

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Arroyo Seco Elementary School
Address	5280 Irene Way Livermore, CA 94550
County-District-School (CDS) Code	01612006071906
Principal	Gatee Esmat
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 22,2020
Schoolsite Council (SSC) Approval Date	October 22, 2020
Local Board Approval Date	November 10, 2020

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

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School Vision and Mission

Mission

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

Vision

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

School Profile

School Profile

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

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

Arroyo Seco Elementary School is part of the Livermore Valley Joint Unified School District (LVJUSD), which serves over 13,200 K-12 students. We are a neighborhood school consisting of approximately 680 students, of which the majority either walk or bike to school. Arroyo Seco Elementary School serves students with diverse 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 help provide instruction that is personalized. Teachers assess our students and provide instruction that is targeted to either fill in gaps or to provide enrichment opportunities.

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	2.11%	2.21%	2.56%	14	15	17
Asian	8.28%	6.78%	7.67%	55	46	51
Filipino	2.26%	2.36%	2.56%	15	16	17
Hispanic/Latino	29.52%	31.86%	30.08%	196	216	200
Pacific Islander	%	%	0%			0
White	45.63%	46.31%	46.47%	303	314	309
Multiple/No Response	0.30%	0.29%	10.23%	2	2	3
	Total Enrollment			664	678	665

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	124	131	140
Grade 1	103	106	105
Grade 2	125	100	107
Grade3	93	126	96
Grade 4	117	91	122
Grade 5	102	124	95
Total Enrollment	664	678	665

Conclusions based on this data:

1. The percentage of African American students has increased slightly from 2.21%- 2.56%. There was also an increase of Filipino students from 2.36% to 2.56%. The percentage of Asian students increased from 6.75% to 7.76%. We did see a slight decrease in the percentage of Hispanic students from 31.8% to 30.08%.
2. White students continue to be the largest student group. This is followed by Hispanic students at 30% and Asian students at 7.6%.
3. Grades 3 and 5 had the highest decrease in enrollment with a decrease of 30 (3rd grade) students and 29 (5th grade). Grade 4 had the largest increase in numbers with an increase of 31 students. Kindergarten has the highest number of students with 140 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	80	79	76	12.0%	11.7%	11.4%
Fluent English Proficient (FEP)	66	76	67	9.9%	11.2%	10.1%
Reclassified Fluent English Proficient (RFEP)	29	20	13	32.2%	25.0%	16.5%

Conclusions based on this data:

1. Our English Learner (EL) population has decreased over the past three years. The number of English Learner students decreased by 3 students.
2. The number of students reclassified has decreased over the last three years. It was the lowest it has been at 16.5% in the year 2019-2020.
3. The percentage of Fluent English Proficient students decreased from 11.2% to 10.1%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	96	125	103	95	121	103	95	121	100	99	96.8
Grade 4	100	122	92	98	121	92	98	121	92	98	99.2	100
Grade 5	136	101	125	134	99	120	134	99	120	98.5	98	96
All Grades	339	319	342	335	315	333	335	315	333	98.8	98.7	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2455.	2418.	2439.	31.07	18.95	27.27	34.95	30.53	33.06	21.36	25.26	22.31	12.62	25.26	17.36
Grade 4	2476.	2489.	2480.	28.57	34.71	29.35	31.63	25.62	22.83	13.27	19.83	25.00	26.53	19.83	22.83
Grade 5	2486.	2489.	2532.	19.40	15.15	29.17	27.61	36.36	35.00	16.42	20.20	19.17	36.57	28.28	16.67
All Grades	N/A	N/A	N/A	25.67	23.81	28.53	31.04	30.48	30.93	17.01	21.59	21.92	26.27	24.13	18.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.95	22.11	33.06	50.49	38.95	51.24	14.56	38.95	15.70
Grade 4	28.57	38.02	26.09	48.98	44.63	51.09	22.45	17.36	22.83
Grade 5	21.64	28.28	35.83	44.78	46.46	51.67	33.58	25.25	12.50
All Grades	27.76	30.16	32.13	47.76	43.49	51.35	24.48	26.35	16.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.16	16.84	23.14	58.25	56.84	54.55	13.59	26.32	22.31
Grade 4	27.55	30.58	20.65	52.04	47.93	56.52	20.41	21.49	22.83
Grade 5	29.10	27.27	31.67	41.79	39.39	51.67	29.10	33.33	16.67
All Grades	28.36	25.40	25.53	49.85	47.94	54.05	21.79	26.67	20.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.18	17.89	23.97	66.99	67.37	65.29	5.83	14.74	10.74
Grade 4	19.39	23.14	22.83	57.14	63.64	65.22	23.47	13.22	11.96
Grade 5	13.43	21.21	22.50	61.94	52.53	62.50	24.63	26.26	15.00
All Grades	19.40	20.95	23.12	62.09	61.27	64.26	18.51	17.78	12.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.13	14.74	26.45	56.31	66.32	53.72	14.56	18.95	19.83
Grade 4	27.55	29.75	31.52	51.02	52.07	47.83	21.43	18.18	20.65
Grade 5	20.15	17.17	34.17	47.01	50.51	50.83	32.84	32.32	15.00
All Grades	25.07	21.27	30.63	51.04	55.87	51.05	23.88	22.86	18.32

Conclusions based on this data:

1. The CAASPP was not administered in Spring 2020. The following is an analysis of Spring 2019 CAASPP data.
2. Sixty percent or more of students in third and fifth grade met or exceeded standards. Fifty percent or more of students in fourth grade met or exceeded standards. In third and fifth grade, the number of students scoring Below Standard decreased in reading and writing. In third, fourth and fifth grade, the number of students scoring Below Standard decreased in Listening.
3. The percentage of students scoring Above Standard in listening and research and inquiry in third, fourth and fifth grade increased. In third and fifth grade, the number of students Above Standard in all English Language Arts categories increased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	96	125	103	95	121	103	95	121	99	99	96.8
Grade 4	100	122	92	97	121	92	97	121	92	97	99.2	100
Grade 5	136	101	125	134	99	120	134	99	120	98.5	98	96
All Grades	340	319	342	334	315	333	334	315	333	98.2	98.7	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2465.	2446.	2435.	27.18	26.32	19.01	42.72	32.63	32.23	22.33	24.21	25.62	7.77	16.84	23.14
Grade 4	2476.	2482.	2481.	19.59	22.31	23.91	30.93	27.27	25.00	28.87	32.23	34.78	20.62	18.18	16.30
Grade 5	2496.	2486.	2513.	16.42	17.17	22.50	24.63	17.17	23.33	28.36	35.35	30.00	30.60	30.30	24.17
All Grades	N/A	N/A	N/A	20.66	21.90	21.62	32.04	25.71	27.03	26.65	30.79	29.73	20.66	21.59	21.62

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	42.72	41.05	30.58	45.63	38.95	36.36	11.65	20.00	33.06	
Grade 4	36.08	38.02	34.78	29.90	33.06	33.70	34.02	28.93	31.52	
Grade 5	20.15	22.22	26.67	41.04	27.27	39.17	38.81	50.51	34.17	
All Grades	31.74	33.97	30.33	39.22	33.02	36.64	29.04	33.02	33.03	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.81	34.74	30.58	49.51	41.05	54.55	10.68	24.21	14.88
Grade 4	27.84	30.58	27.17	41.24	42.98	45.65	30.93	26.45	27.17
Grade 5	15.67	17.17	21.67	50.75	55.56	54.17	33.58	27.27	24.17
All Grades	26.65	27.62	26.43	47.60	46.35	51.95	25.75	26.03	21.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.92	30.53	26.45	53.40	52.63	51.24	10.68	16.84	22.31
Grade 4	28.87	27.27	28.26	37.11	45.45	44.57	34.02	27.27	27.17
Grade 5	14.18	14.14	19.17	52.24	45.45	51.67	33.58	40.40	29.17
All Grades	25.15	24.13	24.32	48.20	47.62	49.55	26.65	28.25	26.13

Conclusions based on this data:

1. The CAASPP was not administered in Spring 2020. The following is an analysis of Spring 2019 CAASPP data.
2. An average of 48% of third, fourth, and fifth graders met or exceeded standards in mathematics. In grades three, four, and five, the percentage of students who scored Below Standard decreased in problem solving and modeling/data.
3. In third, fourth, and fifth grade, 70% or more of students scored Above Standard, or At or Near Standard in the areas of problem solving and modeling/data analysis and communication reasoning.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1402.3	1402.3	1416.9	1416.9	1368.4	1368.4	16	16
Grade 1	1459.2	1459.2	1473.7	1473.7	1444.3	1444.3	12	12
Grade 2	1481.8	1481.8	1507.1	1507.1	1456.2	1456.2	12	12
Grade 3	1495.3	1495.3	1506.2	1506.2	1484.0	1484.0	12	12
Grade 4	1536.2	1536.2	1556.8	1556.8	1514.8	1514.8	13	13
Grade 5	1529.6	1529.6	1540.7	1540.7	1517.9	1517.9	13	13
All Grades								78

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		31.25		43.75		25.00		16
1		16.67		33.33		41.67		8.33		12
2		16.67		33.33		41.67		8.33		12
3		16.67		33.33		50.00		0.00		12
4		38.46		46.15		7.69		7.69		13
5		23.08		38.46		23.08		15.38		13
All Grades		17.95		35.90		34.62		11.54		78

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		50.00		25.00		25.00		16
1		25.00		41.67		25.00		8.33		12
2		41.67		41.67		8.33		8.33		12
3		25.00		66.67		8.33		0.00		12
4		69.23		15.38		7.69		7.69		13
5		53.85		30.77		15.38		0.00		13
All Grades		34.62		41.03		15.38		8.97		78

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		18.75		43.75		37.50		16
1		8.33		16.67		66.67		8.33		12
2		0.00		25.00		16.67		58.33		12
3		0.00		25.00		41.67		33.33		12
4		0.00		38.46		46.15		15.38		13
5		0.00		23.08		61.54		15.38		13
All Grades		1.28		24.36		46.15		28.21		78

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.25		68.75		25.00		16
1		41.67		58.33		0.00		12
2		25.00		66.67		8.33		12
3		25.00		50.00		25.00		12
4		53.85		30.77		15.38		13
5		23.08		61.54		15.38		13
All Grades		28.21		56.41		15.38		78

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		12.50		68.75		18.75		16
1		33.33		58.33		8.33		12
2		50.00		50.00		0.00		12
3		75.00		25.00		0.00		12
4		76.92		15.38		7.69		13
5		84.62		15.38		0.00		13
All Grades		53.85		39.74		6.41		78

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		75.00		25.00		16
1		25.00		50.00		25.00		12
2		0.00		33.33		66.67		12
3		0.00		50.00		50.00		12
4		0.00		84.62		15.38		13
5		7.69		76.92		15.38		13
All Grades		5.13		62.82		32.05		78

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		31.25		25.00		43.75		16
1		0.00		83.33		16.67		12
2		0.00		75.00		25.00		12
3		0.00		100.00		0.00		12
4		7.69		76.92		15.38		13
5		7.69		61.54		30.77		13
All Grades		8.97		67.95		23.08		78

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the ELPAC was not administered in its entirety in 2019-2020. The following is an analysis of the 2019-2020 ELPAC data that was available.
2. The highest percentage of English Learners are in level 3 with 35%. In oral language performance, 61% of students tested were at level 3 or 4.
3. Overall, 19% of our English Learners were at level 1. In the oral assessment, 13% of students performed at level 1 and in the written assessment, 39% performed at level 1. Writing is an area to focus for our English language learners.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-19

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 124	39.5%	25.8%	65.3%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	124	79.8%	17.7%
Body Composition	124	63.7%	16.9%
Abdominal Strength and Endurance	124	85.5%	14.5%
Trunk Extensor Strength and Flexibility	124	94.4%	5.6%
Upper Body Strength and Endurance	124	75.0%	25.0%
Flexibility	124	62.1%	37.9%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

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

Conclusions based on this data:

1. The California Physical Fitness Test (PFT) was not administered in Spring 2020. The following is an analysis of Spring 2019 PFT data.
2. In combined areas (5/6 and 6/6 combined) there was a decrease from 69% to 65%. The highest gains were made in aerobic capacity with an increase from 70% to 80% and trunk extensor strength and flexibility from 88% to 94%.
3. Flexibility is an area of improvement showing a decline. In 2018 87% were within or above the healthy zone, this number dropped to 63% in 2018.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	75 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	82 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	76 %	6.1
1. The percentage of students who felt connected to the school most or all of the time, increased from 74% in 2016/2017 to 75% in 2019/2020.		
2. There was a slight decrease with students feeling safe at school from 84% to 82%, which is still above the State average.		
3. There was an increase of students feeling respected. The number increased from 71% to 76%.		

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

7th or 9th Grade

11th Grade

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

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
678	24.0	11.7	0.3

This is the total number of students enrolled.

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

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

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

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	79	11.7
Foster Youth	2	0.3
Homeless	3	0.4
Socioeconomically Disadvantaged	163	24.0
Students with Disabilities	107	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.2
Asian	46	6.8
Filipino	16	2.4
Hispanic	216	31.9
Two or More Races	69	10.2
White	314	46.3





Conclusions based on this data:

1. Our enrollment numbers have slightly changed for the following subgroups: Asian student subgroup increased from 6.8% to 8.3% ; Hispanic student subgroup decreased from 31.9% to 29.5%; White student subgroup decreased from 46.3% to 45.6%.
2. The percentage of students with disabilities increased from 15.7% to 16.6%.
3. We have seen a slight decrease in the socioeconomically disadvantaged sub group from 23.3% to 22.5%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1250 506 1331 533">Yellow</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="292 705 373 732">Yellow</p>		

Conclusions based on this data:

1. Our students performed well, overall in academic performance in Language arts and Chronic absenteeism. English language arts has made progress and is in the blue. Math scores maintained and were in the yellow.
2. Chronic absenteeism has declined by 2.3% moving to the green.
3. Our suspension rates are low, as indicated by the highest performance level, and have reduced from the previous year.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 16.6 points above standard Increased Significantly ++15.8 points 328	<p>English Learners</p>  Orange 39.3 points below standard Declined -3.6 points 61	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Yellow 32.7 points below standard Increased ++10.3 points 88	<p>Students with Disabilities</p>  Yellow 65.2 points below standard Increased Significantly ++30.8 points 60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 39.9 points above standard Increased ++5.9 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.1 points below standard Increased Significantly ++19.6 points 108	 Green 27.9 points above standard Increased ++11.9 points 38	 No Performance Color 0 Students	 Blue 35.7 points above standard Increased Significantly ++22.1 points 146

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83 points below standard Increased Significantly ++19.4 points 36	23.6 points above standard Maintained ++1.5 points 25	25.6 points above standard Increased Significantly ++19.1 points 241

Conclusions based on this data:

- All student subgroups increased their performance level by at least 5 points with the exception of a 3.6 point decline for our English Language learners.
- There were large gains with three sub groups: students with disabilities increased by 39.8 points, White students increased by 22.1 points, and Hispanic students gained by 19.6 points.
- While socioeconomically disadvantaged students and students with disabilities were both in the yellow- both student groups increased their performance level with a gain of at least 10 points.

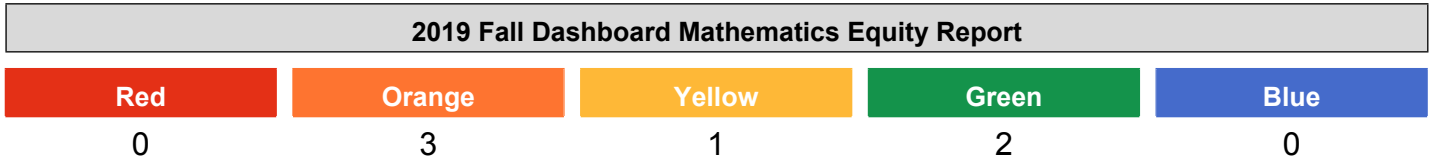
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 5.1 points below standard Maintained ++2.7 points 328	<p>English Learners</p>  Orange 61.3 points below standard Declined Significantly -26.2 points 61	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Orange 54.9 points below standard Declined -4.1 points 88	<p>Students with Disabilities</p>  Yellow 81.6 points below standard Increased Significantly ++30.6 points 60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color 8.6 points above standard Declined Significantly -23.4 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.1 points below standard Maintained -0.7 points 108	 Green 1.7 points below standard Increased ++6.5 points 38		 Green 18.6 points above standard Increased ++14.3 points 146

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.3 points below standard Maintained -1.3 points 36	21 points below standard Declined Significantly -31.7 points 25	5.2 points above standard Increased ++9.4 points 241

Conclusions based on this data:

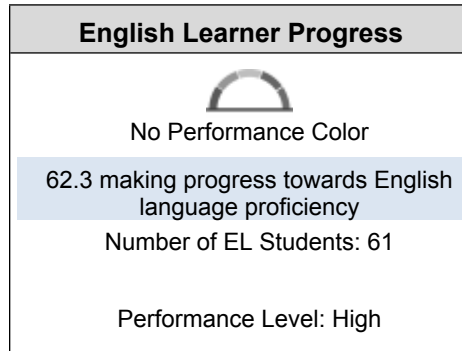
1. In mathematics, all students increased performance by 2 points within the medium performance level.
2. Students in the following sub groups showed a decline: English Learners, socioeconomically disadvantaged, and Asian students.
3. Our students with disabilities increased significantly, with a 30 point gain. In addition, White, Hispanic students and those that identify with two or more races increased or maintained.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3	21.3	1.6	60.6

Conclusions based on this data:

1. English learners progress is at the highest performance level
2. In English language arts, English Language Learners increased significantly with a gain of 19 points. In mathematics, English Language Learners declined significantly.
3. Most of our English learner students are within level 3- as moderately developed.

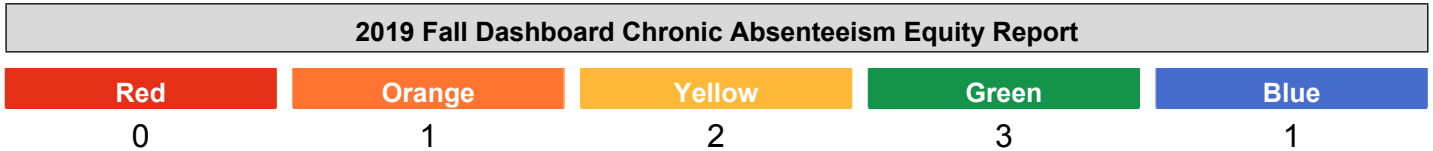
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.1</p> <p>Declined -2.3</p> <p>666</p>	<p>English Learners</p>  <p>Green</p> <p>10</p> <p>Declined -1.4</p> <p>80</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.8</p> <p>Declined -2.7</p> <p>176</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>9.5</p> <p>Declined -3</p> <p>126</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20 Increased +7.5 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 4.8 Increased +3 42	 No Performance Color 0 Declined -6.3 15
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5 Declined -2.9 215	 Orange 7 Increased +1.1 71	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 1 Declined Significantly -3.8 308

Conclusions based on this data:

1. Our chronic absenteeism rate has declined by 2.3 points and is within the green.
2. Hispanic and White students are both on the higher performing level, at green and blue.
3. English Learners, socioeconomically disadvantaged, and students with disabilities have all decreased their chronic absenteeism rates.

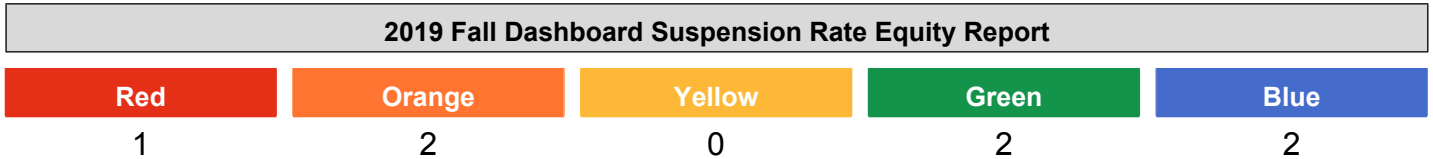
School and Student Performance Data

Conditions & Climate Suspension Rate







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



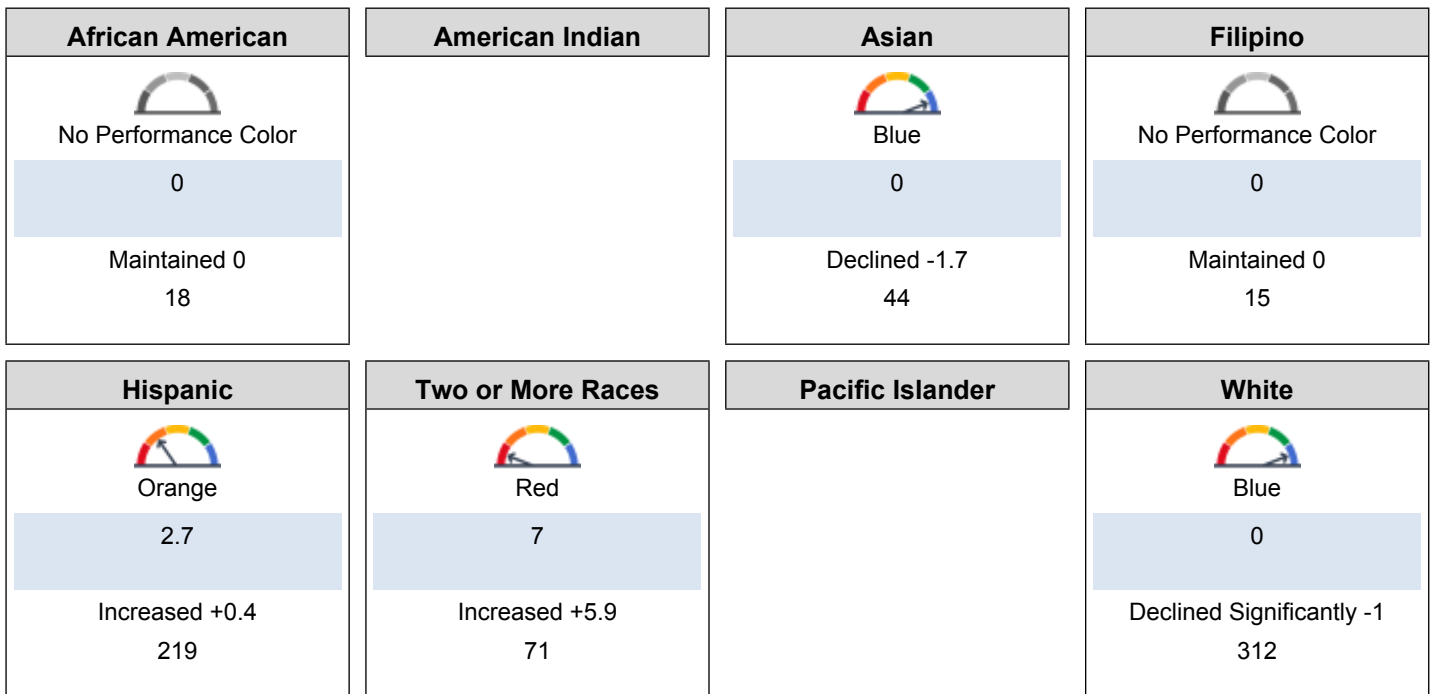
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.6 Maintained +0.2 679	<p>English Learners</p>  Green 1.2 Declined -1 82	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 3	<p>Socioeconomically Disadvantaged</p>  Orange 4.4 Increased +1.6 182	<p>Students with Disabilities</p>  Green 1.6 Declined -1.1 127

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	1.6

Conclusions based on this data:

1. Suspension rates for all students have maintained. There were no suspensions in the 2019-2020 school year.
2. Suspension rates for students with disabilities have reduced.
3. Overall suspension rates are in the orange.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-2019 CAASPP Data	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. 2018-2019 data indicated that 61% of our students met or exceeded the standards in ELA. In reviewing writing data, 59% of our students met or exceeded standards for the writing claim.	We will increase our ELA scores by 3% from 61% of our students meeting or exceeding standards to 64%. We will increase the percentage of students meeting or exceeding standards on the writing claim by 2% to 61%.
2018-2019 CAASPP Data	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. 2018-2019 data indicated that 49% of students met or exceeded standards school wide	We will increase our math scores by 2%, from 49% of our students meeting or exceeding standards to 51%.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension

We will focus on improving our Tier-1 instruction through professional development with an emphasis on Multi-tiered Systems of Support (MTSS), differentiated instruction, and strategies that support English learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. Through the use of EasyCBM data and other grade level assessments, all students will have baseline data that teachers will monitor to ensure student understanding. Teachers will use intervention materials such as 95%, Fountas and Pinnell, and Sonday systems to support students in reading. We will continue to employ computer programs such as Barton, NewsELA, Spelling City, ESGI, A-Z, and Razz Kids. We will provide an after-school homework club to support EL and at-promise students. We will provide teachers training on Advancement Via Individual Determination (AVID) strategies to focus on writing, inquiry, collaboration, organization and reading.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,400
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader Computer Program
Amount	1,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After-School homework club
Amount	600
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Spelling City Subscription
Amount	100
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies

Description	Razz Kids Subscription
Amount	1,500
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Educational Software for Guiding Instruction (ESGI)

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Writing
 We will focus on improving our Tier-1 instruction through professional development with an emphasis on MTSS, differentiated instruction, and strategies that support English Learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. With the analyzation of district writing prompts, ESGI, 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 Fountas and Pinnell to support students in vocabulary development and writing. We will continue to use ESGI. We will provide an after-school homework club to support EL and at-risk students. We will provide teachers training on AVID strategies to focus on writing, inquiry, collaboration, organization and reading.

Students to be Served by this Strategy/Activity

ALL students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

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

Timeline

2020-2021

Person(s) Responsible

Principal/ Teachers

Proposed Expenditures for this Strategy/Activity

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

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Substitute teachers for articulation

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual attendance rate/ chronic absenteeism	4.6% of students were chronically absent.	<p>By working with our Child Welfare and Attendance (CWA) specialist, we will work to reduce the percentage of students chronically absent.</p> <p>In alignment with Senate Bill (SB) 98 and its requirements, we will monitor attendance and student engagement during both synchronous and asynchronous learning to appropriately support students and their families during distance learning.</p>
Suspension Data	During the 2019-2020 school year, there were no suspensions. However, it is important to note that due to the COVID-19 pandemic, all schools in our District converted to distance learning in March of 2019.	Through the implementation of Positive Behavior Interventions Supports (PBIS) we will reduce the number of suspensions by 2% as tracked by suspension and SWIS data.
Physical Fitness Activity Logs	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. 2018-2019 data from the Physical Fitness Test (PFT) indicated that fifth graders who were tested for physical fitness in 5/6 and 6/6	The physical fitness test administered to 5th grade students yearly, has been cancelled for the 2020-2021 school year. 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 scores by 2% to 67% in 5/6 and 6/6 combined areas.

Metric/Indicator	Baseline	Expected Outcome
	combined areas, 65% were within or above the healthy fitness zone.	
SWIS, Healthy Kids Survey, PBIS documents, Kid Connection	<p>To increase the number of students feeling respected and connected to our school by 2% as measured by Panorama survey and CHKS.</p> <p>To decrease the number of office referrals by 3%. We saw a decrease from 2018-2019, with 281 office referrals to 189 office referrals in 2019-2020.</p>	<p>We have fully implemented Positive Behavior Interventions and Supports (PBIS) systems at our site. As a Cohort-1 school, we have implemented consistent and clear strategies for students and teachers. We are focusing on proactive measures to support students. We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity and competence. We will continue to implement the use of a social emotional curriculum, Choose Love to provide students resources to help them manage their emotions. We will continue to provide therapy sessions for students through our Kid Connection specialist.</p> <p>Through the implementation of PBIS, we will reduce the number of office referrals by 3%.</p>

Planned Strategies/Activities

Strategy/Activity 1

We will implement Positive Behavior 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 for exhibiting traits from the Choose Love curriculum. We will build school community through our leadership students. We will train conflict managers to help students solve problems on the yard. Students will have "Incentive Necklaces" to promote positive behaviors around attendance, reading, behavior, etc. Administration will make weekly contact with parents based on positive behaviors. Administration will continue to use reflection sheets, alternatives to suspension, and restorative practices so students are staying in school to access curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

We will implement a social emotional learning curriculum (Choose Love) 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021

Person(s) Responsible

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Teachers will assign 20 minutes of daily physical activity to students through Schoology and maintain logs, which are monitored by the principal to support a healthy lifestyle during distance learning. Regular physical activity will be implemented at the school site, in alignment with the State mandate of 200 minutes per week of physical education, should students return to campus. We will coordinate with the specialist to upgrade and purchase equipment needed to improve specific targeted areas. We will continue to provide teachers access to Adventure to Fitness.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021

Person(s) Responsible

Teachers/ Principal/ Adaptive PE teacher

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

We will continue to provide students access to social emotional support through our Kid Connection specialist.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021

Person(s) Responsible

Principal, Kid Connection Specialist

Proposed Expenditures for this Strategy/Activity

Amount	4,900
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 attendance at events, PTA involvement and participation in school events.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

1,200

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data	We will increase our ELA scores by 5% from 54% of our students meeting or exceeding standards to 59%.	In March 2020, the U.S. Department of education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.
CAASPP Data	We will increase our math scores by 5% from 47% of our students meeting or exceeding standards to 52%.	In March 2020, the U.S. Department of education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.
CAASPP Data	We will increase the percentage of students meeting standard on the writing claim by 5% to 30%.	In March 2020, the U.S. Department of education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension We will focus on improving our Tier-1 instruction through professional development with an emphasis on Multi-tiered systems of support, differentiated instruction and strategies that support English Learners. Through the use of professional learning communities teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to	We focused on improving our Tier-1 instruction through professional development with an emphasis on MTSS, differentiated instruction, and strategies that support English learners. Teachers worked in professional learning communities to collaborate, develop lessons, develop common assessments, and analyze student data to support instruction. Through the use of EasyCBM data, all students had baseline	Accelerated Reader Computer Program 4000-4999: Books And Supplies Other 5,200	Accelerated Reader Computer Program 4000-4999: Books And Supplies Other 5,200
		After School Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,800	After School Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400
		Spelling City Subscription 4000-4999: Books And Supplies Other 600	Spelling City 4000-4999: Books And Supplies Other 600
		Razz Kids Subscription 4000-4999: Books And Supplies Other 100	Razz Kids Subscription 4000-4999: Books And Supplies Other 100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support instruction. Through the use of Achievement Improvement Monitoring System (AIMS) data, all students will have baseline data that teachers can monitor to ensure student understanding. Teachers will use intervention material such as 95% and Fountas and Pinnell to support students in reading. We will continue to employ computer programs such as Accelerated Reader, Spelling City, and Razz Kids. We will provide an after-school homework club to support EL and at promise students.</p>	<p>data that teachers used to monitor. Teachers grouped students in specific skill based groups to provide intervention or enrichment. Teachers used intervention materials such as 95%, and Fountes & Pinnell to support students in reading. They continued the use of computer programs such as Accelerated Reader, Spelling City, and Razz Kids. We provided after-school homework club to support EL and at promise students.</p>	<p>Fountas & Pinnell Training 1000-1999: Certificated Personnel Salaries Certificated Salaries & Benefits 1,000</p>	<p>Substitute teachers for articulation 1000-1999: Certificated Personnel Salaries LCFF - Supplemental</p>
<p>Mathematics We will focus on improving our tier 1 instruction through professional development with an emphasis on Multi tiered systems of support, differentiated instruction and strategies that support English Learners. Through the use of professional learning communities teachers will collaborate and calibrate to develop lessons, develop common assessments and analyze student data to support instruction. Teachers will meet with district supported math coaches to provide support around intervention. We will continue to employ computer programs such as Sum Dog and ST math. We will provide an after school homework</p>	<p>We focused on improving our Tier 1 instruction through professional development with an emphasis on MTSS, differentiated instruction and strategies that support English learners. Through the use of professional learning communities, teachers collaborated and developed lessons, and analyzed student data to support instruction. Teachers met with district supported math coaches to provide support and intervention. We continued using computer programs such as Sum Dog and ST math. We provided an after- school homework club to support EL and at-risk students.</p>	<p>ST Math Licensing 4000-4999: Books And Supplies Other 3,800</p>	<p>ST Math Licensing 4000-4999: Books And Supplies Other 3,800</p>
		<p>After School Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,800</p>	<p>After School Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400</p>
		<p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries Title II and discretionary 1,500</p>	<p>Substitute teacher for articulation 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
club to support EL and at risk students.			
<p>Writing We will focus on improving our Tier-1 instruction through professional development with an emphasis Multi-tiered systems of support, differentiated instruction, and strategies that support English Learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. With the analyzation of district writing prompts, ESGI, EasyCBM, and other common assessments, teachers will have baseline data that can be monitored to differentiate instruction. Teachers will use intervention material such as 95% and Fountas and Pinnell to support students in vocabulary development and writing. We will continue to employ computer programs such as Accelerated Reader. We will provide an after-school homework club to support EL and at-promise students.</p>	<p>We focused on improving our Tier-1 instruction through professional development with an emphasis on MTSS, differentiated instruction, and strategies that support English Learners. Teachers worked in professional learning communities to collaborate, develop lessons, and analyze student data to support instruction. Teachers used baseline data from various assessments such as district writing prompts, ESGI, EasyCBM and other common assessments to differentiate instruction. Teachers used intervention material such as 95% and Fountas and Pinnell to support students in vocabulary development and writing. We continued to employ computer programs such as Accelerated Reader. We provided an after-school homework club to support EL and at-promise students.</p>	<p>ESGI Licensing 4000-4999: Books And Supplies Other 1,500</p>	<p>ESGI Licensing 4000-4999: Books And Supplies Other 1,800</p>
<p>Staff members will collaborate between and within grade levels and site to site with feeder schools as measured by notes, agendas, meeting minutes, and calendars.</p>	<p>Teachers had substitute release days to collaborate with grade-level colleagues three times last year. Some grade-levels had opportunities to collaborate across grade level teams.</p>	<p>Substitute Teachers for articulation 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8,000</p>	<p>Student Teacher for articulation 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,000</p>

Analysis

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

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

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

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

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

No material differences between proposed expenditures and actuals.

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

We found that we needed additional collaboration time for our teachers. We made adjustments to our PAL program in terms of scheduling. That will provide flexibility for our teachers. We also purchased Sunday intervention materials, a program we will use across our school site. This year we hope to provide training around our Sunday program. We made adjustments for the current school year to provide additional collaboration release days and added funding for additional training. These changes can be found in Goal 1 of the current SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance and chronic absenteeism rate	We will work to reduce the percentage of chronically absent students from 5.73%.	The outcome for reducing the percentage of chronically absent students was met.
Suspensions	We will reduce the number of suspensions and office referrals by 3%.	The outcome for reducing referrals and suspensions was met. However, it is important to note that due to COVID-19, distance learning started in March of 2019 which does impact the number of suspensions and referrals.
Physical Fitness Test Results	We will improve the percentage of students who are within or above the healthy zone by 3% to 72%.	We started to meet with our adaptive PE specialist who was working with our grade level teams. We purchased some items for students to use during PE. In March 2020, the U.S. Department of education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will implement Positive Behavior Interventions and Supports (PBIS) strategies to support student behavior. We will implement a consistent school-wide system around the three school rules. On a weekly basis, teachers will continue to monitor behavior and address the rules within their classrooms recognizing students who are "Caught Being Colts." Students who receive	We implemented Positive Behavior Interventions and Supports (PBIS) strategies to support student behavior. We had a consistent school-wide system around three school rules. On a weekly basis, teachers continued to monitor behavior and address the rules within their classrooms, recognizing students who are "Caught Being Colts." Students who received recognition were announced weekly during	Incentive Necklaces/ Positive Recognition 7000-7439: Other Outgo PTA 3,000 Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 3,000	Incentive Necklaces/ Positive Recognition 7000-7439: Other Outgo PTA 1,400 Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 1,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>recognition will be announced weekly during Friday announcements. Monthly spirit assemblies will announce positive successes in school. We will build school community through our leadership students. We will train conflict managers to help students solve problems on the playground. Students will have "Incentive Necklaces" to promote positive behaviors around attendance, reading, behavior, etc. Administration will make weekly contact with parents based on positive behaviors. Administration will continue to use reflection sheets, alternatives to suspension, and restorative practices so students are staying in school to access curriculum.</p>	<p>Friday announcements. We had monthly spirit assemblies to announce positive successes in school. Our leadership students helped support and build school community. We trained conflict managers to help students solve problems on the playground. Students had "Incentive Necklaces" to encourage positive behaviors around attendance, reading, behavior, etc. Administration used reflection sheets, alternatives to suspension and restorative practices.</p>		
<p>We will implement a social emotional learning curriculum (Choose Love) school-wide. Students will also participate in school-wide assemblies to give a sense of belonging, improve motivation, and develop our school culture. Leadership students, under the guidance of teachers, will work on community building and random acts of kindness throughout the school.</p>	<p>We implemented a social emotional learning curriculum (Choose Love) school wide. Students participated in school wide-assemblies to give a sense of belonging, improve motivation and develop our school culture. Leadership students, under the guidance of teachers, worked on community building and random acts of kindness throughout the school.</p>	<p>Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 3,000</p> <p>PBIS Incentives 7000-7439: Other Outgo PTA 2,500</p>	<p>Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 1,000</p> <p>PBIS Incentives 7000-7439: Other Outgo PTA 1,000</p>
<p>We will reduce the number of chronically absent students by working with our Child Welfare and Attendance Specialist. We will jointly</p>	<p>We reduced the number of chronically absent students by working with our Child Welfare and Attendance Specialist. We worked with families of</p>	<p>Purchase of attendance charms 7000-7439: Other Outgo PTA 700</p>	<p>Purchase of attendance charms 7000-7439: Other Outgo PTA 700</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	our chronically absent students to provide any and all support available. We monitored attendance and rewarded students with attendance charms and monthly celebrations		
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.	We reduced the number of office referrals and suspension, as measured by SWIS data suspension reports. We utilized alternatives to suspension and alternative means of correction, restorative practices, and mediation.	Duplicate copies of Referral forms 7000-7439: Other Outgo LCFF - Base 300	Duplicate copies of Referral forms 7000-7439: Other Outgo LCFF - Base 200
We will increase the percentage of students within or above the healthy fitness zone by 3%. We will work with our adaptive PE specialist to provide our teachers resources and support to teach students the skills needed to be physically active and healthy. We will coordinate with the specialist to upgrade and purchase equipment needed to improve specific targeted areas. We will continue to provide teachers access to Adventure to Fitness.	We worked with our adaptive PE specialist to provide our teachers resources and support to teach students the skills needed to be physically active and healthy. We coordinated with the specialist to upgrade and purchase equipment needed to improve specific targeted areas. We provided teachers access to Adventure to Fitness. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.	PE Equipment Purchases 4000-4999: Books And Supplies PTA 1,400 Licensing for Adventure to Fitness 4000-4999: Books And Supplies Other 400	PE Equipment Purchases 4000-4999: Books And Supplies PTA 1,400 Licensing for Adventure to Fitness 4000-4999: Books And Supplies Other 0

Analysis

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

Through the use of Positive Behavior Intervention Supports (PBIS), teachers and students implemented consistent systems to support positive behaviors. We have three main school rules of which all students were made aware of and continuously taught. We reinforced these rules by using "Caught Being a Colt" rewards where students were recognized for following the Colt Community Code. Leadership students helped build community at our school. We used conflict managers to help students resolve problems on the yard. Incentive necklaces with charms were used to encourage positive behaviors. Teachers used Choose Love to help students learn about regulating their emotions. Teachers and

administration used reflection sheets and restorative practices to build relationships with students and correct behavior. We used alternatives to suspension when possible. We worked closely with our Child Welfare and Attendance Aide to monitor attendance and focus on students who are chronically absent and tardy. Teachers worked with our District PE specialist to ensure students are active, healthy, and that their PE time is utilized fully.

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

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

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

No material differences.

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up-to-date information. Teachers in grades 4 & 5 will use Schoolloop to communicate grades and assignments. We will continue to hold parent information meetings and other meetings such as ELAC, SSC, and PTA meetings We will continue to provide translators for conferences, SSTs and ELAC meetings.	We used Blackboard messaging to communicate and disseminate information. We worked on keeping the website current and up to date. Teachers in grades 4 & 5 used Schoolloop to communicate grades and assignments. We held parent information meetings and other meetings such as ELAC, SSC, and PTA meetings We provided translators for conferences, SSTs and ELAC meetings.	Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,200	Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 400
		Smore Newsletter Subscription 4000-4999: Books And Supplies Other 200	Smore Newsletter Subscription 4000-4999: Books And Supplies Other 200

Analysis

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

We used Blackboard, our website, and marquee to communicate with parents. We utilized translators during parent conferences, SST meetings, SSC meetings, ELAC, and parent conferences. We had monthly ELAC meetings to meet the needs of our English Learner families. Our Parent Teacher Association worked hard to include more activities that will bring our families out to join. Staff and teachers have worked together to have a cultural festival that has been very successful the last two years- we were hoping to continue this but were not able to due to the COVID-19 pandemic.

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

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

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

There were no differences.

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

None at this time.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	50,950.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$60,774	60,774.00
LCFF - Supplemental	\$34,400	17,300.00
Title II Part A: Improving Teacher Quality	\$1,500	0.00
Other	\$11,538	11,538.00

Expenditures by Funding Source

Funding Source	Amount
Admin. discretionary	2,800.00
LCAP	5,700.00
LCFF - Supplemental	17,100.00
Local Categorical	9,850.00
PTA	14,000.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,500.00
2000-2999: Classified Personnel Salaries	14,100.00
4000-4999: Books And Supplies	20,350.00
7000-7439: Other Outgo	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Admin. discretionary	2,800.00
4000-4999: Books And Supplies	LCAP	5,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,100.00
4000-4999: Books And Supplies	Local Categorical	9,850.00
	PTA	3,000.00
4000-4999: Books And Supplies	PTA	2,000.00
7000-7439: Other Outgo	PTA	9,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,500.00

School Site Council Membership

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

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

Name of Members	Role
Gatee Esmat	Principal
Patricia De Santiago	Other School Staff
Valerie Kikes	Classroom Teacher
Heidi Scher	Classroom Teacher
Katherine Schorman	Classroom Teacher
Joe Romagna	Parent or Community Member
Jen Lee	Parent or Community Member
Sean Walston	Parent or Community Member
Nia Sarwar	Parent or Community Member
Sarah Mushlin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/22/20.

Attested:



Principal, Gatee Esmat on 10/22/20



SSC Chairperson, Sean Walston on 10/22/20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

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

Centralized Services for Planned Improvements in Student Performance

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

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

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

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

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$64,690

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

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$204,194

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$259,691

Title IV-A, Student Support and Academic Enrichment:

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

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

Livermore Valley Joint Unified School District
2020-2021 Migrant Education Program Site Plan – ALL SITES

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

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intersession. Funds also support parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English/Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs – *Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Speech and Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

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

Appendix D: Programs Included in this Plan

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

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

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$60,774
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$34,400
Total amount of federal categorical funds allocated to this school		\$95,174

Local Funding		
X	Technology Funds – Local Parcel Tax	\$11,538

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

Projected LCFF Supplemental Funds \$34.400

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
Teachers will provide after school tutoring/homework help two days a week for an hour each day for English Learners (EL).	August- June	Principal/ teachers	1,500	
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 aides will work with EL and at-promise students four days per week. Students will receive support from instructional aides in small and flexible groupings. An instructional aide will work with students in the classroom to focus on specific targeted areas in ELA and math.	August- June	Principal/ teachers/ instructional aid	14,232	
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	4,907	
<u>Total:</u>			20,639	
<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 materials, Chromebooks, software, books, and supplies needed to provide targeted intervention and differentiation for EL and at-promise students.	September- May	Principal/ Teachers/ Office staff	2,561	
<u>Total:</u>			2,561	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Provide release time for classroom teachers. During these release days, teachers will collaborate and calibrate around best practices to support EL and at-promise students. Teachers will analyze data from	September- June	Teacher/ Principal/ EL Liaison/ PTA	10,000	

<p>common assessments, EasyCBM and other forms of data to guide their instruction and determine progress and next steps for EL and at-promise students. Teachers will participate in Instructional Rounds and collaboration to reflect and develop best instructional strategies. Each grade level will meet for a total of 1.5 days, focusing on specific skills in math or language arts. Teachers will also get additional training for Sondag Systems.</p>	
<p><u>Parent Involvement:</u></p> <p>Arrange interpreters for meetings so parents are able to participate in a meaningful way. Materials, childcare, snacks for English Learner Advisory Committee (ELAC) workshops. Bringing in parent education speakers.</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<p><u>Total:</u> 10,000</p>	
<p><u>Total:</u> 1,200</p>	
<p><u>Grand Total:</u> 34,400</p>	

Appendix F

School Site: Arroyo Seco Elementary School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

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

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

Appendix G: Title I School-Level Parental Involvement Policy Arroyo Seco Elementary School, Livermore, CA

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

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

Appendix H

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

PROGRAM DESCRIPTION:

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

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

PROGRAM DESCRIPTION:

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

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

Appendix I

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

Elementary School Name: Arroyo Seco Elementary Date 8/28/20 English Learner Liaison: Katherine Schorman

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

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

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Maria Tzagarakis	TBD	ELA: M, T, Th, F 8:40-9:10 AM, 9:15-9:45 AM	
	Adri Schultz	1	M, T, Th, F 8-8:30 AM & 10:30-11 AM	
K	Kristin Hein	TBD	ELA: M, T, Th, F 8:40 - 9:10 AM, 9:15-9:45 AM (Wed 8:40 - 9:00 AM)	
	Dannette Evens	TBD	ELA : M,T, Th, F- 8:40-9:10 AM	
	Catherine Schorman	TBD	ELA: M, T, Th, F 8:40-9:10 AM	
	Paige Zingraf	1	ELA: M, T, Th, F 8:40-9:10 AM	
First	Amy Cofer	1, 4	10:45-11 AM, and 11-11:15 AM 15 minutes of ELD instruction while the rest of the class works independently. (Wed: 8:30-9 AM)	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Patty Baker	2/3	11:00-11:15 AM- 15 minutes of ELD instruction as the rest of class works independently. (Wed. 8:30-8:45 AM)	
	Anna Marie Moore	3/4	11:00-11:15 AM- 15 minutes of ELD instruction as the rest of class works independently. (Wed. 8:30-8:45 AM)	
	Elizabeth Perez	3/4	11:00-11:15 AM- 15 minutes of ELD instruction as the rest of class works independently. (Wed. 8:30-8:45 AM)	
	Victoria Feeser	1/2	11:00-1:15 PM 15 minutes of ELD instruction in small group(s) while the rest of class works independently (Wed. 8:40-9:40 AM block divided into 15 min. small groups)	11:00-11:15 AM writing activities in small breakout groups
Second	Tara Lutz	1/2	15 mins. in small group time for each group; 9:30-9:45 AM & 10:30-10:45 AM	
	Heidi Scher	4	10:30-10:45 AM minutes of ELD while the rest of group works independently	
	Valerie Kikes	3/4	9:30 - 9:45 AM while the rest of class works independently	
	Connie Talbot	1/2	10:15-10:30 AM 15 minutes of ELD instruction while the rest of the class works independently.	
Third	Pam Young	3/4	15 minutes of ELD instruction as the rest of class works independently. 11:25-11:40 AM	
	Lyndsie Roy	2/3	10:15-10:30 AM Class journals independently while I work with EL. Wednesday 8:20-8:35 AM	10:50-11:20 M-F ELA Block/Writing

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)
	Tracy Brush	2/3	M/F- Meet with Brush 12:20-12:35 AM Tu/Th- Meet with King 12:20-12:35 AM Alternate Wed.- Brush/King 8:25-8:40 AM	
	Carol King	3/4	M/F- Meet with Brush 12:20-12:35 PM Tu/Th- Meet with King 12:20-12:35 PM Alternate Wed.- Brush/King 8:25-8:40 AM	
Fourth	Nancy Douma	2/3	M/T/W/Th/F 8:25-8:40 AM	
	Jeanne Gellerman	3/4	8:20-9:20 AM With Gellerman 15 minutes of ELD instruction as the rest of class works independently. 9:05-9:20 AM	9:40-10:40 AM with Wilson 15 minutes of ELD instruction as the rest of class works independently. 9:40-9:55 AM
	Christie Browne	1/2	9:40-10:40 AM With Gellerman 15 minutes of ELD instruction as the rest of class works independently. 10:20-10:35 AM	10:40-11:40 AM With Wilson 15 minutes of ELD instruction as the rest of class works independently. 10:45-11:00 AM
	Lisa Wilson	3/4	10:40-11:40 AM With Gellerman 15 minutes of ELD instruction as the rest of class works independently. 11:25-11:40 AM	8:20-9:20 AM With Wilson 15 minutes of ELD instruction as the rest of class works independently. 8:20-8:35 AM

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Fifth	Chloe Mopas/ Kristie Barcelona	3/4	8:20-9:20 AM 15 minutes of ELD instruction as the remainder of class works independently-expanding/bridging 12:50-1:20 PM (M, Tu, Thu) ELA Small group time- bridging	
	Jon Williams	3	M,T,Th,F Group 1 - 9:20-9:35 AM- 15 minutes of ELD instruction as the remainder of class works independently. Group 2 - 10:55-11:10 AM - 15 minutes of ELD instruction as the remainder of the class works independently. W 8:20-8:35 AM	
	Christy Verbeck	3	M,T,Th,F 10:55-11:10 AM 15 minutes of ELD instruction as the remainder of class works independently. W 8:20-8:35AM as needed	
	Mike Foscalina	3/4	M,T,Th,F 8:20-9:20 AM 15 minutes of ELD instruction as the remainder of class works independently-expanding/bridging	

Appendix J

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

PROGRAM DESCRIPTION:

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

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

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

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