



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Leo R. Croce Elementary School
Address	5650 Scenic Avenue Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6110332
Principal	Kendra L. Helsley
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 21, 2019
Local Board Approval Date	November 12, 2019

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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School Vision and Mission

Leo R. Croce Mission

Leo R. Croce students are problem solvers, communicators, and creative thinkers. Our entire school staff provides a positive environment facilitating meaningful and challenging learning experiences based on best practices. We emphasize integrity and respect for all members of our school community. We value and support our families and include them in every aspect of the education of their children.

Leo R. Croce School Vision

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.”

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 regular elementary program, we have six preschool special education programs, a Language and Social Skills primary aged class, and an integrated learning 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 Behavior, Intervention and Supports (PBIS) school, we encourage students, staff, and families to be respectful, responsible, and safe. In our first year of implementing PBIS, we achieved the Bronze level recognition by the State PBIS organization. Highlights of the academic day include computer and science classes, library services and a district-provided fourth and fifth grade introduction to music program. We are proud of our fifth grade Science Camp, our Running Club, 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. Content area specialists and District coaches provide ongoing support for staff in Math, strategies for English Learners, and Science, with an emphasis on California State Standards and the Next Generation Science Standards. Wednesday early release days provide time weekly for staff to collaborate, review data, plan instruction, and participate in Professional Development. An area of focus this year will be building a strong foundation of Number Sense in Mathematics, TK-5. From this foundation, students will be more efficient with application of skills in more complex applications throughout the grades. We will also continue to have training and coaching in Mathematics instruction, as well as ongoing training with our new English Language Arts/English Language Development curriculum.

We are fortunate to have two preschool options on campus, as well as a TK classroom. 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 being 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, Facebook page, and specific communication apps. Additionally, teachers often send weekly or monthly newsletters and/or have class-specific webpages. 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.

Stakeholder 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 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 EL parents 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, 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.33%	0.17%	1	2	1
African American	1.5%	1.15%	0.83%	9	7	5
Asian	8.4%	9.02%	9.48%	50	55	57
Filipino	1.9%	1.64%	2.16%	11	10	13
Hispanic/Latino	27.6%	28.85%	28.29%	164	176	170
Pacific Islander	0.3%	0.16%	0.17%	2	1	1
White	50.3%	50.16%	49.25%	299	306	296
Multiple/No Response	0.5%	%	%	3		
Total Enrollment				594	610	601

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	122	122	115
Grade 1	87	101	108
Grade 2	93	96	103
Grade3	94	94	92
Grade 4	104	94	94
Grade 5	94	103	89
Total Enrollment	594	610	601

Conclusions based on this data:

1. Our enrollment, both in overall numbers and ethnicity, is fairly constant from year to year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	78	79	66	13.1%	13.0%	11.0%
Fluent English Proficient (FEP)	52	53	58	8.8%	8.7%	9.7%
Reclassified Fluent English Proficient (RFEP)	8	14	21	8.9%	17.9%	26.6%

Conclusions based on this data:

1. Our English Learner population is relatively stable over time.
2. We are increasing the number of students who qualify for Reclassification.
3. Our percentage of initial-fluent students is fairly constant year to year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	99	93	94	96	92	92	96	92	92	97	98.9	97.9
Grade 4	104	90	96	101	89	93	101	89	93	97.1	98.9	96.9
Grade 5	93	107	88	91	105	87	91	105	87	97.8	98.1	98.9
All Grades	296	290	278	288	286	272	288	286	272	97.3	98.6	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2445.	2432.	22.92	31.52	29.35	14.58	20.65	19.57	20.83	28.26	23.91	41.67	19.57	27.17
Grade 4	2464.	2460.	2487.	22.77	20.22	31.18	24.75	30.34	24.73	23.76	19.10	21.51	28.71	30.34	22.58
Grade 5	2464.	2475.	2492.	9.89	11.43	19.54	25.27	32.38	28.74	27.47	19.05	18.39	37.36	37.14	33.33
All Grades	N/A	N/A	N/A	18.75	20.63	26.84	21.53	27.97	24.26	23.96	22.03	21.32	35.76	29.37	27.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	33.70	33.70	36.46	44.57	44.57	42.71	21.74	21.74
Grade 4	23.76	16.85	31.18	50.50	53.93	47.31	25.74	29.21	21.51
Grade 5	15.38	20.00	28.74	50.55	46.67	37.93	34.07	33.33	33.33
All Grades	20.14	23.43	31.25	45.83	48.25	43.38	34.03	28.32	25.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.63	27.17	20.65	48.96	45.65	52.17	35.42	27.17	27.17
Grade 4	22.77	19.10	20.43	46.53	51.69	59.14	30.69	29.21	20.43
Grade 5	17.58	21.90	16.09	38.46	40.00	52.87	43.96	38.10	31.03
All Grades	18.75	22.73	19.12	44.79	45.45	54.78	36.46	31.82	26.10

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.58	29.35	32.61	60.42	65.22	55.43	25.00	5.43	11.96
Grade 4	16.83	17.98	26.88	58.42	59.55	63.44	24.75	22.47	9.68
Grade 5	10.99	10.48	19.54	64.84	60.00	58.62	24.18	29.52	21.84
All Grades	14.24	18.88	26.47	61.11	61.54	59.19	24.65	19.58	14.34

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.71	23.91	20.65	41.67	59.78	53.26	40.63	16.30	26.09
Grade 4	30.69	22.47	26.88	47.52	59.55	47.31	21.78	17.98	25.81
Grade 5	15.38	18.10	20.69	48.35	51.43	50.57	36.26	30.48	28.74
All Grades	21.53	21.33	22.79	45.83	56.64	50.37	32.64	22.03	26.84

Conclusions based on this data:

1. Scores, over time, show school-wide performance continues to hover at the 50% mark.
2. Relative strengths in content areas are Listening and Research/Inquiry with schoolwide scores near 80% scoring Above or At/Near the Standard, with the exception of 5th grade in Research/Inquiry.
3. Areas of need include writing, with 27-38% scoring Below Standard across grade levels.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	99	93	94	96	92	92	96	92	92	97	98.9	97.9
Grade 4	104	90	96	102	89	93	102	89	93	98.1	98.9	96.9
Grade 5	93	108	88	91	106	87	91	106	87	97.8	98.1	98.9
All Grades	296	291	278	289	287	272	289	287	272	97.6	98.6	97.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2442.	2439.	11.46	23.91	21.74	31.25	32.61	28.26	19.79	25.00	28.26	37.50	18.48	21.74
Grade 4	2468.	2472.	2484.	9.80	21.35	21.51	35.29	24.72	26.88	34.31	31.46	36.56	20.59	22.47	15.05
Grade 5	2480.	2475.	2494.	10.99	10.38	18.39	16.48	17.92	19.54	35.16	33.02	29.89	37.36	38.68	32.18
All Grades	N/A	N/A	N/A	10.73	18.12	20.59	28.03	24.74	25.00	29.76	29.97	31.62	31.49	27.18	22.79

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	25.00	30.43	29.35	35.42	41.30	43.48	39.58	28.26	27.17	
Grade 4	22.55	31.46	32.26	39.22	37.08	40.86	38.24	31.46	26.88	
Grade 5	13.19	15.09	20.69	34.07	33.02	37.93	52.75	51.89	41.38	
All Grades	20.42	25.09	27.57	36.33	36.93	40.81	43.25	37.98	31.62	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.79	31.52	30.43	43.75	48.91	46.74	36.46	19.57	22.83
Grade 4	22.55	20.22	24.73	48.04	50.56	50.54	29.41	29.21	24.73
Grade 5	16.48	12.26	19.54	50.55	44.34	47.13	32.97	43.40	33.33
All Grades	19.72	20.91	25.00	47.40	47.74	48.16	32.87	31.36	26.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.88	36.96	28.26	45.83	44.57	47.83	32.29	18.48	23.91
Grade 4	17.65	25.84	31.18	50.00	43.82	44.09	32.35	30.34	24.73
Grade 5	10.99	10.38	17.24	51.65	50.94	51.72	37.36	38.68	31.03
All Grades	16.9682	23.69	25.74	49.13	46.69	47.79	33.91	29.62	26.47

Conclusions based on this data:

1. Math continues to be an area of need, school-wide, with 73% overall performing Above or At/Near Standard. The average distance from Level 3, however, improved from 2017 score of -23 to -11 in 2018. Fewer students performed at Level 1 (34% in 2017 vs. 23% in 2018).
2. Communicating Reasoning was a relative strength, school-wide scores show 70% of students Above or At/Near the Standard. This is very similar to 2017 scores.
3. Concepts/Procedures scores was the weakest area, with 62% at the top levels. Percentages range from 48--71% by grade level. However, there was an overall 4% increase in students performing at the top two levels in 2018.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

1.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-19

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 88	38%	31%	69%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	87	77%	23%
Body Composition	88	68%	32%
Abdominal Strength and Endurance	86	81%	19%
Trunk Extensor Strength and Flexibility	87	72%	28%
Upper Body Strength and Endurance	86	81%	19%
Flexibility	88	93%	7%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 107	35%	33%	67%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	107	83%	17%
Body Composition	102	58%	42%
Abdominal Strength and Endurance	107	93%	7%
Trunk Extensor Strength and Flexibility	107	80%	20%
Upper Body Strength and Endurance	107	82%	18%
Flexibility	107	92%	8%

Conclusions based on this data:

1. We saw an increase in students meeting 5/6 or 6/6 of the standards, with 67% achieving at this level. This is on par with our high mark of 68% in 2015.
2. Aerobic capacity scores were at their highest percentage (83%) of the past three years.
3. Body composition continues to be an area of concern, with the lowest relative score for the three years reviewed.

California Healthy Kids Survey

Grade 5										
	School Connectedness			Feel Safe at School	Students Treated with Respect	School Connectedness				
	High	Moderate	Low	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	High	Moderate	Low		
Leo R. Croce Elementary School	34%	59%	7%	70%	77%					

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
610	24.4%	13.0%	0.7%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	79	13.0%
Foster Youth	4	0.7%
Socioeconomically Disadvantaged	149	24.4%
Students with Disabilities	70	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1%
American Indian	2	0.3%
Asian	55	9.0%
Filipino	10	1.6%
Hispanic	176	28.9%
Two or More Races	53	8.7%
Pacific Islander	1	0.2%
White	306	50.2%






Conclusions based on this data:

1. Our student group numbers remain largely similar from year to year.
2. Our socio-economic numbers are indicative of the "hidden poverty" in our community.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. We continue to be pleased with our suspension rate being within the highest performance category.
2. English Language Arts and Mathematics performance scores reflect a need for continued focus in this year's plan.
3. English Language Learners' overall performance is in the lower category, and an area to target in this year's plan.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.7 points below standard</p> <p>Increased 19.7 points</p> <p>276 students</p>	<p>English Learners</p> <p>Yellow</p> <p>29.8 points below standard</p> <p>Increased 22.5 points</p> <p>55 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>57.4 points below standard</p> <p>Increased 16.7 points</p> <p>70 students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>90.3 points below standard</p> <p>Increased 33 points</p> <p>47 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 41.3 points above standard Increased 11.4 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.9 points below standard Increased 5.5 points 82 students	 No Performance Color 16.1 points above standard Increased 42.1 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 5.4 points above standard Increased 22 points 135 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.9 points below standard Increased 37.3 points 32 students	45.6 points above standard Increased 43.9 points 23 students	3.1 points below standard Increased 18.2 points 206 students

Conclusions based on this data:

1. All statistically significant subgroup scores declined when compared to 2017 scores.
2. Our EL-Reclassified students perform at the medium status level, a relative strength, scoring above even our English Only students in 2017.
3. We anticipate 2019 data to show improvement in performance for our student groups.

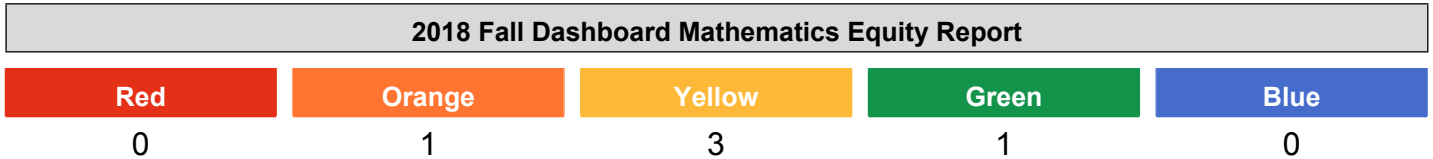
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>19.7 points below standard</p> <p>Increased 10 points</p> <p>276 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>44.8 points below standard</p> <p>Increased 9.6 points</p> <p>55 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>53.7 points below standard</p> <p>Increased</p> <p>25.9 points</p> <p>70 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>85 points below standard</p> <p>Increased 13.8 points</p> <p>47 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 39.9 points above standard Increased 16.9 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 61.2 points below standard Declined -3.9 points 82 students	 No Performance Color 4 points above standard Increased 20 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 8.9 points below standard Increased 11.6 points 135 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.2 points below standard Increased 18.2 points 32 students	24 points above standard Increased 32.8 points 23 students	15.7 points below standard Increased 7.1 points 206 students

Conclusions based on this data:

1. Nearly all statistically significant student group scores increased when compared to 2017 scores.
2. Hispanic student scores reflect a decline when compared to 2017 scores.
3. In 2018, Reclassified English Learners out performed both current EL students and English only students in points above the standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
84	35.7%	47.6%	8.3%	8.3%

Conclusions based on this data:

1. The adoption of an integrated ELA and ELD curriculum in 2018-19 should help to address EL student progress in language acquisition.
2. Mathematics scores reflect greater than anticipated struggles for English Learners. This indicates a need to build academic vocabulary around mathematical concepts to support ELs with the language demands of the Mathematics standards.

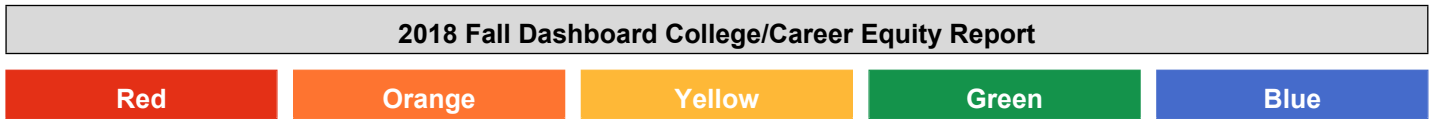
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

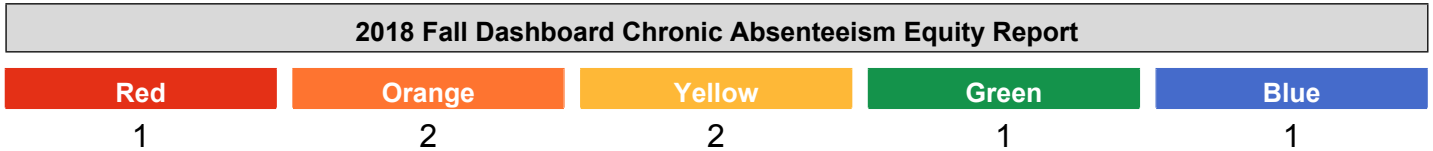
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Green	 No Performance Color
5% chronically absent	3.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.9%	Maintained 0.1%	6 students
637 students	86 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Orange
Less than 11 Students - Data Not Displayed for Privacy	10.8% chronically absent	9.8% chronically absent
0 students	Increased 4.1%	Increased 4.7%
	167 students	102 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 3.2% chronically absent Increased 3.2% 63 students	 No Performance Color 7.7% chronically absent Declined 1.4% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.2% chronically absent Increased 3.2% 181 students	 Blue 1.9% chronically absent Declined 3.5% 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 4.2% chronically absent Increased 1.6% 313 students

Conclusions based on this data:

1. Data reflects a significant increase in chronic absenteeism for Socioeconomically Disadvantaged students and Students with Disabilities, indicating a need for deeper analysis into the causes for these student groups.
2. Hispanic/Latino and Asian student absenteeism rate increased.

School and Student Performance Data

Academic Engagement Graduation Rate

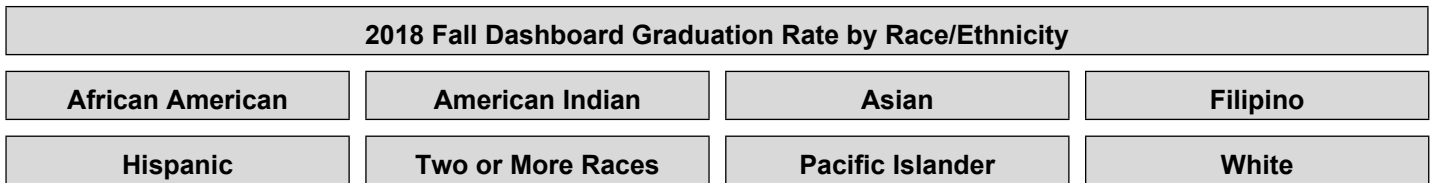
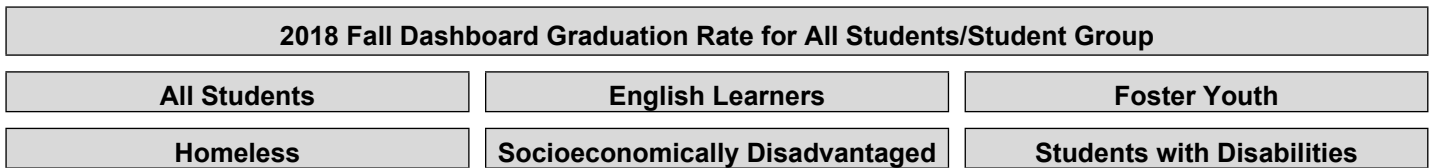
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

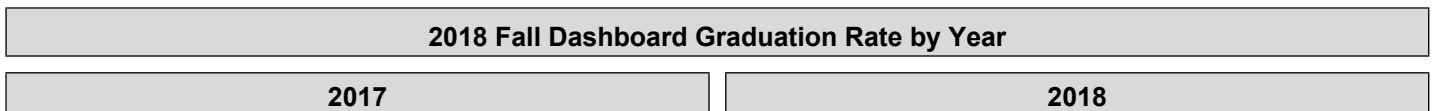
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

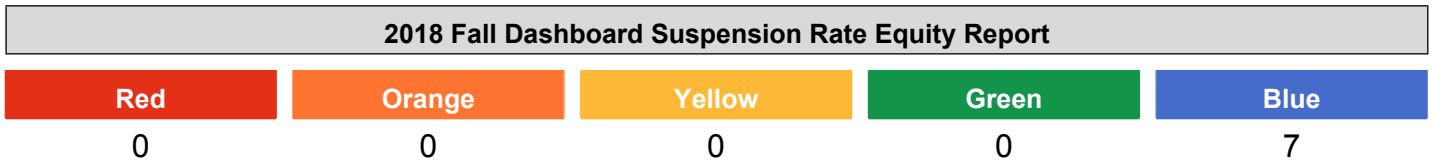
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained -0.2%</p> <p>647 students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>90 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>170 students</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -1.2%</p> <p>102 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 66 students	 No Performance Color 0% suspended at least once Maintained 0% 14 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 184 students	 Blue 0% suspended at least once Maintained 0% 56 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Declined -0.3% 314 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.7% suspended at least once	0.2% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Suspension rates continue to be very low for our school. Efforts at alternatives to suspension for behaviors which do not compromise campus safety have resulted in fewer students missing school due to suspension.
2. Students with disabilities reflect the highest group of students earning suspension when reviewing data over time. Specialist teams will continue to work with students through Behavioral Support Plans and IEP accommodations to reduce behaviors necessitating suspension.

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

Smarter Balance Assessment
District Writing Assessment
ELPAC
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Curriculum Based Measure (CBM) fluency scores, Developmental Reading Assessment (DRA) Levels Grades K-2, performance on Interim Assessment Block (IAB)-ELA/ SBAC scores for Grades 3-5, performance on adopted curriculum assessments and intervention curriculum measures.	SBAC ELA scores for 2019 reflect an overall score of 51% Meeting or Exceeding the Standard.	Target is an overall improvement of 5% on SBAC ELA scores for students in Grades 3--5 (56%), and 80% of K-2 students meeting or exceeding grade level expectations on DRA assessments.
IAB and SBAC scores, Grades 3-5, Unit assessments in Math curriculum, Grades K-5.	SBAC Math scores for 2019 reflect an overall score of 46% Meeting or Exceeding the Standard.	Target is an overall improvement of 5% on SBAC Math scores for students in Grades 3-5 (51%), and 75% of K-2 students meeting or exceeding grade level standards on curriculum-based assessments.
District Benchmark writing scores and SBAC ELA Writing claims scores	Comprehensive writing scores were not available for 2018. SBAC ELA on Writing Claims show 72% Above, Meeting/Nearly Meeting Standard.	Target is 75% scoring a 3 or higher on District Writing Benchmark by May 2020, and an SBAC ELA Writing Claim score increased by 5% points (78%).
Agendas, notes from collaboration meetings	In 2018-19, weekly collaboration meetings were held by grade levels (site and District). Preschool/Kindergarten transition meetings were held in the spring. While planned, 5th/6th grade collaboration did not happen.	Through increased collaboration, there will be more continuity in instruction and the opportunity for greater communication re: students' strengths/weaknesses and academic areas of need.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension

1. Full implementation of CA standards-aligned ELA curriculum, through training and support around the adopted ELA curriculum.
2. Provide early intervention for reading foundational skills and early reading strategies (Grades K-3).
3. Designated ELD lessons for all English Learners to accelerate English proficiency.

Students to be Served by this Strategy/Activity

All students will be served by this goal. Early intervention programs will prioritize Socio-economically disadvantaged and English Learner students.

Timeline

08/2019-06/2020

Person(s) Responsible

Principal/Teachers, Ed Specialists, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1500
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	26750
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Instructional Assistants to assist with Reading Intervention, 4 days/week x 4 hours a day
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute costs to release teachers to monitor progress and determine intervention needs.

Strategy/Activity 2

Mathematics

1. Coordinated coaching and training with the adopted Math curriculum, including use of online assessment, intervention, and extension activities.
2. Incorporating specific instructional strategies to strengthen Number Sense skills TK-1 Counting Collections, and 2-5 Rowley math.
3. Provide targeted intervention for students in Grades 4/5 with discrete Math skills.

Students to be Served by this Strategy/Activity

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

Timeline

08/2019--06/2020

Person(s) Responsible

Principal/Teachers, Math and Tech Coaches

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs to release teachers for training and collaboration with coaches.
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Provide instructional technology and materials to enhance instruction
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	Increase student technology to access online curriculum and supports

Strategy/Activity 3

Writing

1. Writing lessons from the ELA curriculum will be delivered to all students.
2. Writing Benchmark scores will be entered in Spring and scores reviewed to monitor student progress, particularly English Learners.

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

Each Trimester

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 4

Articulation

By May 2020, each grade level will have two vertical articulation meetings: one with grade below, and one with grade above. Use existing collaboration Wednesday time slots. 5th grade teachers will meet at least once with 6th grade teachers at CMS.

Students to be Served by this Strategy/Activity

All students will benefit from this goal.

Timeline

August, 2019--June, 2020

Person(s) Responsible

Principals, teachers

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

Fitnessgram – Grades 5, 7, and 9
 Healthy Kids Survey – Grades 5, 7, 9, & 11 (every other year)
 Annual attendance rate/chronic absenteeism
 Suspension rate
 School-Wide Information System (SWIS)
 Panorama Social Emotional Learning survey --Grades 4-5

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension rates, data on major behavioral incidents	Suspension rates for 2018-2019 were under 10 days of suspension for the 4th year in a row. Office referral baseline data for major incidents reflects less than 2 average per day each month.	Anticipated suspensions will continue to be under 10 incidents/year. Office referrals for major violations will decline by 25% in month by month comparisons with 2018-19.
Monthly attendance percentages, chronic absenteeism rates	Overall attendance percentage for 2018-2019 was 96%. Chronic absenteeism rate was 4.64%, up from 3.6% in 2017-18. The target of 97% was met in only two reporting periods in 2018-19.	With support from the 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.
California Physical Fitness (CPFT) results (5th graders), PE logs and participation rates in the Running Club	38% of 5th graders passed with at least 5 of 6 standards met. In 2017-2018, more than 140 students earned 100 miles during the year in PE and Running Club.	By continuing our efforts at regular participation in focused physical activity, we anticipate 50% of 5th graders will meet the standards on the CPFT, and an increase of 100+ mile runners to 150.

Planned Strategies/Activities

Strategy/Activity 1

Character Education/ Positive Behavior Interventions and Supports (PBIS)

1. We will implement consistent behavioral expectations throughout all school environments, including all classroom and learning environments.
2. Positive reinforcement and recognition programs will encourage positive behaviors in all students.

3. Data will be gathered re: significant misbehaviors using the SWIS data program and data reviewed regularly with all staff to identify and develop actions to address identified concerns.

Students to be Served by this Strategy/Activity

All students will be served through this goal.

Timeline

08/2019--06/2020

Person(s) Responsible

Principal, Teachers, School Psychologist, Behaviorist,

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Attendance/Social emotional learning

1. To support students whose absences may be related to anxiety or unpleasant social interactions at school, we will help students develop social-emotional competencies by utilizing Choose Love lessons and strategies.
2. We will coordinate with the CWA to support and refocus families at risk of Chronic absenteeism through conferences, School Attendance Review Team (SART), and School Attendance Review Board (SARB) processes.
3. We will provide an additional day of Kid Connection services to supplement the one day provided by our District..

Students to be Served by this Strategy/Activity

This goal will benefit all students, with particular attention to Socio-economically disadvantaged, homeless, and other struggling students/families.

Timeline

08/2019--06/2020

Person(s) Responsible

Teachers/Principal, CWA, Kid Connection Staff

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide an additional day of Kid Connection services prioritizing targeted student groups

Strategy/Activity 3

Physical Fitness

1. Engage in regular, standards-aligned PE lessons.
2. Provide training and resources to support classroom PE lessons.
3. Encourage cardiovascular fitness by promoting participation in Running Club.

Students to be Served by this Strategy/Activity

All students will benefit from this goal.

Timeline

08/2019-06/2020

Person(s) Responsible

Principals/Teachers, APE teacher, Parent volunteers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount

0

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

Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance from Parent/Teacher conferences, Back to School Night, other school events. Use of online and electronic communication tools, parent involvement in school committees (SSC, ELAC, PTA, etc.)	Teachers reported greater than 97% attendance at Fall Parent/Teacher conferences in 2018. Parent feedback is largely positive in feeling the school is welcoming, safe, and responsive to student needs.	Increase our communication with all parent groups regarding classroom, school, and district information, with particular emphasis on parents who are new or historically disengaged from the school setting.

Planned Strategies/Activities

Strategy/Activity 1

Parental Involvement

1. Routinely reach out to English Learner parents via social media, school messaging, and voicemail to encourage involvement in school activities, including ELAC/DELAC meetings to provide input on school activities.
2. Provide translation services for key parent/teacher communications.
3. Use new Blackboard online tools for website and home/school communication, with monthly updates.

Students to be Served by this Strategy/Activity

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

Timeline

08/2019-06/2020

Person(s) Responsible

Principal/Teachers, EI Liaison, translators

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services for meetings
Amount	260
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Snacks and supplies for parent meetings

Annual Review and Update

SPSA Year Reviewed: 2018-19

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
Aimswest fluency scores, DRA Levels Grades K-2, performance on IABs-ELA/ SBAC scores for Grades 3-5, performance on Curriculum-based measures.	Target was an overall improvement of 5% on SBAC ELA scores for students in Grades 3--5 (57%), and 75% of K-2 students meeting or exceeding grade level expectations on DRA assessments.	Not Met: Overall performance on SBAC ELA scores were 51%, an increase of 2% for Grades 3-5. Incomplete scores did not allow for accurate data re: DRA assessments.
IAB and SBAC scores, Grades 3-5, Unit assessments in Math curriculum, Grades K-5,	Target is an overall improvement of 8% on SBAC Math scores for students in Grades 3-5 (53%), and 75% of K-2 students meeting or exceeding grade level standards on curriculum-based assessments.	Not Met: Overall performance on SBAC Math scores were 46% (Grades 3-5) only a 1% increase. Data reports were not available for Grades K-1 on Pearson math assessments.
District Benchmark writing scores and SBAC ELA Writing claims scores	Target is 75% scoring a 3 or higher on District Writing Benchmark by May 2019, and an SBAC ELA Writing Claim score increased by 5% points (77%).	Met: Writing claims on SBAC ELA show overall scores of 76%. District Literacy Benchmark scores, were 47%.
Agendas, notes from collaboration meetings	Through increased collaboration, there will be more continuity in instruction and the opportunity for greater communication re: students' strengths/weaknesses and academic areas of need.	Met: Weekly collaboration notes reflect an increase in time spent examining teaching, assessment, and student outcomes.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension 1. Full implementation of CA standards-aligned ELA curriculum, through training and support around the adopted ELA curriculum. 2. Provide early intervention for reading foundational skills and	Literacy/Reading Comprehension 1. Implementation of the newly-adopted ELA curriculum was largely achieved. Training occurred on 3 occasions throughout the year. With the complexities of the adoption, ongoing training	Provide release time for teachers to collaborate and participate in training around the new ELA curriculum 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 600	Grade level release time for collaboration and training in ELA 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 600

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>early reading strategies (Grades K-3). 3. Designated ELD lessons for all English Learners to accelerate English proficiency.</p>	<p>and support will be needed in 2019-20. 2. Reading intervention for grades K-3 occurred from October through May, focusing on phonemic awareness and early reading strategies. 3. Designated ELD lessons were provided within the ELA block to accelerate English language acquisition and proficiency.</p>	<p>Hire two Instructional Assistants to assist with Reading Intervention, 4 days/week x 4 hours a day 2000-2999: Classified Personnel Salaries LCFF - Supplemental 30400</p> <p>Substitute costs to release teachers to monitor progress and determine intervention needs. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 930</p>	<p>Two Instructional assistants were hired and provided support. Delayed hire date led to a reduction in costs. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16000</p> <p>4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Chromebooks to support targeted groups greater access to online intervention resources 4000-4999: Books And Supplies LCFF - Supplemental 13000</p> <p>Progress monitoring/intervention planning was conducted at a time not requiring substitutes. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
<p>Mathematics</p> <p>1. Coordinated coaching and training with the adopted Math curriculum, including use of online assessment, intervention, and extension activities.</p>	<p>Mathematics</p> <p>1. Math Coaching sessions focused on planning and implementation of the curriculum occurred within the first month of the year. Follow up coaching from Math coaches and the Tech coach occurred by grade levels and individual teachers to maximize the resources within our adopted curriculum.</p>	<p>Substitute Costs to release teachers for training and collaboration with coaches. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1650</p> <p>Provide instructional technology and materials to enhance instruction 4000-4999: Books And Supplies Local Categorical 5980</p> <p>Increase student technology to access online curriculum and</p>	<p>Teacher training/collaboration 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 900</p> <p>Ongoing Staff Development/ weekly collaboration 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Online instructional support tools (i.e. Moby</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		supports 4000-4999: Books And Supplies Local Categorical 5000	Max) 4000-4999: Books And Supplies PTA 3500
<p>Writing</p> <p>1. Writing lessons from the new ELA curriculum will be delivered to all students.</p> <p>2. Writing Benchmark scores will be entered at least twice yearly, and scores reviewed to monitor student progress, particularly English Learners.</p>	<p>Writing</p> <p>1. Lessons from the new ELA curriculum were fully taught in grades 3-5. Grade 2 used a mix of Units of Study (UoS) curriculum and the adopted curriculum, while grades K-1 focused on UoS, and included some lessons from Benchmark Advance.</p> <p>2. Changes in District plans led to writing data being collected only once this year.</p>	0	<p>Grade-level and District-wide Collaboration/training</p> <p>1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 500</p>
<p>Articulation</p> <p>By May 2019, each grade level will have at least one vertical articulation meeting with grade before, and one with grade above, total of 2 vertical articulation sessions. Use existing collaboration Wednesday time slots. 5th grade teachers will meet at least once with 6th grade teachers at CMS.</p>	<p>Articulation</p> <p>Grade-level articulation occurred between Preschool and Kindergarten through transition and other team meetings. Collaboration between grades 5 and CMS did not occur.</p>	This goal can be accomplished within the work day. No costs generated.	

Analysis

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

The activities related to the goals were largely met, with the exception of the articulation goals. Vertical articulation happened with Preschool/Kindergarten as planned, but did not occur between 5th and 6th grade, due to scheduling constraints.

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

Positive outcomes were achieved for students served in the reading intervention, based on progress monitoring, embedded assessments, and teacher reports of progress. Initial training with Math coaches was useful in getting the year started, but further support would have benefitted some teachers in increasing student outcomes. Writing data was collected only once, but shows 41 total students, or 10% (Grades 1-5) not meeting standard. Of the total 445 entered, 208 met or exceeded the standard (46%). This will reflect our baseline data with our first year of implementation of the new ELA curriculum.

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

Due to the later hire of the Instructional Aides for reading, there were additional funds in the LCFF budget. Part of these funds were used to augment our student technology (Chromebooks), which allowed greater access to online resources and intervention for our students who have minimal access to these resources outside the school day.

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.

Use of online student data systems (Illuminate and within adopted curriculum for ELA and Math) will be used more consistently to assist with progress monitoring at each trimester reporting period. This is noted in the actions for Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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
Suspension rates, data on major behavioral incidents	Anticipated suspensions will continue to be under 10 incidents/year. Office referrals for major violations will decline by 25% from beginning to end of the year.	Goal met. Suspension rose slightly from '17-18, but still remained under 10 (8 total). SWIS data shows average referrals per day to be less than 2 for the year (major violations). Comparing September to May (full months), average daily referrals were down by nearly 50%.
Monthly attendance percentages, chronic absenteeism rates	With support from the 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 2.0% or less.	Nearly met. We met the 97% target in only two months of the year. Year to year comparison showed an increase from 2017-18 percentages in four of the 10 reporting periods. Chronic rates appear to be 4.64% in '18-19, but there is some question as to the accuracy of these numbers, as it also shows 2017-18 at 3.6%.
California Physical Fitness (CPFT) results (5th graders), PE logs and participation rates in the Running Club	By continuing our efforts at regular participation in focused physical activity, we anticipate 70% of 5th graders will meet the standards on the CPFT.	Not met. State criteria requires students to meet 5 of 6 criteria. Only 38% met that threshold.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character Education/ Positive Behavior Interventions and Supports (PBIS) 1. We will implement on consistent behavioral expectations throughout school environments. 2. Positive reinforcement and recognition programs	Character Education/PBIS 1. Consistent behavioral expectations were taught throughout school environments. 2. Positive reinforcement and recognition programs were effective in encouraging positive behavior for students.	Materials to support positive behavior and recognition 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 100	Materials to support positive behavior and recognition 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>will encourage positive behaviors in all students. 3. Data will be gathered re: significant misbehaviors using the SWIS data program and data reviewed regularly with all staff to address identified concerns.</p>	<p>3. SWIS data reflects a decrease (nearly 50%) in significant behavioral incidents over the course of the year.</p>		
<p>Attendance/Social emotional learning (SEL) 1. To support students whose absences may be related to anxiety or unpleasant social interactions at school, we will help students develop social-emotional competencies by utilizing Choose Love lessons and strategies. 2. We will coordinate with the CWA to support and refocus families at risk of Chronic absenteeism through conferences, SART, and SARB processes. 3. We will provide an additional day of Kid Connection services to the one day provided by our District.</p>	<p>Attendance/Social emotional learning (SEL) 1. Choose Love lessons were inconsistently taught in classrooms, as well as assessment procedures, making it difficult to measure SEL competencies. 2. A new CWA came onboard in early Winter, and worked with principal and attendance staff to address attendance through proactive measures and SARB processes. 3. Data from Kid Connection reflects consistent growth for students participating in the program. We were able to double the number of students supported due to the increased day.</p>	<p>Provide an additional day of Kid Connection services (partial funding) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</p> <p>Provide an additional day of Kid Connection services (partial funding) 2000-2999: Classified Personnel Salaries LCFF - Base 5000</p>	<p>Provide an additional day of Kid Connection services (partial funding) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</p> <p>Provide an additional day of Kid Connection services (partial funding) 2000-2999: Classified Personnel Salaries LCFF - Base 5000</p>
<p>Physical Fitness 1. Engage in regular, standards-aligned PE lessons. 2. Encourage cardiovascular fitness by promoting participation in Running Club.</p>	<p>Physical Fitness 1. PE logs reflect regular, mandated PE times. Staff participated in training related to the skills required on the 5th grade CPFT, practicing foundational skills K-5. 2. Running Club had another successful year based on the overall number of students participating and the miles accumulated by individuals.</p>	<p>Charms, tokens, trophies as Running Club incentives 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 1000</p>	<p>Charms, tokens, trophies as Running Club incentives 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 1000</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Strategies and actions toward Goal #2 were implemented as planned.

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

Action 1 (PBIS) was successful as evidenced by discipline data being below the 25th percentile when normed nationally, as well as our being recognized as a Bronze level school for implementation of PBIS elements. Kid Connection data shows positive outcomes for participants based on pre/post surveys. Nearly 20 students were served due to the additional day. Physical fitness outcomes were mixed. We met our projection for Running Club participation, but did not meet our target for the CPFT. Absenteeism rates continue to be a challenge, both in month to month reports as well as chronic absenteeism overall.

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

Actual expenditures aligned with plans.

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.

Additional training for standards-aligned PE lessons are in this year's plan (Goal 2). The expectation is with more consistent preparation beginning back in Kindergarten, our 5th graders will be more prepared and able to pass the CPFT at high levels. Attendance patterns show a higher absenteeism rate in earlier grades (TK-K). Parent education is a component of this that we would like to tackle. See Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Parent survey results, attendance from Parent/Teacher conferences, use of online and electronic communication tools, parent involvement in school committees (SSC, ELAC, PTA, etc.)</p>	<p>Increase our communication with all parent groups regarding classroom, school, and district information, with particular emphasis on parents who are new or historically disengaged from the school setting.</p>	<p>Met. Our use of the new Blackboard technology was limited in our first year of implementation as we became more familiar with it. Focus was on the school-wide level, as there were barriers to ease of use for classroom teachers. Use became more consistent in the second half of the year.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parental Involvement 1. Routinely reach out to English Learner parents via social media, school messaging, and voicemail to encourage involvement in school activities, including ELAC/DELAC meetings to provide input on school activities. 2. Provide translation services for key parent/teacher communications. 3. Use new Blackboard online tools for website and home/school communication, with monthly updates.</p>	<p>Parental Involvement 1. ELAC meetings were routinely held and provided input related to student needs, as well as participating in informational meetings. 2. Translations were provided for parent/teacher conferences, information nights, ELAC, and IEP meetings. 3. Blackboard tools were used for website and home/school communication.</p>	<p>Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 240 Snacks and supplies for parent meetings 4000-4999: Books And Supplies LCFF - Supplemental 100</p>	<p>Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 240 ELAC/Other Parent Meeting supplies 4000-4999: Books And Supplies LCFF - Supplemental 100</p>

Analysis

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

Actions were carried out largely as planned.

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

ELAC participation was consistently higher than in the previous three years, and reflected the diversity of the language/ethnic groups in our community. We were successful in finding translators for key meetings, even in some less prevalent languages. Use of the Blackboard system was cumbersome initially, and required training and time to begin to use with consistency.

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

Actual expenditures aligned with proposed expenditures.

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

We will continue to use Blackboard and other mass communication systems at the school level, moving into the classroom level. This will require time and training (See Goal 3).

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	34,710.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	33,210.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	32,950.00
4000-4999: Books And Supplies	260.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	32,950.00
4000-4999: Books And Supplies	LCFF - Supplemental	260.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,500.00

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
Kendra L. Helsley	Principal
BeLinda Davies	Classroom Teacher
Marilyn Burns	Other School Staff
Andrew Lockhart	Classroom Teacher
Sara Parra	Parent or Community Member
Nicole Dow	Parent or Community Member
Raelene Avelar	Parent or Community Member
Lori Cach	Parent or Community Member
Kelly Amador	Parent or Community Member
Kari Weber	Classroom Teacher

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 October 21, 2019.

Attested:



Principal, Kendra L. Helsley on October 21, 2019



SSC Chairperson, Andrew Lockhart on October 21, 2019

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020 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, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$167,625

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, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$154,516

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

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.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$196,089

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$228,906

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, professional development and staff training related to mental health topics, 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.*
- 123,890

Livermore Valley Joint Unified School District
2019-2020 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school		\$1,500

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$46,166
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$34,710
Total amount of federal categorical funds allocated to this school		\$80,876

Local Funding		
X	Technology Funds – Local Parcel Tax	\$10,908

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

Projected LCFF Supplemental Funds \$34,710

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"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Instructional Assistants to facilitate early Reading Intervention, Grades K—3, prioritizing access to targeted student groups.	Aug. 2019- June 2020	Principal	26,750	
Provide an additional day of Kid Connection Support for at-risk students in targeted groups.	October '19-- May '20	Principal,	6,000	
<u>Total:</u>			32,750	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Materials, software, and/or curriculum to supplement curriculum and support intervention			500	
<u>Total:</u>			500	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Collaboration and substitute costs: 1 day of release time for seven ILT members for monitoring intervention programs, reviewing data, and planning, with an emphasis on outcomes for targeted student groups	May 2020	Principal	1,200	
<u>Total:</u>			1,200	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
ELAC Meeting Support-snacks, supplies	4 meetings a year	Principal, EL Liaison	60	
Translation for Parent Meetings	Ongoing	Teachers, Principal's Secretary	200	
<u>Total:</u>			260	
<u>Grand Total:</u>			34,710	

Appendix H

Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

Students are identified as cognitively gifted participate in Gifted and Talented Education (GATE) through a universal screener provided for all 3rd grade students, and students at grades 4/5 by teacher or parent request. GATE students at Leo R. Croce Elementary School are encouraged to develop their own unique capabilities, talents and creative abilities. Toward that end, our students are clustered in our classrooms where they receive differentiated instruction that extends beyond the core curriculum through learning opportunities characterized by depth and complexity. Students receive enrichment/challenge work in English Language Arts and Mathematics, independent research projects and opportunities to move at their own pace using Accelerated Reader and independent projects. As LVJUSD implements the California State Standards and the Next Generation Science Standards, teacher training will be provided to assure that students receive a rigorous, standards-based curriculum providing opportunities commensurate with the students' talents and needs and focusing on depth, complexity, novelty and acceleration.

A focus group of GATE parents identified a Science curriculum with a 3-year cycle of Chemistry, Physics, and Life Sciences. This curriculum was offered as part of an after-school 6 session program during the past two years, covering Chemistry and Life Sciences. The focus this year will be on Chemistry. GATE students are expected to participate in the District's Science Odyssey, and extra coaching is afforded to them to help them complete projects. Additional opportunities include field trips, guest speakers, and District-sponsored social gatherings. Students are encouraged to participate in District, County and Statewide special events and competitions.

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

PROGRAM DESCRIPTION:

PROGRAM DESCRIPTION:

Objective: To provide the necessary tools to support student achievement of the California State Standards in Reading, Writing, Math, Science, and Visual and Performing Arts.

A. Bandwidth: With the migration of software, State testing and video streaming to the internet/cloud enough bandwidth is needed to support 300 students working with cloud/internet based software and video streaming at the same time. This update happened in 2016-2017, using Modernization/Bond funds.

B. Classroom: Each classroom (including science rooms and library) will have:

1. 1 laptop computer for the teacher work station
2. *3 notebook computers current and up-to-date (networkable and internet capable)
3. DVD/Blue Ray player through large screen display (may be computer with DVD)
4. Speakers for computer for playing music CDs/DVDs (classroom funds)
6. 1 document camera for each classroom
7. Projector
8. 8 tablet devices with internet application capability (Grades TK/K/1)

C. Lab

1. 34 student work stations (capable of supporting robotic software)
2. 1 teacher station (Includes Remote Desktop Software)
3. Large display for instructional activities (Projector)
4. Software for all student and teacher stations

D. Software

1. Reading Support Programs
(ex. Starfall, Reading Eggs, Reading A to Z, Raz Kids)
2. Math Practice Reinforcement (ex. Starfall, Moby Max)

3. Microsoft Office
4. Online/downloaded educational apps (varies by grade)

F. Staff Development

1. District-provided Tech Teacher to assist with instructional technology and use of online tools from curriculum.

G. School Site Shared Items

1. Portable Mixing board with 4 inputs and digital output for computers
2. Digital Video with external audio input
3. Digital Camera with external input
4. Ten (10) mobile carts housing 30-32 student notebooks (two per grade level 2nd- 5th Grade, plus an "on demand" cart available to all)

Priorities: Listed in order of priority, the following items will be purchased as funds become available.

1. Repair/Replacement/Increase-student devices
2. Classroom Instructional Hardware
3. Lab Software/Hardware
4. Staff Development
5. School Site Shared Items

Croce's PTA has partnered with the site to help meet growing technology needs, with an emphasis on student devices. Our decisions are guided by the 21st Century learning need, the California State Standards and related curriculum. In addition to LCFF and site Tech funding, with possible additional financial support from our PTA, funds will be used to replenish, replace, and repair our technology. Additionally, District provided 60 student notebook computers at the start of the 2017-18 school year. The goal is to replace the original 128 purchased to provide student devices to assist with online SBAC testing as well as daily instruction.

*Croce's tech committee has instituted a goal of shifting older student devices from mobile carts to work stations of 3+ devices in each classroom.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2019-20

Elementary School Name: Leo R. Croce Date September 2018 English Learner Liaison: Lisa Gibson

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

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

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	Woods, Colleen	BR	M-F 10:30-11:00	
K	Gibb, Kathleen	EX, BR	M-F 10:30-11:00	
	Rogers, Barbara	EM, BR	M-F 10:30-11:00	
	Triassi, Mary	BR	M-F 10:30-11:00	
First	Anaya, Paige	BR	M-F 9:00-9:15	11:00-11:15
	Santero, Teresa	EM, BR	9:00-9:30	10:30-11:00 (W-10:15-10:45)
	Wooten, Kristina	BR	M,T,TH,F 9:45-10	M,T,TH, F 9:15-9:30 W 12:30-1:00
Second	Small, Danielle	EX	M-F 8:50-9:50	11:20-11:50
	Stanley, Holly	EM, EX	M-F 8:30-9:55	11:20--11:50
	Troper, Linda	EX, BR	M-F 9:00-9:55	12:30-1:00
	Weber, Kari	EX	M-F 8:30-9:55	11:20-11:50
Third	Aguiar, Laura	EM, BR	M-F 9:00-10:00	10:15-11:55

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)
	Prior, Erynn	EX, BR	M-F 8:30-9:50	11:30-12:00
	Wranovics, Christine	BR	M-F 9:00-10:00	10:15-11:55
Fourth	Holck, Jessica	EM, EX	M-F 12:50-1:30	
	Lockhart, Erin	EX	M-F 12:50-1:30	
	Santin, Patty	EX, BR	M-F 12:50-1:30	
Fifth	Atkinson, Alison	EX, BR	M-F 9:00-10:20	1-1:30
	Lockhart, Andrew	BR	M-F 9:00-10:20	1-1:30
	Valverde, Lisa	EX, BR	M-F 9:00-10:20	1-1:30