

Arroyo Seco Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Arroyo Seco Elementary School
Street	5280 Irene Way
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4700
Principal	Gatee Esmat
Email Address	gesmat@lvjUSD.org
Website	www.livermoreschools.org/seco
County-District-School (CDS) Code	01612006071906

Entity	Contact Information
District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Kelly Bowers
Email Address	kbowers@lvjUSD.org
Website	www.livermoreschools.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Our experienced and talented staff at Arroyo Seco are committed to nurturing the social, emotional and academic growth for each child. Our staff works endlessly to offer hands on, engaging lessons through Science, Technology, Engineering, Arts and Math (STEAM) units, the use of our newly updated Makerspace and our creative, thoughtful teachers to help students develop the skills needed for success. Our teachers differentiate support for students at varying levels through our Personalized Academic Learning (PAL) period, giving all students an opportunity to shine in their own unique way. Arroyo Seco Elementary School was honored in 2004 and 2012 as a California Distinguished School. To build upon our successes our staff offers a learning environment that allows each student to grow as an individual. We base education and program decisions on what is best for children. Our teachers continue to expand their learning to better assist students in achieving their academic goals. Our teachers continue to strive in providing the best academic and social experience.

We will continue focusing on language arts and mathematics. Our teachers are receiving training around our language arts program and will continue to receive training on our writing and math programs. With this continued support, our teachers will be able to continue working on State standards. We recognize our students for following our Colt Community Rules of making good decision, solving problems and showing respect. We will continue to recognize students for their attendance, which is so vital to their success. Our leadership teachers are guiding leadership students to build community, promote positive characteristics and be conflict managers.

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

Our strong community partnerships enrich our academic focus across all subjects. Arroyo Seco Elementary School is located in close proximity to Lawrence Livermore National Laboratory and Sandia National Laboratory, affording us the unique opportunity for a strong partnership that enriches our science curriculum through field trips and the Teaching Opportunities for Partners in Science (TOPS) program. Through the support of local restaurants, several students each month are awarded the opportunity to dine and visit with the principal. Other community partnerships include Waste Management, the Livermore Police and Fire Departments, the Livermore Heritage Guild, the Livermore Area Recreation and Park District (LARPD), the Bankhead Theater, Rotary, and local restaurants and businesses. In addition, a majority of our teachers have been recipients of technology grants hosted through the Donors Choose Program sponsored by Chevron. In partnership with our parent community, Arroyo Seco Elementary School enjoys a high level of parent involvement. Parents contribute through individual donations, classroom volunteerism, and programs such as the Fine Arts Mini Experience (FAME), Cultural Day, school beautification, and our famous running club. The Parent Teacher Association (PTA) is a strong presence that supports programs such as fundraising, field trip scholarships, student interactive assemblies, family fun nights, character education, student valet program, and Junior Achievement.

District Mission and Vision Statements

Each student will graduate with the skills needed to contribute and thrive in a changing world.

District Goals

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

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Goal 3: Enhance parent and community engagement and communication.

School Mission Statement

Arroyo Seco will provide the best possible education for all of our students. We believe it is essential to maintain an academic focus and supportive environment that will empower our students and prepare them to live successfully in today's world.

School Vision Statement

Arroyo Seco Elementary School, in partnership with our community, will provide an environment conducive to successful teaching and learning.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	131
Grade 1	106
Grade 2	100
Grade 3	126
Grade 4	91
Grade 5	124
Total Enrollment	678

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	6.8
Filipino	2.4
Hispanic or Latino	31.9
White	46.3
Two or More Races	10.2
Socioeconomically Disadvantaged	24
English Learners	11.7
Students with Disabilities	15.8
Foster Youth	0.3
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	30	31	642
Without Full Credential	0	3	1	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/2019

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards.

Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018	Yes	0%
Mathematics	Investigations 3, Pearson 2016	Yes	0%
Science	California Edition, Macmillan/McGraw-Hill 2007	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History-Social Science for California, Scott Foresman 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Arroyo Seco opened in 1971. During the 2003-04 school year, the school underwent major reconstruction. A new wing was added, which included eight classrooms, offices, storage space, and restrooms. Two additional portables were added in 2005 to add two science labs. The landscape was also redesigned, including the addition of a large grass playfield, a new blacktop and play equipment. During the summer of 2008, the front rooms of Arroyo Seco were renovated and enclosed with a fence. We have a large gymnasium, which also serves as our cafeteria; a stage for theater productions; and a library stocked with approximately 11,000 titles. We have a computer lab with 40 computers with internet access. Teachers have workstations in their classrooms with internet access and additional computers for student use. Five Chromebook carts circulate among classrooms, providing 32 computers per cart. All classrooms recently received state of the art audio visual systems provided by funding from the Measure J Facilities Bond.

Two full-time custodians and one part-time custodian keep the school clean, and each class is assigned an area of weekly cleanup. Our campus includes access for students with disabilities. Two years ago, we improved the gates and fences to promote a safe and secure environment. All visitors must enter through the office to register before going to a classroom. Arroyo Seco employs six campus supervisors who start working 30 minutes before school opens and stay until the students enter the classrooms. Campus supervisors report back to monitor the students during the lunch period. Teachers monitor the students during recesses. After-school supervision is shared with workers from the after-school program located on campus.

Over the summer, we were fortunate enough to get two new play structures. Through the support of the facilities bond, we were able to receive solar panels in our parking lot, through the support of the facilities bond. We are continuing to work on making improvements on our school facility.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses
- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8/1/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	Rm. 16 stained ceiling tile - work order 106751 - Work completed 8/16
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	Rm. 16 - light out- attached to work order 106751 - Work completed 8/16
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 18 bubbler not working - work order 106755; Rm. 28 bubbler needs adjusted 106755; Boys RR by Rm. 26, 3rd urinal won't flush - work order 106757 and Girls RR by 26 middle stall won't flush - 106758. All items completed 8/13/19
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Painters painted over a couple of door ID's - let maintenance manager know and was corrected
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	59	62	63	50	50
Mathematics (grades 3-8 and 11)	48	49	51	50	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	333	97.37	2.63	59.46
Male	189	184	97.35	2.65	57.61
Female	153	149	97.39	2.61	61.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	23	100.00	0.00	78.26
Filipino	--	--	--	--	--
Hispanic or Latino	114	111	97.37	2.63	38.74
Native Hawaiian or Pacific Islander					
White	151	146	96.69	3.31	71.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	41	41	100.00	0.00	58.54
Socioeconomically Disadvantaged	93	92	98.92	1.08	36.96
English Learners	65	64	98.46	1.54	32.81
Students with Disabilities	67	63	94.03	5.97	25.40
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	333	97.37	2.63	48.65
Male	189	184	97.35	2.65	52.17
Female	153	149	97.39	2.61	44.30
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	23	100.00	0.00	52.17
Filipino	--	--	--	--	--
Hispanic or Latino	114	111	97.37	2.63	29.73
Native Hawaiian or Pacific Islander					
White	151	146	96.69	3.31	62.33
Two or More Races	41	41	100.00	0.00	51.22
Socioeconomically Disadvantaged	93	92	98.92	1.08	20.65
English Learners	65	64	98.46	1.54	17.19
Students with Disabilities	67	63	94.03	5.97	17.46
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.7	39.5	25.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states: “The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the superintendent of schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of the district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the superintendent. Each school also has formal advisory groups including School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

Arroyo Seco enjoys a high level of parental involvement. In fact, the cornerstone of our success is firmly embedded in our partnership with our parents. Many of our programs are supported through volunteering, fundraising, sponsoring and participating in committees. Parents volunteer daily in all classrooms and run our copy center and our morning valet program. Parents also participate in the School Site Council (SSC) and our Parent Teacher Association (PTA). The PTA organizes our primary fundraising event, the Stampede. The PTA also runs the weekly ice cream and popcorn sales, the Fine Arts Mini Experience (F.A.M.E) program, and publishes Arroyo Seco’s bimonthly newsletter.

The parents at Arroyo Seco are a tremendous support and deeply committed to the success of all students. For more information on how to become involved at the school, contact our volunteer coordinator at secoptavolunteercoordinator@gmail.com.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.1	1.4	1.6	2.1	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Arroyo Seco's Safety Committee consists of the principal, custodian, secretary, parents and teachers. The Emergency Plan is available to parents and is reviewed yearly at staff meetings and with the School Site Council. Key elements of the plan are featured in the principal's newsletter as needed. We have an emergency committee that meets monthly to discuss needs around our drills. The Emergency Plan was reviewed, updated, and discussed at our September 2019 staff meeting. Emergency supplies are stored in our specific emergency container. We conduct fire and earthquake drills on a monthly basis. The staff will participate in a disaster-preparedness program offered by our District. We do shelter-in-place drills at least once a year. We are working with a specialist to train and prepare staff for various emergencies. We have a yard duty on campus before school and during all recesses. All visitors are required to sign in at the office to obtain and wear a visitor's badge.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		25	1	4		22	1	5	
1	26		4		25		4		26		4	
2	24		4		24		5		20	1	4	
3	26		4		23		4		24		4	
4	30		6		28		8		29		3	
5	28	1	4		27	1	3		31		4	
Other**	10	1			12	1			17	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,904	\$1,448	\$5,456	\$89,304
District	N/A	N/A	\$5,866	\$79,725.00
Percent Difference - School Site and District	N/A	N/A	-7.2	11.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-31.6	8.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement and oversee Migrant Education, Native American Education, Special Education, Gifted and Talented Education (GATE) program services; intervention; summer school; Tri-Valley Teacher Induction Project (TV/TIP) and new teacher support; professional development; and the English learner (EL) program.

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marylin Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,289	\$51,374
Mid-Range Teacher Salary	\$77,897	\$80,151
Highest Teacher Salary	\$97,468	\$100,143
Average Principal Salary (Elementary)	\$134,920	\$126,896
Average Principal Salary (Middle)	\$138,131	\$133,668
Average Principal Salary (High)	\$149,584	\$143,746
Superintendent Salary	\$314,959	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Our district recognizes that each employee—classified, certificated and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator, and staff member to further develop the appropriate knowledge, skills, and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve, and enhance professional knowledge, practices, and skills.

During the 2019-2020 school year, relevant and timely professional development will be available and delivered to employees. In addition, two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; Positive Behavior Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate, and Advanced Placement programs.