



## 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.

<b>School Name</b>	Leo R. Croce Elementary School
<b>Address</b>	5650 Scenic Avenue Livermore, CA 94551
<b>County-District-School (CDS) Code</b>	01-61200-6110332
<b>Principal</b>	Steve Martin
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	November 14, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 16, 2023
<b>Local Board Approval Date</b>	November 14, 2023

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

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**What data did you use to form this goal?** Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations. ....68

**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. ....68

**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs. ....68

# School Vision and Mission

## Leo R. Croce Mission

We, the learning community of Leo R. Croce Elementary School, believe that all students can learn. We work together to create a positive and engaging school environment, which promotes a sense of community and a joy for teaching and learning. We emphasize integrity and respect for all members of our school community. Upon entering our campus, everyone (students, teachers, staff, parent/guardians, administration, visitors, and community partners) is greeted with respect, friendliness, and acceptance. At our school, everyone is valued and all voices are heard. All members of our school community take an active role in maintaining a clean, attractive, and safe learning environment.

## Leo R. Croce School Vision

Our commitment and effort will consistently provide every student at Leo R. Croce with the knowledge, skills, and strategies necessary to succeed and thrive in their subsequent learning experiences and chosen careers.

“Always thinking, always learning, always growing.  
Together we meet the challenge.”

# School Profile

Leo R. Croce Elementary provides a strong academic program for students in Transitional Kindergarten through fifth grade, in an environment where social responsibility is taught and modeled. Our staff is committed to academic excellence and the development of our students' individual strengths and unique talents. In addition to our general education elementary program, we have six preschool Special Education programs, a Language and Social Skills primary aged class, and a Learning Center program. We have earned the distinction of being named a Unified Champion School by the Northern California Special Olympics organization, due to our many efforts in including students of all abilities in our school. As a Positive Behavioral Interventions and Supports (PBIS) school, we encourage students, staff, and families to be respectful, responsible, and safe. Since implementing PBIS, we have achieved the Bronze & Silver level recognition by the State PBIS organization and most recently, the Gold level recognition. In 2022, Croce was awarded the California Pivotal Practice Award for our work in providing each student with a coping kit during distance learning in the 2020-21 school year. With the return of students to the classroom, many teachers have continued the practice of providing a coping kit and calming corner in the classroom. Highlights of the academic day include science classes, library services, garden visits, and a District-provided fourth and fifth grade introduction to music program. We are proud of our fifth grade Science Camp, our Running Club, Project Lead the Way (PLTW) program, Lunch Bunch to support student social skills, and our community-involved Student Council.

Our staff believes that together we are stronger than when working alone. We foster teacher-centered leadership with our Instructional Leadership Team, which works closely with grade levels and site administration to review data, develop academic programs and supports, as well as promoting professional development and training to refine our instruction. Wednesday early release days provide time weekly for staff to collaborate, review data, plan instruction, and participate in professional development.

Equity and safety continue to be top priorities. Teachers have high expectations for all students regardless of race, culture, gender, language, learning style, and/or socioeconomic background and work to ensure that each child is achieving to their greatest potential. Teachers use Multi-Tiered Systems of Support (MTSS) to meet the needs of students, based on individual learning goals which are measured through ongoing assessments. Our Coordination of Services Team (COST) meets bi-monthly to review and discuss student information. Behavior, academic, and social-emotional supports are put into place based on the recommendations of COST.

We are fortunate to have a preschool option on campus, as well as Transitional Kindergarten classrooms. The partnerships between the programs and our incoming Kindergartners help to ensure that our youngest students are prepared for success in Kindergarten. Our fifth graders feed into Christensen Middle School (CMS). Students are supported in this transition by presentations from the CMS administrators to students, families invited to Open House, and student tours of the campus. This, along with communication between 5th and 6th grade teachers, as well as site administrators, helps ensure students are set up for success.

Our families play a crucial role in educating our students, thus we are constantly looking for better ways to communicate with and involve them. We use School Site Council, English Learner Advisory Council, and Parent Teacher Association (PTA) Executive Boards as formalized vehicles for communication and input on school life. Parents also partner with teachers via student goal-setting conferences, and Individualized Education Plans (IEP) and 504 meetings to enhance student learning. We continually seek varied and relevant ways to communicate through our webpage, marquee, Facebook page, Instagram, Principal/Parent coffees, and specific communication apps. Additionally, teachers often send weekly or monthly newsletters and/or have class-specific webpages. Principal makes Friday Good News Phone Calls to parents to highlight student academic and behavioral achievements. Without being informed, parents cannot truly partner with us in their child's education. Similarly, if we do not have honest feedback from them, we cannot make adjustments and improve outcomes for students. Annual parent surveys are distributed and results help highlight areas of need and celebrations.

## 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 Site Council (SSC) reviews and offers input on our plan annually, with particular attention paid to the Goals and actions. After revisions are addressed, the SSC approves the Plan. In at least two future meetings (Winter and Spring), updates on our progress toward goals will be shared with SSC members.
- Input from our parents of English Learners (EL) is sought annually as to programs and supports available to their students. Data specific to English Learner progress is reviewed and discussed with the ELAC group. When specific requests for support, either for students or families, come forward, we make every effort to provide it.
- Staff had input on this Plan through the Instructional Leadership Team (ILT), as well as a full staff review of draft Goals and Actions. At least twice a year, our ILT will compile data and review our progress toward goals in a schoolwide staff meeting.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.59%	0.21%	2	3	1
African American	0.7%	0.78%	1.88%	4	4	9
Asian	7.6%	8.40%	6.49%	42	43	31
Filipino	2.7%	2.34%	2.93%	15	12	14
Hispanic/Latino	32.6%	29.69%	33.26%	181	152	159
Pacific Islander	0.7%	0.78%	0.63%	4	4	3
White	45.1%	46.88%	44.56%	251	240	213
Multiple/No Response	10.1%	10.55%	10.04%	56	54	48
Total Enrollment				556	512	478

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	107	99	81
Grade 1	98	71	88
Grade 2	84	97	68
Grade3	88	75	88
Grade 4	91	84	73
Grade 5	88	86	80
Total Enrollment	556	512	478

### Conclusions based on this data:

1. While our enrollment is declining, student demographics remain constant.
2. White, Hispanic/Latino, and Asian continue to be our largest subgroups.
3. First and third grade had the largest student population.



# 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	47	39	38	8.50%	7.6%	6.5%
Fluent English Proficient (FEP)	51	45	43	9.20%	8.8%	9.0%
Reclassified Fluent English Proficient (RFEP)	7	3	2	14.9%	8.6%	4.6%

### Conclusions based on this data:

1. Our English Learner population is decreasing over time.
2. The decline in the number of RFEP students could be attributed to the influx of students who arrived at our site with little to no English language exposure prior to starting school.



# 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	88	75	89	80	74	86	79	74	86	90.9	98.7	96.6
Grade 4	86	80	73	84	79	71	83	79	71	97.7	98.8	97.3
Grade 5	87	83	77	81	83	77	79	83	77	93.1	100.0	100.0
All Grades	261	238	239	245	236	234	241	236	234	93.9	99.2	97.9

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	2395.	2426.	2433.	13.92	27.03	25.58	25.32	24.32	30.23	25.32	20.27	18.60	35.44	28.38	25.58
Grade 4	2459.	2452.	2467.	21.69	17.72	23.94	26.51	22.78	23.94	16.87	26.58	22.54	34.94	32.91	29.58
Grade 5	2480.	2484.	2476.	11.39	22.89	14.29	29.11	19.28	29.87	26.58	24.10	20.78	32.91	33.73	35.06
All Grades	N/A	N/A	N/A	15.77	22.46	21.37	26.97	22.03	28.21	22.82	23.73	20.51	34.44	31.78	29.91

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	16.46	21.62	26.74	53.16	56.76	56.98	30.38	21.62	16.28
Grade 4	12.05	13.92	22.54	72.29	63.29	59.15	15.66	22.78	18.31
Grade 5	15.19	24.10	16.88	60.76	54.22	63.64	24.05	21.69	19.48
All Grades	14.52	19.92	22.22	62.24	58.05	59.83	23.24	22.03	17.95

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	7.79	21.62	16.28	53.25	48.65	58.14	38.96	29.73	25.58
Grade 4	14.46	8.86	14.08	56.63	60.76	57.75	28.92	30.38	28.17
Grade 5	13.92	13.25	7.79	36.71	48.19	54.55	49.37	38.55	37.66
All Grades	12.13	14.41	12.82	48.95	52.54	56.84	38.91	33.05	30.34

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	8.86	9.46	18.60	72.15	74.32	68.60	18.99	16.22	12.79
Grade 4	13.25	5.06	16.90	75.90	79.75	74.65	10.84	15.19	8.45
Grade 5	16.46	14.46	12.99	69.62	65.06	70.13	13.92	20.48	16.88
All Grades	12.86	9.75	16.24	72.61	72.88	70.94	14.52	17.37	12.82

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	12.66	22.97	22.09	65.82	62.16	58.14	21.52	14.86	19.77
Grade 4	26.51	15.19	19.72	59.04	68.35	63.38	14.46	16.46	16.90
Grade 5	12.66	15.66	10.39	72.15	57.83	64.94	15.19	26.51	24.68
All Grades	17.43	17.80	17.52	65.56	62.71	61.97	17.01	19.49	20.51

**Conclusions based on this data:**

1. At this time, the most recent published data is from the 2020-21 school year. Conclusions were drawn based on current data made available to us. The percentage of students reading above grade level has increased across all grade levels.
2. Targeted instruction in the areas of reading, writing, listening, and research/inquiry needs to be provided.
3. The percentage of third graders writing above grade level more than doubled compared to last year.

# 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	88	75	89	85	74	86	85	74	86	96.6	98.7	96.6
Grade 4	86	80	73	85	79	71	85	79	71	98.8	98.8	97.3
Grade 5	87	83	77	80	83	77	77	83	77	92.0	100.0	100.0
All Grades	261	238	239	250	236	234	247	236	234	95.8	99.2	97.9

\* 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	2416.	2452.	2455.	11.76	29.73	32.56	29.41	29.73	30.23	25.88	25.68	18.60	32.94	14.86	18.60
Grade 4	2469.	2461.	2470.	20.00	13.92	19.72	23.53	25.32	28.17	34.12	32.91	23.94	22.35	27.85	28.17
Grade 5	2491.	2498.	2473.	19.48	21.69	15.58	14.29	18.07	14.29	29.87	25.30	25.97	36.36	34.94	44.16
All Grades	N/A	N/A	N/A	17.00	21.61	23.08	22.67	24.15	24.36	29.96	27.97	22.65	30.36	26.27	29.91

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	16.67	35.14	34.88	48.81	48.65	47.67	34.52	16.22	17.44
Grade 4	20.00	15.19	23.94	51.76	50.63	49.30	28.24	34.18	26.76
Grade 5	14.29	20.48	15.58	51.95	45.78	42.86	33.77	33.73	41.56
All Grades	17.07	23.31	25.21	50.81	48.31	46.58	32.11	28.39	28.21

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	21.18	29.73	31.40	45.88	55.41	54.65	32.94	14.86	13.95
Grade 4	23.53	15.19	26.76	54.12	55.70	46.48	22.35	29.11	26.76
Grade 5	16.88	20.48	10.39	50.65	54.22	59.74	32.47	25.30	29.87
All Grades	20.65	21.61	23.08	50.20	55.08	53.85	29.15	23.31	23.08

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	14.12	31.08	33.72	60.00	59.46	56.98	25.88	9.46	9.30
Grade 4	23.53	16.46	19.72	47.06	54.43	52.11	29.41	29.11	28.17
Grade 5	11.69	18.07	9.09	61.04	57.83	62.34	27.27	24.10	28.57
All Grades	16.60	21.61	21.37	55.87	57.20	57.26	27.53	21.19	21.37

**Conclusions based on this data:**

1. At this time, the most recent published data is from the 2020-21 school year. Conclusions were drawn based on current data made available to us. Overall, the percentage of students performing Above or At or Near Standards standard increased by 6%.
2. When analyzing data in the three individual areas of Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning the data shows that our fourth graders need to be provided with targeted instruction.
3. The percentage of third grade students scoring above grade level nearly tripled.

# 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	1408.5	*	*	1430.5	*	*	1356.9	*	*	13	9	7
1	*	*	*	*	*	*	*	*	*	8	5	8
2	*	*	*	*	*	*	*	*	*	*	7	8
3	*	*	*	*	*	*	*	*	*	6	*	6
4	*	*	*	*	*	*	*	*	*	6	6	*
5	*	*	*	*	*	*	*	*	*	8	7	7
All Grades										44	36	38

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	8.33	*	*	58.33	*	*	8.33	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.60	16.67	10.53	51.16	36.11	26.32	13.95	36.11	44.74	16.28	11.11	18.42	43	36	38

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	33.33	*	*	33.33	*	*	8.33	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.51	33.33	21.05	34.88	41.67	44.74	6.98	13.89	21.05	11.63	11.11	13.16	43	36	38

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	0.00	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.30	8.33	5.26	11.63	16.67	10.53	55.81	44.44	36.84	23.26	30.56	47.37	43	36	38

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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
<b>K</b>	25.00	*	*	50.00	*	*	25.00	*	*	12	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	34.88	19.44	15.79	51.16	61.11	57.89	13.95	19.44	26.32	43	36	38

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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
<b>K</b>	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	67.44	38.89	52.63	23.26	50.00	31.58	9.30	11.11	15.79	43	36	38

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
<b>K</b>	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.63	5.56	5.26	60.47	63.89	42.11	27.91	30.56	52.63	43	36	38

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
<b>K</b>	8.33	*	*	25.00	*	*	66.67	*	*	12	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.98	16.67	15.79	60.47	63.89	50.00	32.56	19.44	34.21	43	36	38

**Conclusions based on this data:**

1. Our English Learners are stronger with oral language than written language.
2. Designated English Language Development (dELD) needs to focus on comprehension and writing.



# School and Student Performance Data

## Physical Fitness Test Results (PFT)

Number of Students Tested

## Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

<b>Total student tested = 77</b>	<b>77</b>
<b>Aerobic Capacity</b>	<b>77</b>
<b>Body Composition</b>	<b>0</b>
<b>Abdominal Strength and Endurance</b>	<b>77</b>
<b>Trunk Extensor Strength and Flexibility</b>	<b>76</b>
<b>Upper Body Strength and Endurance</b>	<b>77</b>
<b>Flexibility</b>	<b>77</b>
<b>Total student tested = 77</b>	

### Conclusions based on this data:

1. Our teachers are committed to the administration of the Physical Fitness Test.
2. Dedicating 200 minutes of Physical Education every 10 days is beneficial.
3. All TK-4th grade staff need to support and prepare students for the 5th grade PFT.

# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	66 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	75 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	83 %	6.1
1. This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data from Spring of 2022.		
2. Our site can offer more opportunities for students to feel connected to school.		
3. Daily Morning Announcements with positive inspirational messages from Principal will make students feel informed and more connected.		

# 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
512	25.2	7.6	0.4
Total Number of Students enrolled in Leo R. Croce Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	7.6
Foster Youth	2	0.4
Homeless	11	2.1
Socioeconomically Disadvantaged	129	25.2
Students with Disabilities	82	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	3	0.6
Asian	43	8.4
Filipino	12	2.3
Hispanic	152	29.7
Two or More Races	54	10.5
Pacific Islander	4	0.8
White	240	46.9

**Conclusions based on this data:**

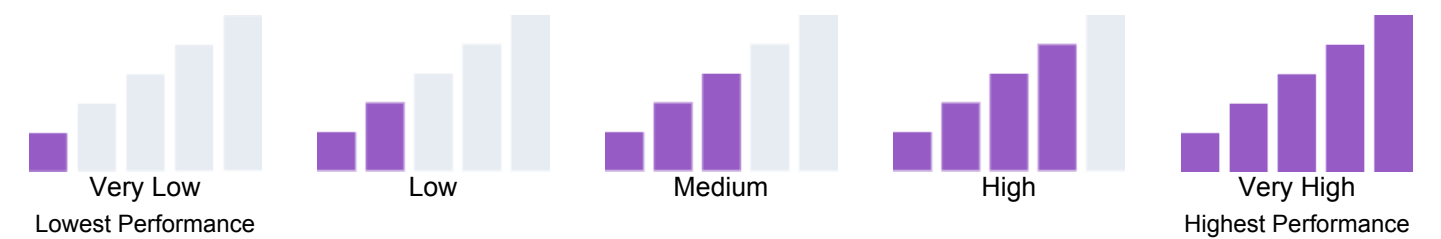
1. During the COVID-19 pandemic, many Croce families chose to relocate out of the area. We are seeing a decline in enrollment across all student groups.
2. Our socioeconomic numbers are indicative of the "hidden poverty" in our community.
3. Offering daily free breakfast and lunch will be helpful for our students and families.

# 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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

#### Conclusions based on this data:

1. Academically, more emphasis needs to be placed on English Language Arts and Math instruction.
2. Increasing student attendance would ultimately lead to an increase in student achievement.

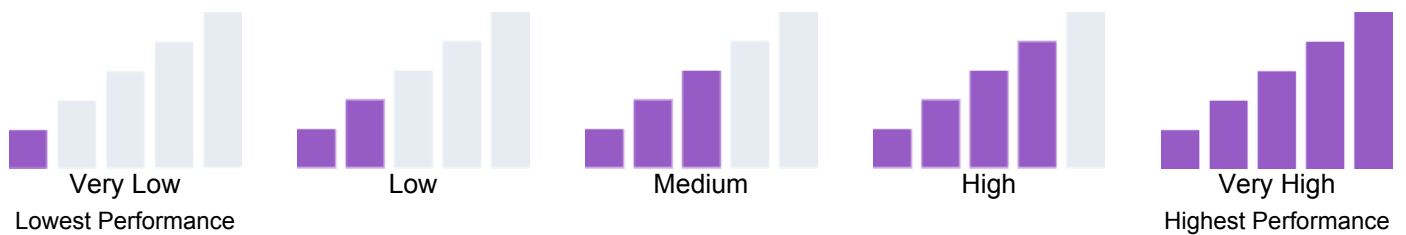
3. Chronic Absenteeism could be attributed to the number of positive COVID-19 cases and the need for students to quarantine.

# 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](#).

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



This section provides number of student groups in each level.

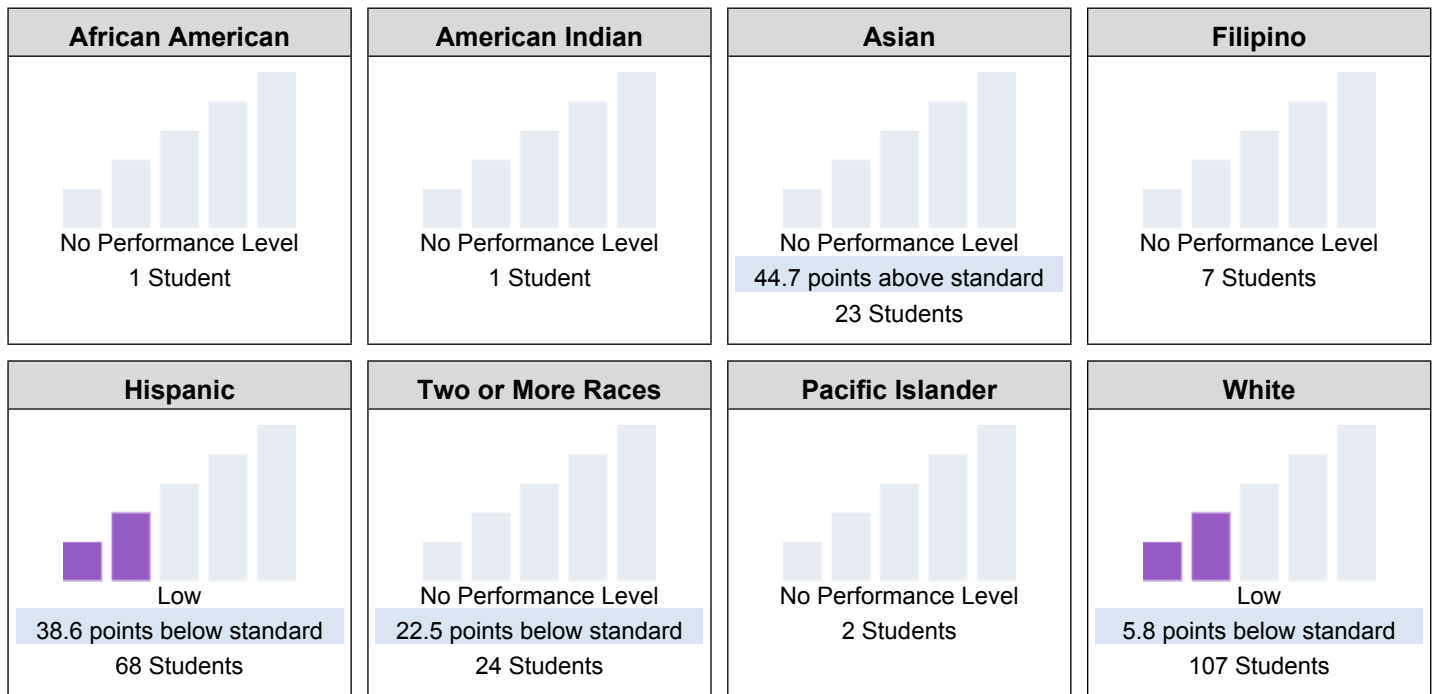
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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 for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>14.1 points below standard</p> <p>233 Students</p>	<p>No Performance Level</p> <p>49.9 points below standard</p> <p>25 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>9 Students</p>	<p>Low</p> <p>63.5 points below standard</p> <p>66 Students</p>	<p>Very Low</p> <p>76.0 points below standard</p> <p>44 Students</p>



### 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
80.9 points below standard 15 Students	10 Students	12.5 points below standard 186 Students

#### Conclusions based on this data:

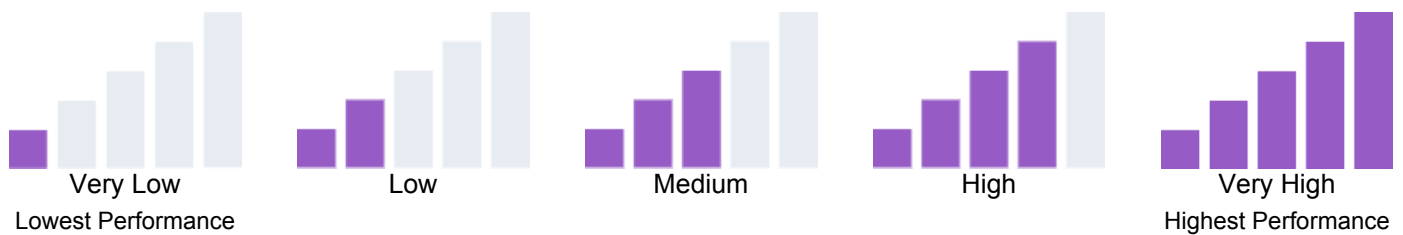
1. Our Reclassified ELs outperform our English Only students.
2. While making progress, our Socioeconomically Disadvantaged and Students with Disabilities subgroups are still performing below standard.
3. With the implementation of Universal Access time across all grade levels, targeted instruction in the area of English Language Arts will continue to be a schoolwide focus.

# School and Student Performance Data

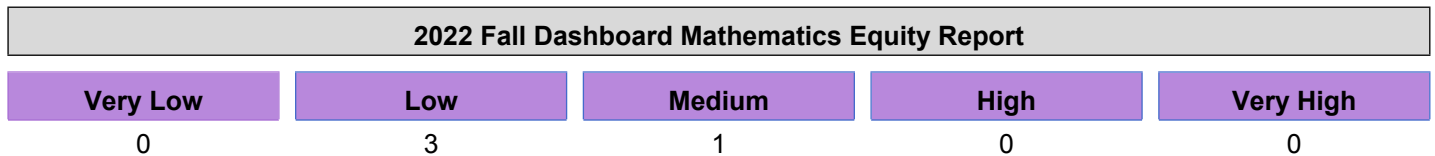
## Academic Performance Mathematics

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

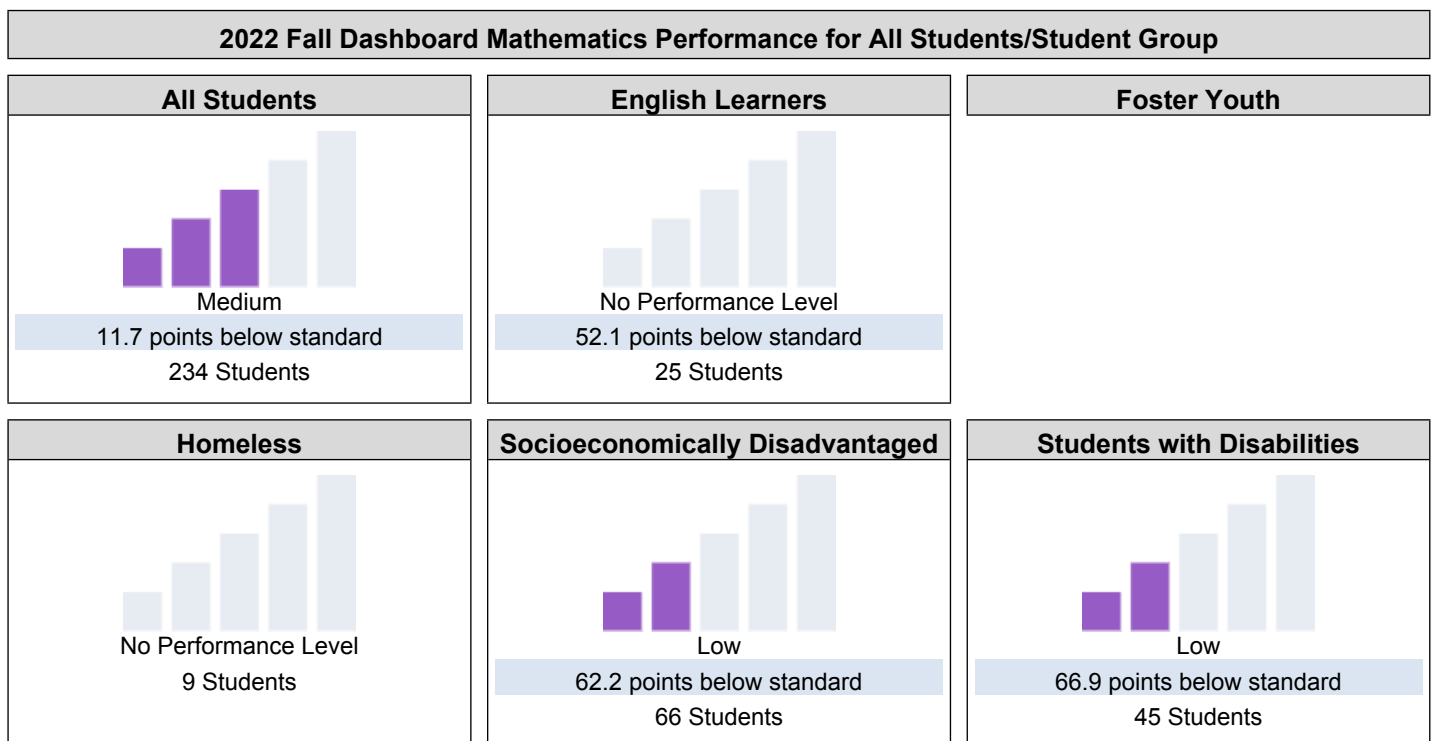
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



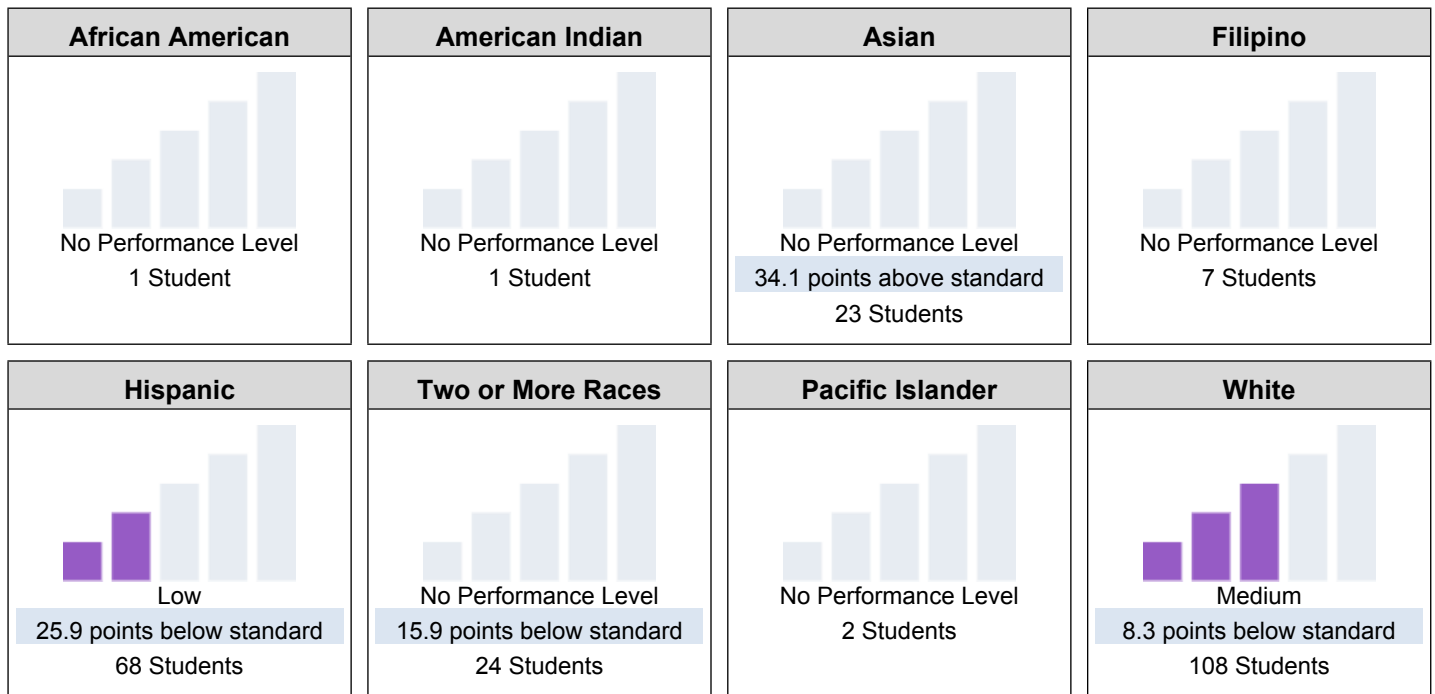
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.3 points below standard 15 Students	10 Students	9.2 points below standard 187 Students

#### Conclusions based on this data:

1. A focus on math instruction would be beneficial for all students.
2. Our students need to receive targeted math instruction. Dreambox, our District's supplemental math program, has proven to be an effective strategy to promote student achievement, and needs to be utilized by all first through fifth graders.

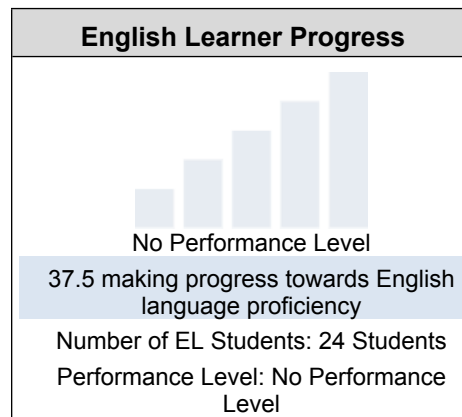
# School and Student Performance Data

## 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
25.0%	37.5%	8.3%	29.2%

#### Conclusions based on this data:

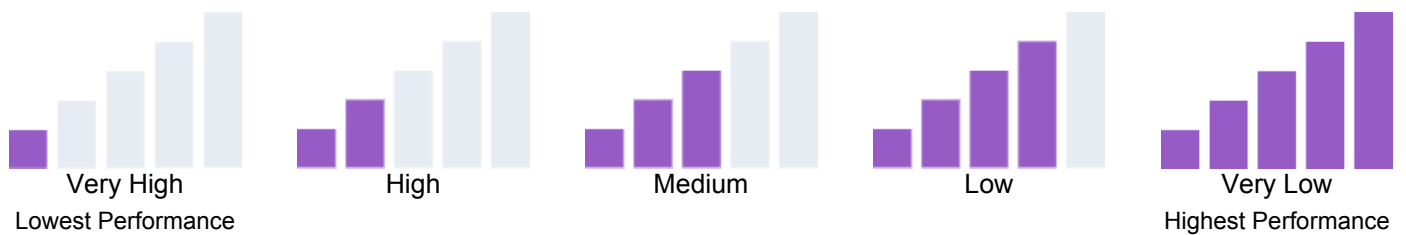
1. Students are unfamiliar with the task types required on the ELPAC. Exposure in the classroom would be beneficial.
2. Designated and Integrated English Language Development needs to be implemented in all classrooms.

# 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).



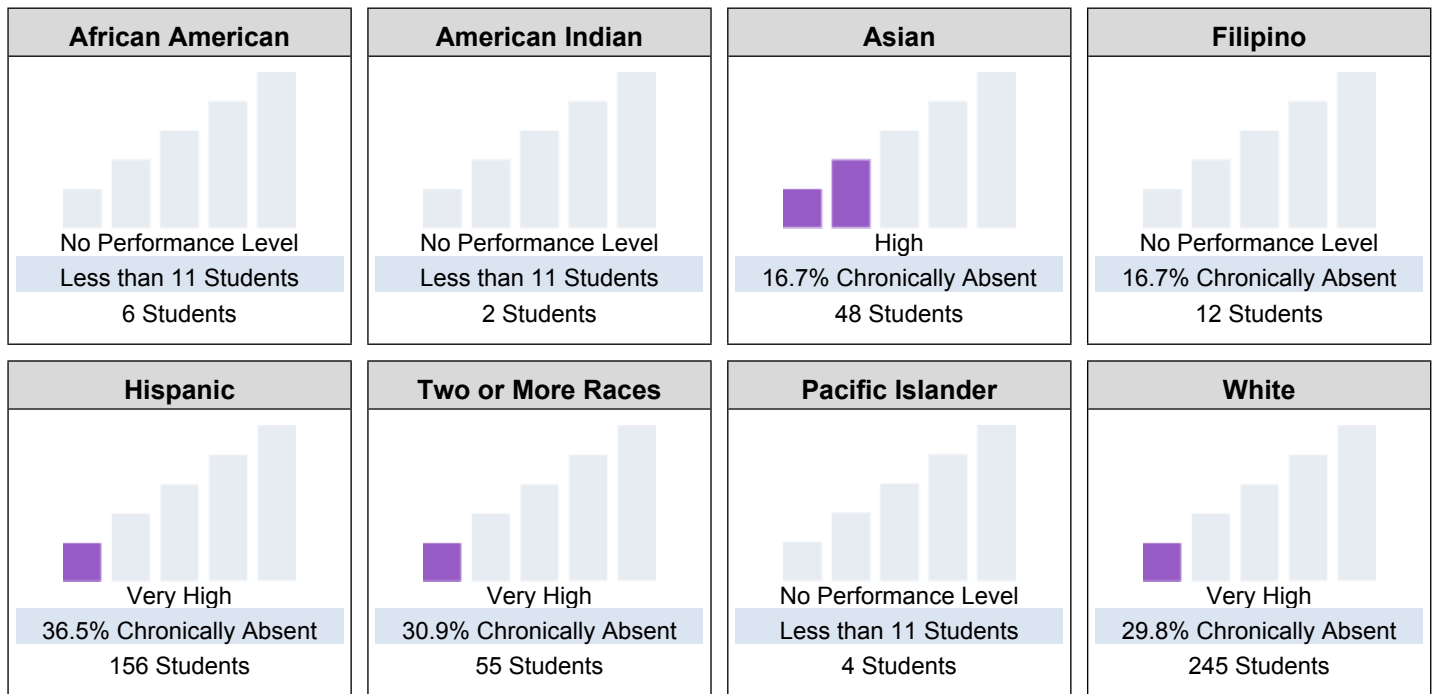
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	1	0	0	0

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 for All Students/Student Group		
<b>All Students</b>  Very High 30.5% Chronically Absent 528 Students	<b>English Learners</b>  Very High 30.2% Chronically Absent 43 Students	<b>Foster Youth</b>  No Performance Level Less than 11 Students 5 Students
<b>Homeless</b>  No Performance Level 50% Chronically Absent 16 Students	<b>Socioeconomically Disadvantaged</b>  Very High 42.5% Chronically Absent 153 Students	<b>Students with Disabilities</b>  Very High 37.8% Chronically Absent 98 Students

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

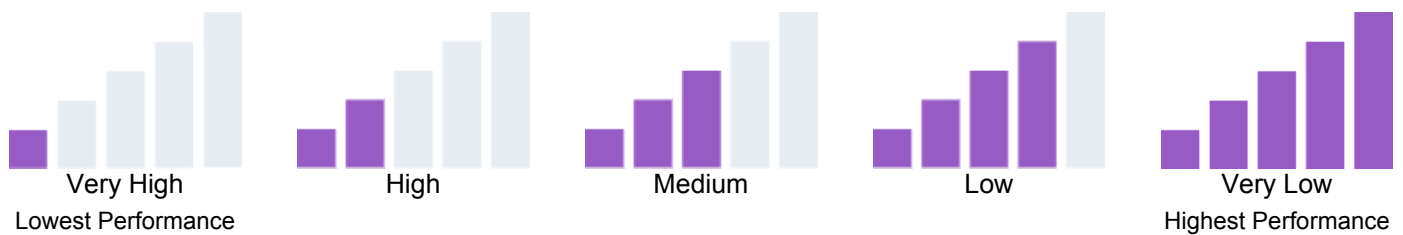
1. Chronic absenteeism affects students of all races and ethnicities.
2. Parent education regarding the importance of school attendance would be beneficial.
3. Ongoing positive attendance campaigns throughout the year will be helpful for improved attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each level.

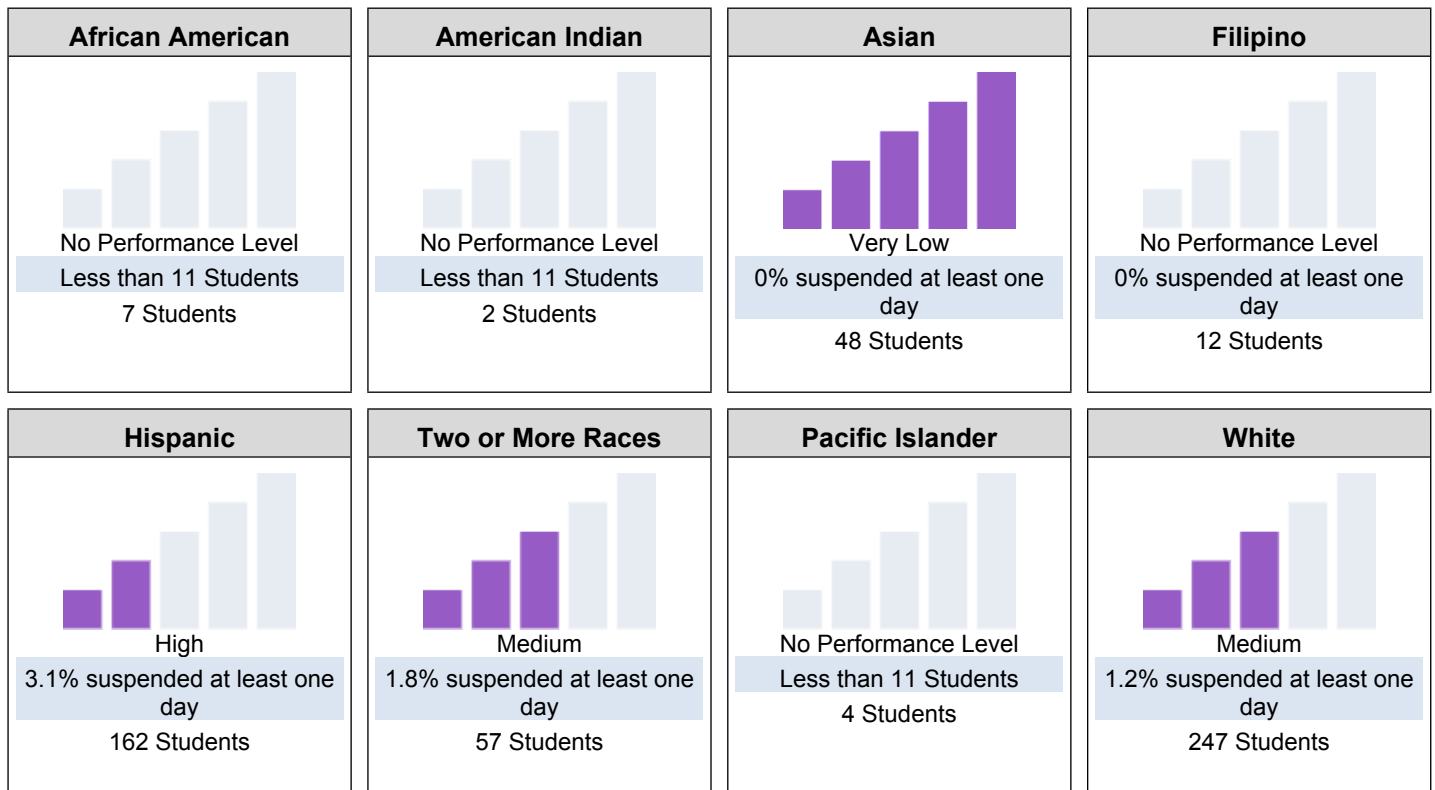
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	1	4	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  <b>Medium</b> 1.9% suspended at least one day 539 Students	<b>English Learners</b>  <b>Very High</b> 6.7% suspended at least one day 45 Students	<b>Foster Youth</b>  <b>No Performance Level</b> Less than 11 Students 6 Students
<b>Homeless</b>  <b>No Performance Level</b> 0% suspended at least one day 16 Students	<b>Socioeconomically Disadvantaged</b>  <b>Medium</b> 2.5% suspended at least one day 157 Students	<b>Students with Disabilities</b>  <b>Medium</b> 2.9% suspended at least one day 102 Students



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The suspension rate of our English Learners, Socioeconomically Disadvantaged, and Students with Disabilities is an area of concern. Specialist teams will continue to work with students through Behavioral Support Plans and IEP accommodations to reduce behaviors necessitating suspension.
2. Restorative discussions with students and parents can reduce the number of school suspensions.
3. Whenever possible, In House suspension is the preferred consequence for students as sending home can be a reward for certain students.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Curriculum Based Measure (easyCBM)	By June 2023, 80% percent of students at each grade level will perform at the 50th percentile or higher.	Overall, 41% of all students performed at the 50th percentile or higher.  Kindergarten: 37% First Grade: 52% Second Grade: 52% Third Grade: 36% Fourth Grade: 29% Fifth Grade: 41%
Savvas (Math) Assessments	By June 2023, 80% percent of students will perform at grade level or higher based on Savvas unit tests	Overall, 69% of students performed at grade level or higher.  Second Grade: 66% Third Grade: 73% Fourth Grade: 78% Fifth Grade: 60%
CAASPP	By June 2023, students will demonstrate an increase of at least 2% in all areas (reading comprehension, mathematics, and writing)	Overall, 50% of students met or exceeded standard on the ELA portion of the 22-23 CAASPP, an increase of 6%. Overall, 47% of students met or exceeded standard on the Math portion of the 22-23 CAASPP, an increase of 1%.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on Literacy/Reading Comprehension:  Collaboration time to focus on data analysis and effective instructional practices	Strategies/Activities to focus on Literacy/Reading Comprehension:  Grade levels met during the work day to discuss effective instructional practices. District provided 3 half day	Provide release time for teachers to collaborate and participate in training around the new ELA curriculum 1000-1999: Certificated Personnel Salaries Title	Provided release time for teachers to collaborate and participate in training around the new ELA curriculum 1000-1999: Certificated Personnel Salaries Title I Part A:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of Benchmark Advance, Sonday, and 95%	articulation days to each grade level to focus on data analysis	II Part A: Improving Teacher Quality 2,500	Professional Development (PI Schools) 326
Administer easyCBM	Sonday, Benchmark Advance, and 95% were implemented across all grade levels	One Instructional Assistant to assist with Reading Intervention, 4 days/week x 4 hours a day 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21,013	One Instructional Assistant to assist with Reading Intervention, 4 days/week x 4 hours a day 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21,013
Designate 30 minutes of What I Need (WIN) time at all grade levels	The easyCBM screener was administered three times during the year, results analyzed and used to identify students' academic needs	Substitute costs to release teachers to monitor progress and determine intervention needs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,820	Substitute costs to release teachers to monitor progress and determine intervention needs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,820
Professional Learning	Students received a minimum of 30 minutes of What I Need (WIN) times four days a week	Accelerated Reader to support progress monitoring of reading comprehension 4000-4999: Books And Supplies PTA 0	Accelerated Reader to support progress monitoring of reading comprehension 4000-4999: Books And Supplies PTA 0
English Language Development lessons to target the needs of English Learners	All staff members participated in multiple Professional Development opportunities throughout the school year	Decodable readers to promote Early Literacy 4000-4999: Books And Supplies LCFF - Supplemental 760	Decodable readers to promote Early Literacy 4000-4999: Books And Supplies LCFF - Supplemental 760
Utilize online learning programs, such as Starfall, Raz-Kids, and Prodigy.	A minimum of 30 minutes per day were set aside for Designated English Language Development (d-ELD) lessons to develop the language proficiency of our English Learners		
	Teachers incorporated online learning programs, such as Starfall, Raz-Kids, Prodigy, and Lalilo to provide intervention and enrichment as needed		
Strategies/Activities to focus on Mathematics:	Strategies/Activities to focus on Mathematics:	Substitute Costs to release teachers for training and collaboration with coaches. 1000-1999: Certificated Personnel Salaries District Funded 0	Substitute Costs to release teachers for training and collaboration with coaches. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,373
Collaboration time with a focus on data analysis and effective instructional practices	Grade-level teams were provided with time to collaborate during the school day with a focus on math data and instructional strategies		
Professional Learning			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities	Professional Development was provided through our District  Focused instructional practices were provided to students in need	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels. 4000-4999: Books And Supplies District Funded 0	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels. 4000-4999: Books And Supplies District Funded 0
Utilize district-purchased supplemental materials, such as DreamBox and Counting Collections	Dreambox and Counting Collections, district-purchased supplemental materials, supported classroom instruction		
Utilize online learning platforms such as Prodigy	Online learning platforms, such as Dreambox and IXL, supplemented our math curriculum		
Strategies/Activities to focus on Writing:  Collaboration time with a focus on data analysis and effective instructional practices  Utilize digital tools for composing and editing  Utilize Benchmark Universe for writing in grades 3-5	Strategies/Activities to focus on Writing:  Grade-level teams collaborated during the school day with a focus on writing instruction  Benchmark Universe and Google Docs were used to compose and edit writing		

## Analysis

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

The easyCBM screener was used to monitor progress in English Language Arts, as well as Math, throughout the school year. Grade-level teams regularly analyzed the data, identified students' needs and grouped students for targeted instruction.

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

Compared to last year, students did make academic progress which is due to the focus on data analysis and the formation of ability groups. The easyCBM screener was an effective tool to monitor progress and identify areas of need. Online learning platforms, such as Dreambox, provided students with accessible math lessons.

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

The Estimated Actual Expenditures is slightly lower than the Proposed Expenditures due to the monetary support from our District, parent donations, and our PTA.

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.

Expected outcome percentages will be adjusted to reflect current baseline data and materials will be purchased. The changes can be found in Goals, Strategies, and Proposed Expenditures Goal 1.

# 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
Schoolwide Information System (SWIS) Data	Reduce office referrals and increase of positive referrals.	Based on SWIS data, 40 of our 487 students were issued a total of 386 behavior forms.
PowerSchool Attendance Data	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 97% threshold for at least 5 of the 10 reporting periods and reducing chronic absenteeism to 3.0% or less.	According to PowerSchool data, our average attendance rate for the year was 93%.
PowerSchool Suspension Data	Continue to keep suspensions under 10 incidents per year.	According to PowerSchool data, we had 15 suspensions this year.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on PBIS/SEL:  Foster inclusivity, tolerance, and acceptance through assemblies, weekly read alouds, and the implementation of the Choose Love curriculum  Support an additional day of Kid Connection  Analyze SWIS data with all stakeholders	Strategies/Activities to focus on PBIS/SEL:  Each month a grade level presented an assembly to all TK-5 students that addressed topics such as respect, equity, and growth mindset. Weekly read alouds reinforced the character trait.  Kid Connection was offered two days a week.  The PBIS committee analyzed SWIS data and shared with staff.  Campus supervision was available during the school day.	Campus Supervisor hours during the school day. 2000-2999: Classified Personnel Salaries District Funded 0	Campus Supervisor hours during the school day. 2000-2999: Classified Personnel Salaries District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide campus supervision throughout the school day</p> <p>Be consistent with behavioral expectations throughout all school environments</p> <p>Recognize positive behaviors through Cheetah Choice Cards, notes/phone calls to the family, and classroom/school incentives</p>	<p>Croce earned Gold level status because of our consistency with PBIS protocols. Students and staff were recognized for positive behaviors.</p>		
<p>Strategies/Activities to focus on Attendance &amp; Chronic Absenteeism:</p> <p>Work closely with CWA and office staff to monitor student attendance</p> <p>Inform families of steps that can be taken to improve attendance</p> <p>Bi-monthly COST meetings to identify students in need of resources and support</p>	<p>Strategies/Activities to focus on Attendance &amp; Chronic Absenteeism:</p> <p>Our CWA and office staff monitored student attendance with the help of the A2A program.</p> <p>The CWA, office staff, nurse, and teaching staff worked with parents to improve attendance.</p> <p>The COST team met bi-monthly to identify students in need of additional support and resources.</p>	<p>Child Welfare Attendance Specialist 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Child Welfare Attendance Specialist 2000-2999: Classified Personnel Salaries District Funded 0</p>
<p>Strategies/Activities to focus on Physical Fitness:</p> <p>Provide Run Club 2X/week on Tuesday and Thursday mornings. 1x per week on the first Wed. afterschool.</p>	<p>Strategies/Activities to focus on Physical Fitness:</p> <p>Run Club was offered two morning a week and one afternoon each month.</p> <p>First-fifth grade teachers provided 200 minutes of physical education every ten days.</p>	<p>Run Club charms and trophies 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 0</p>	<p>Run Club charms and trophies 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 0</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Physical Education lessons provided by classroom teacher  Utilize fitness videos created by Adaptive Physical Education (APE) teacher	Our APE teacher created and shared fitness videos with staff.		
Strategies/Activities to focus on Suspensions:  Work with Behavior Interventionist and COST members to identify and address student behaviors that may lead to suspension.  Provide Kid Connection 2X/week	Strategies/Activities to focus on Suspensions:  The COST members and Behavior Interventionist developed plans to support students with significant behavior challenges.  Kid Connection was offered two days a week.	Provide an additional day of Kid Connection services prioritizing targeted student groups 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,420	Provide an additional day of Kid Connection services prioritizing targeted student groups 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,102

## Analysis

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

With the full opening of our campus, post-COVID, we were able to offer schoolwide assemblies that focused on our values of responsibility, respect, and safety. The COST members, CWA, and educators were dedicated to addressing the individual needs of students whether it be academically, behaviorally, or social-emotionally. Students, classes, and staff members were recognized for positive behaviors.

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

The assemblies provided were a springboard to classroom conversations. Attendance continues to be an area of concern despite our efforts to educate both students and families.

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

We used our funds as we had proposed. With mid-year salary increases, additional funds were spent on our Kid Connection Specialist.

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.

Our PBIS Behavior Flowchart has been updated and will be reviewed more consistently with students and staff.

# 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
Conference Attendance	To have 95% of our families attended scheduled parent-teacher conferences.	Based on teacher data, 97% of our families attended scheduled parent-teacher conferences.
Parent Volunteers	To have 40% of our families volunteer their time in the classroom, at home, and in supporting schoolwide events.	Our data, as of May 2023, shows that 37% of our families volunteer their time to support our students and teachers.
Social Media Presence	Weekly posts will be made to both the Facebook and Instagram accounts.	Social media posts were made by the administration and PTA at an average of one per week.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on Parent Engagement:	Strategies/Activities to focus on Parent Engagement:	Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200	Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0
Use translation service within Blackboard to communicate with English Learner families	Translated Blackboard messages were included in all communications with families.	Snacks and supplies for parent meetings 4000-4999: Books And Supplies LCFF - Supplemental 100	Snacks and supplies for parent meetings 4000-4999: Books And Supplies PTA 100
Use Blackboard, Schoology, Gmail, and Social Media to send reminders about school activities and committee meetings	Social media and communication platforms were sent as needed.		
Provide translation services for parent/teacher conferences	Translation services were offered for parent/teacher conferences. Google Translate was also used when needed.		
Keep the Croce website and marquee current	Our Executive Assistance kept the website and marquee current.		
	The Cheetah Chat was sent to families on a		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Publish a monthly newsletter on the Croce website	monthly basis and added to the Croce website.		

## Analysis

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

Strategies/Activities to enhance communication with our families were offered throughout the school year.

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

The strategies/activities implemented proved to be highly effective in increasing communication with our families and the community.

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

Parent meetings, such as the English Learner Advisory Committee (ELAC) and PTA were held virtually. Therefore, snacks and supplies were not necessary. Croce's PTA reimbursed the school for food purchased for two Coffee with the Principal events.

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.

No significant changes will be made to this goal for the 2023-24 school year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Subject: Academics

### Goal Statement

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

### Basis for this Goal

easyCBM  
Savvas  
CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Curriculum Based Measure (easyCBM)	This screener is used to measure progress of fluency and reading comprehension throughout the school year.	By June 2024, 60% percent of students will perform at the 50th percentile or higher.
Savvas (Math) Assessments	Savvas Assessments are used to measure mastery of math standards throughout the school year.	By June 2024, 75% 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), 50% of students are Meeting or Exceeding Standards.</p> <p>In the area of Mathematics, 47% of students are Meeting or Exceeding Standards.</p> <p>In the area of Writing, 61% of students are Meeting/Nearly Meeting or Above Standard.</p>	By June 2024, students will demonstrate an increase of at least 2% in all areas (reading comprehension, mathematics, and writing)

### Planned Strategies/Activities

#### Strategy/Activity 1

Strategies/Activities to focus on Literacy/Reading Comprehension:  
Collaboration time to focus on data analysis and effective instructional practices  
Implementation of Benchmark Advance, Sonday, and 95%  
Use of Heggerty for phonemic awareness in grades TK-1  
Administer easyCBM screener  
Designate 30 minutes of What I Need (WIN) time at all grade levels

Professional Learning  
English Language Development lessons to target the needs of English Learners  
Utilize online learning programs, such as Starfall, Raz-Kids, and Lalilo  
Use of District Math Coach will benefit teacher efficacy.

### Students to be Served by this Strategy/Activity

All students will be served by this goal. Early intervention programs will prioritize Socioeconomically Disadvantaged and English Learners.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Principal  
Educators  
Instructional Assistants

### Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide release time for teachers to collaborate and participate in training around the new ELA curriculum
Amount	21,013
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	One Instructional Assistant to assist with Reading Intervention, 4 days/week x 4 hours a day
Amount	4,878
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader to support progress monitoring of reading comprehension
Amount	760
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Decodable readers to promote Early Literacy

### Strategy/Activity 2

Strategies/Activities to focus on Mathematics:  
Collaboration time with a focus on data analysis and effective instructional practices  
Professional Learning

Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities  
Utilize district-purchased supplemental materials, such as DreamBox and Counting Collections

### Students to be Served by this Strategy/Activity

All students will be served by this goal. Priority for Math Intervention will be on at-promise student groups.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Principal  
Educators  
Math  
District Technology Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	1,820
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs to release teachers for training and collaboration with coaches.
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels.

### Strategy/Activity 3

Strategies/Activities to focus on Writing:  
Collaboration time with a focus on data analysis and effective instructional practices  
Professional learning  
Utilize digital tools for composing and editing  
Utilize Benchmark Universe for writing in grades 3-5

### Students to be Served by this Strategy/Activity

All students will be included in this goal, with an emphasis on monitoring progress of English Learners.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Principal  
Educators

### 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  
PowerSchool Attendance Data  
Educlimber

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Educlimber	One hundred eleven office referrals were recorded for the 2022-23 school year.	Reduce office referrals and increase of positive referrals.
PowerSchool Attendance Data	Our average attendance rate for the 2022-23 school year was 93%.	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 95% threshold for at least 5 of the 10 reporting periods and reducing chronic absenteeism to 3.0% or less.
PowerSchool Suspension Data	During the 2023-24 school year, we recorded 15 suspensions.	Strive for 10 or fewer suspensions for the year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Strategies/Activities to focus on PBIS/SEL:

Foster inclusivity, tolerance, and acceptance through assemblies, weekly read alouds, and the implementation of the Choose Love curriculum

Be consistent with behavioral expectations throughout all school environments

Recognize positive behaviors through Cheetah Choice Cards, notes/phone calls to the family, and classroom/school incentives

Support an additional day of Kid Connection

Analyze behavior data with all stakeholders

Provide campus supervision throughout the school day



### Students to be Served by this Strategy/Activity

All students will be served through this goal.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Principal  
Educators  
School Psychologist  
Behavior Specialist  
MTSS Coordinators  
COST Members  
Campus Supervisor

### Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervisor hours during the school day.

### Strategy/Activity 2

Strategies/Activities to focus on Attendance & Chronic Absenteeism:

Work closely with CWA and office staff to monitor student attendance  
Inform families of steps that can be taken to improve attendance  
Bi-monthly COST meetings to identify students in need of resources and support  
Communicate to parents the importance of calling the attendance line

### Students to be Served by this Strategy/Activity

All students will be served through this goal.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Educators  
Principal  
CWA  
Attendance Clerk  
Kid Connection Staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Strategies/Activities to focus on Physical Fitness:

Provide Run Club 2X/week in am  
Physical Education lessons provided by classroom teacher  
Utilize fitness videos created by Adaptive Physical Education (APE) teacher  
All grade levels TK-5th support and participate in physical fitness

### Students to be Served by this Strategy/Activity

All students will be served through this goal.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Principal  
Educators  
APE Educator  
Parent volunteers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

Strategies/Activities to focus on Suspensions:

Work with Behavior Interventionist and COST members to identify and address student behaviors that may lead to suspension.  
Provide Kid Connection 2X/week  
Project Wisdom morning messages daily over PA system to inspire and motivate students to make better decisions and choices.

### Students to be Served by this Strategy/Activity

All students will be served through this goal.

### Timeline

08/2023-06/2024

### Person(s) Responsible

Principal  
Educators  
Kid Connection Specialist  
Behavior Specialist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,342.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

**Description**

Provide an additional day of Kid Connection services prioritizing targeted student groups

# 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

Parent participation and engagement  
Facebook and Instagram membership  
Staff utilizing Blackboard  
Principal Coffee with Croce community

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Conference Attendance	During the 2022-23 school year, 97% of families attended scheduled parent-teacher conferences.	To have 98% of our families attend scheduled parent-teacher conferences.
Parent Volunteers	During the 2022-23 school year, 38% of our families volunteered their time	To have 40% of our families volunteer their time in the classroom, at home, and in supporting schoolwide events.
Social Media Presence	On average, one social media post is made per week during the 2022-23 school year.	Weekly posts will be made to both the Facebook and Instagram accounts.
Back to School Night Attendance	Teachers reported a 90% parent participation rate.	Communicate with parents online and voice messaging using Blackboard
Keep website and marquee updates to reflect upcoming events	Advertising will create excitement and positive energy around upcoming events.	Increased parent involvement and participation.
Principal Friday Good News Phone Calls	TK-2 and 3rd -5th grades will provide good news to principal 2X per month	Students will be recognized by principal and families will receive positive school communication which will be celebrated and produce a higher level of community engagement.

### Planned Strategies/Activities

#### Strategy/Activity 1

Strategies/Activities to focus on Parent Engagement:

Use translation service within Blackboard to communicate with English Learner families

Use Blackboard, Schoology, Gmail, and Social Media to send reminders about school activities and committee meetings  
 Provide translation services for parent/teacher conferences  
 Keep the Croce website and marquee current  
 Publish a monthly newsletter on the Croce website  
 Provide community-building events throughout the year: Make a Difference Campus Clean Up Day, Trunk or Treat, Indoor and Outdoor Movie Night, Bedtime Books, Bingo Nights, Muffins with Mom, Donuts with Dad, Winter Wonderland Saturday Breakfast, Assemblies.  
 Principal Good News Friday Phone Calls.

**Students to be Served by this Strategy/Activity**

Goal serves all families, with an emphasis on families traditionally disenfranchised from school activities.

**Timeline**

08/2023-06/2024

**Person(s) Responsible**

Principal  
 Educators  
 EL Liaison  
 Translators

**Proposed Expenditures for this Strategy/Activity**

Amount	150
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services for meetings
Amount	50
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Snacks and supplies for parent meetings

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	39,513.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$44,325	44,325.00
LCFF - Supplemental	\$30,315	0.00
Title II Part A: Improving Teacher Quality	\$2,500	0.00
Other	\$8,586	8,586.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,320.00
2000-2999: Classified Personnel Salaries	29,505.00
4000-4999: Books And Supplies	5,688.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,820.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,505.00
4000-4999: Books And Supplies	LCFF - Supplemental	810.00
4000-4999: Books And Supplies	PTA	4,878.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,500.00



# School Site Council Membership

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

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

Name of Members	Role
Steve Martin	Principal
BeLinda Renteria-Toscano	Classroom Teacher
Marilyn Burns	Other School Staff
Kathleen Gibb	Classroom Teacher
Kari Weber	Classroom Teacher
Raelene Avelar	Parent or Community Member
Rebecca Gutierrez	Parent or Community Member
Erica Cung	Parent or Community Member
Veronica Munro	Parent or Community Member
Dustin Niven	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 14, 2023.

Attested:

	Principal, Steve Martin on October 16, 2023
	SSC Chairperson, Rebecca Gutierrez on October 16, 2023

# Addendum

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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](mailto: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 measureable 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.

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,500
<b>Total amount of federal categorical funds allocated to this school</b>		\$2,500

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$40,612
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$30,315
<b>Total amount of federal categorical funds allocated to this school</b>		\$70,927

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$8,586

## Appendix E: Planned Improvements in Student Performance

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

#### Projected LCFF Supplemental Funds \$30,315

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
Instructional Specialists to facilitate intervention for at-risk students, including assessment, direct data-driven instruction, data collection, and analysis	Aug 2023-June 2024	Classified Specialist	\$21,013	
Provide an additional day of Kid Connection to support social development	Aug 2023-June 2024	Classified Specialist	\$8,342	
<u>Total:</u>			29,355	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
Supplemental materials, computers, software, books, supplies may be purchased.	Aug 2023-June 2024	Principal, Executive Asst.	\$760	
Provide Chromebooks, cases, mice, and headphones to support at-home learning (homework)	Aug 2023-June 2024	Media Specialist		
Provide materials to support What I Need (WIN) time, such as decodables, novel sets, and whiteboards	Aug 2023-June 2024	Principal, Executive Asst.		
<u>Total:</u>			760	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
Collaboration and substitute costs: one day of release time for seven Instructional Leadership Team members for monitoring intervention programs, reviewing data, and planning, with an emphasis on outcomes for targeted student groups	Aug 2023-June 2024	Principal, Executive Asst.		
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
Materials including snacks, child care, interpreters, and presenters for ELAC, Coffee with the Principal, and Parent Workshops	Aug 2023-June 2024	Principal, EL Liaison	\$200	
<u>Total:</u>			200	
<u>Grand Total:</u>			30,315	



## Appendix H

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

#### **PROGRAM DESCRIPTION:**

#### PROGRAM DESCRIPTION:

Leo R. Croce Elementary School is committed to providing a quality education for all students, which includes developing technology skills. Through a District initiative all 1st-5th students are equipped with a Chromebook to allow them access to class assignments, curriculum, and supplemental programs.

All educators have a laptop, projector, document camera, and amplification system to enhance instruction. Technology training topics have included easyCBM, Dreambox, Sonday, Google Suite, Illuminate, PowerSchool, and SEIS.

Technology funds will be used for the following items:

1. Repair/Replacement of devices
2. Classroom Instructional Hardware
3. Software to supplement core curriculum

## Appendix I

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

Elementary School Name: Leo R. Croce Date September 2023 English Learner Liaison: Laurie Halim

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
  - 30 minutes of **Designated ELD** instruction per day (5 days a week)
  - Focus on **ELD standards**, not a unit or theme
  - May be scheduled during reading and writing block (15 minutes/level)
  - Small groups should be kept to a maximum of 6 students
  - 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	Michelle Kramar	1	9:15-9:45am	
	Barbara Rogers	1/2	10:20-10:50am	
K	Kathleen Gibb	3	9:20-9:50am	
	Anne Ravizza	2	9:20-9:50am	
	Erlynn Prior	1	9:20-9:50am	
First	Paige Bennett	1/2	9:15-9:30am	10:30-10:45am
	Debra Morris	3	9:15-9:30am	10:30-10:45am
	Kristina Wooten	1/2, 3/4	9:45-10:00am	11:30-11:45am
Second	Holly Stanley	1/2	8:45-9:00am, 12:45-1:00pm	
	Kari Weber		Currently no ELD students	
	Lindsey Tabaracci	2/2	8:45-9:00am	
	Kori Tibbens	2/3	8:45-9:00am, 12:45-1:00pm	

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)
Third	Laura Aguiar	1/2	1:00-1:30pm M,T, W, Th 11:55am-12:20pm F	
	Laurie Halim	2/3, 3/4	1:00-1:30pm M, T, W, Th 10:45-11:15am F	
	Christine Wranovics	3	8:40-9:10am	
Fourth	Irene Sanchez	3/4	1:00-1:30pm	
	Erin Lockhart	2	1:00-1:30pm	
	Patty Santin	3	1:00-1:30pm	
Fifth	Alison Atkinson	2	1:05-1:35pm	
	Andrew Lockhart	3	1:05-1:35pm	
	Lisa Valverde		Currently no ELD students	

## Appendix J

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

**PROGRAM DESCRIPTION:**

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

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

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

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

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

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

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

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

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