



## **School Plan for Student Achievement (SPSA)**

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

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

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

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

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

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

<b>School Name</b>	Leo R. Croce Elementary School
<b>Address</b>	5650 Scenic Avenue Livermore, CA 94551
<b>County-District-School (CDS) Code</b>	01-61200-6110332
<b>Principal</b>	Marni Angelo
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 26, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 26, 2020
<b>Local Board Approval Date</b>	November 10, 2020

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

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

## Leo R. Croce School Vision

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

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

# School Profile

Leo R. Croce Elementary provides a strong academic program for students in transitional kindergarten through fifth grade in an environment where social responsibility is taught and modeled. Our staff is committed to academic excellence and the development of our students' individual strengths and unique talents. In addition to our general education elementary program, we have six preschool special education programs, a Language and Social Skills primary aged class, and 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 Interventions 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. Wednesday early release days provide time weekly for staff to collaborate, review data, plan instruction, and participate in Professional Development.

Equity is a top priority this year. Teachers have high expectation for all students regardless of race, culture, gender, language, learning style, and/or socioeconomic background and work to ensure that each child is achieving to their greatest potential. Teachers use multi-tiered systems of support (MTSS) to meet the needs of students based on individual learning goals which are measured through on-going assessments.

We are fortunate to have two preschool options on campus, as well as a Transitional Kindergarten 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 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 school-wide 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.17%	0.17%	2	1	1
African American	1.15%	0.83%	1.17%	7	5	7
Asian	9.02%	9.48%	9.9%	55	57	59
Filipino	1.64%	2.16%	2.68%	10	13	16
Hispanic/Latino	28.85%	28.29%	27.85%	176	170	166
Pacific Islander	0.16%	0.17%	0.84%	1	1	5
White	50.16%	49.25%	47.99%	306	296	286
Multiple/No Response	%	%	9.4%			0
<b>Total Enrollment</b>				610	601	596

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	122	115	121
Grade 1	101	108	93
Grade 2	96	103	99
Grade3	94	92	99
Grade 4	94	94	90
Grade 5	103	89	94
<b>Total Enrollment</b>	610	601	596

### Conclusions based on this data:

1. Our enrollment, both in overall numbers and ethnicity, is fairly constant from year to year.
2. White, Hispanic/Latino, and Asian continue to be our largest subgroups.
3. Our total enrollment 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	79	66	55	13.0%	11.0%	9.2%
Fluent English Proficient (FEP)	53	58	57	8.7%	9.7%	9.6%
Reclassified Fluent English Proficient (RFEP)	14	21	6	17.9%	26.6%	9.1%

### Conclusions based on this data:

1. Our English Learner population is decreasing over time.
2. The number of Initial Fluent English Proficient students remains about the same every year.
3. There was a significant decrease in the number of students who reclassified.



# 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

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

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

**Conclusions based on this data:**

1. Overall, the percentage of students who met or exceeded standards, in 2018-19 increased by 2.5%.
2. Research/Inquiry and Listening are strengths.
3. When looking at overall achievement scores over time, our scores remain fairly constant with 50% of students meeting or exceeding standards.

# 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
<b>Grade 3</b>	21.88	36.96	28.26	45.83	44.57	47.83	32.29	18.48	23.91
<b>Grade 4</b>	17.65	25.84	31.18	50.00	43.82	44.09	32.35	30.34	24.73
<b>Grade 5</b>	10.99	10.38	17.24	51.65	50.94	51.72	37.36	38.68	31.03
<b>All Grades</b>	16.9682	23.69	25.74	49.13	46.69	47.79	33.91	29.62	26.47

**Conclusions based on this data:**

1. Based on 2018-19 data, math continues to be a content area in need, with approximately 50% Meeting or Exceeding Standards
2. Over time, the 4th grade scores in Concepts and Procedures improved.
3. Based on cohort data of overall achievement, the percentage of students Above or At/Near Standard is decreasing.

# 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
Grade K		*		*		*		10
Grade 1		1445.7		1455.8		1435.2		15
Grade 2		*		*		*		7
Grade 3		*		*		*		10
Grade 4		1519.8		1515.5		1523.5		13
Grade 5		1539.0		1539.5		1537.8		12
All Grades								67

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
1		13.33		40.00		33.33		13.33		15
4		7.69		69.23		23.08		0.00		13
5		25.00		50.00		25.00		0.00		12
All Grades		16.42		47.76		31.34		4.48		67

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
1		26.67		46.67		20.00		6.67		15
4		38.46		61.54		0.00		0.00		13
5		50.00		41.67		8.33		0.00		12
All Grades		37.31		43.28		13.43		5.97		67

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
1		6.67		26.67		33.33		33.33		15
4		7.69		53.85		23.08		15.38		13
5		16.67		8.33		58.33		16.67		12
All Grades		10.45		26.87		43.28		19.40		67

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
1		60.00		33.33		6.67		15
4		15.38		84.62		0.00		13
5		8.33		91.67		0.00		12
All Grades		28.36		65.67		5.97		67

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
1		13.33		73.33		13.33		15
4		84.62		15.38		0.00		13
5		83.33		16.67		0.00		12
All Grades		53.73		41.79		4.48		67

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
1		20.00		46.67		33.33		15
4		0.00		69.23		30.77		13
5		16.67		66.67		16.67		12
All Grades		10.45		62.69		26.87		67

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
1		13.33		66.67		20.00		15
4		23.08		69.23		7.69		13
5		8.33		83.33		8.33		12
All Grades		16.42		71.64		11.94		67

**Conclusions based on this data:**

1. Our English Learners are stronger with oral language than written language.
2. Reading and writing will be a school-wide goal.

# 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	37.5%	30.7%	68.2%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	88	76.1%	20.5%
<b>Body Composition</b>	88	68.2%	13.6%
<b>Abdominal Strength and Endurance</b>	88	79.5%	20.5%
<b>Trunk Extensor Strength and Flexibility</b>	88	71.6%	28.4%
<b>Upper Body Strength and Endurance</b>	88	79.5%	20.5%
<b>Flexibility</b>	88	93.2%	6.8%

## 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
<b>Aerobic Capacity</b>	107	83%	17%
<b>Body Composition</b>	102	58%	42%
<b>Abdominal Strength and Endurance</b>	107	93%	7%
<b>Trunk Extensor Strength and Flexibility</b>	107	80%	20%
<b>Upper Body Strength and Endurance</b>	107	82%	18%
<b>Flexibility</b>	107	92%	8%

### Conclusions based on this data:

1. At 68.2%, we continue to see an increase in students meeting 5/6 or 6/6 of the standards.
2. Body composition and flexibility improved over last year.

# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	6.1
1. Due to COVID-19 and distance learning the CHKS was not administered.		
2. Panorama data was collected in lieu of the CHKS, but results are inconclusive as only 35 of 94 students responded to the Survey.		

## Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	%
1.		
2.		



# School and Student Performance Data

## Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	25.5	11.0	0.5

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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	11.0
Foster Youth	3	0.5
Homeless	4	0.7
Socioeconomically Disadvantaged	153	25.5
Students with Disabilities	82	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian	1	0.2
Asian	57	9.5
Filipino	13	2.2
Hispanic	170	28.3
Two or More Races	58	9.7
Pacific Islander	1	0.2
White	296	49.3





### Conclusions based on this data:

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

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="185 422 480 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Green</p>	<p data-bbox="672 422 948 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1179 422 1399 457"><b>Suspension Rate</b></p>  <p data-bbox="1248 506 1326 533">Yellow</p>
<p data-bbox="250 621 415 657"><b>Mathematics</b></p>  <p data-bbox="293 705 371 732">Green</p>		

#### Conclusions based on this data:

1. We have shown an improvement in English Language Arts over 2018.
2. Chronic Absenteeism and Suspension Rate performance scores reflect a need for continued focus in this year's plan.
3. English Learners' overall performance is a focus 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.4 points above standard</p> <p>Increased ++10.1 points</p> <p>264</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>39.9 points below standard</p> <p>Declined -10.1 points</p> <p>47</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>40.2 points below standard</p> <p>Increased Significantly ++17.1 points</p> <p>72</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>68.6 points below standard</p> <p>Increased Significantly ++37 points</p> <p>48</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 49.4 points above standard Increased ++8.1 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.8 points below standard Increased ++14.1 points 72	 No Performance Color 8.2 points above standard Declined -7.9 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 12.8 points above standard Increased ++7.4 points 132

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.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
73.4 points below standard Increased ++10.6 points 32	31.7 points above standard Declined -13.9 points 15	8.3 points above standard Increased ++11.3 points 203

**Conclusions based on this data:**

1. Our Reclassified ELs outperform our English Only students.
2. While making progress, our Socioeconomically Disadvantaged and Students with Disabilities subgroups are still performing below standard
3. Our Hispanic/Latino population is showing growth, but still performing below standard.

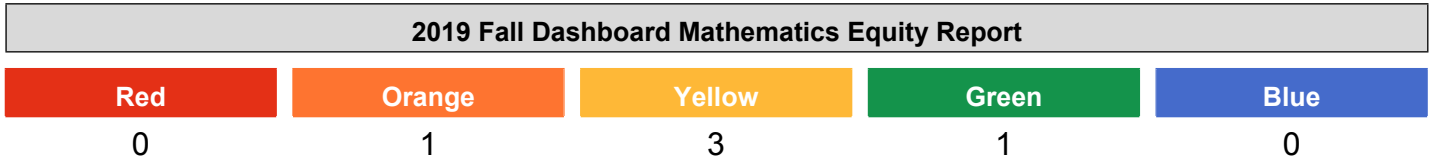
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>7 points below standard</p> <p>Increased ++12.7 points</p> <p>264</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>44.4 points below standard</p> <p>Maintained ++0.3 points</p> <p>47</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>41 points below standard</p> <p>Increased ++12.7 points</p> <p>72</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>68.9 points below standard</p> <p>Increased Significantly ++31.3 points</p> <p>48</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color 43.3 points above standard Increased ++3.5 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.7 points below standard Increased Significantly ++25.5 points 72	 No Performance Color 5.4 points below standard Declined -9.4 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 3.1 points below standard Increased ++5.8 points 132

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.8 points below standard Increased Significantly ++24.4 points 32	9.5 points above standard Declined -14.4 points 15	1.6 points below standard Increased ++14.1 points 203

#### Conclusions based on this data:

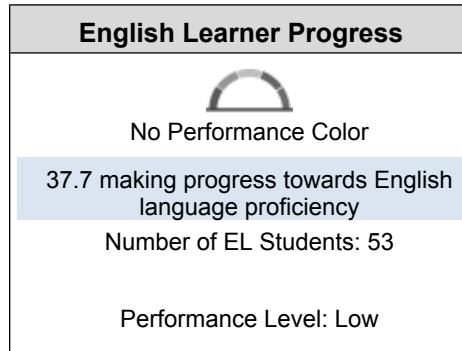
1. Nearly all statistically significant student group scores increased when compared to 2018 scores.
2. Our Reclassified English Learners outperform our English Only students.
3. Our English Learner students are making progress, but still working significantly below grade level. This will be an area of focus for the 2020-21 school year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.6	39.6	3.7	33.9

#### Conclusions based on this data:

1. Our English Learners are showing growth in ELA and Math, but still performing below standard.
2. Only 37.6% of our English learners are maintaining ELPI Level 4 or Progressing at least one ELPI level.
3. English Learners need to be the focus of the 2020-2021 school year.

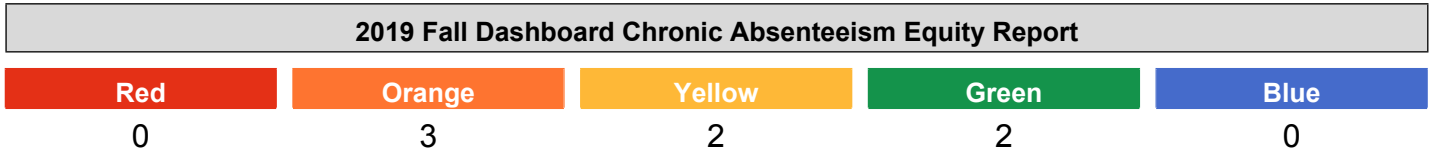
# School and Student Performance Data

## 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 5.4 Maintained +0.4 595	<p><b>English Learners</b></p>  Yellow 4.6 Increased +1.1 65	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p>  Green 7.4 Declined Significantly -3.4 176	<p><b>Students with Disabilities</b></p>  Orange 13.9 Increased +4.1 108



**2019 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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.2 Increased +2 58	 No Performance Color 7.7 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.3 Declined -1.9 171	 Yellow 3.4 Increased +1.6 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 5.2 Increased +1.1 288

**Conclusions based on this data:**

1. Data reflects a significant increase in chronic absenteeism for Students with Disabilities, indicating a need for deeper analysis into the causes for this student group.
2. Hispanic/Latino student absenteeism rate decreased significantly.

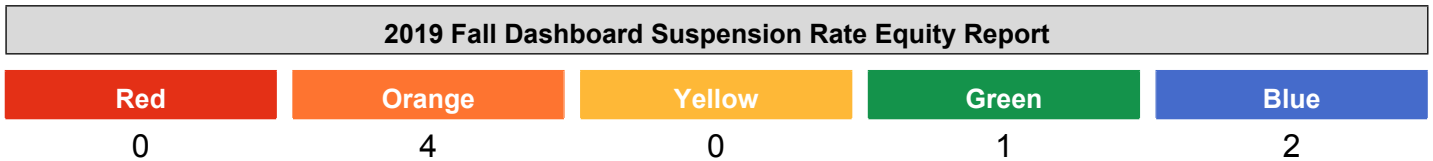
# School and Student Performance Data

## 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>0.7</p> <p>Increased +0.7</p> <p>608</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>3</p> <p>Increased +3</p> <p>66</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>1.1</p> <p>Increased +1.1</p> <p>183</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>1.8</p> <p>Increased +1.8</p> <p>109</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 59	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7 Increased +1.7 176	 Blue 0 Maintained 0 60	 No Performance Color Less than 11 Students - Data 3	 Green 0.3 Increased +0.3 290

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.7

**Conclusions based on this data:**

1. Suspension rates continue to be very low for our school, but are still an area of concern. Efforts at alternatives to suspension for behaviors which do not compromise campus safety have resulted in fewer students missing school due to suspension.
2. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities demonstrate low performance in the area of suspensions. This is an area of concern and 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

ELPAC  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Curriculum Based Measure (easyCBM)	<p>Kindergarten-2nd: 68%-75% of students are performing at or above grade level.</p> <p>3rd-5th: Fluency: 80%-86% of students are performing at or above grade level.</p> <p>2nd-5th: Comprehension will be administered for the first time.</p> <p>2nd-5th: Math will be administered for the first time.</p>	By June 2021, 85% of students will be performing at grade level or above in fluency, comprehension, and math.
CAASPP	<p>In the area of Reading Comprehension, 51% of students are Meeting or Exceeding Standards.</p> <p>In the area of Mathematics, 46% of students are Meeting or Exceeding Standards.</p> <p>In the area of Writing, 72% of students are Meeting/Nearly Meeting or Above Standard.</p>	By June 2021, students will demonstrate an increase of at least 2% in all areas (reading comprehension, mathematics, and writing)
ELPAC	ELPAC Overall Scores reflect that 37.6% of English Learners are progressing one level or maintaining a Level 4 score.	By June 2021, 40% of English Learners will progress one level or maintain a Level 4 score.

### Planned Strategies/Activities

## Strategy/Activity 1

Literacy/Reading Comprehension:  
Collaboration to focus on data analysis and effective instructional practices  
Implementation of Benchmark Advance, Sonday, and 95%  
Professional Learning  
English Language Development lessons to target the needs of English learners

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

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

### Timeline

08/2020-06/2021

### Person(s) Responsible

Principal, Educators, and Instructional Assistants

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,500
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide release time for teachers to collaborate and participate in training around the new ELA curriculum
<b>Amount</b>	22,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Two Instructional Assistants to assist with Reading Intervention, 4 days/week x 4 hours a day
<b>Amount</b>	6,300
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs to release teachers to monitor progress and determine intervention needs.

## Strategy/Activity 2

Mathematics:  
Collaboration with a focus on data analysis and effective instructional practices  
Professional Learning  
Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities  
Utilize district-purchased and/or site purchased supplemental materials such as ST Math and Dreambox

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

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

### Timeline

08/2020--06/2021

### Person(s) Responsible

Principal, Educators, 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

PTA

#### Budget Reference

4000-4999: Books And Supplies

#### Description

Provide instructional technology and materials to enhance instruction (Moby Max)

#### Source

Local Categorical

#### Budget Reference

4000-4999: Books And Supplies

#### Description

Increase student technology to access online curriculum and supports

### Strategy/Activity 3

Writing

Collaboration with a focus on data analysis and effective instructional practices

Professional learning

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

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

### Timeline

08/2020--06/2021

### Person(s) Responsible

Principal and Educators

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

Articulation

Teachers articulate and collaborate every Wednesday to monitor student progress, analyze data, and develop lessons

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

All students will benefit from this goal.

**Timeline**

08/2020-06-2021

**Person(s) Responsible**

Principal and Educators

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

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

### Basis for this Goal

PowerSchool Suspension Data  
 PowerSchool Attendance Data  
 School-Wide Information System (SWIS)  
 Panorama Social Emotional Learning survey --Grades 4-5

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Data	Office Referrals Positive Referrals	Suspensions will continue to be under 10 incidents/year. Office referrals for major violations will decline by 25% in month by month comparisons with 2019-20.
PowerSchool Data	Attendance Rate Suspensions Rate	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.
Physical Education Data (Schoology assignments, Run Club participation)	This tool has not been previously administered.	During distance learning, 100 minutes of physical activities will be assigned each week. Run Club, whether virtual or in-person will show an increase of student participation by 5% over the previous trimester.
Panorama Data	This tool has not been previously administered.	By June 2021, 70% of 5th grade students will feel safe, respected, and connected to school.

### Planned Strategies/Activities

#### Strategy/Activity 1

PBIS/SEL  
 Hold Diversity Week to foster inclusivity, tolerance, and acceptance  
 Implement the Choose Love curriculum



Continue to be consistent with behavioral expectations throughout all school environments, including all classroom and learning environments.  
Recognize positive behaviors  
Additional day of Kid Connection  
Bi-monthly COST meetings to identify students in need of resources and support  
Review SWIS data monthly  
Facilitate yard supervisor meetings to educate them on PBIS (when/if in person school resumes)

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

All students will be served through this goal.

### **Timeline**

08/2020--06/2021

### **Person(s) Responsible**

Principal, Educators, School Psychologist, Behaviorist, MTSS Coordinators

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 2**

Attendance & Chronic Absenteeism  
Meet bi-monthly with office staff to monitor student attendance  
Utilize CWA to assist habitually truant families  
Provide hotspots and Chromebooks to students in need  
Student recognition

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

All students will be served through this goal.

### **Timeline**

08/2020--06/2021

### **Person(s) Responsible**

Educators, Principal, CWA, Kid Connection Staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 3**

Physical Fitness  
Running Club  
Tracking of physical fitness during distance learning  
Utilize fitness videos created by APE teacher

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

All students will be served through this goal.

### **Timeline**

08/2020-06/2021

**Person(s) Responsible**

Principal, Educators, APE Educator, Parent volunteers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 4**

Suspensions  
Utilize Kid Connection  
Implement 2x10 strategy with "at-promise" students  
Recognize positive behavior

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

All students will be served through this goal.

**Timeline**

8/2020-6/2021

**Person(s) Responsible**

Principal, Educators, Kid Connection Specialist, Behaviorist

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide an additional day of Kid Connection services prioritizing targeted student groups

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and Communication

### Goal Statement

Enhance parent and community engagement and communication

### Basis for this Goal

Teachers utilizing online communication/gradebook (Blackboard, Schoology, GMail)  
 Parent participation on site committees  
 Facebook and Instagram membership

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard Data	During the 2019-20 school year 1,735 messages were sent through Blackboard.	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.
Parent Involvement on School Committees (SSC, ELAC, PTA, etc.)	ELAC: Less than 1% of English Learner families attend PTA: Less than 1% of families attend PTA meetings	Increase parent involvement on school committees by 5%.
Social Media Followers	Instagram: Currently 60 people follow Principal.Angelo  Facebook: Currently 10 people like the Croce_Cheetahs page	Increase Instagram followers to 100.  Increase Facebook followers to 100.
Schoology Data	This is the first year we are using Schoology	Have 85% of TK-5 parents registered on Schoology

### Planned Strategies/Activities

#### Strategy/Activity 1

Use translation service within Blackboard to communicate with English learner families  
 Use Blackboard, Schoology, GMail and Social Media to send reminders about school activities and committee meetings  
 Provide translation services for parent/teacher conferences  
 Keep the Croce website and marquee current  
 Publish a monthly newsletter on the Croce website

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

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

**Timeline**

08/2020-06/2021

**Person(s) Responsible**

Principal, Educators, El Liaison, translators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Translation services for meetings
<b>Amount</b>	300
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Snacks and supplies for parent meetings

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

Subject: Academics

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Easy Curriculum Based Measure (EasyCBM) 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.</p>	<p>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.</p>	<p>In March 2020, the U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for the 2019–2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.</p> <p>Due to the COVID-19 pandemic and Distance Learning, the EasyCBM was not administered to all students. EasyCBM scores are inconclusive.</p>
<p>IAB and SBAC scores, Grades 3-5, Unit assessments in Math curriculum, Grades K-5.</p>	<p>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.</p>	<p>In March 2020, the U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for the 2019–2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.</p> <p>Due to the COVID-19 pandemic and Distance Learning, the IABs and Math Unit Tests were not administered to all students. Scores collected do not represent all students, and therefore, are inconclusive.</p>
<p>District Benchmark writing scores and SBAC ELA Writing claims scores</p>	<p>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%).</p>	<p>Due to the COVID-19 pandemic and Distance Learning, we only gathered writing scores from 138 students (22.6%). 50.7% of the 138 students are meeting standards and 29.7% are progressing towards standards.</p>
<p>Agendas, notes from collaboration meetings</p>	<p>Through increased collaboration, there will be more continuity in</p>	<p>Prior to the COVID-19 pandemic and Distance Learning, weekly</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

instruction and the opportunity for greater communication re: students' strengths/weaknesses and academic areas of need.

collaboration notes reflect an increase in time spent examining teacher, assessments, 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 early reading strategies (Grades K-3).  
 3. Designated ELD lessons for all English Learners to accelerate English proficiency.

Literacy/Reading Comprehension  
 1. Implementation of the adopted curriculum was achieved. Training occurred throughout the year.  
 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 acquisitions and proficiency.

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 750

Due to the COVID-19 pandemic, teachers did not need release time for training. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 0

Two Instructional Assistants to assist with Reading Intervention, 4 days/week x 4 hours per day 2000-2999: Classified Personnel Salaries LCFF - Supplemental 26,750

Two Instructional Assistants to assist with Reading Intervention, 4 days/week x 4 hours a day 2000-2999: Classified Personnel Salaries LCFF - Supplemental 26,589

Substitute costs to release teachers to monitor progress and determine intervention needs. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,600

Due to the COVID-19 pandemic, teachers did not need release time to monitor progress and determine intervention needs. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

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

Mathematics  
 1. Math Coaching sessions that focused on planning and implementation of the curriculum were attended throughout the year. Individual teachers invited Math Coaches and Tech Coaches into their classrooms to learn how to integrate the resources within our adopted curriculum.

Substitute Costs to release teachers for training and collaboration with coaches. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 750

Due to the COVID-19 pandemic, teachers did not need release time for collaboration with coaches 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Provide instructional technology and materials to enhance instruction. 4000-4999: Books And Supplies Local Categorical 5,000

Instructional technology and materials to enhance instruction were purchased by our PTA. 4000-4999: Books And Supplies Local Categorical 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
in Grades 4/5 with discrete Math skills.		Increase student technology to access online curriculum and supports. 4000-4999: Books And Supplies Local Categorical 5,000	Due to the COVID-19 pandemic student technology to access online curriculum and supports was provided through the school site's Chromebook inventory. 4000-4999: Books And Supplies Local Categorical 0
<p>Writing</p> <p>1. Writing lessons from the ELA curriculum will be delivered to all students.</p> <p>2. Writing Benchmark scores will be entered in Spring and scores reviewed to monitor student progress, particularly English Learners.</p>	<p>Writing</p> <p>1. Lessons from the Benchmark Advance curriculum and Units of Study were fully taught in grades K-5.</p> <p>2. Due to COVID-19, the writing assessment was administered, but teachers were not able to meet for scoring purposes.</p>		
<p>Articulation</p> <p>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.</p>	<p>Articulation</p> <p>Due to COVID-19 grade level articulation did not occur.</p>		

## Analysis

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

District-adopted curriculum for English Language Arts and Math was available and supplemented throughout the school year. Intervention teachers worked with students identified through the EasyCBM universal screener until school was dismissed for distance learning due to the COVID-19 pandemic. Counting Collections training was provided by District Math Coaches to all Kindergarten and First Grade teachers. Moby Max was purchased for all students. Grade-level teams collaborated weekly to analyze data and develop lessons to meet students' needs prior to distance learning.

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

Baseline EasyCBM data provided us with the information we need to identify students in need of intervention services. Moby Max identified learning gaps and provided adaptive, differentiated lessons for students, which was especially useful during distance learning.

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

Due to the COVID-19 pandemic and Distance Learning, substitute costs were not needed.

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.

The administration of EasyCBM for fluency in grades K-5 and comprehension and math in grades 2-5 will guide our instruction throughout the school year, including the time spent in distance learning. These changes are reflected in Goals, Strategies, and Proposed Expenditures Goal 1.



# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### 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	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.	Prior to the COVID-19 pandemic and distance learning, there were only 4 suspensions.
Monthly attendance percentages, chronic absenteeism rates	With support from the Child Welfare and Attendance (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.	Dashboard data for 2019 indicates that we maintained an overall absenteeism rate of 5.4%.
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 50% of 5th graders will meet the standards on the CPFT, and an increase of 100+ mile runners to 150.	On the CPFT, 68% of fifth graders met the standards. Due to the COVID-19 pandemic and distance learning, the Running Club did not continue.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Character Education/ Positive Behavior Interventions and Supports (PBIS)</p> <p>1. We will implement consistent behavioral expectations throughout all school environments, including all classroom and learning environments.</p> <p>2. Positive reinforcement and recognition programs will encourage positive behaviors in all students.</p> <p>3. Data will be gathered re: significant misbehaviors using the</p>	<p>Character Education/PBIS</p> <p>1. Consistent behavioral expectations were taught and enforced throughout the school environments.</p> <p>2. Positive reinforcement and recognition were effective in encouraging positive behavior for students.</p> <p>3. SWIS data reflects a decrease in significant behavioral incidents over the course of the year.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SWIS data program and data reviewed regularly with all staff to identify and develop actions to address identified concerns.</p>			
<p>Attendance/Social emotional learning (SEL)</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>We will provide an additional day of Kid Connection services to supplement the one day provided by our District..</li> </ol>	<p>Attendance/SEL</p> <ol style="list-style-type: none"> <li>Choose Love lessons were inconsistently taught and neither the California Healthy Kids Survey nor Panorama were administered, making it difficult to measure SEL competencies.</li> <li>Our CWA worked with the principal and attendance staff to address attendance through proactive measures and SARB processes.</li> <li>Our Kid Connection Specialist worked with students throughout the school year, including the time spent in distance learning. The additional day of Kid Connection services made it possible for us to serve more students.</li> </ol>	<p>Provide an additional day of Kid Connection services prioritizing targeted student groups 2000-2999: Classified Personnel Salaries LCFF - Supplemental 6,000</p>	<p>The District absorbed the cost of our Kid Connection program. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0</p>
<p>Physical Fitness</p> <ol style="list-style-type: none"> <li>Engage in regular, standards-aligned PE lessons.</li> <li>Provide training and resources to support classroom PE lessons.</li> <li>Encourage cardiovascular fitness by promoting participation in Running Club.</li> </ol>	<p>Physical Fitness</p> <ol style="list-style-type: none"> <li>PE logs reflect, mandated PE times.</li> <li>Staff participated in training related to the skills required on the California Physical Fitness Test. Due to COVID-19 and distance learning the CPFT was not administered.</li> <li>Based on the number of students participating and the miles accumulated by</li> </ol>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	individuals, the Running Club was successful.		

## Analysis

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

Until the COVID-19 pandemic and Distance Learning, strategies/activities toward Goal #2 were implemented as planned. PBIS posters were posted throughout the school. Teachers received continued training on PBIS throughout the year. Office referral forms were entered into SWIS by office staff. School Psychologist and Behavioralist analyzed data and presented to the PBIS team each month.

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

Although staff implemented PBIS, office referrals did not decline by 25%. Kid Connection data is not complete due to the COVID-19 pandemic and distance learning. Without the ability to complete the program, we cannot comment on the overall effectiveness. Overall, our Chronic Absenteeism rate did not change. This is an area of focus.

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

The cost for the additional day of Kid Connection was absorbed by our District.

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.

Absenteeism is still high in the earlier grades and during the month of February. Parent education would be beneficial. As a school site, we need to review and reflect on how PBIS was implemented. These changes can be found in Goals, Strategies, and Proposed Expenditures in Goals 2 & 3.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 3

Enhance parent and community engagement and communication

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.)	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.	

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parental Involvement</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Provide translation services for key parent/teacher communications.</li> <li>3. Use new Blackboard online tools for website and home/school communication, with monthly updates.</li> </ol>	<p>Parental Involvement</p> <ol style="list-style-type: none"> <li>1. ELAC meetings were routinely held and provided input related to student needs, as well as participating in informational meetings.</li> <li>2. Translations were provided for parent/teacher conferences, information nights, ELAC, and IEP meetings.</li> <li>3. Blackboard tools were used for website and home/school communication.</li> </ol>	<p>Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200</p> <p>Snacks and supplies for parent meetings 4000-4999: Books And Supplies LCFF - Supplemental 260</p>	<p>Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 114</p> <p>Snacks and supplies for parent meetings 4000-4999: Books And Supplies LCFF - Base 33</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 Strategies/activities were implemented throughout the year, including time spent in distance learning.

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

Strategies/activities were effective in increasing communication of school-wide events and parent involvement. Translators were available when needed, even in some less prevalent languages.

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

Actual expenditures are less than Proposed Expenditures. When meetings moved from in-person to virtual we did not need to purchase snack and supplies.

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 use Blackboard, Schoology, Social Media (Facebook and Instagram) and Gmail at the school and classroom level. Training in Schoology will be provided to educators, staff, and parents. These changes can be found in Goals, Strategies, and Proposed Expenditures in 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	\$1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	36,300.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$53,034	53,034.00
LCFF - Supplemental	\$34,800	0.00
Title II Part A: Improving Teacher Quality	\$ 1,500	0.00
Other	\$10,062	10,062.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	34,800.00
Title II Part A: Improving Teacher Quality	1,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,800.00
2000-2999: Classified Personnel Salaries	28,200.00
4000-4999: Books And Supplies	300.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,200.00
4000-4999: Books And Supplies	LCFF - Supplemental	300.00
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
Marni Angelo	Principal
BeLinda Davies	Classroom Teacher
Marilyn Burns	Other School Staff
Kari Weber	
Lori Cach	Parent or Community Member
Amanda Borges	Parent or Community Member
Shawn Leetch	Parent or Community Member
Kelly Amador	Parent or Community Member
Jill Syth	
Debra Morris	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 26, 2020.

Attested:



Principal, Marni Angelo on October 26, 2020



SSC Chairperson, Shawn Leetch on October 26, 2020

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2020-2021 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.***
- \$66,463

#### **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.*
- \$64,690

#### **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.***
- \$204,194

#### **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.***
- \$259,691

#### **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.*
- \$35,789

**Livermore Valley Joint Unified School District**  
**2020-2021 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 intersession. 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 Speech and 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.

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

## Appendix D: Programs Included in this Plan

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

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

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$53,034
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$34,800
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$87,834</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$10,062

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

### Projected LCFF Supplemental Funds \$34,800

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Instructional Assistants to facilitate intervention for at-promise., students, including assessment, direct data-driven instruction, data collection, and analysis	Sept. 2020- June 2021	Classified Specialists	22,000	
Provide an additional day of Kid Connection to support social development	Sept. 2020- June 2021	Classified Specialist	6,000	
			<u>Total:</u> 28,000	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u> Supplemental materials, computers, software, books, supplies may be purchased.				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Collaboration and substitute costs: 1 day of release time for seven Instructional Leadership Team members for monitoring intervention programs, reviewing data, and planning, with an emphasis on outcomes for targeted student groups	Sept. 2020- June 2021	Principal, Executive Asst.	1,200	
Release time for grade-level collaboration, data review and planning to target needs of at-promise students (1 day x 31)	Sept. 2020- June 2021	Principal, Executive Asst.	5,100	
			<u>Total:</u> 6,300	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Materials including snacks, child care, interpreters, and presenters for ELAC, Coffee with the Principal, and Parent Workshops	Sept. 2020- June 2021	Principal, EL Liaison	500	
			<u>Total:</u> 500	
			<u>Grand Total:</u> 34,800	

## 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 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 Lead 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. Due to the COVID-19 pandemic and distance learning the District has provided student notebook computers for each student that needed one.

\*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 2020-21

Elementary School Name: Leo R. Croce Date September 2020 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
  - 15 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 levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Colleen Woods (alternates with K educators)	1/2	M-F 12:30-12:45 PM	
K	Kathleen Gibb/Barbara Rogers	2	M-F 12:30-12:45 PM	
First	Paige Bennett/Annie Ravizza	1/2	M-F 12:30-12:45 PM	
	Debra Morris/Kristina Wooten	2/3	M-F 12:30-12:45 PM	
Second	Holly Stanley	3	M-F 10:30-10:55 AM	
	Lindsey Tabaracci	2	M-F 9:20-9:40 AM	
	Kari Weber	3	M-F 9:00-9:15 AM	
Third	Laura Aguiar	2/3	M-F 12:20-12:40 PM	
	Laurie Halim	2	M-F 10:15-10:30 AM	
	Erlynn Prior	3	M-F 10:15-10:30 AM	
	Christine Wranovics	2	M-F 10:15-10:30 AM	



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)
Fourth	Erin Lockhart	2	M-F 10:15-10:30 AM	
	Jessica Holck	2/3	M-F 12:20-12:40 PM	
	Patty Santin	2	M-F 12:30-12:45 PM	
Fifth	Alison Atkinson	2/3	M-F 10:15-10:30 AM	
	Lisa Valverde	3/4	M-F 10:15-10:30 AM	
	Andrew Lockhart	2	M-F 10:15-10:30 AM	