

Arroyo Seco Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Arroyo Seco Elementary School
Street	5280 Irene Way
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4700
Principal	Valerie Nebo
Email Address	vnebo@lvjUSD.org
School Website	www.livermoreschools.org/arroyoseco
County-District-School (CDS) Code	01612006071906

2022-23 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Chris Van Schaack
Email Address	cvanschaack@lvjUSD.org
District Website Address	www.livermoreschools.org

2022-23 School Overview

Principal's Message

Our experienced and talented staff at Arroyo Seco are committed to nurturing the social, emotional, and academic growth of each child. Our staff works tirelessly to offer hands-on, engaging lessons through Science, Technology, Engineering, Arts and Math (STEAM) units. The use of our Makerspace and our creative, thoughtful teachers 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. We continue our strong focus on language arts and mathematics while building our capacity to provide a learning environment where all students can thrive. Our teachers are receiving training around our language arts program and will continue to receive training on our writing and math programs. With this ongoing support, our teachers will continue working on State standards implementation. We recognize our students for following our Colt Community Rules of making good decisions, solving problems and showing respect. Our leadership teachers are guiding leadership students to build community, promote positive characteristics, and be conflict managers. Staff is receiving training in building positive classroom environments through behavior specific praise, and in trauma informed approaches to teaching and learning.

A dynamic, forward thinking staff coupled with strong community partnerships allows Arroyo Seco to provide supports and enrichments for all students. Our PAL lab 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 delivering a 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

2022-23 School Overview

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. Because our school is located in close proximity to Lawrence Livermore National Laboratory and Sandia National Laboratory, we have a unique opportunity for a strong partnership that enriches our science curriculum through field trips and the Teaching Opportunities for Partners in Science (TOPS) program. Other community partnerships include Waste Management, the Livermore Police and Fire Departments, Livermore Heritage Guild, Livermore Area Recreation and Park District (LARPD), 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 various other programs such as Cultural Day, school beautification, a weekly after school sports club, 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

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

School Vision Statement

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

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	99
Grade 2	102
Grade 3	97
Grade 4	95
Grade 5	90
Total Enrollment	592

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.2
Asian	7.1
Black or African American	0.3
Filipino	2.5
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.3
White	48.6
English Learners	11.3
Foster Youth	0.2
Homeless	1.5
Migrant	1.4
Socioeconomically Disadvantaged	20.3
Students with Disabilities	18.2



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	83.55	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.41	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.59	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	11.46	21.10	3.37	12115.80	4.41
Unknown	0.00	0.00	30.10	4.80	18854.30	6.86
Total Teaching Positions	31.40	100.00	627.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.90	85.71	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.59	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.18	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.70	1.69	11953.10	4.28
Unknown	3.00	9.53	33.30	5.25	15831.90	5.67
Total Teaching Positions	31.40	100.00	635.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	3.50	0.00
Total Out-of-Field Teachers	3.60	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	3.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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, elementary science in 2022, grades 6 - 8 science in 2021, 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.

Year and month in which the data were collected

10/2022

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	Twig Science, 2022	Yes	0
History-Social Science	History-Social Science for California, Scott Foresman 2006	Yes	0

School Facility Conditions and Planned Improvements

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. Teachers have workstations in their classrooms with internet access to support student 1:1 Chromebook use. All classrooms recently received state of the art audio visual systems provided by funding from the Measure J Facilities Bond.

Facilities are maintained through the diligent efforts of the site custodial crews and District maintenance staff. Our Board of Education has adopted cleaning standards for all schools in our District. 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. Two full-time custodians and one part-time custodian keep the school clean, and student volunteers assist with assuring our dining area stays clean. Our campus includes access for students with disabilities. Four 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.

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, Measure J Facilities Bond in 2016, and most recently, the generous and supportive Livermore Community passed Measure A to maintain both educational services and facilities. We were fortunate enough recently to get two new play structures, new solar panels in our parking lot and, this summer, a resurfaced and repainted blacktop with several zones of play for our students along with a new roof for the administrative building. Through these bond measures and developer fees, Our District has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Year and month of the most recent FIT report

7/18/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			Rm. 3 Bubbler not working - repaired on site
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None observed
Safety: Fire Safety, Hazardous Materials	X			"Goo Gone" in classroom labeled as 'fatal if swallowed' - Removed and emailed Principal
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None observed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	60	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	279	97.55	2.45	60.22
Female	150	149	99.33	0.67	71.14
Male	136	130	95.59	4.41	47.69
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	16	16	100.00	0.00	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	36.26
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	32	96.97	3.03	75.00
White	132	128	96.97	3.03	72.66
English Learners	37	37	100.00	0.00	10.81
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.14	2.86	29.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	59	93.65	6.35	27.12

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	279	97.55	2.45	52.88
Female	150	149	99.33	0.67	52.35
Male	136	130	95.59	4.41	53.49
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	16	16	100.00	0.00	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	28.89
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	32	96.97	3.03	56.25
White	132	128	96.97	3.03	65.63
English Learners	37	37	100.00	0.00	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.14	2.86	22.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	59	93.65	6.35	22.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	88	96.7	3.3	57.95
Female	51	51	100	0	66.67
Male	40	37	92.5	7.5	45.95
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100	0	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	42	40	95.24	4.76	80
English Learners	12	12	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100	0	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	16	88.89	11.11	12.5

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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." To that end, Arroyo Seco enjoys a high level of parental involvement. 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, 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 sales, maintains their own social media platforms to engage the parent community in school events, and hosts the Missoula Children's Theater program annually.

The schools provide 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 our 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 Council (SSC) and English Learner Advisory Committee (ELAC) 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 and 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.

2022-23 Opportunities for Parental Involvement

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	620	167	26.9
Female	306	301	78	25.9
Male	325	319	89	27.9
American Indian or Alaska Native	0	0	0	0.0
Asian	44	43	6	14.0
Black or African American	9	6	2	33.3
Filipino	15	15	5	33.3
Hispanic or Latino	198	192	83	43.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	64	64	16	25.0
White	300	299	55	18.4
English Learners	78	74	32	43.2
Foster Youth	1	1	0	0.0
Homeless	26	24	14	58.3
Socioeconomically Disadvantaged	154	147	72	49.0
Students Receiving Migrant Education Services	9	9	3	33.3
Students with Disabilities	141	136	46	33.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.30	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.95	0.05	2.64	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.95	0.00
Female	0.33	0.00
Male	1.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.13	0.00
White	0.67	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.85	0.00
Socioeconomically Disadvantaged	1.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.71	0.00

2022-23 School Safety Plan

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 conduct an annual safety walk with our Safety Committee and Director of Maintenance Operations and Facilities. The Emergency Plan was reviewed, updated, and discussed in November 2022. Emergency supplies are stored in our specific emergency container. We conduct fire and earthquake drills on a monthly basis. The staff participates in a disaster-preparedness program offered by our District. We do shelter-in-place drills at least once a year. We have a yard duty supervisor 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. Volunteers have various degrees of clearance based on their contact with students; and the screening process for volunteers varies based on the range of contact.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	5	
1	21	1	4	
2	21	1	4	
3	19	1	4	
4	24	1	4	
5	24	1	3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	4	
1	20	1	4	
2	20	1	4	
3	19	1	3	
4	23	1	3	
5	23	1	4	
6				
Other	25		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	2	
1	20	2	3	
2	20	2	3	
3	19	1	4	
4	24	1	3	
5	23	1	3	
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,693.39	\$1,813.76	\$5,879.63	\$88,531.95
District	N/A	N/A	\$8,528.74	\$88,368
Percent Difference - School Site and District	N/A	N/A	-36.8	0.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-31.6	0.2

2021-22 Types of Services Funded

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, 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), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, 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 (MTSS) 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 ASES (BELIEVES) program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- 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 staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,467	\$54,370
Mid-Range Teacher Salary	\$85,590	\$82,681
Highest Teacher Salary	\$107,094	\$106,610
Average Principal Salary (Elementary)	\$134,484	\$135,283
Average Principal Salary (Middle)	\$139,600	\$141,244
Average Principal Salary (High)	\$146,374	\$152,955
Superintendent Salary	\$340,184	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2022-2023 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral 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, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3