

Leo R. Croce Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

| | |
|--|---|
| School Name | Leo R. Croce Elementary School |
| Street | 5650 Scenic Avenue |
| City, State, Zip | Livermore, CA 94551 |
| Phone Number | (925) 606-4706 |
| Principal | Steve Martin |
| Email Address | stevemartin@lvjUSD.org |
| School Website | https://www.livermoreschools.org/croce |
| County-District-School (CDS) Code | 01-61200-6110332 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

Welcome to Leo R. Croce Elementary School where we are committed to providing academic excellence in a caring, equitable, and supportive learning environment. Croce provides a strong academic program for students in Transitional Kindergarten through fifth grade. Croce also offers seven preschool special education classes, push-in and pullout resource support, Universal Access support, and an Integrated Learning program for students with special needs. To meet the needs of our diverse learners we offer a variety of additional programs and opportunities, including English Language Development (ELD) for our English learners, Kid Connection, Horizons counseling, academic intervention, a hands-on science lab, library, computers, physical education, Makerspace, and for our fifth grade students; music, robotics, and Science Camp.

Our school community includes students from a vast array of cultures, religions, and varying levels of socioeconomic status. We understand the importance of goal-setting, holding all students to high standards, preparing our students for the future, and involving all partners in our learning process through collaboration and open communication.

Parent support, involvement, and engagement are essential to the success of our school. Our strong Parent Teacher Association (PTA) organizes fundraising and family events. Some parents are involved in decision making as members of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). We strongly encourage parents to serve as classroom and library volunteers, attend field trips, plan schoolwide activities and events, and promote regular school attendance.

At Croce Elementary, the safety and well-being of our students is our school's first priority. Through the implementation of Positive Behavioral Interventions & Supports (PBIS), we expect and reward our students when they make safe, respectful, responsible, and kind choices. The Choose Love curriculum, taught in all classrooms, builds social emotional attributes and resiliency. We will continue to provide a learning environment where all students have an equal opportunity to learn in a culturally responsive, physically, and emotionally safe environment.

On behalf of the entire staff at Leo R. Croce Elementary School, I am pleased to present our annual "report card" to our parents and the community.

2023-24 School Description and Mission Statement

Respectfully,
Mr. Steve Martin

School Mission Statement

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.

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

School Vision Statement

Our commitment and effort will consistently provide every student at Leo R. Croce with the knowledge, skill 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."

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 81 |
| Grade 1 | 88 |
| Grade 2 | 68 |
| Grade 3 | 88 |
| Grade 4 | 73 |
| Grade 5 | 80 |
| Total Enrollment | 478 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.7% |
| Male | 51.3% |
| American Indian or Alaska Native | 0.2% |
| Asian | 6.5% |
| Black or African American | 1.9% |
| Filipino | 2.9% |
| Hispanic or Latino | 33.3% |
| Native Hawaiian or Pacific Islander | 0.6% |
| Two or More Races | 10% |
| White | 44.6% |
| English Learners | 6.5% |
| Foster Youth | 0.2% |
| Homeless | 1.5% |
| Socioeconomically Disadvantaged | 31.8% |
| Students with Disabilities | 14.4% |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.10 | 95.97 | 546.10 | 87.09 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.20 | 1.48 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 3.66 | 20.40 | 3.26 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 0.37 | 21.10 | 3.37 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 30.10 | 4.80 | 18854.30 | 6.86 |
| Total Teaching Positions | 27.20 | 100.00 | 627.00 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.90 | 98.36 | 548.80 | 86.43 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.50 | 1.50 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 32.50 | 5.12 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 10.70 | 1.69 | 11953.10 | 4.28 |
| Unknown | 0.40 | 1.64 | 33.30 | 5.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 27.30 | 100.00 | 635.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.5 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Year and month in which the data were collected

10/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance, 2018 | Yes | 0% |
| Mathematics | Investigations 3, Pearson 2016 | Yes | 0% |
| Science | Twig Science, 2022 | Yes | 0% |
| History-Social Science | History-Social Science for California, Scott Foresman 2006 | Yes | 0% |

School Facility Conditions and Planned Improvements

Leo R. Croce Elementary opened as a Kindergarten-3rd grade school in 1991. In 2000, we welcomed fourth and fifth grade students to the campus. Our beautiful campus consists of one administration building, a Multi-Purpose Room with a stage, kitchen, and rooms for Kid Connection and the PTA, a library with enclosed rooms for speech and language pathologists, school psychologists, and a vision specialist, and 40 classrooms. In late August 2004 seven of those classrooms were replaced and another five were completed in August 2005. We also have a garden in the science area that is maintained by science teachers and students. In August 2020, a local Girl Scout troop installed a Kindness Rock Garden that features rocks painted by our students. As part of our Modernization Projects, four playgrounds were installed in the 2018-19 school year. These playgrounds are made from recycled materials, completely accessible to all students, including those with disabilities, with rubber mats in lieu of tanbark. Our blacktop playground was repaved and repainted during the summer of 2022. Our students have access to futsal, darts, cornhole, hopscotch, and cricket games.

Our campus is well maintained by our three custodians, district maintenance crews, and the LVJUSD Maintenance Operations and Facilities Department. In addition, our staff and students keep our campus orderly and free of litter and graffiti.

The Technology Committee is visionary in its long-range plan. In coordination with our District, we are able to provide each first-fifth grade student with a Chromebook, case, and headphones. All of our classrooms have teacher laptop computers, ceiling mounted LCD projectors, document cameras, and amplification systems to be used as tools of instruction. Bandwidth has also been increased, facilitating instructional technology use and overall speed and efficiency. Blackboard, a districtwide system, allows teachers and staff to send communication and information to the school community.

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

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

Through these bond measures and developer fees, our District has been able to renovate, modernize and construct new schools following the Facilities Master Plan. Facilities are maintained through the diligent efforts of the site custodial crews and District maintenance staff. Our Board of Education has adopted cleaning standards for all schools in our District.

The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff perform the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

7/19/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | None observed |
| Interior: Interior Surfaces | | X | | Rooms 5, 7, 11 31, 36, 39 stained ceiling tiles - submitted work order to replace |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | None observed |
| Electrical | X | | | Office Staff R/R light out - instructed custodian to replace; Nurse R/R Fan needs to be replaced - submitted work order |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | F Building Girls R/R Sink needs replaced - submitted work order for replacement; |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| Safety: Fire Safety, Hazardous Materials | X | | Rm. 21, Rm. 26, Rm. 37 - "Keep out of reach of children" products under sink - removed; fire extinguisher needs new bracket to mount - submitted work order for repair; |
| Structural: Structural Damage, Roofs | X | | None observed. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | None observed |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 44 | 50 | 60 | 62 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 46 | 47 | 47 | 50 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 239 | 234 | 97.91 | 2.09 | 49.57 |
| Female | 118 | 116 | 98.31 | 1.69 | 60.34 |
| Male | 121 | 118 | 97.52 | 2.48 | 38.98 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 20 | 20 | 100.00 | 0.00 | 60.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 73 | 72 | 98.63 | 1.37 | 40.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 21 | 21 | 100.00 | 0.00 | 57.14 |
| White | 108 | 105 | 97.22 | 2.78 | 56.19 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 7.14 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 66 | 98.51 | 1.49 | 33.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 38 | 95.00 | 5.00 | 18.42 |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 239 | 234 | 97.91 | 2.09 | 47.44 |
| Female | 118 | 116 | 98.31 | 1.69 | 49.14 |
| Male | 121 | 118 | 97.52 | 2.48 | 45.76 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 20 | 20 | 100.00 | 0.00 | 70.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 73 | 72 | 98.63 | 1.37 | 29.17 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 21 | 21 | 100.00 | 0.00 | 52.38 |
| White | 108 | 105 | 97.22 | 2.78 | 57.14 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 66 | 98.51 | 1.49 | 27.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 38 | 95.00 | 5.00 | 31.58 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 36.14 | 27.27 | 44.31 | 45.77 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 77 | 77 | 100.00 | 0.00 | 27.27 |
| Female | 38 | 38 | 100.00 | 0.00 | 26.32 |
| Male | 39 | 39 | 100.00 | 0.00 | 28.21 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 23 | 23 | 100.00 | 0.00 | 13.04 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 37 | 37 | 100.00 | 0.00 | 37.84 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | 24 | 100.00 | 0.00 | 20.83 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100% | 100% | 99% | 100% | 100% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

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

Parents are always welcome at Leo R. Croce Elementary School. We recognize the importance of a strong school-to-home

2023-24 Opportunities for Parental Involvement

connection and strongly encourage parents/guardians to be involved in their child's education. We host Back-to-School Night in the fall to allow parents/guardians to meet their child's teacher and learn how they can support student success. Open House in the Spring provides an opportunity for students to showcase their achievement. During the year, formal parent/guardian conferences are held with the classroom teachers to share student progress and, through our "open door" policy, informal conferences can be scheduled when necessary.

Our PTA actively supports our school programs both financially and through volunteer efforts. Through fundraising efforts such as Boosterthon, Box Tops, Amazon Smile, and an Open House Basket Raffle, this association is able to provide financial support for supplemental classroom materials and field trips, as well as updating technology, supporting extra personnel hours to our office staff, and providing enrichment activities. Our PTA also hosts many community events such as trunk or treat, dine-outs, BBQs, a Winter Wonderland, and movie nights. Questions regarding PTA activities may be answered via email by contacting the PTA president at CrocePTAPresident@gmail.com.

Our School Site Council (SSC) plays an important role in decision-making. The SSC approves the School Plan for Student Achievement and allocates the monies from State and federal funds to support student learning. Croce's SSC consists of five parents, three certificated employees, one classified employee, and the principal.

Parents also participate on our English Learner Advisory Committee (ELAC), which provides input and support for school programs. Each year, we host classes for our English learner parent community on relevant topics, such as parenting, school success, attendance, and computer skills.

For more information on how to become involved, please contact our school at (925) 606-4706.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 507 | 497 | 114 | 22.9 |
| Female | 252 | 246 | 52 | 21.1 |
| Male | 255 | 251 | 62 | 24.7 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 41 | 39 | 8 | 20.5 |
| Black or African American | 11 | 9 | 3 | 33.3 |
| Filipino | 14 | 14 | 1 | 7.1 |
| Hispanic or Latino | 168 | 165 | 51 | 30.9 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 1 | 33.3 |
| Two or More Races | 49 | 49 | 7 | 14.3 |
| White | 220 | 217 | 43 | 19.8 |
| English Learners | 50 | 46 | 11 | 23.9 |
| Foster Youth | 2 | 2 | 0 | 0.0 |
| Homeless | 15 | 12 | 6 | 50.0 |
| Socioeconomically Disadvantaged | 140 | 134 | 47 | 35.1 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 96 | 94 | 31 | 33.0 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 1.86 | 2.56 | 0.05 | 2.64 | 3.19 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.10 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.56 | 0 |
| Female | 0.4 | 0 |
| Male | 4.71 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 9.09 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 5.36 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 1.36 | 0 |
| English Learners | 4 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 6.67 | 0 |
| Socioeconomically Disadvantaged | 6.43 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 6.25 | 0 |

2023-24 School Safety Plan

The School Safety Plan addresses preparedness and response for a variety of possible disasters such as earthquakes, fires, and intruders. We have regular practice drills for all three events. The school maintains emergency supplies, which are stored away from the main buildings in an emergency storage container. All Croce Instructional Leadership Team (ILT) members have a walkie talkie located in their classroom. Visitors are all required to sign in and sign out in the school office and wear a badge when visiting classrooms. Raptor, a computerized check-in/ID badge system helps us manage and monitor visitors on campus. All LVJUSD school personnel are to wear their district identification tags. We post emergency first-aid information, emergency backpacks, and emergency-evacuation maps in every classroom. Yard supervisors (wearing orange vests for visibility and equipped with handheld radios) are on campus to provide student supervision before and after school, and at lunchtime. We have a peanut-free table in the lunch areas for students with allergies. All yard supervisors and office staff are trained in the use of the epinephrine auto-injector in case of an emergency, as well as basic seizure-response protocols, and the use of automated defibrillator devices. The Safety Committee, comprised of certificated and classified staff met to review and update the Emergency Plan in June 2023. It was last reviewed, updated, and discussed with the school faculty in August 2023. It is available to the public for review in the school office.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 2 | 3 | |
| 1 | 25 | | 4 | |
| 2 | 21 | | 4 | |
| 3 | 22 | | 4 | |
| 4 | 30 | | 3 | |
| 5 | 29 | | 3 | |

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 3 | 2 | |
| 1 | 18 | 4 | | |
| 2 | 24 | | 4 | |
| 3 | 19 | 4 | | |
| 4 | 28 | | 3 | |
| 5 | 29 | | 3 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 1 | 3 | 0 |
| 1 | 22 | 0 | 4 | 0 |
| 2 | 17 | 4 | 0 | 0 |
| 3 | 22 | 0 | 8 | 0 |
| 4 | 25 | 0 | 6 | 0 |
| 5 | 27 | 0 | 6 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 18 | 1 | 1 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.2 |
| Social Worker | |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 1.8 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$13,352.54 | \$4,820.38 | \$8,532.16 | \$93,576.87 |
| District | N/A | N/A | \$7,103 | \$90,590 |
| Percent Difference - School Site and District | N/A | N/A | -19.9 | 2.4 |
| State | N/A | N/A | \$7,607 | \$90,632 |
| Percent Difference - School Site and State | N/A | N/A | -23.0 | 2.4 |

Fiscal Year 2022-23 Types of Services Funded

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

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$47,147 | \$55,550 |
| Mid-Range Teacher Salary | \$86,841 | \$84,645 |
| Highest Teacher Salary | \$110,722 | \$111,284 |
| Average Principal Salary (Elementary) | \$151,877 | \$139,860 |
| Average Principal Salary (Middle) | \$158,346 | \$146,440 |
| Average Principal Salary (High) | \$164,927 | \$158,447 |
| Superintendent Salary | \$308,001 | \$278,268 |
| Percent of Budget for Teacher Salaries | 34.79% | 32.21% |
| Percent of Budget for Administrative Salaries | 6.07% | 4.89% |

Professional Development

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

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |