



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

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

Principal	Andrea N. Tapia
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	10/26/2023
Schoolsite Council (SSC) Approval Date	10/18/2023
Local Board Approval Date	11/14/2023

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

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What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.65

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.65

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.65

School Vision and Mission

#WeAreWildcats

MISSION:

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

VISION:

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

Points of Pride:

CA Kindness Certified School (2017, 2018, 2019, 2020, 2021, 2022)

CA Green Ribbon School Green Achiever 2021 (Gold 2019, 2020) (Silver 2018)

CA Gold Ribbon School (2015)

CA Positive Behavioral Interventions and Supports (PBIS) Coalition School (Gold, 2022) (Silver 2020, 2021)

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

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

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

Commitment to Fine & Performing Arts

Running Club: Over 200 students participate 2X per week before school.

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

Peacekeepers: 3rd, 4th, and 5th graders are trained in conflict mediation to support students at recess.

Before- and After-School Programs: Right At School & ESS

Family School Partnership: We believe a strong parent-staff partnership is critical to our success. We have a very active volunteer base and our Parent Teacher Association (PTA) is incredible! We host several family events each year, such as: Wildcat Walkthrough, Trunk or Treat, Gala, Winter Wonderland, Bingo Night, Family Science Night, Kite Night, Movie Nights, Intervention, Student Council, Field Trips, Science Odyssey, and MORE!

School Profile

We are located in Livermore, California, roughly 50 miles east of San Francisco. The school is one of nine elementary schools and two K-8 schools in the Livermore Valley Joint Unified School District, which serves approximately 13,000 students. Altamont Creek educates Transitional Kindergarten through fifth grade students. We have twenty-four general education classrooms, two Therapeutic Neurodiverse Program classes, and two mild to moderate Special Day Classes that serve TK-5th grade. We also have two science specialists. At this time, we have approximately 650 students. Our students come from mostly middle class households/guardians. However, we also serve a federally subsidized housing project.

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

During the 2023-2024 school year, Altamont Creek Elementary staff includes one administrator and twenty-eight general education teachers. We have two Therapeutic Neurodiverse Support teachers and two mild to moderate SDC teachers. Working part-time at our school, we have a School Psychologist, two Speech and Language Pathologists, one Occupational Therapist, an Adaptive Physical Education (APE) Specialist, School Nurse and a Behaviorist. Our classified staff includes a part-time Health Technician, nine Therapeutic Neurodiverse Program paraprofessionals, four Mild/Moderate Special Day Class Paras, two Learning Center paraprofessionals, and a Library Media Specialist. In the office, there is a Principal's Executive Assistant and two Office Specialist. Classified staff also includes two Food Services personnel, and a Head (day) Custodian.

Altamont Creek Elementary is a twenty-three year old facility. It includes: an administration building; a multi-purpose room, with a stage and a kitchen; four buildings with 28 classrooms; and one building housing the school library, the Maker Space, a sensory motor lab, the Kid Connection room, the Speech & Language program room, and two science labs. The campus also includes two play structures, one for younger children and one for older students. The school shares a grass field with the City of Livermore. The school has two garden areas and a gated area to lock bikes up. Our school is fully accessible to the handicapped. We have a 1:1 Chromebook program. We have Internet access from our computer lab, the library, and from the classrooms, as well as wireless Internet access throughout the school. There is a districtwide email system that is used daily for communication and information. The school library has 19,475 books.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	1.78%	1.1%	8	10	7
African American	0.3%	0.36%	1.1%	2	2	7
Asian	23.0%	26.11%	31.18%	140	147	198
Filipino	1.8%	2.13%	2.05%	11	12	13
Hispanic/Latino	22.2%	21.14%	22.2%	135	119	141
Pacific Islander	0.2%	0.18%	0.31%	1	1	2
White	42.6%	39.61%	34.49%	259	223	219
Multiple/No Response	8.6%	8.53%	7.56%	52	48	48
Total Enrollment				608	563	635

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	119	118	158
Grade 1	101	88	101
Grade 2	90	97	89
Grade 3	96	91	100
Grade 4	87	90	96
Grade 5	115	79	91
Total Enrollment	608	563	635

Conclusions based on this data:

1. From the 21-22 school year to the 22-23 school year, Altamont Creek's overall student population increased. We added a fifth kindergarten class and our transitional kindergarten population continues to increase.
2. Our Asian student group has had steady growth over the past three years.
3. Our White student group has gradually decreased over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	58	48	38	9.50%	8.5%	6.0%
Fluent English Proficient (FEP)	95	94	130	15.60%	16.7%	20.5%
Reclassified Fluent English Proficient (RFEP)	17	20	10	29.3%	30.5%	20.8%

Conclusions based on this data:

1. We have increased the number of Fluent English Proficient students in over the last three years.
2. Our overall EL population has gradually decreased over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	95	101	84	95	101	84	95	101	88.4	100.0	100.0
Grade 4	85	91	96	84	89	96	84	89	96	98.8	97.8	100.0
Grade 5	115	81	88	103	80	86	102	80	86	89.6	98.8	97.7
All Grades	295	267	285	271	264	283	270	264	283	91.9	98.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2467.	2493.	2480.	38.10	49.47	48.51	33.33	31.58	25.74	16.67	13.68	15.84	11.90	5.26	9.90
Grade 4	2523.	2523.	2519.	51.19	50.56	47.92	25.00	22.47	17.71	10.71	14.61	19.79	13.10	12.36	14.58
Grade 5	2528.	2542.	2546.	36.27	42.50	38.37	30.39	28.75	27.91	12.75	8.75	22.09	20.59	20.00	11.63
All Grades	N/A	N/A	N/A	41.48	47.73	45.23	29.63	27.65	23.67	13.33	12.50	19.08	15.56	12.12	12.01

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	27.38	35.79	38.61	66.67	62.11	55.45	5.95	2.11	5.94	
Grade 4	30.95	41.57	43.75	60.71	51.69	48.96	8.33	6.74	7.29	
Grade 5	26.47	37.50	39.53	59.80	51.25	51.16	13.73	11.25	9.30	
All Grades	28.15	38.26	40.64	62.22	55.30	51.94	9.63	6.44	7.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	30.95	41.05	29.70	52.38	49.47	65.35	16.67	9.47	4.95
Grade 4	30.95	28.09	29.17	57.14	61.80	55.21	11.90	10.11	15.63
Grade 5	29.41	26.25	33.72	48.04	60.00	52.33	22.55	13.75	13.95
All Grades	30.37	32.20	30.74	52.22	56.82	57.95	17.41	10.98	11.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.90	28.42	22.77	77.38	64.21	67.33	10.71	7.37	9.90
Grade 4	25.00	23.60	22.92	63.10	68.54	65.63	11.90	7.87	11.46
Grade 5	16.67	25.00	15.12	73.53	61.25	74.42	9.80	13.75	10.47
All Grades	17.78	25.76	20.49	71.48	64.77	68.90	10.74	9.47	10.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.76	33.68	26.73	61.90	58.95	62.38	8.33	7.37	10.89
Grade 4	34.52	28.09	30.21	63.10	62.92	59.38	2.38	8.99	10.42
Grade 5	31.37	30.00	26.74	55.88	55.00	63.95	12.75	15.00	9.30
All Grades	31.85	30.68	27.92	60.00	59.09	61.84	8.15	10.23	10.25

Conclusions based on this data:

1. Third Grade Students: 75% of students in 3rd grade scored standard met or standard exceeded. We had 16% score standard nearly met. We need to support our students who are nearly meeting standard.
2. Fourth Grade Students: 66% of students in 4th grade scored standard met or standard exceeded. We had 18.9% score standard nearly met. We need to support our students who are nearly meeting standard.
3. Fifth Grade Students: 66% of students in 5th grade scored standard met or standard exceeded. We had 23% score standard nearly met. We need to support our students who are nearly meeting standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	95	101	89	95	101	89	95	101	93.7	100.0	100.0
Grade 4	85	91	96	83	89	96	83	89	96	97.6	97.8	100.0
Grade 5	115	81	88	102	80	86	102	80	86	88.7	98.8	97.7
All Grades	295	267	285	274	264	283	274	264	283	92.9	98.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2468.	2488.	2494.	38.20	45.26	46.53	33.71	30.53	28.71	10.11	17.89	17.82	17.98	6.32	6.93
Grade 4	2507.	2521.	2511.	34.94	37.08	29.17	30.12	29.21	34.38	16.87	23.60	26.04	18.07	10.11	10.42
Grade 5	2513.	2532.	2525.	30.39	38.75	30.23	25.49	11.25	26.74	17.65	23.75	17.44	26.47	26.25	25.58
All Grades	N/A	N/A	N/A	34.31	40.53	35.69	29.56	24.24	30.04	14.96	21.59	20.49	21.17	13.64	13.78

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	45.98	54.74	52.48	35.63	40.00	38.61	18.39	5.26	8.91	
Grade 4	44.58	40.45	41.67	39.76	44.94	48.96	15.66	14.61	9.38	
Grade 5	25.49	38.75	27.91	49.02	35.00	51.16	25.49	26.25	20.93	
All Grades	37.87	45.08	41.34	41.91	40.15	45.94	20.22	14.77	12.72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39.33	48.42	51.49	46.07	46.32	39.60	14.61	5.26	8.91
Grade 4	34.94	35.96	32.29	45.78	50.56	55.21	19.28	13.48	12.50
Grade 5	31.37	31.25	25.58	41.18	41.25	52.33	27.45	27.50	22.09
All Grades	35.04	39.02	37.10	44.16	46.21	48.76	20.80	14.77	14.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	42.70	40.00	51.49	44.94	55.79	44.55	12.36	4.21	3.96
Grade 4	36.14	33.71	26.04	46.99	58.43	57.29	16.87	7.87	16.67
Grade 5	23.53	26.25	25.58	62.75	55.00	59.30	13.73	18.75	15.12
All Grades	33.58	33.71	34.98	52.19	56.44	53.36	14.23	9.85	11.66

Conclusions based on this data:

1. Third Grade: 76% of students in 3rd grade scored standard met or standard exceeded. We had 17% score standard nearly met. We need to support our students who are nearly meeting standard.

We need to continue to implement targeted small group instruction, individualized learning through Dreambox and iXL, and emphasize early intervention for number sense through Counting Collections.
2. Fourth Grade: 63% of students in 4th grade scored standard met or standard exceeded. We had 26.3% score standard nearly met. We need to support our students who are nearly meeting standard.

We need to continue to implement targeted small group instruction, individualized learning through Dreambox and iXL, and continue to utilize the Interim Assessment Blocks (IABs) as teaching opportunities.
3. Fifth Grade: 57% of students in 5th grade scored standard met or standard exceeded. We had 17.4% score standard nearly met. We need to support our students who are nearly meeting standard.

We need to continue to implement targeted small group instruction, individualized learning through Dreambox and iXL, and continue to utilize the IABs as teaching opportunities.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1473.6	*	*	1485.4	*	*	1445.9	*	*	16	8	9
1	*	*	*	*	*	*	*	*	*	4	7	8
2	1556.2	*	*	1558.0	*	*	1553.7	*	*	11	10	7
3	*	*	*	*	*	*	*	*	*	10	4	9
4	*	*	*	*	*	*	*	*	*	4	6	*
5	*	*	*	*	*	*	*	*	*	10	*	5
All Grades										55	38	41

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	*	*	43.75	*	*	6.25	*	*	0.00	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	72.73	*	*	27.27	*	*	0.00	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.82	18.42	19.51	38.18	57.89	29.27	12.73	23.68	36.59	7.27	0.00	14.63	55	38	41

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	81.82	*	*	18.18	*	*	0.00	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.18	50.00	36.59	36.36	39.47	36.59	1.82	10.53	14.63	3.64	0.00	12.20	55	38	41

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	*	*	37.50	*	*	31.25	*	*	6.25	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.36	10.53	2.44	41.82	44.74	24.39	25.45	34.21	36.59	16.36	10.53	36.59	55	38	41

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	*	*	75.00	*	*	0.00	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.48	47.37	19.51	62.96	50.00	70.73	5.56	2.63	9.76	54	38	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	62.50	*	*	37.50	*	*	0.00	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	81.82	*	*	18.18	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.36	63.16	48.78	20.00	34.21	34.15	3.64	2.63	17.07	55	38	41

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	*	*	81.25	*	*	0.00	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	72.73	*	*	18.18	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.45	13.16	4.88	56.36	60.53	63.41	18.18	26.32	31.71	55	38	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	43.75	*	*	43.75	*	*	12.50	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	26.32	12.20	56.36	68.42	68.29	16.36	5.26	19.51	55	38	41

Conclusions based on this data:

1. We tested 32 students.
53% of the students tested scored in Levels 3 and 4 Overall.
41% of the students tested scored at a Level 2 Overall.
6% of the students tested scored at a Level 1 Overall.
2. The percentage of students overall scoring Levels 3 & 4 decreased from 21-22.
3. Our students performed better in Listening and Speaking.
We need to focus our Designated ELD attention on comprehension, vocabulary development, and writing.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

Total student tested = 88	88
Aerobic Capacity	84
Body Composition	84
Abdominal Strength and Endurance	84
Trunk Extensor Strength and Flexibility	83
Upper Body Strength and Endurance	84
Flexibility	84
Total student tested = 88	88
Aerobic Capacity	84
Body Composition	84
Abdominal Strength and Endurance	84
Trunk Extensor Strength and Flexibility	83
Upper Body Strength and Endurance	84
Flexibility	84

Physical Fitness Test Results (PFT) 2018-2019

Number of Students Tested

Total student tested = 82	24.4%
Aerobic Capacity	82
Body Composition	82
Abdominal Strength and Endurance	82
Trunk Extensor Strength and Flexibility	82
Upper Body Strength and Endurance	82
Flexibility	82

Conclusions based on this data:

1. 96-100% of fifth grade students completed 2023 physical fitness testing.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

<ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” 	72 %	4.7
<ul style="list-style-type: none"> Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time” 	83 %	4.7
<ul style="list-style-type: none"> Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time” 	71 %	6.1

1. This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data. Students at Altamont Creek Elementary are encouraged to report matters when they feel unsafe physically and emotionally. Having a clear list of behavior expectations and teaching them multiple times throughout the year helps maintain a safe learning environment.
2. Students are recognized for positive behaviors in and outside of the classroom. Students at Altamont Creek Elementary are provided the opportunity to become connected to the school via many avenues related to Positive Behavioral Interventions and Supports (PBIS). Some students take on Student Leadership Roles such as Student Council, Student Valet or Peacekeepers.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
563	11.4	8.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Altamont Creek Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	8.5
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	64	11.4
Students with Disabilities	48	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	10	1.8
Asian	147	26.1
Filipino	12	2.1
Hispanic	119	21.1
Two or More Races	48	8.5
Pacific Islander	1	0.2
White	223	39.6

Conclusions based on this data:

1. The most recent enrollment data above is 2021-22. The conclusions are from that set of data. Asian, Hispanic, and White continue to be Altamont Creek's three largest student subgroups.
2. Our English Learner, Special Education, and Socioeconomically Disadvantaged populations have remained the same.
3. Our Asian population continues to increase, while our Caucasian population has decreased.

School and Student Performance Data

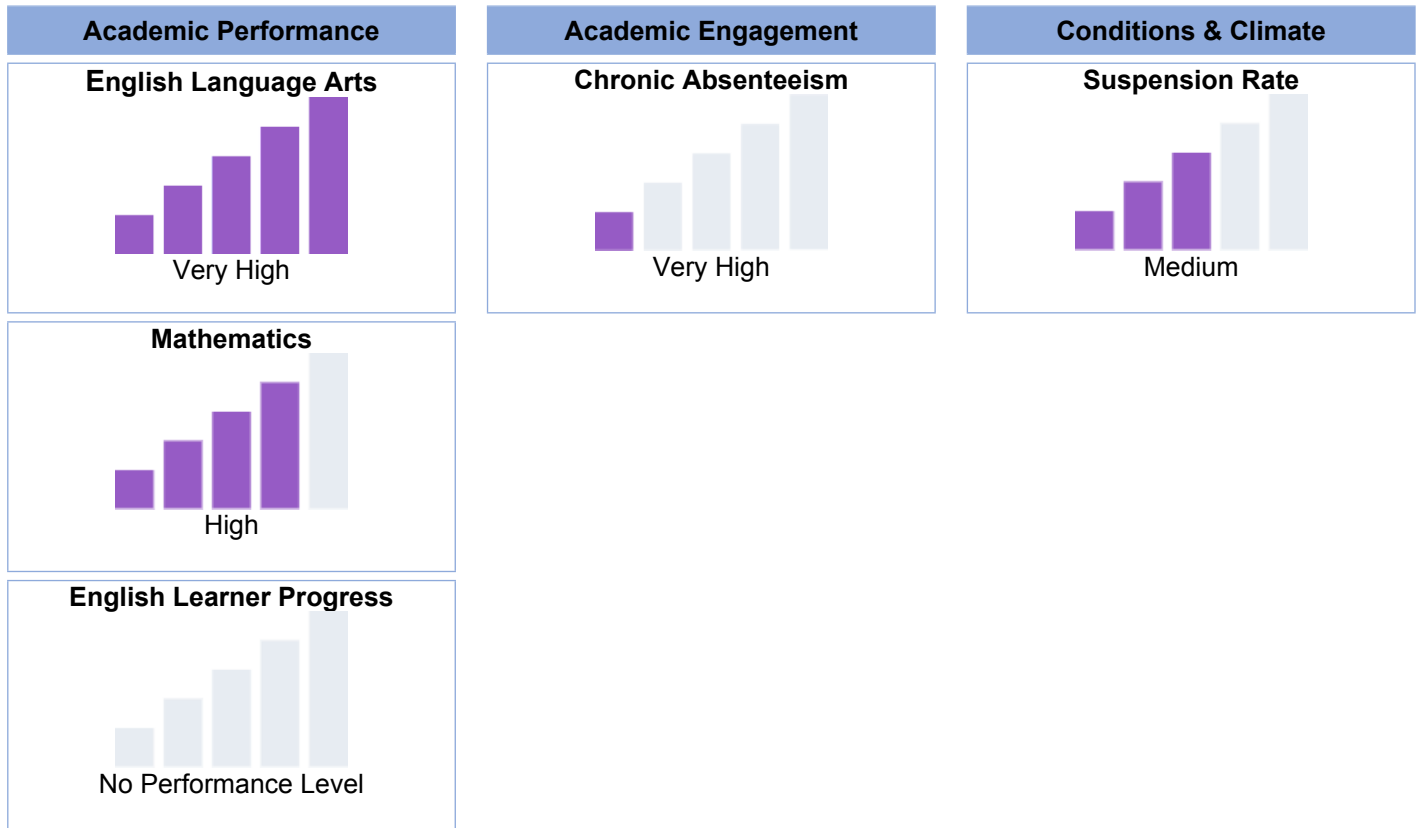
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

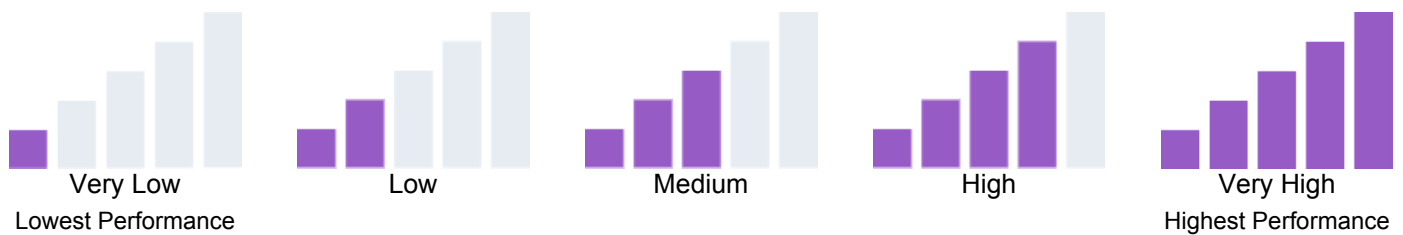
- Students at Altamont Creek continue to perform "high" and "very high" in both Mathematics and English Language Arts.
- Chronic Absenteeism is an area of focus for Altamont Creek.

School and Student Performance Data

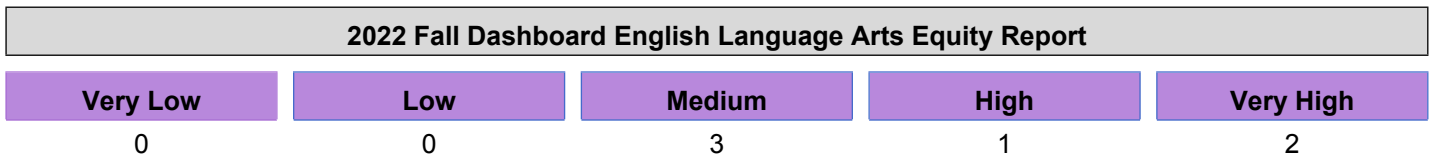
Academic Performance English Language Arts

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

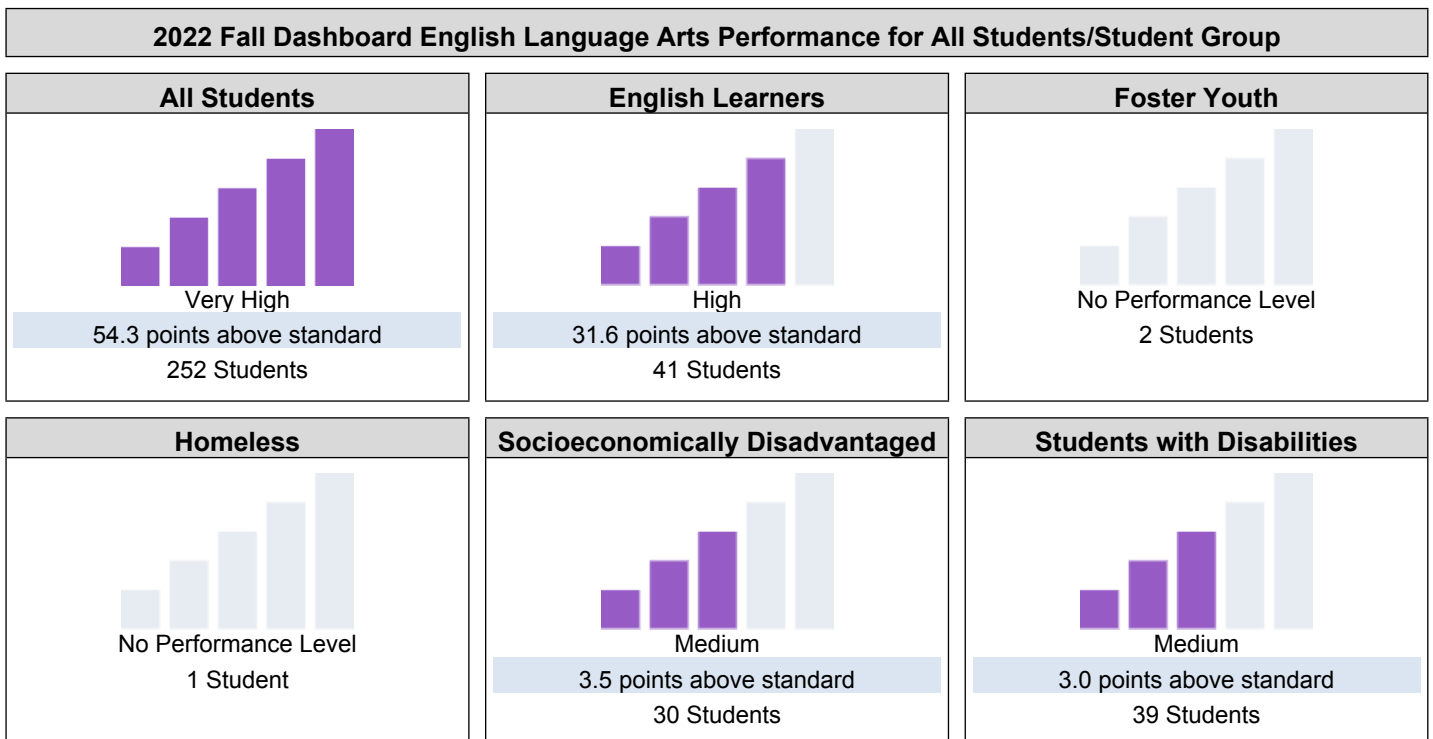
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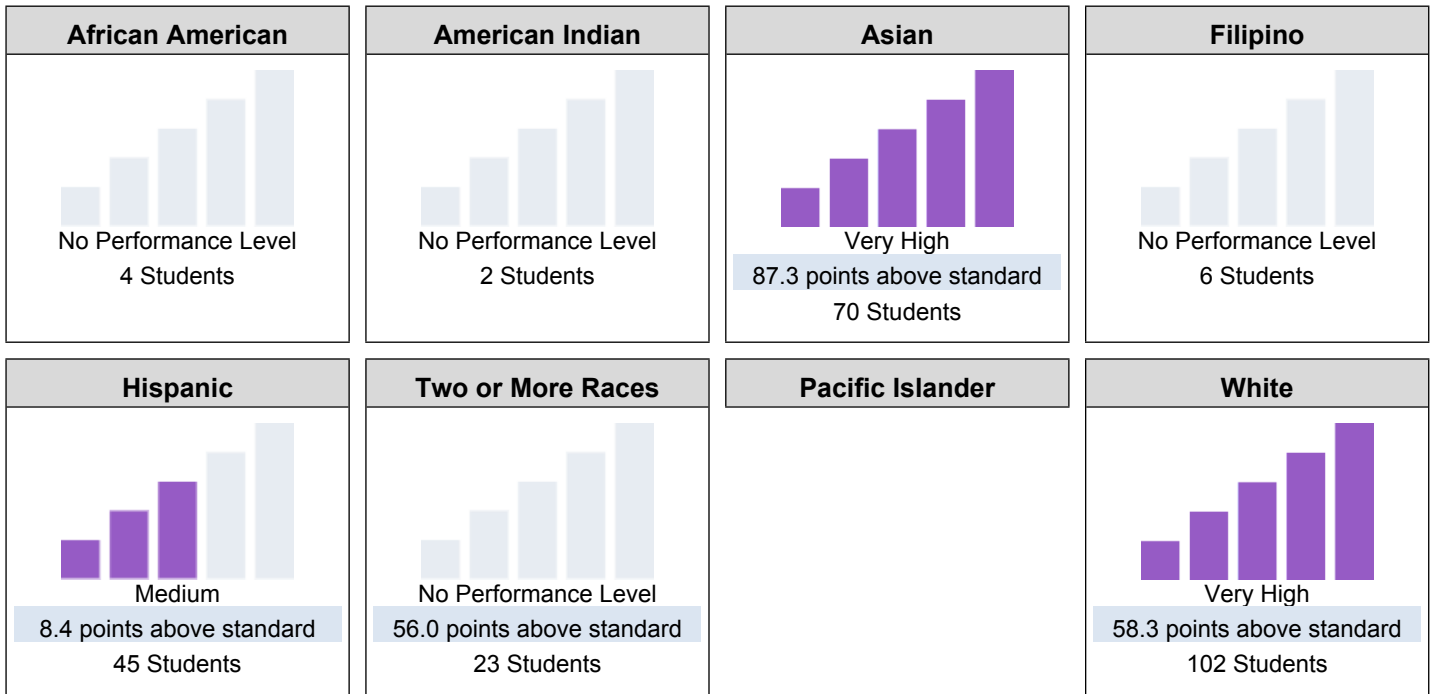
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.5 points below standard 12 Students	72.2 points above standard 29 Students	51.9 points above standard 183 Students

Conclusions based on this data:

1. Altamont Creek Elementary will focus on our "2 or more races" student group based on data above and other local data.
2. Altamont Creek Elementary will continue to focus on the English Learner student group as measured by students performing 66.5 points Below Standard.

School and Student Performance Data

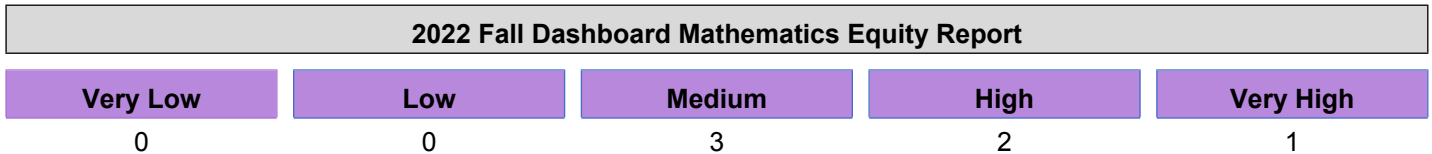
Academic Performance Mathematics

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

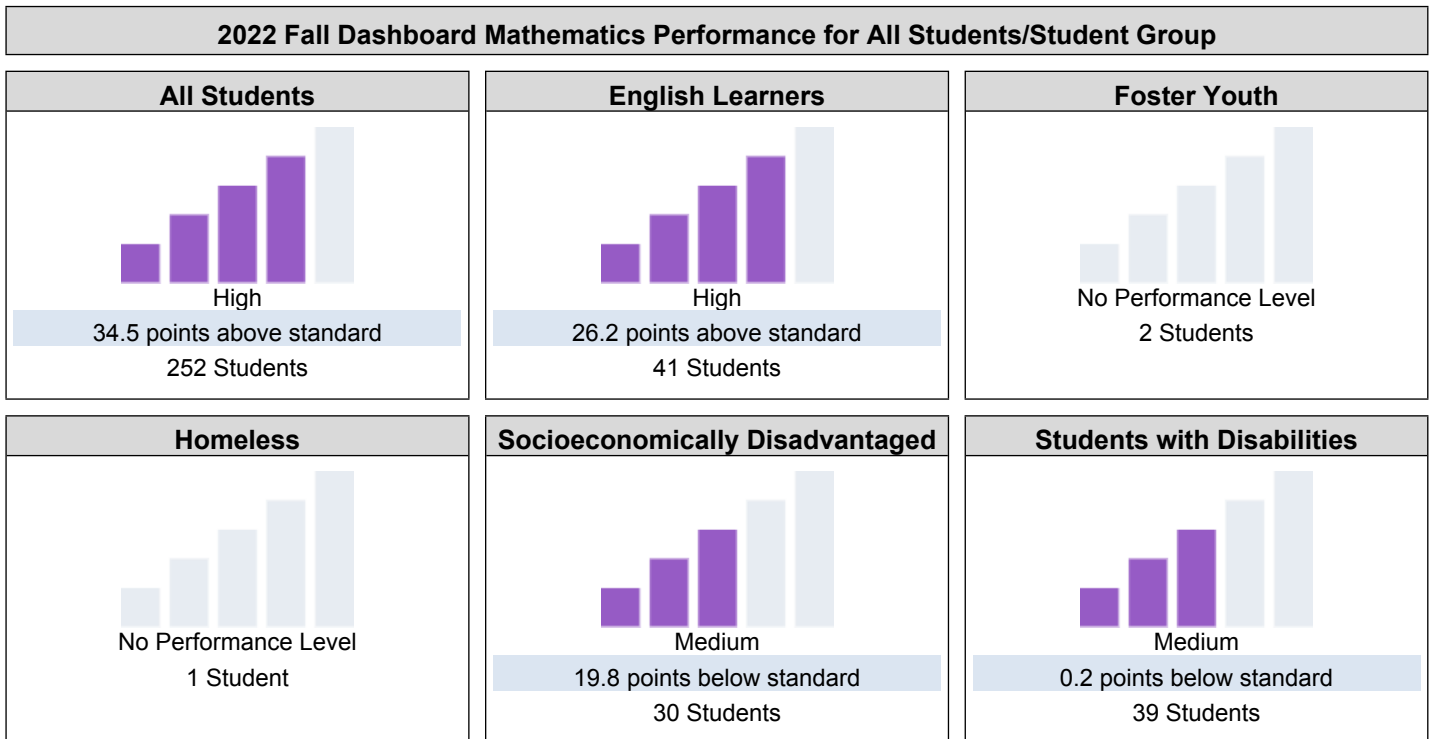
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



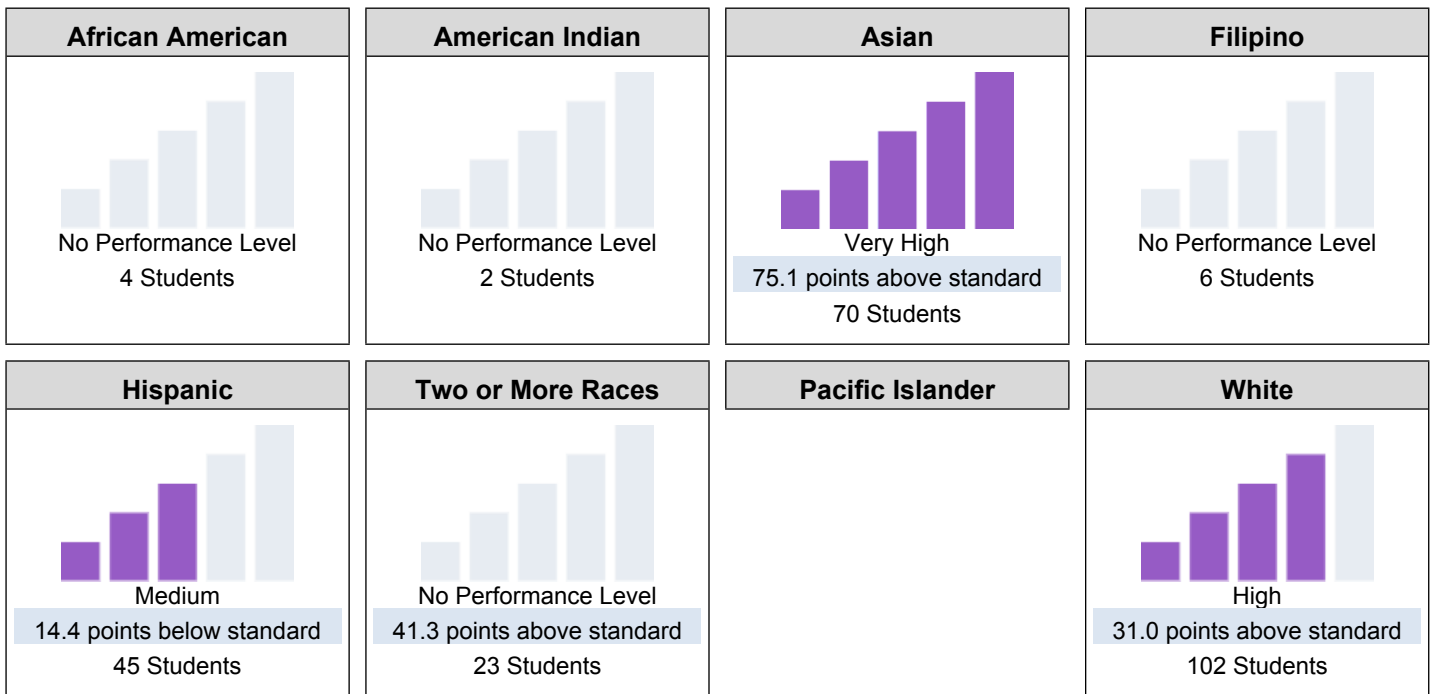
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">33.3 points below standard</p> <p>12 Students</p>	<p style="background-color: #e6f2ff;">50.8 points above standard</p> <p>29 Students</p>	<p style="background-color: #e6f2ff;">29.1 points above standard</p> <p>183 Students</p>

Conclusions based on this data:

1. Altamont Creek Elementary will focus on the Hispanic student group, as measured by students performing 14.4 points Below Standard on the 2022 Dashboard.
2. Altamont Creek Elementary will focus on the Socioeconomically Disadvantaged student group as measured by students performing 19.8 points Below Standard on the 2022 Dashboard.

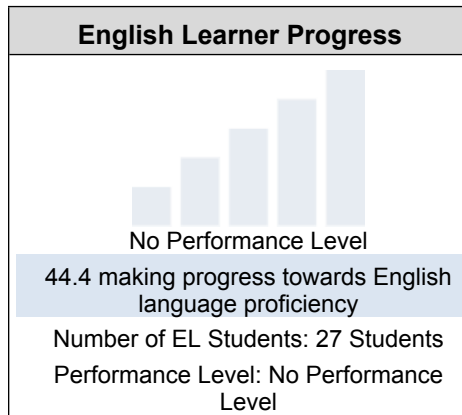
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2%	33.3%	3.7%	40.7%

Conclusions based on this data:

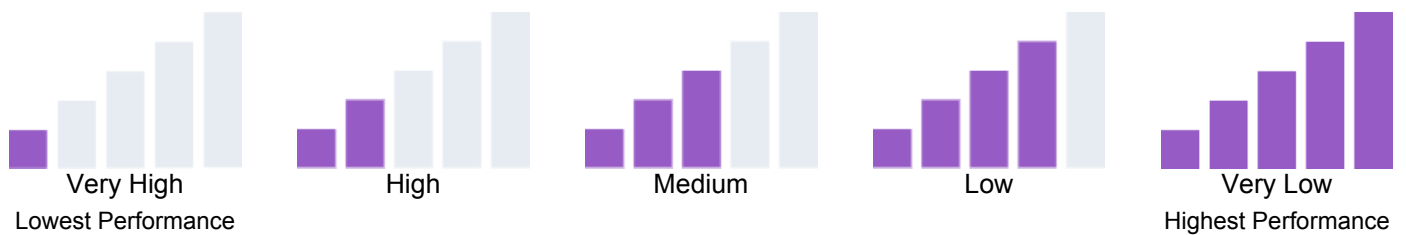
- Altamont Creek Elementary would like to continue to see positive growth in "progressed at least one ELPI level."

School and Student Performance Data

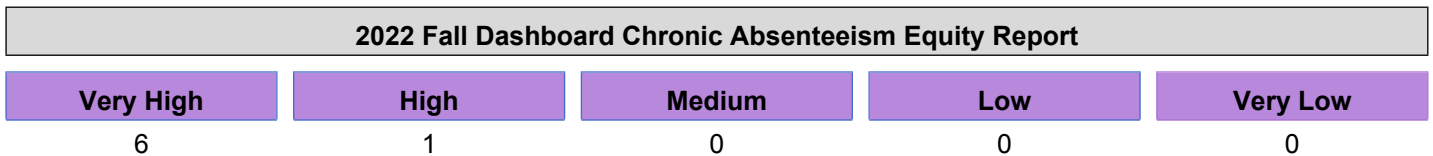
Academic Engagement Chronic Absenteeism

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

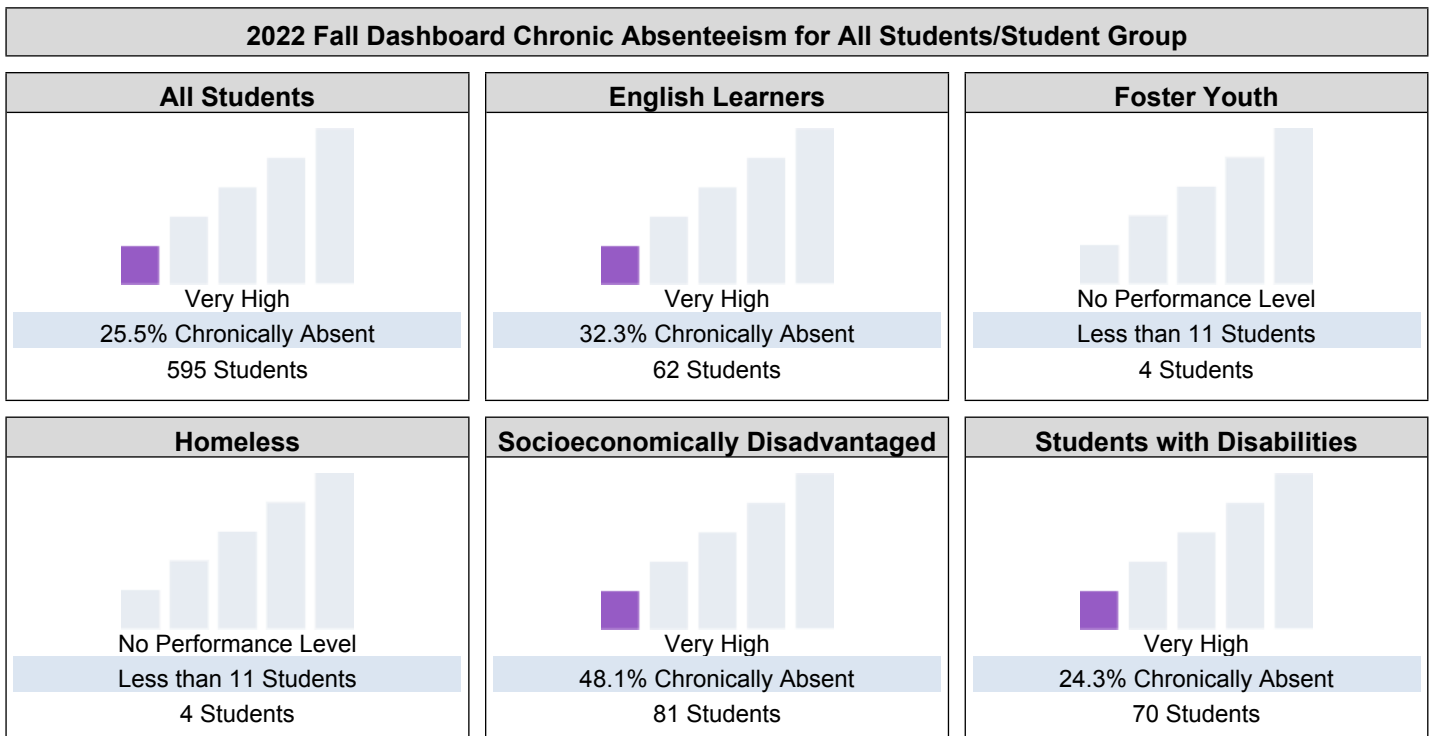
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



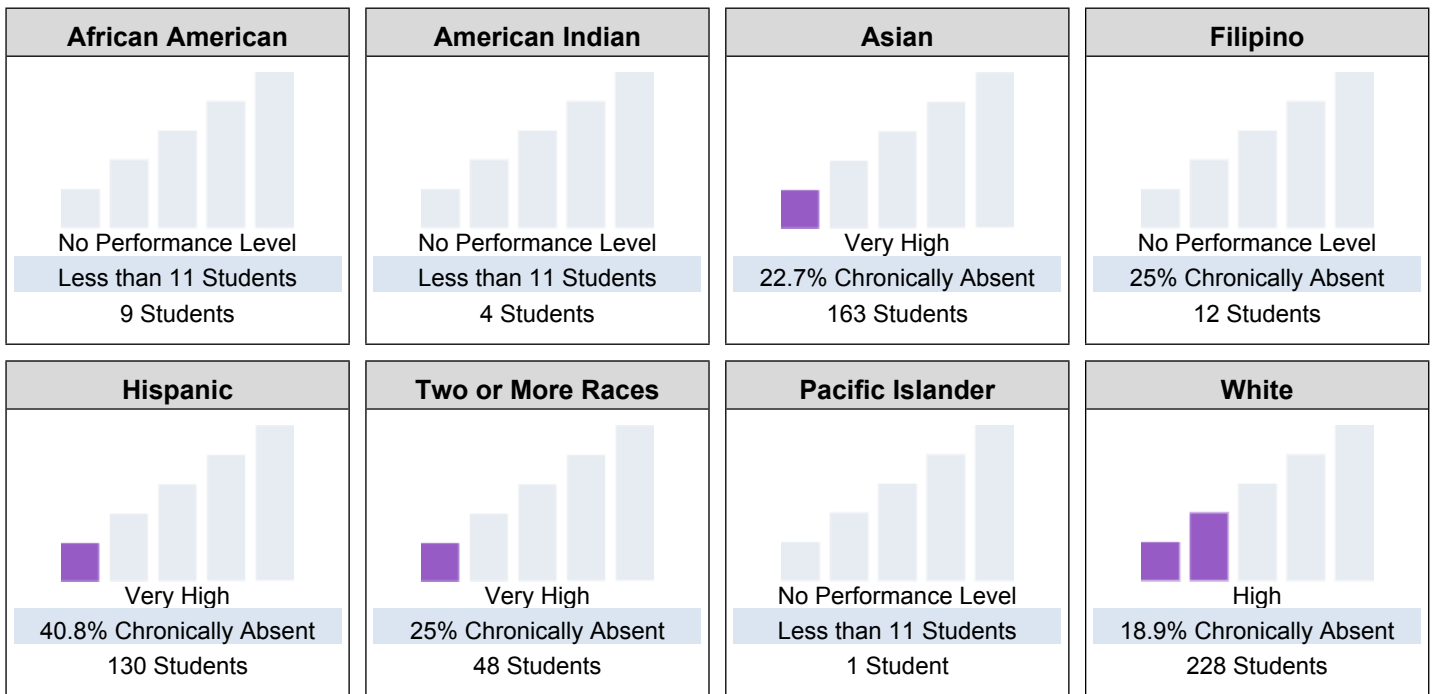
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We will continue to implement incentive programs to encourage positive student attendance based on the All Students group ranked in the "very high" category.
2. We will positively call home families who improve attendance, particularly in the "two or more races" category.

School and Student Performance Data

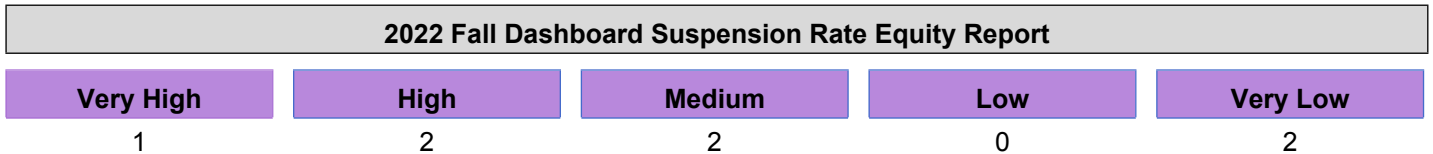
Conditions & Climate Suspension Rate

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

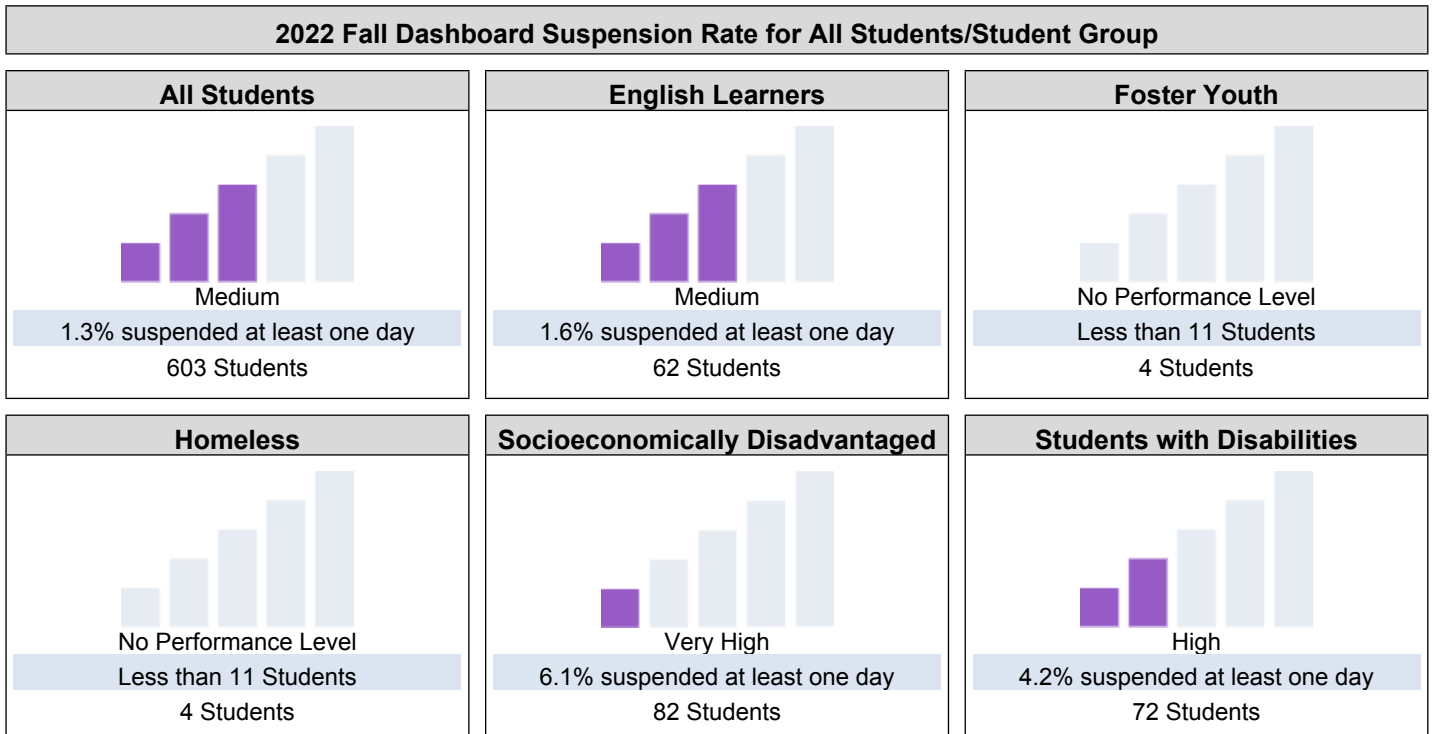
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



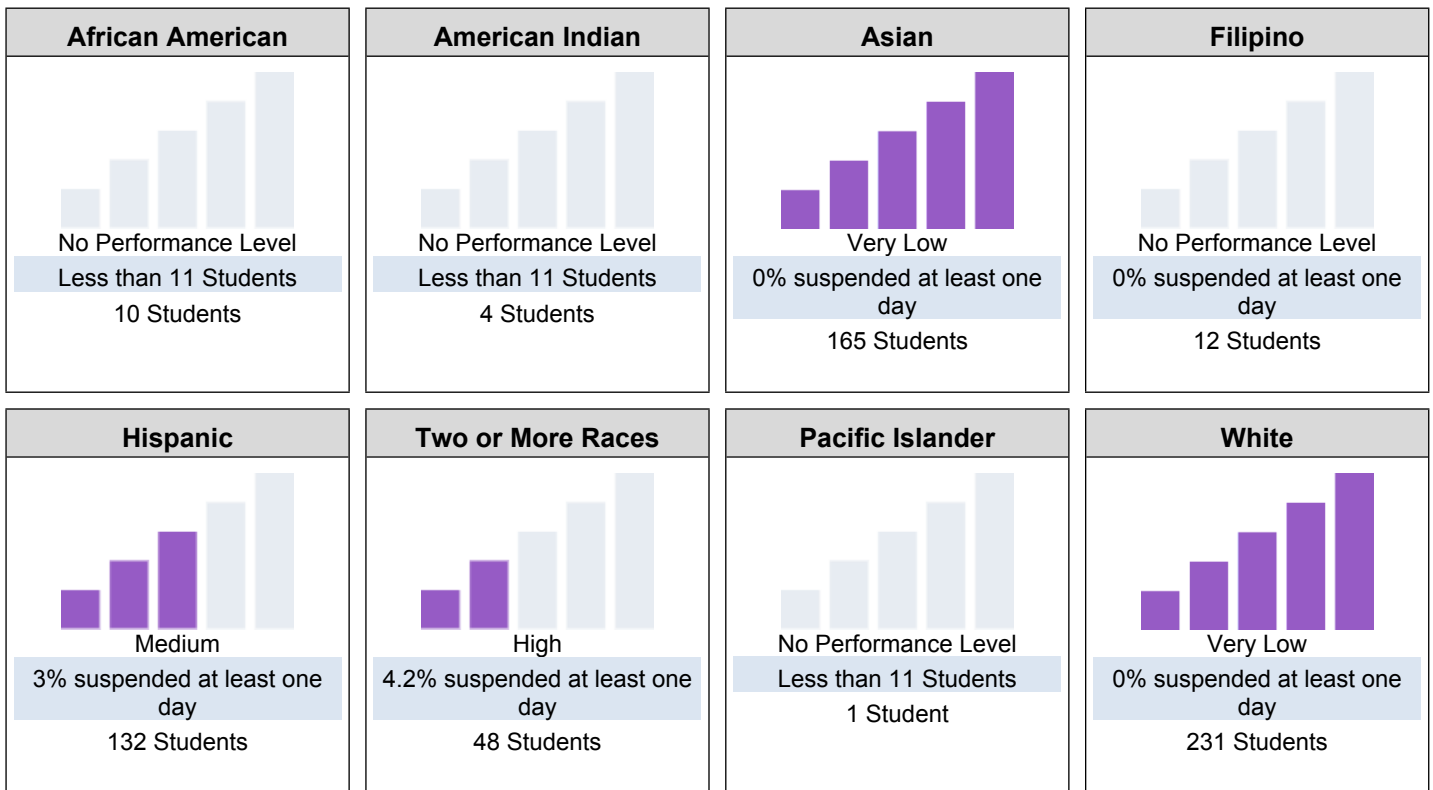
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension status is medium for our Hispanic and English Learners student group.
2. Suspensions for our Two or More Races and socioeconomically disadvantaged students has increased

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASPP	To decrease the percent of students in 5th grade scoring Below Standard in Literacy/Reading Comprehension from 11.25% to 9.25% (-2%).	Preliminary Data: 69% of students scored Standard Exceeded/At or Near Standard in English Language Arts. CAASPP claim data has not been released.
Math CAASPP	To increase the percent of students scoring Standard Exceeded/At or Near Standard in Math from 64% to 66% (+2%).	Met: 86% of students scored Standard Exceeded/At or Near Standard in Math.
ELA CAASPP	To increase the percent of students scoring Standard Exceeded/At or Near Standard in Writing from 89% to 91% (+2%).	Preliminary Data: 69% of students scored Standard Exceeded/At or Near Standard in English Language Arts. CAASPP claim data has not been released.
Easy Curriculum Based Measures (Easy CBM)	We expect to see at least 90% of each grade level scoring proficient or higher by the end of the school year as measured by EasyCBM.	Met: 90.8% of students in Grades 1-5 scored proficient or higher in Proficient Reading Fluency in Spring 2023 as measured by EasyCBM.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Focus Area: English Language Arts (ELA)/English Language Development (ELD)	Actual Focus Area: English Language Arts (ELA)/English Language Development (ELD)	Substitutes for articulation. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,000.00	Substitutes for articulation. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8,210.40
Articulation focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged youth.	Each grade level had three articulation days focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged youth.		Substitutes for articulation. 1000-1999: Certificated Personnel Salaries Admin. Gift account 11,800.00
Collaboration with grade-level teams, districtwide, and with Teachers on Special Assignment focusing on data analysis	Consistent and continual collaboration with grade-level teams, districtwide, and with Teachers on Special Assignment		Starfall- Online Teaching Tool 4000-4999: Books And Supplies LCFF - Supplemental 375.00
		iXL- Online Personalized Learning Platform 4000-	Brain Pop- Online Teaching Tool 4000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and best instructional practices.</p> <p>Implementation of monthly Professional Learning Community (PLC) meetings to analyze grade-level data.</p> <p>Implementation of grade-level Universal Access (UA) blocks</p> <p>Intervention Specialist 4 days/week working with at-promise students based on EasyCBM data</p> <p>Parent Education classes to help parents and families</p> <p>ESGI, iXL, Starfall, EasyCBM, ELPAC</p>	<p>focusing on data analysis and best instructional practices.</p> <p>Held monthly Professional Learning Community (PLC) meetings to analyze grade-level data.</p> <p>Successfully implemented grade-level Universal Access (UA) blocks</p> <p>Intervention Specialist worked 4 days per week with "at-promise" students based on EasyCBM data</p> <p>Parent Education classes to help parents and families during PTA general sessions meetings and "Coffee with the Principal."</p> <p>Consistent use of ESGI, iXL, Starfall, EasyCBM, ELPAC in classrooms as necessary.</p>	<p>4999: Books And Supplies LCFF - Supplemental 5,413.00</p> <p>ESGI- Assessment Tool for TK - 1st Grades 4000-4999: Books And Supplies LCFF - Supplemental 2,240.00</p>	<p>4999: Books And Supplies LCFF - Supplemental 150.00</p> <p>ESGI- Assessment Tool for TK - 1st Grades 4000-4999: Books And Supplies LCFF - Supplemental 2,240.00</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF - Supplemental 219.40</p> <p>Raz-Kids-Online Teaching Tool 4000-4999: Books And Supplies LCFF - Supplemental 495.64</p>
<p>Planned Focus Area: Mathematics</p> <p>Articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth.</p> <p>Collaboration with grade-level teams, districtwide and with Teachers on Special Assignment, focusing on data analysis and best instructional practices.</p> <p>Implementation of monthly Professional Learning Community (PLC) meetings to analyze grade-level data.</p>	<p>Actual Focus Area: Mathematics</p> <p>Each grade level had three articulation days focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged youth.</p> <p>Consistent and continual collaboration with grade-level teams, districtwide, and with Teachers on Special Assignment focusing on data analysis and best instructional practices.</p> <p>Held monthly Professional Learning Community (PLC) meetings to analyze grade-level data.</p>	<p>iXL- Online Personalized Learning Platform 4000-4999: Books And Supplies LCFF - Supplemental 5,413.00</p>	<p>iXL- Online Personalized Learning Platform 4000-4999: Books And Supplies LCFF - Supplemental 5,963.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implementation of grade-level Universal Access (UA) blocks</p> <p>Parent Education classes to help parents and families.</p> <p>Individualized Blended Learning - DreamBox, ST Math, iXL, Counting Collections</p>	<p>Successfully implemented grade-level Universal Access (UA) blocks</p> <p>Parent Education classes to help parents and families during PTA general sessions meetings and "Coffee with the Principal."</p> <p>Consistent use in all 1st-5th grade classes of Individualized Blended Learning - DreamBox, ST Math, iXL, Counting Collections</p>		
<p>Planned Focus Area: Articulation</p> <p>Staff members will articulate within and between grade levels, and site-to-site with feeder schools (pre-school, Christensen) as measured by notes, agendas, and calendars.</p>	<p>Actual Focus Area: Articulation</p> <p>Staff members will articulated within and between grade levels, and site-to-site with feeder schools (pre-school, Christensen) as measured by notes, agendas, and calendars.</p>		

Analysis

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

All teachers in grades K-5 assessed students using EasyCBM to monitor progress in ELA. Transitional Kindergarten, Kindergarten, and First Grade teachers utilized ESGI to monitor academic progress. Investigations3 assessments, iXL and DreamBox were used to monitor progress in Mathematics. Grade-level teams met to discuss student progress and develop reteaching lessons. iXL was purchased for students in grades 4-5 and utilized predominately in grades 4- 5.

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

The EasyCBM and ESGI were effective assessment tools because they provided baseline data to monitor progress throughout the year. Teachers were able to analyze the data and share progress with all community groups. DreamBox was a very effective tool for providing intelligent adaptive learning at each student's level. The data was also effective for monitoring schoolwide, classroom, and individual goals Teachers also assigned lessons to enhance the daily math goals. As students demonstrated mastery of grade-level standards, they were given the opportunity to learn and master standards from the next grade level(s). English Language Development (ELD) instruction was provided daily for 30 minutes.

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

Our substitutes for articulation came in over budget. We used our gift account to supplement the costs.

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School-Wide Information System (SWIS) Data	We will see a reduction in office referrals and suspensions by 10 points; from 32 referrals per 100 students to 22 referrals per 100 students.	Not Met: We saw a reduction of office referrals and suspensions from 32 referrals per 100 students in 2021-2022 to 25 referrals per 100 students in 2022-2023

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Planned Focus Area: PBIS:</p> <p>Respectful and Inclusive Environment for all Students.</p> <p>Positive Behavioral Interventions and Supports:</p> <p>Our PBIS Tier 1 Committee will meet monthly.</p> <p>We will incorporate Daily Announcements that focus on PBIS focus areas that align to our Wildcat Way of being safe, respectful, responsible and always awesome.</p> <p>Our Coordination Of Services Team (COST), PBIS, and Instructional Leadership Team (ILT) teams will continue to collaborate to support all students academically,</p>	<p>Actual Focus Area: PBIS:</p> <p>Respectful and Inclusive Environment was upheld for all Students.</p> <p>Positive Behavioral Interventions and Supports were addressed.</p> <p>Our PBIS Tier 1 Committee met monthly in the library.</p> <p>We incorporated Daily Announcements that focused on PBIS focus areas that aligned to our Wildcat Way of being safe, respectful, responsible and always awesome. We also held weekly Spirit Assemblies where we reviewed expected behaviors and praised students who followed the Wildcat Way.</p> <p>Our Coordination Of Services Team (COST), PBIS, and Instructional Leadership Team (ILT)</p>	<p>Kid Connection Specialist 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,000.00</p>	<p>Kid Connection Specialist 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,500.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
behaviorally, and socially-emotionally.	teams regularly collaborated to support all students academically, behaviorally, and socially-emotionally.		
<p>Planned Focus Area: Suspensions</p> <p>We will continue to research and focus on alternatives that will help us respond appropriately and effectively when students misbehave, while keeping the students in school, and moving forward educationally and behaviorally.</p>	<p>Actual Focus Area: Suspensions</p> <p>We used research-based approaches and alternatives, when able, to respond appropriately to misbehavior and maximize students staying in school.</p>	0 0	
<p>Planned Focus Area: Attendance/Chronic Absenteeism/Pupil Engagement</p> <p>We will work closely with our Child Welfare & Attendance (CWA) Specialist to educate the Wildcat community about the impact of absences. We will increase outreach to parents to identify barriers and supports to increase student attendance.</p> <p>Parent meetings will be held to provide strategies to families on effective ways to increase student attendance.</p> <p>Office staff and administrator will meet weekly to monitor student attendance.</p>	<p>Actual Focus Area: Attendance/Chronic Absenteeism/Pupil Engagement</p> <p>We worked closely with our Child Welfare & Attendance (CWA) Specialist to educate our Wildcat community (families and staff) on the impact of absences.</p> <p>We worked closely with our CWA to hold parent meetings that outlined attendance improvement plans.</p> <p>Our office staff closely monitored student attendance and kept regular communication with our CWA.</p>		
Planned Focus Area: Physical Fitness	Actual Focus Area: Physical Fitness		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>We will engage in Physical Education for at least 200 minutes every ten school days.</p> <p>Tuesday and Thursdays we have Running Club before school.</p>	<p>Each student engaged in at least 200 minutes of Physical Education every ten school days.</p>		

Analysis

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

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

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

Altamont Creek was successful at meeting the goal of providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels. We will continue to research strategies to support alternative behavioral consequences and focus on improved attendance.

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

We used \$3,500.00 from our LCFF Supplemental to pay for additional 1/2 day of Kid Connection.

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

We will continue to implement these effective strategies.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of parents/guardians volunteering.	To have 25% of our families registered in Raptor as volunteers.	Met: We had 27% of families registered in Raptor as volunteers.
Percentage of parents joining our PTA.	65% of families will join the Altamont Creek PTA in 2022-2023.	Not Met: We had 22% of families join the Altamont Creek PTA in 2022-2023.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Planned Focus Area: Enhance parent and community engagement and communication</p> <p>We will regularly push out information to parents regarding opportunities to be involved and support student learning including: School Site Council, Choose Love Parent Resources, PTA, ELAC, and online learning resources partnering school and home-based learning.</p> <p>We will send out our Wildcat Weekly each Friday (or last school day of the week) to share important information about school updates and upcoming events.</p> <p>Keep website and marquee current with pertinent information</p>	<p>Actual Focus Area: Enhance parent and community engagement and communication</p> <p>We regularly pushed out information to parents regarding opportunities to be involved and support student learning including: School Site Council, Choose Love Parent Resources, PTA, ELAC, and online learning resources partnering school and home-based learning.</p> <p>Our Wildcat Weekly was sent out each Sunday morning at 10:30am to share important information about upcoming events and school updates.</p> <p>Both our website and marquee was regularly updated to include pertinent information.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Use Blackboard to send calls, e-mails, and texts to parents</p> <p>Facilitate quarterly Coffee with the Principal Meetings</p> <p>Hold meetings, as needed, with parents and community members</p>	<p>We used Blackboard to send all communications to families.</p> <p>Four Coffee with the Principals were hosted on Tuesday or Wednesday mornings.</p>		
<p>Provide interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, SSTs, Individualized Education Plan (IEPs), and as requested by parents.</p>	<p>We did not need to pay to provide interpreters at any meetings this year. We used the district-provided language line.</p>	<p>Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 640.00</p>	<p>Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0</p>

Analysis

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

Altamont Creek successfully implemented the strategies and activities to help us meet our goal of involving parents, guardians, and community groups in various aspects of the children's school education including, but not limited to, volunteer opportunities, parent trainings, and open dialogue.

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

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

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

All of the funds were used for classified staff salaries for additional Kid Connection hours given we did not pay for interpreters this year.

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

We will continue to implement these successful strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

CAASPP
EasyCBM
Savvas Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Easy Curriculum Based Measures (Easy CBM)	87% of students scored proficient or higher by the end of the school year as measured by EasyCBM	By June 2024, 90% of students at each grade level will perform at the 50% percentile or higher.
Savvas (Math) Assessments	Savvas Assessments are used to measure mastery of math standards throughout the school year	By June 2024, 80% percent of students will perform at grade level or higher based on Savvas unit tests.
CAASPP	<p>In the area of English Language Arts (ELA), 75% of students are Meeting or Exceeding Standards.</p> <p>In the area of Mathematics, 64% of students are Meeting or Exceeding Standards.</p> <p>In the area of Writing, 89% of students are Meeting/Nearly Meeting or Above Standard.</p> <p>89% of students in 3rd-5th grade scored Standard Exceeded/At or Near Standard in Writing as measured by the 2022 CAASPP..</p>	By June 2024, students will demonstrate an increase of at least 2% in all areas (reading comprehension, mathematics, and writing) as measured by the CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Planned Focus Area: English Language Arts (ELA)/English Language Development (ELD)

Articulation focusing on the unique needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged youth.

Collaboration with grade-level teams, districtwide, and with Teachers on Special Assignment focusing on data analysis and best instructional practices.

Implementation of monthly Professional Learning Community (PLC) meetings to analyze grade-level data.

Implementation of grade-level Universal Access (UA) blocks

Intervention Specialist 4 days/week working with at-risk students based on EasyCBM data

Parent Education classes to help parents and families

iXL, EasyCBM, Lexia Learning, ELPAC

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Substitutes for articulation.
Amount	9,000.00
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	iXL- Online Personalized Learning Platform

Strategy/Activity 2

Planned Focus Area: Mathematics

Focused UA grade level articulation to enhance instruction focusing on the unique needs of English Learners, Foster Youth, and Socio-economically disadvantaged youth.

Collaboration with grade-level teams, districtwide and with Teachers on Special Assignment, focusing on data analysis and best instructional practices for Math.

Implementation of bi-weekly Professional Learning Community (PLC) meetings to analyze grade-level data and evaluation of UA groups.

Implementation of grade-level Universal Access (UA) blocks

Parent Education classes to help parents and families.

Individualized Blended Learning - DreamBox, iXL, Counting Collections

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,800.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	iXL

Strategy/Activity 4

Planned Focus Area: Articulation

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/ Certificated Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

PowerSchool Suspension Data
EduClimber
PowerSchool Attendance Data
Teacher Input
California Healthy Kids Survey
Panorama Survey Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber	In 2022-2023 our office referrals and suspensions were 25 referrals per 100 students.	By June 2024, office referrals and suspensions will decrease by 5 points to 20 referrals per 100 students.
Panorama Survey Data	In Spring 2023, 53% of 4th and 5th graders surveyed felt a "sense of belonging" at school. 71% of 4th and 5th graders surveyed experienced a positive "teacher-student relationship."	By June 2024, We will see an increase of 5 percentage points each in the areas of "sense of belonging" and "teacher-student relationship" in the Panorama Spring 2024 survey.

Planned Strategies/Activities

Strategy/Activity 1

Planned Focus Area: PBIS:

Respectful and Inclusive Environment for all Students.

Positive Behavioral Interventions and Supports:

Our PBIS Tier 1 Committee will meet monthly.

We will incorporate Daily Announcements that focus on PBIS focus areas that align to our Wildcat Way of being safe, respectful, responsible and always awesome.

Our Coordination Of Services Team (COST), PBIS, and Instructional Leadership Team (ILT) teams will continue to collaborate bi-weekly to support all students academically, behaviorally, and socially-emotionally.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,700.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kid Connection Specialist additional hours

Strategy/Activity 2

Planned Focus Area: Suspensions

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	0

Strategy/Activity 3

Planned Focus Area: Attendance/Chronic Absenteeism/Pupil Engagement

We will work closely with our Child Welfare & Attendance (CWA) Specialist to educate the Wildcat community about the impact of absences. We will increase outreach to parents to identify barriers and supports to increase student attendance.

Parent meetings will be held to provide strategies to families on effective ways to increase student attendance.

Office staff and administrator will meet weekly to monitor student attendance.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principals/Child Welfare Attendance (CWA) Specialist/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 4

Planned Focus Area: Physical Fitness

We will engage in Physical Education for at least 200 minutes every ten school days.

Tuesday and Thursdays we have Running Club before school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Staff utilizing Blackboard
Parent participation with site committees
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of parents/guardians volunteering.	During the 2022-2023 school year, 27% of families registered as volunteers through the Raptor system.	By the end of the 2023-2024 school year, have 35% of our families registered in Raptor as volunteers.
Percentage of parents/guardians who register for the Altamont Creek PTA	22% of families joined the Altamont Creek PTA during the 2022-2023 school year.	By the end of the 2023-2024 school year, have 35% of families will join the Altamont Creek PTA.

Planned Strategies/Activities

Strategy/Activity 1

Planned Focus Area: Enhance parent and community engagement and communication

We will regularly push out information to parents regarding opportunities to be involved and support student learning including: School Site Council, Choose Love Parent Resources, PTA, ELAC, and online learning resources partnering school and home-based learning.

We will send out our Wildcat Weekly each Sunday morning (or last school day of the week) to share important information about school updates and upcoming events.

Keep website and marquee current with pertinent information

Use Blackboard to send calls, e-mails, and texts to parents

Facilitate quarterly Coffee with the Principal Meetings

Hold meetings, as needed, with parents and community members

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	140.00
Source	LCFF - Supplemental
Budget Reference	5900: Communications
Description	translators

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	\$3,185
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	29,640.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$53,992	53,992.00
LCFF - Supplemental	\$20,640	0.00
Title II Part A: Improving Teacher Quality	0	0.00
Other	\$11,466	11,466.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	13,700.00
4000-4999: Books And Supplies	15,800.00
5900: Communications	140.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,700.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,800.00
5900: Communications	LCFF - Supplemental	140.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	9,000.00

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
Andrea Tapia	Principal
Monika Becker	Classroom Teacher
Trisha Madsen	Classroom Teacher
Jennifer Pimentel	Parent or Community Member
Jessica Calkins	Other School Staff
Anamika Gopal	Parent or Community Member
Sarah Hill	Parent or Community Member
Mary Obikwelu	Parent or Community Member
Christie Leavitt	Classroom Teacher
Anna Oskolkova	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 November 10, 2021.

Attested:



Principal, Andrea N. Tapia on 10/18/23

SSC Chairperson, Jennifer Lininger on 10/18/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$98,677

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

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

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

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

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

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

Title IV-A, Student Support and Academic Enrichment:

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

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, supporting our District SPSA Goals.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$34,456

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$3,185
Total amount of federal categorical funds allocated to this school		\$3,185

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$53,992
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$20,640
Total amount of federal categorical funds allocated to this school		\$74,632

Local Funding		
X	Technology Funds – Local Parcel Tax	\$11,466

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

Projected LCFF Supplemental Funds \$20,640.00

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				
Banded grade-level reading intervention 5X per week with targeted interventions to meet the unique needs of English Learners (ELs), socioeconomically disadvantaged students, foster youth, and at-risk students	9/2022- 6/2023	Principal, Certificated Staff	0	<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				
Purchase of materials, software (such as iXL, etc.), books, and supplies needed to provide targeted intervention and differentiation for EL and at-promise students.	9/2022- 6/2023	Principal, Certificated Staff	8,000.00	<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
<u>Total:</u>			8,000	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				
Substitute Costs for Student Assessment and Grade-Level articulation. Dedicated time for our teachers to assess, review and analyze data will drive instruction.	9/2022- 6/2023	Principal, Certificated Staff	12,000.00	<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
<u>Total:</u>			12,000	
<u>Parent Involvement:</u>				
English Learner Advisory Committee (ELAC) Meetings Parent Education Nights Provide Interpreters at parent/teacher meetings, school wide meetings, ELAC meetings, 504s, Individualized Education Plans (IEPs), and as requested by parents.	9/2022- 6/2023	Principal, EL Liaison	640	<ul style="list-style-type: none"> • Socio-econ. Disadvantaged • English Learner • Foster Youth
<u>Total:</u>			640	
<u>Grand Total:</u>			20,640	

Appendix H

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

PROGRAM DESCRIPTION:

Altamont Creek Elementary School aims to provide, in partnership with the parents and community, a quality education so that all students are able to achieve their full potential. As a part of this quality education, we believe each student should develop skills in a broad range of technologies to enhance lifelong learning.

All K- 5 students have access to the computer science instruction least once a week for a minimum of 30 minutes. Our UNITE Team teacher on special assignment, works closely with classroom teachers on what they are working on in the classroom, or provides them with new skills to enhance their learning, guides students.

All teachers have a laptop, projector, and many have document cameras to enhance instruction.

Staff continue to be trained on Google, Illuminate, PowerSchool, and Special Education Information System (SEIS). Teachers often share new technology information and resources at staff, leadership, and grade-level meetings.

We have a 1:1 ratio of Chromebooks.

Appendix I

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

Elementary School Name: Altamont Creek Elementary Date September 15, 2022 English Learner Liaison: Courtney Urban

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

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

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Ruiz	Emerging/Expanding	Monday - Friday 9:00-9:30AM	
	Jackson	Emerging/Expanding	Monday - Friday 9:00-9:30AM	
K	Sharma	Emerging/Expanding	Monday - Friday 9:00-9:30AM	
	Holm	Emerging/Expanding	Monday - Friday 9:00-9:30AM	
	Boswell	Expanding/Bridging	Monday - Friday 9:00-9:30AM	
First	Urban	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
	Ruggeri	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
	Head	Emerging/Expanding	Monday - Friday 12:40 PM-1:10PM	
	Campbell	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
	Umeki	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
Second	Madsen	Expanding/Bridging	Monday - Friday 1:25 PM-1:55PM	
	Mendoza	Expanding/Bridging	Monday - Friday 1:25 PM-1:55PM	

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)
	Leavitt	Expanding/Bridging	Monday - Friday 1:25 PM-1:55PM	
	Kovisto	Expanding/Bridging	Monday - Friday 1:25 PM-1:55PM	
Third	Solis	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
	Moore	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
	Beeler	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
	Finley	Expanding/Bridging	Monday - Friday 12:40 PM-1:10PM	
Fourth	Kaloustian	Expanding/Bridging	Monday - Friday 11:50 AM-12:20PM	
	Lind	Emerging/Expanding	Monday - Friday 11:50 AM-12:20PM	
	DiPiazza	Expanding/Bridging	Monday - Friday 11:50 AM-12:20PM	
Fifth	Becker	Expanding/Bridging	Monday - Friday 1:00-1:30PM	
	Cardwell	Expanding/Bridging	Monday - Friday 1:00-1:30PM	
	Loftus	Expanding/Bridging	Monday - Friday 1:00-1:30PM	

Appendix J

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

PROGRAM DESCRIPTION:

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

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

<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.