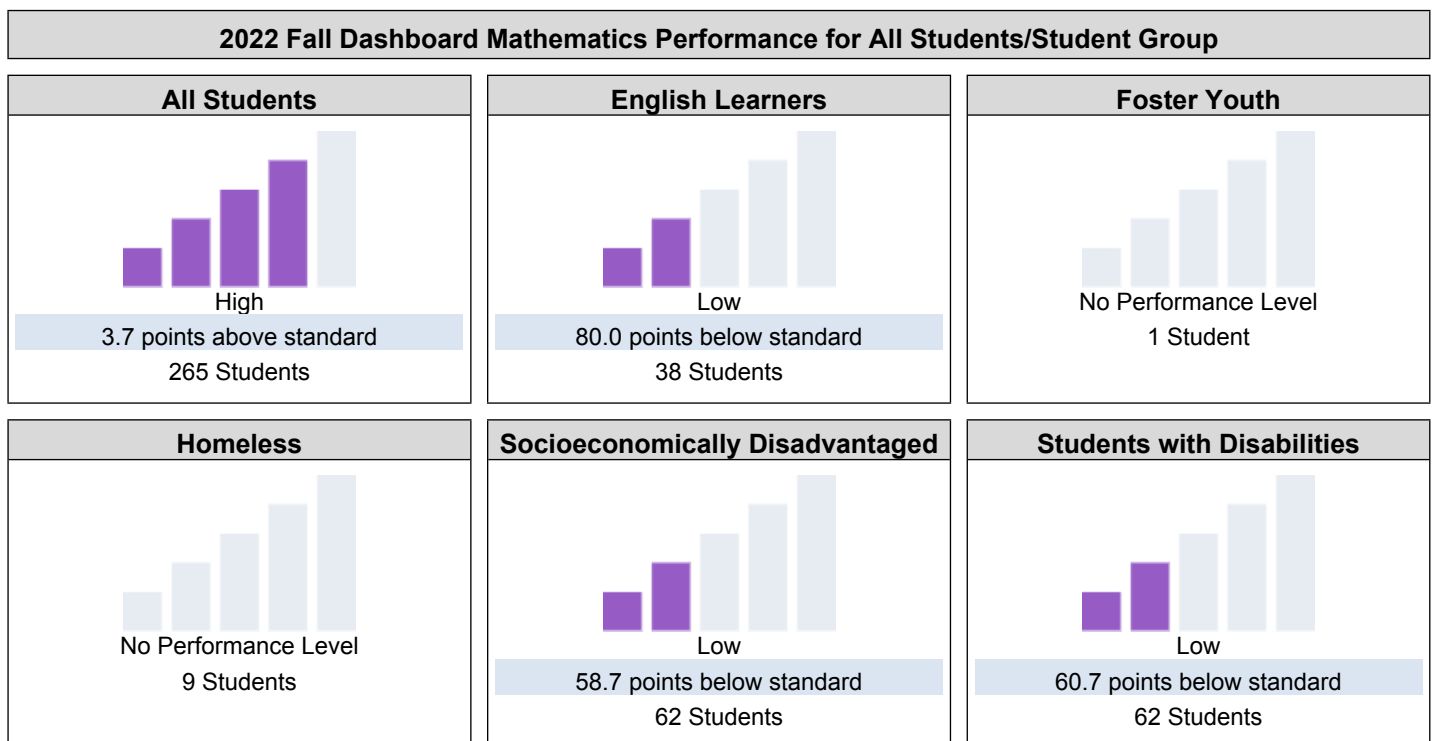
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



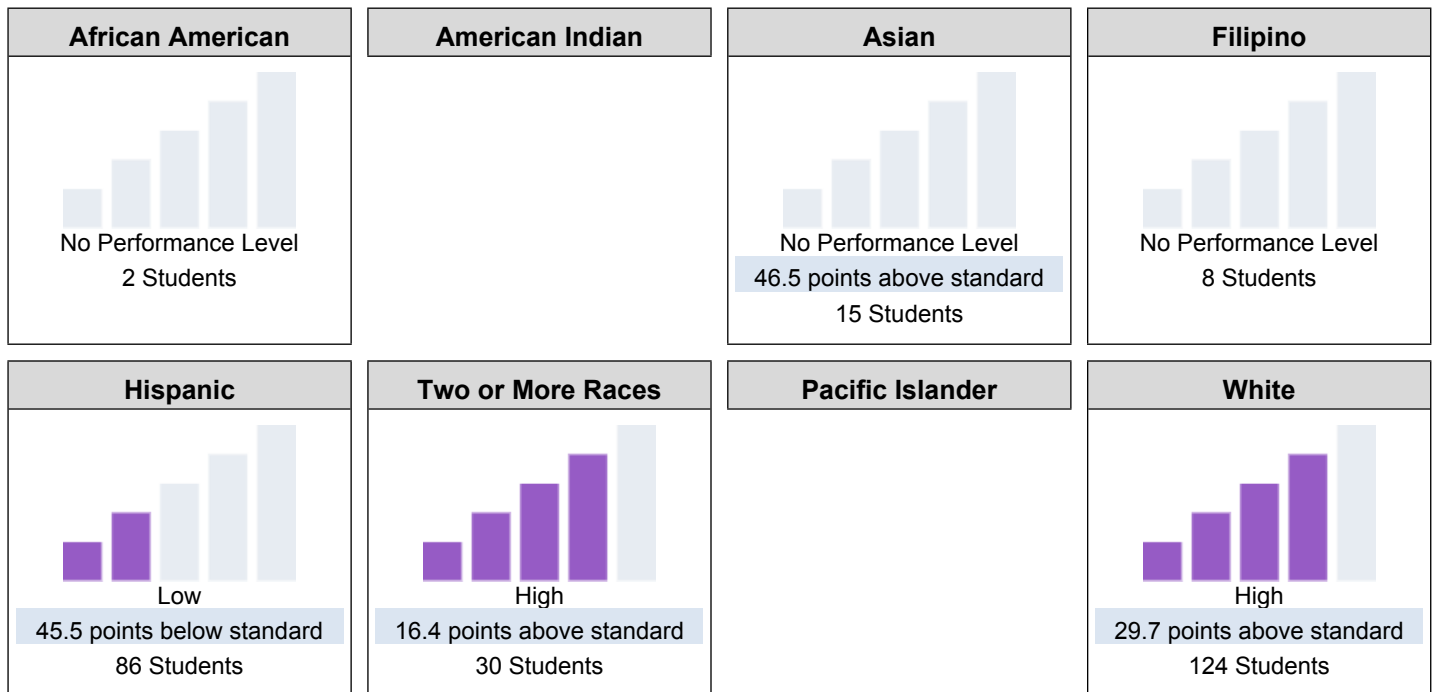
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.4 points below standard 33 Students	5 Students	13.3 points above standard 201 Students

Conclusions based on this data:

- Overall, our students scored high for mathematics; but a closer look reveals this holds true only for our white students (29.7 points above standard), our Asian students (46.5 points above standard), and our students of two or more races (16.4 points above standard).
- The achievement gap between our Hispanic students and our students of two or more races is 61.9 points; the achievement gap between our Hispanic students and our white students is 75.2 points; and the achievement gap between our Hispanic students and our Asian students is 92 points. The rate at which our Asian students are achieving above standard in mathematics is equivalent to the rate our Hispanic students are achieving below standard.
- Our English Learners are the furthest below standard, behind both our students with disabilities and our socioeconomically disadvantaged students.

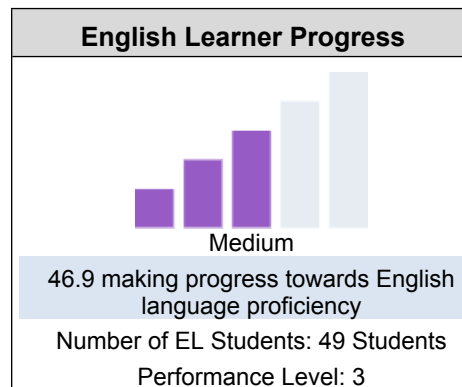
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3%	36.7%	0.0%	46.9%

Conclusions based on this data:

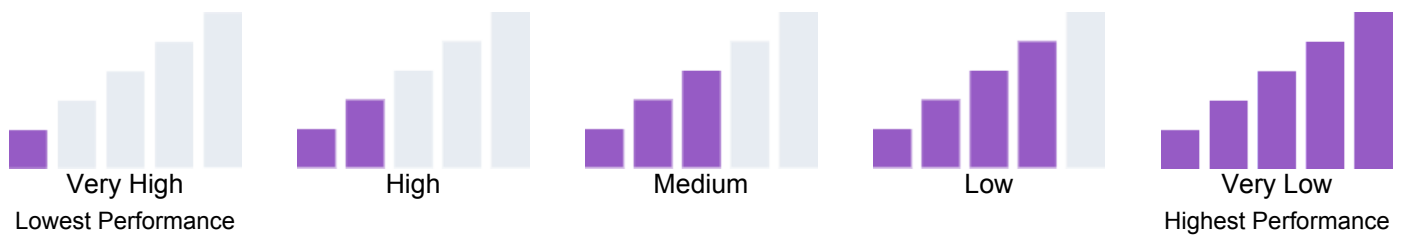
1. Our students at ELPI Level 4 either progressed on ELPI level or decreased on ELPI level.
2. 83.6% of our Emerging Bilingual students maintained or progressed one ELPI level while 16.3% decreased one ELPI level.

School and Student Performance Data

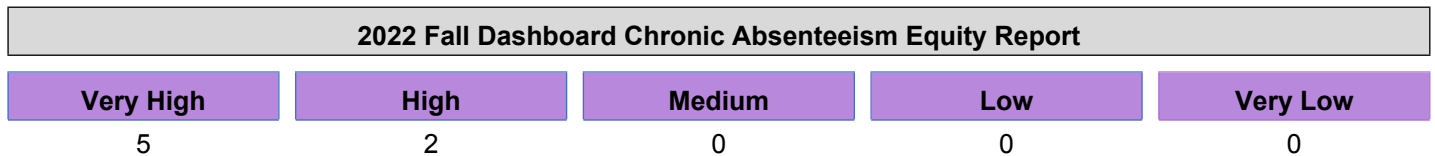
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

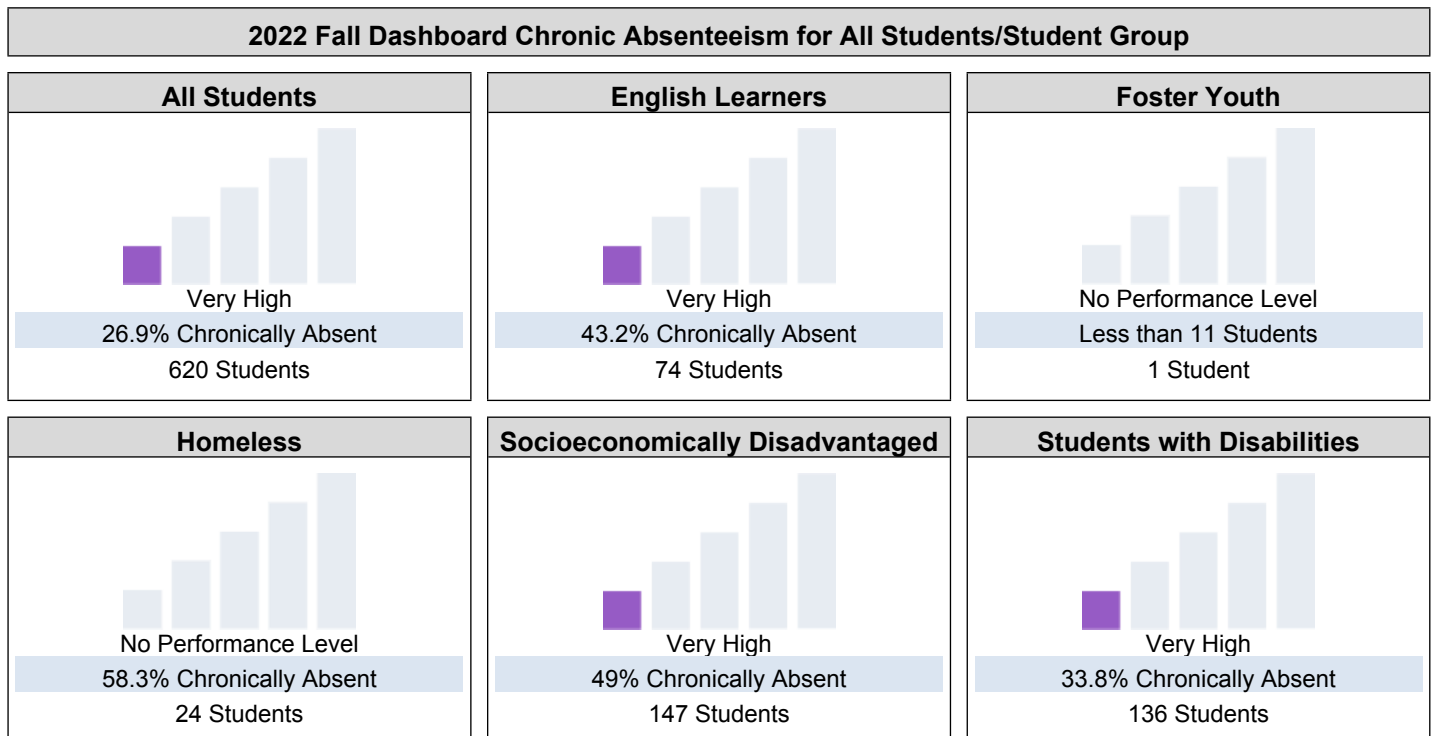
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



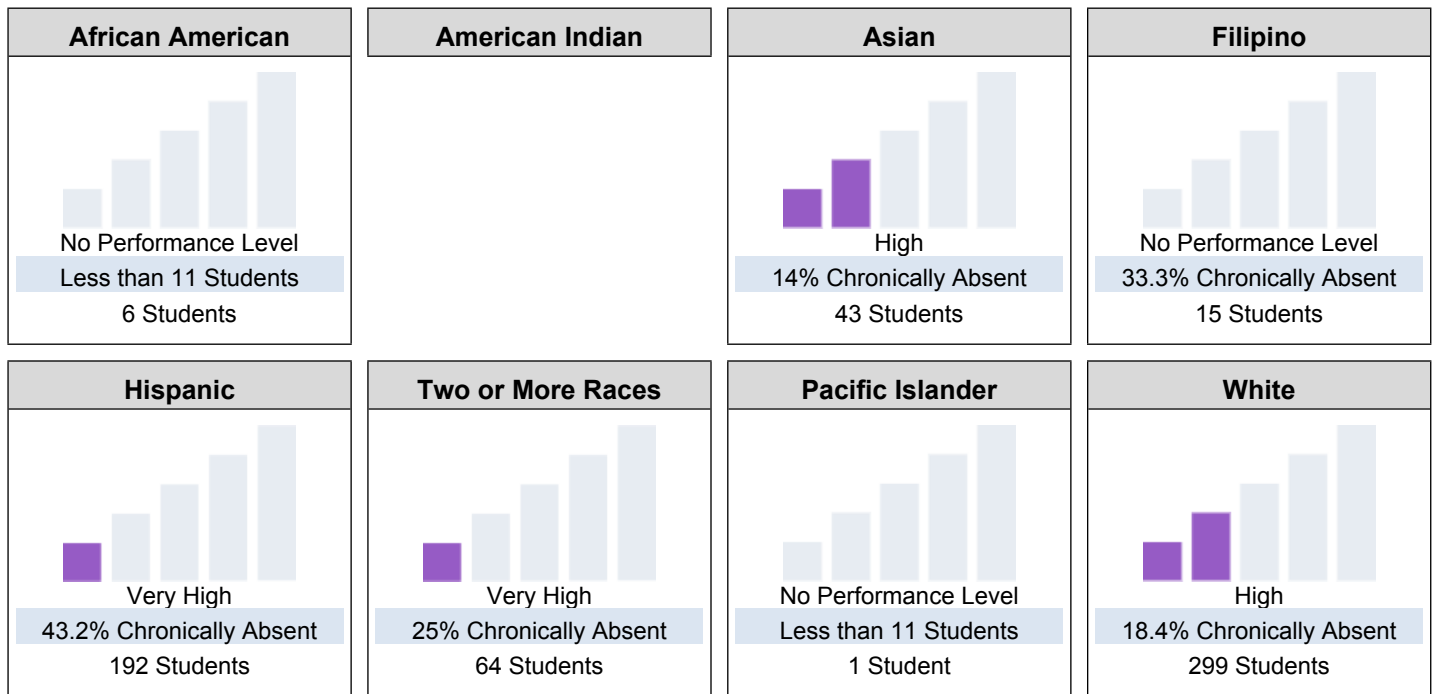
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Our chronic absenteeism is high or very high in all categories for which a statistically significant population of students exists.
2. Chronic absenteeism is high among white and Asian students, while it is very high among all other races/ethnicities. Our school needs to improve on being a welcoming place for all.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



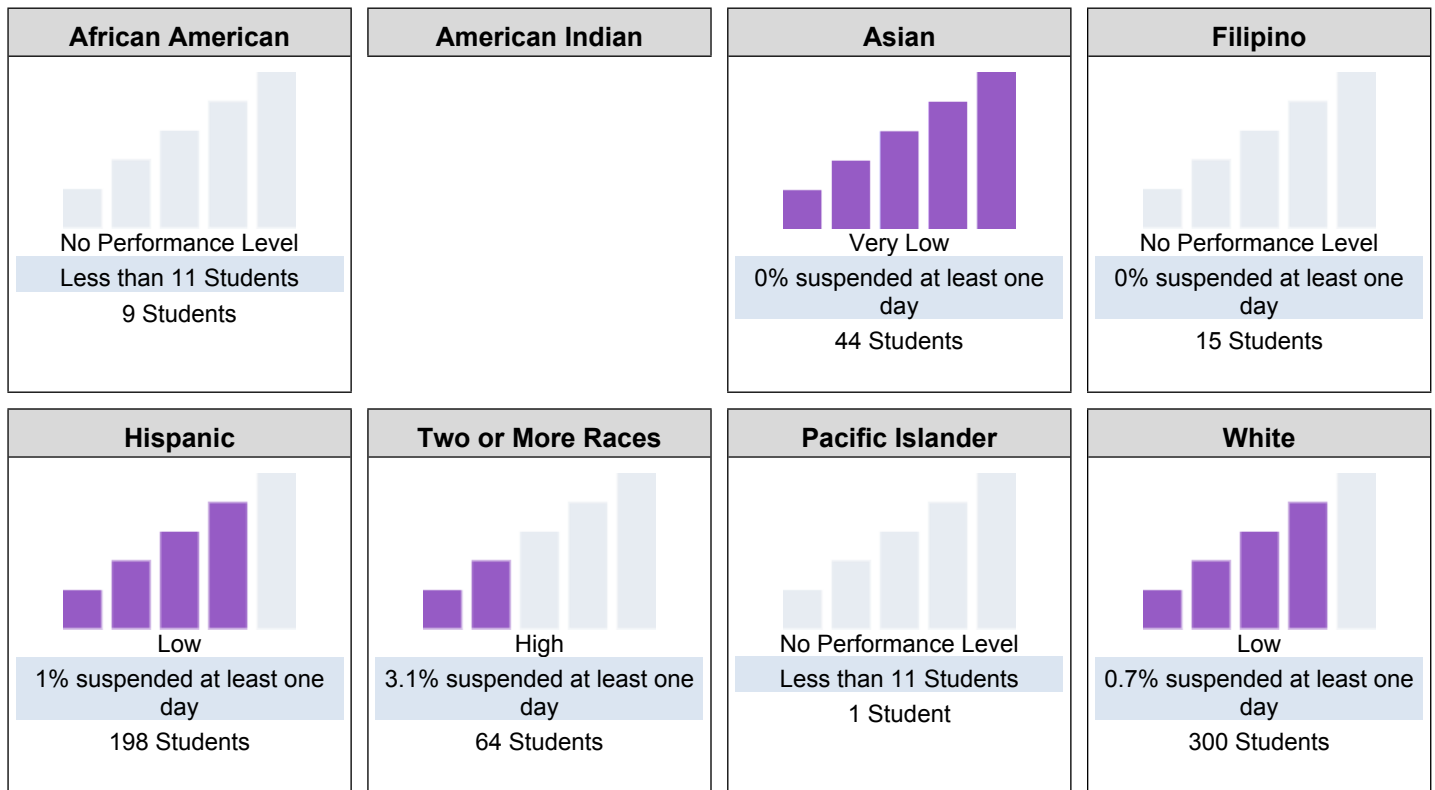
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	1	3	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Low 1% suspended at least one day 631 Students	English Learners Very Low 0% suspended at least one day 78 Students	Foster Youth No Performance Level Less than 11 Students 1 Student
Homeless No Performance Level 3.8% suspended at least one day 26 Students	Socioeconomically Disadvantaged Medium 1.3% suspended at least one day 154 Students	Students with Disabilities Low 0.7% suspended at least one day 141 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates are highest for our students of two or more races.
2. Suspension rates are second highest for socioeconomically disadvantaged students.
3. Hispanic students are suspended at a higher rate than white students and Asian students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
2021-2022 CAASPP Data	<p>We will increase our ELA scores by 5% from 58% of our students meeting or exceeding standards to 63%.</p> <p>We will increase the percentage of students at or near standard on the writing claim by 5% to 85%.</p>	Our ELA scores decreased for students meeting and exceeding standard from 58% to 57% school wide.
2021-2022 CAASPP Data	We will increase our math scores by 5%, from 52% of our students meeting or exceeding standards to 57%.	Our math scores decreased for students meeting or exceeding standard from 52% to 49% school wide.

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 (MTSS), differentiated instruction, and strategies that support English Learners. Through the use of Professional Learning Communities (PLCs), teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. Through the use of easyCBM data, Running Records, and other grade</p>	<p>Teachers collaborated through Professional Learning Communities (PLCs) to analyze student data, group students by opportunity levels, set goals for each group, and monitor progress toward the goals. Data analyzed included easyCBM data at all grades, Running Records at some grades, along with other grade level assessments. Teachers met regularly to discuss instruction within the groups. Through vertical articulation meetings, teachers shared essential standards and assessments linked to the essential standards, identifying common essential standards and</p>	<p>Online Programs such as Accelerated Reader, Reading A-Z 4000-4999: Books And Supplies Admin. Gift account 1,500</p>	<p>Online programs such as Accelerated Reader 4000-4999: Books And Supplies Local Categorical 500</p>
			<p>After-School homework club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
		<p>Razz Kids Subscription 4000-4999: Books And Supplies Local Categorical 1,300</p>	<p>BrainPop Subscription 4000-4999: Books And Supplies Local Categorical 4135</p>
		<p>Educational Software for Guiding Instruction (ESGI 4000-4999: Books And Supplies Local Categorical 1,500</p>	<p>Razz Kids and Reading A-Z Subscription 4000-4999: Books And Supplies Local Categorical 640</p>
		<p>Instructional Rounds release time 1000-1999:</p>	<p>Educational Software for Guiding Instruction</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
level assessments, all students will have baseline data that teachers will monitor to group students, provide interventions or enrichments to ensure student growth. Teachers will use intervention materials such as 95%, Fountas & Pinnell, and Sonday systems to support students in reading. We will use Sonday systems to provide whole class multisensory instruction in phonemic awareness to improve reading fluency. We will continue to employ computer programs such as Barton, NewsELA, ESGI, Reading A-Z, and Raz-Kids. We will provide teachers training on Advancement Via Individual Determination (AVID) strategies to focus on writing, inquiry, collaboration, organization and reading. Collaboration time will be structured to allow for Professional learning Community (PLC) meetings, grade-level meetings, and vertical articulation meetings. Vertical articulation will focus on common assessments, common vocabulary, power standards and essential standards. Instructional Rounds will allow teachers to observe common and adjacent grade level lessons focused on the essential standards. Expected outcomes will be that teachers and students can communicate how	clear shifts from primary grades to upper elementary grades. Teachers used Sonday Systems to support students in reading; the majority of our teaching staff did this to fidelity with four lessons weekly. Kindergarten continued their use of ESGI to support phonics and phonemic awareness and reading A-Z was used in primary grades. The AVID focus for this year was on organization. We were unable to complete instructional rounds this year. Teachers used Dreambox to support students' development in math, but usage was to varying degrees and student lesson completion rates were overall very low. Our Coordination of Services Team (COST) focused on Tier 2 and 3 academic, behavioral, and social/emotional supports for students, referring students to Kid Connection, individual counseling, or to outside service providers for social/emotional support, and supporting teachers in academic interventions as needed. Our Emerging Bilingual Students (English learners, or ELs) received designated instruction in English with the classroom teacher and the interventionist. Additionally, our school site served as a pilot for Lexia Learning, so our Emerging Bilingual students received uniform English Language Development support in grades 2-5. Our	<p>Certificated Personnel Salaries Local Categorical 5,000</p> <p>Interventionist to provide designated ELD instruction for level 1 and level 2 English Learners 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,073</p>	<p>(ESGI) 4000-4999: Books And Supplies Local Categorical 1,175</p> <p>Interventionist to provide support for ELD students 2000-2999: Classified Personnel Salaries LCFF - Supplemental</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>their learning builds on the prior years' instruction and how it prepares them for learning in the following year. Collaboration time dedicated to PLCs will allow teams to monitor the academic progress and performance of students and provide appropriate academic interventions, while the Coordination of Services Team (COST) will focus on Tier 2 and 3 academic, behavioral, and social/emotional supports for students. English Learners (ELs) will receive designated instruction in English for thirty minutes daily; English Learners at levels 1 and 2 will receive designated instruction from both an interventionist and the classroom teacher. The interventionist will have access to materials to provide designated ELD instruction and will receive training in Designated ELD strategies.</p>	<p>interventionist attended training on ELD instruction.</p>		
<p>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.</p>	<p>Two of our teachers attended professional development about having math talks with students. While these teachers did not lead professional development in the 2022-2023 school year, they will in the 2023-2024 school year. Professional Learning Communities this year focused solely on English Language Arts and Early Literacy. Some grade levels used the easyCBM math assessments to guide instruction while</p>	<p>Math Program: Happy Numbers 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>After School Homework Club 1000-1999: Certificated Personnel Salaries LCAP 0</p> <p>After School Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet with district supported math coaches to provide support around intervention. Teachers will use curriculum assessments and EasyCBM math assessments to guide instruction. We will continue to employ computer programs such as DreamBox. We will continue to implement and refine Counting Collections for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners.	others did not. DreamBox was used, but its usage was inconsistent from classroom to classroom and student lesson completion rates were low. Teachers in Transitional Kindergarten, Kindergarten, first, and second grades continued to implement Counting Collections.		
Writing We will focus on improving our Tier1 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. With the analysis of district writing prompts, ESGI, EasyCBM, 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	Teachers in grades 3-5 completed the district writing assessment, normed and scored against a common, districtwide rubric, to evaluate student writing development. In grades 4-5, students received writing support in both the whole group setting and in small group settings based on areas for growth as evidenced by previous writing samples. AVID training focused on organization.	Teacher release time to discuss AVID strategies 1000-1999: Certificated Personnel Salaries LCFF - Base 2,500	ESGI Licensing 4000-4999: Books And Supplies LCFF - Supplemental 1,125 Teacher release time to discuss AVID strategies LCFF - Base 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fountas & Pinnell to support students in vocabulary development and writing. We will continue to use ESGI. We will provide teachers training on AVID strategies to focus on writing, inquiry, collaboration, organization and reading.			
Staff members will collaborate between and within grade levels as measured by notes, agendas, meeting minutes, and calendars.	Staff members collaborated between and within grade levels as measured by notes, agendas, and calendars.	Substitute teachers for professional collaboration/rounds 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,362	Substitute teachers for professional collaboration/rounds 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
		Substitute teachers for articulation 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2,920	Substitute teachers for articulation 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2,365

Analysis

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

Teachers met formally in PLCs 3 times throughout the year to review student data from common assessments (EasyCBM, Running Records, STAR reader scores) to set literacy based goals and group students schoolwide. The majority of classroom utilized Sonday lessons four times weekly for phonemic awareness development. Students needing more support received small group instruction using 95%, Sonday 1 or 2 interventions or intervention from Barton reading instruction. Vertical articulation was completed with all grade levels to align essential standards and identify common assessments to monitor progress on these standards. English learners received support from Designated ELD time with the support of the teacher and the interventionist. Our school piloted Lexia English with our emerging bilingual students in grades K, 2-5 during designated ELD time. The teaching staff received an hour of training on beGLAD strategies for Integrated ELD instruction and three teachers have continued on to become beGLAD trained. Teachers used Dreambox with students to varying degrees and student lesson completion rates overall were low. AVID strategies this year focused on Organization to support students.

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

87.7% of our students meet or exceed proficiency in writing conventions and 87.5% of our students meet or exceed proficiency in writing structure as measured by our district wide standardized writing assessment. From fall to winter, we decreased our percentage of students who were either high risk or some risk on the EasyCBM reading proficiency measure by 1% each.

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

Due to salary increases, budgets needed to shift to fund our personnel.

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.

Metrics will additionally include local data such as EasyCBM scores for math and reading and our district writing assessment for writing. These changes will be found in the planned improvements.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
Annual attendance rate/ chronic absenteeism	By working with our Child Welfare and Attendance (CWA) Specialist, we will work to reduce the percentage of students chronically absent.	Our average daily attendance rate increased by 1% this school year compared to last year. Our chronic absenteeism rate (students missing 10% or more of school) was 9%.
Suspension Data	Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and the use of restorative practices and alternatives to suspension, we will reduce the number of out-of-school suspensions by 2% as tracked by suspension and SWIS data.	Out-of-school suspensions did increase, however, of the students who received 3 or more major office discipline referrals, 90% were receiving additional services by the end of the year to address the behaviors through SSTs, Kid Connection, referrals to outside service providers, or through their IEPs. We had 33 students with 2 or more major office discipline referrals. While alternatives to suspension were implemented, as were restorative practices and mediation, our office referrals and suspension rates increased over the previous year. However, students having 3 or more major office discipline referrals were less than 4% of our school population.
Physical Fitness Activity Logs, student aerobic capacity measures.	Students will participate in daily physical activity as part of an overall healthy lifestyle. Our ongoing goal, as measured by the PFT is to maintain a healthy fitness zone and to increase student meeting aerobic capacity fitness by 2%.	Students did participate in physical activity. PE hours as reported by teachers reflected the majority using daily PE time while others assured they met the weekly required minutes over 3 or more days. Because of changes to the PFT, comparative data is not available for aerobic capacity. 88 out of 95 students participated in the PFT this year.
SWIS Data, Healthy Kids Survey, Panorama Survey, PBIS documents, Kid Connection	We have fully implemented Positive Behavioral Interventions and Supports (PBIS) systems at our site. As a Cohort-1 school, we have implemented consistent and clear strategies for students and teachers. Teachers will be more effectively able to implement trauma informed	While our Tier 1 PBIS systems are in place, we saw a decrease in the student teacher relationships positive responses in the Spring 2023 Panorama survey and a decrease in student sense of belonging positive responses.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	practices in the classroom and students will report greater self-regulation. Student teacher relationships positive responses will increase 5% by spring 2023 and student sense of belonging positive responses will increase 3%.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will implement Positive Behavioral Interventions and Supports strategies to support student behavior. We will implement a consistent schoolwide 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 exhibiting traits from the Choose Love curriculum. We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity and competence. All staff will utilize behavior specific praise. Teachers will be trained in trauma informed practices. We will continue to implement the use of a social-emotional	We implemented Positive Behavioral Interventions and Supports strategies to support student behavior. We implemented a consistent schoolwide system around the three school rules. On a weekly basis, teachers continued to monitor behavior and address the rules within their classrooms. Teachers promoted our school rules, recognizing students who are "Caught Being Colts." Students who received recognition were announced via a weekly drawing during Friday announcements. Monthly spirit assemblies announced positive successes in school, and recognized Students of the Month following our Colt Community Rules and exhibiting traits from the Choose Love curriculum. We continued to promote clear expectations for behavior, inclusiveness, and cultural diversity and competence. All staff utilized behavior specific praise. Teachers were trained in trauma informed practices. We continued to implement the use of a social-emotional curriculum, Choose Love, to provide	Incentive Necklaces/ Positive recognition PTA 3,000 Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 3,000	Incentive Necklaces/ Positive recognition PTA 1,083 Assemblies to promote positive behaviors 7000-7439: Other Outgo Parent-Teacher Association (PTA) 3,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
curriculum, Choose Love, to provide students with resources to help them manage their emotions. We will continue to provide therapy sessions for students through our Kid Connection specialist. 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 with resources to help them manage their emotions, however implementation was inconsistent. We continued to provide therapy sessions for students through our Kid Connection specialist. Our leadership students were a part of building school community. Our trained conflict managers helped students solve problems on the yard. Students had "Incentive Necklaces" to promote positive behaviors around attendance, reading, behavior, etc. Administration made weekly contact with parents based on positive behaviors. Administration continued to use reflection sheets, alternatives to suspension, and restorative practices so students are staying in school to access curriculum.		
We will implement a social emotional learning curriculum (Choose Love) schoolwide. Students will also participate in schoolwide 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.	Choose Love was implemented inconsistently across the campus. Students did participate in schoolwide assemblies to promote a sense of belonging, to improve motivation, and to develop our school culture. Leadership students, under the guidance of teachers, did find opportunities to organize formal acts of kindness projects throughout the year.	School wide assemblies 7000-7439: Other Outgo PTA 3,000 Incentives/certificates for PBIS 4000-4999: Books And Supplies Admin. discretionary 2,500	School wide assemblies 7000-7439: Other Outgo PTA 3,000 Incentives/certificates for PBIS 4000-4999: Books And Supplies Admin. discretionary 0
We will reduce the number of chronically absent students by working with our Child Welfare and Attendance	Our chronic absenteeism rate remains high. We did work with our Child Welfare and Attendance Aide to address our	Purchase of attendance charms 7000-7439: Other Outgo PTA 3,000	Purchase of attendance charms 7000-7439: Other Outgo PTA 735

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	chronically absent students.		
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.	6 students had 2 or more major office discipline referrals this year. 100% of those students received additional services and/or interventions. An alternative disciplinary menu was developed based on the the top reasons for major office discipline referrals and this was shared with staff, who could use the resources available in the alternative disciplinary menu or could use this to request a disciplinary action other than suspension.	Duplicate copies of referral forms 4000-4999: Books And Supplies Admin. discretionary 500	Duplicate copies of referral forms 4000-4999: Books And Supplies Admin. discretionary 100
We will work with our Adaptive PE teacher to provide our teachers with resources to teach students the skills needed to be physically active and healthy. We will coordinate with the teacher to upgrade and purchase equipment needed to improve specific, targeted areas. Regular physical activity will be implemented at the school site, in alignment with the state requirement of 200 minutes every 10 days of physical education. We will continue to provide teachers access to Adventure to Fitness.	While we did not coordinate with our Adaptive PE teacher to provide resources to teacher to teach skills, we did determine games to be taught at different grade levels based on student interest. The result was an increase in students playing these games during recess. Regular physical activity was implemented at the school site, in alignment with the state requirement of 200 minutes every 10 days of physical education. We discontinued access to Adventure to Fitness, as we did not return to distance learning.	Purchase of PE equipment 4000-4999: Books And Supplies PTA 2,000	Purchase of PE equipment 4000-4999: Books And Supplies PTA 0 Licensing for Adventure to Fitness 4000-4999: Books And Supplies LCAP 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will continue to provide students access to social-emotional support through our Kid Connection specialist.	Students received social-emotional support through our Kid Connection Specialist.	Salary for Kid Connection Specialist 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2,746	Salary for Kid Connection Specialist 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5,300

Analysis

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

Teachers overseeing assemblies scheduled all monthly spirit assemblies, which were held the last Wednesday of each month. Teachers gave out "Caught Being a Colt" tickets to students throughout the week, and the weekly video announcement helped to create accountability for giving this behavior incentive. Behavior expectations were taught at the beginning of the year and revisited after both winter and spring breaks. While Choose Love was implemented inconsistently, teachers used results from the Panorama survey and the accompanying playbook to determine activities and lessons to help improve students' sense of belonging at school. While we had a transition period to a new CWA, the CWA worked with the school to support families whose children were chronically absent. In response to the increase in office discipline referrals, and in response to a teacher survey, administration developed an alternative disciplinary menu based on the most frequent office discipline referral types. This allowed teachers to choose to use some of the alternatives and to let the teachers know what types of administrative action may occur in response to the referrals. Our Kid Connection Specialist was able to support approximately 40 students who our Coordination of Services team identified for support.

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

The fall 2022 Panorama Survey showed that students' sense of belonging increased 1% over the spring of 2022, however the spring 2023 survey showed a decline from the previous year. Over 90% of our students randomly surveyed were able to name our school behavior expectations. Of the students who received 3 or more major office discipline referrals, 100% of them received additional supports or services to attempt to address the behavior.

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

Due to negotiated salary increases, the spending for our Kid Connection specialist was 51% higher than what was proposed.

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.

Due to the overall increase in challenging behaviors, the suspension rate will not be used for determining how physically or emotionally safe our school environment is. Rather, the emphasis will be on the percentage of students with 2 or more major office discipline referrals. This change is reflected in the planned improvements Goal # 2.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 at events, PTA involvement and participation in school events.	PTA was able to host more in-person events this year and all were well attended. Data on attendance was not kept.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize Blackboard messaging and SMORE Newsletters to communicate and disseminate information. Keep the new website current with up-to-date information. 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.	The school website stayed current with up-to-date information. Parent meetings such as English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) were held, and academic data, survey data, and discipline data were shared at the various meetings. We provided translators for conferences, Student Study Teams (SST), and ELAC meetings. Teachers and administration made use of Blackboard, SMORE, and Canva to communicate and disseminate information.	Translators for meetings, childcare for ELAC as needed 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,000 Supplies for ELAC meetings 4000-4999: Books And Supplies LCFF - Supplemental 145	Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,100

Analysis

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

Grade levels sent weekly newsletter updates to families. Administration sent a monthly newsletter to families. An office specialist was assigned to keeping the website current. Our ELAC coordinator assured all meeting notices went to families and arranged for a translator at the meetings. ELAC meeting dates and proposed agendas were included in the monthly newsletter. The principal notified School Site Council of meetings and agendas, including the information in newsletters. The principal attended all PTA board and general meetings, and four teachers rotated to serve as teacher representatives at the meetings.

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

School events and activities were well attended, however, meetings where parent input is integral, such as School Site Council and ELAC, were poorly attended.

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

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.

Metrics will include registered parent volunteers.

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
easyCBM Assessments
District Writing Assessment
ELPAC
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022-2023 CAASPP Data	Baseline data from 2022-2023 indicated that 57% of our students met or exceeded the standards in ELA. In reviewing writing data, 76% of our students are at or near standard.	We will decrease the percentage of students not meeting standard and nearly meeting standard by 5%.
2021-2022 CAASPP Data	Baseline data indicated that 49% of students met or exceeded standards school wide in mathematics	We will increase the percentage of students meeting or exceeding standard by 6%.
District Writing Assessment	63% of our students in grades 2-5 achieved proficiency on our district writing assessment while 24% of these students who are emerging bilinguals achieved proficiency on the district writing assessment.	We will increase the percentage of students demonstrating proficiency on the District Writing Assessment by 7%.
District Writing Assessment	63% of our students in grades 2-5 achieved proficiency on our district writing assessment while 24% of these students who are emerging bilinguals achieved proficiency on the district writing assessment.	We will increase the percentage of English Learners who advance in their EL proficiency level by 10%.

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 (PLCs), teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to group students by targeted skills, providing instruction to support student growth in identified skill areas, all tied to the essential standards. Through the use of EasyCBM data, the school district phonics screener, and grade-level specific measures like Sonday spelling tests that allow teachers to assess individual student reading fluency, all students will have baseline data that teachers will monitor to group students, provide interventions or enrichments to ensure student growth. Teachers will use intervention and whole group instructional materials such as 95%, Heggerty, and Sonday systems to support students in reading. We will use Sonday systems to provide whole class multisensory instruction in phonemic awareness to improve reading fluency twenty minutes per day, four times a week, school wide. We will continue to employ and expand computer programs such as NewsELA and Reading A-Z. TK through 1st grade will use Heggerty for phonemic awareness development. Collaboration time will be structured to allow for Professional Learning Community (PLC) meetings, grade-level meetings, and professional development meetings. Teachers will receive professional development about the Science of Reading to support early literacy 6 times over the course of the year, with 45 minutes- 1 hour allotted for each training session. The expected outcome will be that teachers will apply scientifically grounded approaches to literacy to their instruction and to their selection of supplemental materials to support student literacy. Collaboration time dedicated to PLCs will allow teams to monitor the academic progress and performance of students and provide appropriate academic interventions, while the Coordination of Services Team (COST) will focus on Tier 2 and 3 academic, behavioral, and social/emotional supports for students. English Learners (ELs) will receive designated instruction in English for thirty minutes daily using a combination of teacher-led instruction and teacher-monitored use of the Lexia English online program. Teachers who are both GLAD trained and have received AVID training to support English Learners will provide professional development on instructional strategies four times during the school year, starting with strategies to use, then meeting with staff to ensure successful implementation of the strategies. We will assure vertical alignment and common instructional approaches to essential academic language vocabulary for ELA. The expected outcome is that we will see an increase in students advancing one level on the ELPAC annually.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Online Programs such as Reading A-Z
Amount	4,850

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	BrainPop Subscription
Amount	1,500
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Educational Software for Guiding Instruction (ESGI)
Amount	700
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Razz Kids Subscription
Amount	20,930.71
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant to support with interventions for English Learners, Socioeconomically Disadvantaged, and Homeless/Foster Youth identified as needing additional support
Amount	500.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly pay for teachers to collaborate with the reading interventionist to plan professional development for teaching staff.

Strategy/Activity 2

Mathematics

We will focus on improving our Tier 1 instruction through of the essential standards professional development on academic language and math talks, AVID strategies to support mathematical learning, and strategies that support English Learners. This professional development will occur four times over the course of the school year. 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 in grades 3-5. Grade 3 teachers will be provided release time to observe Math Talks lessons, followed by time to lesson plan for math instruction. Grade 4 teachers responsible for math instruction will meet with district supported math coaches to provide support around intervention. Grade 5 teachers will complete the Silicon Valley Math Initiative (SVMI) lesson study from September-February to develop more effective math instructional practices. Teachers will use curriculum assessments and EasyCBM math assessments to guide instruction. Teachers will assure students are using DreamBox 20 minutes daily, and will assure students are completing lessons started in order to monitor students' progress toward standards in math. We will continue to implement and refine Counting Collections for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will vertically align common essential academic vocabulary to assure consistency of instruction. Students are connected to student learning through the annual Math Festival.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Math Program: Happy Numbers
Amount	2,420
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time to complete instructional rounds for math, co-plan lessons based on best practices; hourly pay for the site math lead to participate in ILT meetings focused on professional development, hourly pay for lesson planning and training with the district math teacher on special assignment (TOSA)
Amount	3,000
Source	Other
Budget Reference	7000-7439: Other Outgo
Description	SVMI Grant funding: release time, stipends, purchase of materials for the 5th grade teachers to complete lesson studies to improve math instructional practices.

Strategy/Activity 3

Writing

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. With the analysis of district writing prompts, and other common assessments, teachers will have baseline data that can be monitored to differentiate instruction. Using AVID practices for aligning the work in a school, we will develop a schoolwide approach to teaching the essential elements of paragraph writing. We will provide teachers training on AVID strategies to focus on writing, inquiry, collaboration, organization and reading. English Learners (ELs) will receive designated instruction in English for thirty minutes daily using a combination of teacher-led instruction and teacher-monitored use of the Lexia English online program. Teachers who are both GLAD trained and have received AVID training to support English Learners will provide professional development on instructional strategies three times during the school year, starting with strategies to use, then meeting with staff to ensure successful implementation of the strategies. The expected outcome is that we will see an increase in students advancing one level on the ELPAC annually.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher hourly rate for professional development leads

Strategy/Activity 4

College and Career Readiness
We will work with our leadership students to include college awareness into school assemblies and spirit weeks. We will survey 5th graders on their career interests and work with our PTA and broader community to bring in adults in those fields for a career fair for 5th grades. Leadership students promoting AVID College and Career Readiness will give presentations to classes about careers and how to pursue the career.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual Attendance Rate/Chronic Absenteeism
Suspension Rate
School Wide Information Systems (SWIS) Data
Panorama Survey
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual attendance rate/ chronic absenteeism	4.5% of students were chronically absent.	By working with our Child Welfare and Attendance (CWA) Specialist, we will work to reduce the percentage of students chronically absent.
Students with 2 or more major office discipline referrals.	During the 2022-2023 school year, there were 33 students with 2 or more major office discipline referrals as measured by SWIS and PowerSchool data.	Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and the use of restorative practices and alternatives to suspension, we will reduce the number of students with 2 or more major office discipline referrals as measured by EduClimber data.
Physical Fitness Activity Logs, student aerobic capacity measures.	The physical fitness test administered in 2022-2023	Students will participate in daily physical activity as part of an overall healthy lifestyle. 98% or more of 5th grade students will participate in the physical fitness test.
SWIS Data, Healthy Kids Survey, Panorama Survey, PBIS documents, Kid Connection	Results from the spring Panorama survey show 12% decline in student teacher relationships (55%) and a 9% decline in sense of belonging (53%). Spring 2022 Panorama Survey results showed that student teacher relationships (63%), the lowest favorable responses since the implementation of the Panorama survey in 2018-2019.	Student teacher relationships positive responses will increase 5% by spring 2024 and student sense of belonging positive responses will increase 3%.

Planned Strategies/Activities

Strategy/Activity 1

We will implement Positive Behavioral Interventions and Supports strategies to teach and incentivize pro-social student behavior. We will implement a consistent schoolwide 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 exhibiting traits taught from Second Step SEL curriculum. We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity and competence. All staff will utilize behavior specific praise and will distribute incentive charms to students outside of class (recess, lunch, library, etc.). Leadership students will create videos for Seco News, which includes reinforcing our behavior expectations. Videos will be housed on a website that will be accessible throughout the year. We will continue to provide therapy sessions for students through our Kid Connection specialist. 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. A special table will be set up at lunch for the winners of the COLT expectations and one friend to have a special lunch. Teachers will mail home at least one postcard per student highlighting a positive accomplishment related to our schoolwide behavior expectations. The Second Step curriculum will be taught in all grades to promote student social-emotional learning and to build classroom community.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Schoolwide, we will implement the social-emotional curriculum Second Step, which is aligned with the CA Health & Wellness Standards and the T-SEL (Transformative Social Emotional Learning Standards,) to provide students with resources to help them manage their emotions, along with using the Zones of Regulation to provide visual cues for students to identify their emotions and determine strategies to manage them. Students will also participate in schoolwide 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. The school counselor will assist in implementation of the curriculum. With the Coordination of Services Team (COST) school counselor-led small group sessions will be created for students who need additional support. The counselor will work from a newly established Wellness Center, to which students can be referred to the Wellness Center for no more than 15 minutes in order to assist with self-regulation and returning to the classroom. Students identified through COST who need more extensive support will receive individual or small group counseling services. Teachers will use passes to refer students and data will be collected. A focus group of LatinX and African American students who did not respond favorably to the fall Panorama survey and their parents will be formed to gain insight into the needs of the students on which the school will take action.

Students to be Served by this Strategy/Activity

All students, African American Students, LatinX students

Timeline

2023-2024

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,000
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 PBIS
Amount	1,000
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials for the Wellness Center

Strategy/Activity 3

We will reduce the number of chronically absent students by working with our Child Welfare and Attendance Aide to monitor trends in absenteeism and support families with school attendance. 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.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	PTA
Budget Reference	7000-7439: Other Outgo
Description	Purchase of attendance charms

Strategy/Activity 4

We will reduce the number of students with 2 or more major office discipline referrals by 3%, as measured by EduClimber data, and 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

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Duplicate copies of referral forms

Strategy/Activity 5

We will use the state-adopted standards for PE to assure grade and age appropriate instruction with an emphasis on movement concepts and manipulative skills. We will upgrade and purchase equipment needed to emphasize these specific, targeted areas. Regular physical education will be implemented at the school site, in alignment with the state requirements.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Teachers/ Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of PE equipment

Strategy/Activity 6

We will continue to provide students access to social-emotional support through our Kid Connection specialist and augment the support provided through our school counselor and counseling intern.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal, Counselor, Counseling Intern, Kid Connection Specialist

Proposed Expenditures for this Strategy/Activity

Amount	3,293.20
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Kid Connection Specialist

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 online 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 PTA membership and PTA parent volunteer hours.

Planned Strategies/Activities

Strategy/Activity 1

Utilize Blackboard messaging and SMORE Newsletters to communicate and disseminate information. Keep the school website current with up-to-date information. 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. Teachers will mail home postcards with positive feedback about their student to each parent/guardian over the course of the school year.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	900.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators for meetings, childcare for ELAC as needed
Amount	126.09
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for ELAC meetings

Strategy/Activity 2

Using student responses to the Panorama fall survey, we will identify a focus group of students and their parents from whom to gather information on actionable ways the school can improve connectedness and build student and teacher relationships.

Students to be Served by this Strategy/Activity

LatinX, African American, Socioeconomically Disadvantaged, English learners

Timeline

2023-2024 school year

Person(s) Responsible

Principal/PBIS team

Proposed Expenditures for this Strategy/Activity

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	\$2,920
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	59,720.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$49,639	43,939.00
LCFF - Supplemental	\$30,100	0.00
Title II Part A: Improving Teacher Quality	\$2,920	0.00
Other	\$10,512	7,512.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,920.00
2000-2999: Classified Personnel Salaries	25,123.91
4000-4999: Books And Supplies	15,676.09
7000-7439: Other Outgo	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Admin. discretionary	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
4000-4999: Books And Supplies	LCFF - Base	4,700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,123.91
4000-4999: Books And Supplies	LCFF - Supplemental	4,976.09
7000-7439: Other Outgo	Other	3,000.00
	PTA	3,000.00
4000-4999: Books And Supplies	PTA	3,000.00
7000-7439: Other Outgo	PTA	9,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,920.00

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
Valerie Nebo	Principal
Lindsay Hackel	Other School Staff
Tori Nagy	Classroom Teacher
Tracy Nelson	Classroom Teacher
Heidi Scher	Classroom Teacher
Zoha Khan	Parent or Community Member
Nichole Cutler	Parent or Community Member
Whitney Moore	Parent or Community Member
Marcie Lamee	Parent or Community Member
Krista Alexi	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

Other: School Site Council Chairperson

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 10/18/2023.

Attested:



Principal, Valerie Nebo on 10/18/2023



SSC Chairperson, Zoha Khan on 10/18/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024 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.*
- **Supporting our District SPSA Goals.**
- \$98,677

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*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

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

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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting our District SPSA Goals.*
- \$157,783

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, 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.*
- \$34,456

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	\$2,920
Total amount of federal categorical funds allocated to this school		\$2,920

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$49,639
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$30,100
Total amount of federal categorical funds allocated to this school		\$79,739

Local Funding		
X	Technology Funds – Local Parcel Tax	\$10,512

Appendix E: Planned Improvements in Student Performance

LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds \$30,100

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
After baseline assessments have been administered using easyCBM, math benchmarks, California Assessment of Student Performance and Progress (CAASPP) data (both for English Language Arts (ELA) and Math) and reviewing English Language Proficiency Assessment of California (ELPAC) data, instructional specialists will work with EL and at-risk students four days per week. Students will receive support from instructional specialists in small and flexible groupings. An instructional specialist will work with students in the classroom to focus on specific targeted areas in ELA and math.	August- June	Principal/ teachers/ instructional aid	20,930.71	
Providing students with social-emotional support through the support of therapy via a Kid Connection specialist. Students would be referred through our SST or Coordination Of Support Team program to ensure students are emotionally prepared to access curriculum.	August- June	Principal/ teachers/ instructional aid	3,293.20	
<u>Total:</u>			24,223.91	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
Purchase of intervention materials, software, books, and supplies needed to provide targeted intervention and differentiation for EL and at risk students.	September- May	Principal/ Teachers/ Office staff	4,850	
<u>Total:</u>			4,850	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
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.	September- May	Teachers/ EL Liaison/ Principal/ PTA	1,026.09	

		<u>Total:</u>	1,026.09	
		<u>Grand Total:</u>	30,100	

Appendix H

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 will continue to:

- * provide access to Chromebooks to all students and staff as a 1:1 Chromebook site.
- * provide staff development will promote the use of Chromebooks and technology to enhance learning.
- * purchase additional Chromebooks and update our current Chromebooks.
- * provide our teachers access to laptops, document cameras, and projectors.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2023-24

Elementary School Name: Arroyo Seco Elementary Date 10/9/2023 English Learner Liaison: Sofia Rodriguez

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 levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Maria Tzagarakis	1/2	8:30-8:55	
	Maura Mallon	1/2	9:00-9:30	
K	Kristin Hein	2/3	8:35-8:50, 9:20-9:35	
	Desiree Mulhearn/Myles Jackson	1/2	8:45-9:15	
	Katie Lopez	1/2	8:45-9:15	
	Paige Zingraf	2/3	9:20-9:50	
First	Emily Faulkner	3/4	8:30-9:00	
	Patty Baker	1/2	10:30-11:00	
	Anna Marie Moore/Victoria Feeser	1/2	10:45-11:30	12:45-1:10
	Emily Mickelson	1/2, 2/3	1:15-1:45	
Second	Pam Young	1	10:30-11:00	

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)
	Heidi Scher	1/2, 2/3	M/W/F 8:45-9:15, T, Th 12:45-1:15	
	Valerie Kikes/Tracy Nelson	1/2	12:40-1:10	
	Connie Talbot	1/2, 2/3	12:40-1:10	
Third	Victoria Nagy	1/2, 2/3	8:50-9:40	
	Tara Lutz/Lauren Sutter	1/2, 2/3	11:00-11:30 M-W, 10:45-11:15 Th-F	
	Carol King	1/2	10:35-11:35	1
	Tracy Brush	2/3	M-F 9-9:40	
Fourth	Jeanne Gellerman/Sofia Rodriguez	1/2/3	9:10-9:40, 10:00-10:30, 11:10-11:40 M,T,Th,F	
	Jon Williams	2/3	9:10-9:40, 10:00-10:30, 11:10-11:40 M,T,Th,F	
	Lisa Wilson	2/3	9:10-9:40, 10:00-10:30, 11:10-11:40 M,T,Th,F	
Fifth	Chloe Mopas/ Kristie Barcelona	2/3, 3/4	11:45-12:20, 200-2:20	
	Christy Verbeck	3	8:40-9:30 M, 1-2 T, 9:40-10:40 W, 1:10-2 Th, 8:40-9:30 F, 11:40-12:20 daily	
	Mike Foscalina	2/3/4	11:40-12:25	

Appendix J

2023-24 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

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

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

Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support

SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

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