School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Leo R. Croce Elementary School
Address	5650 Scenic Avenue Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6110332
Principal	Jennifer Burkholder
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	11-12-2024
Schoolsite Council (SSC) Approval Date	10-14-2024
Local Board Approval Date	11-12-2024

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.

Table of Contents

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 five preschool special education programs which offer both an AM and a PM session for a total of ten preschool programs. Croce also has three special day class programs, including two Extensive Support Needs classes for TK/K and K/1st/2nd grade, as well as a special day class for students with moderate needs for TK/K, and a Learning Center program for students TK-5th grade. We have earned the distinction of being named a Unified Champion School by the Northern California Special Olympics organization, due to our many efforts in including students of all abilities in our school. As a Positive Behavioral Interventions and Supports (PBIS) school, we encourage students, staff, and families to be respectful, responsible, and safe. Since implementing PBIS, we have achieved the Bronze & Silver level recognition by the State PBIS organization and most recently, the Gold level recognition. In 2022, Croce was awarded the California Pivotal Practice Award for our work in providing each student with a coping kit during distance learning in the 2020-21 school year. With the return of students to the classroom, many teachers have continued the practice of providing a coping kit and calming corner in the classroom. Highlights of the academic day include science classes, library services, garden visits, and a District-provided fourth and fifth grade introduction to music program. We are proud of our fifth grade Science Camp, our Running Club, Project Lead the Way (PLTW) program, Lunch Bunch that supports student social skills, our Wellness Center that supports student mental health, and our community-involved Student Council.

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

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

We are fortunate to have a preschool option on campus, as well as three Transitional Kindergarten classrooms. The partnerships between the programs and our incoming Kindergartners help to ensure that our youngest students are prepared for success in Kindergarten. Our fifth graders feed into Christensen Middle School (CMS). Students are supported in this transition by presentations from the CMS administrators to students on our campus, families are invited to Open House at CMS, and students tour the campus alongside the CMS Leadership students. Our students with Individualized Education Program (IEPs) meet with their current team and members of the CMS team to ensure the

services and supports are provided seamlessly. This, along with communication between 5th and 6th grade teachers and 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 (ELAC), and Parent Teacher Association (PTA) Executive Boards as formalized vehicles for communication and input on school life. Parents also partner with teachers via student goal-setting conferences, and Individualized Education Plans (IEP) and 504 meetings to enhance student learning. We continually seek varied and relevant ways to communicate through our webpage, marquee, Facebook page, Instagram, Principal/Parent coffees, and specific communication apps. Additionally, teachers often send weekly or monthly newsletters and/or have class-specific webpages. Principal makes Friday Good News Phone Calls to parents to highlight student academic and behavioral achievements. Without being informed, parents cannot truly partner with us in their child's education. Similarly, if we do not have honest feedback from them, we cannot make adjustments and improve outcomes for students. Annual parent surveys are distributed and results help highlight areas of need and celebrations.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

- The School Site Council (SSC) reviews and offers input on our plan annually, with particular attention paid to the Goals and Actions. After revisions are addressed, the SSC approves the Plan. In at least two future meetings (Winter and Spring), updates on our progress toward goals will be shared with SSC members.

- Input from our parents of English Learners (EL) is sought annually as to programs and supports available to their students. Data specific to English Learner progress is reviewed and discussed with the ELAC group. When specific requests for support, either for students or families, come forward, we make every effort to provide it.

- Staff had input on this Plan through the Instructional Leadership Team (ILT), as well as a full staff review of draft Goals and Actions. At least once a grading period, our ILT will compile data and review our progress toward goals in a schoolwide staff meeting.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.59%	0.21%	0.20%	3	1	1
African American	0.78%	1.88%	0.60%	4	9	3
Asian	8.40%	6.49%	10.28%	43	31	51
Filipino	2.34%	2.93%	2.82%	12	14	14
Hispanic/Latino	29.69%	33.26%	33.27%	152	159	165
Pacific Islander	0.78%	0.63%	0.81%	4	3	4
White	46.88%	44.56%	42.14%	240	213	209
Multiple/No Response	10.55%	10.04%	9.88%	54	48	49
			Total Enrollment	512	478	496

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	99	81	65
Grade 1	71	88	60
Grade 2	97	68	90
Grade3	75	88	72
Grade 4	84	73	94
Grade 5	86	80	68
Total Enrollment	512	478	496

Conclusions based on this data:

1. While trends for enrollment decrease, with the addition of our one TK program and our two SDC classes, enrollment is up from last year.

2. White, Hispanic/Latino, and Asian continue to be our largest subgroups.Our Asian population is increasing.

3. Kinder and third grade had the largest student population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	39	38	41	8.50%	7.6%	8.3%
Fluent English Proficient (FEP)	45	43	34	9.20%	8.8%	6.9%
Reclassified Fluent English Proficient (RFEP)	3	2		14.9%	8.6%	

Conclusions based on this data:

1. Our English Learner population is decreasing over time.

2. The decline in the number of RFEP students could be attributed to the influx of students who arrived at our site with little to no English language exposure prior to starting school.

3. 11% of our English Learner population is also identified as Extensive Support Needs.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	75	89	73	74	86	67	74	86	67	98.7	96.6	91.8
Grade 4	80	73	95	79	71	93	79	71	93	98.8	97.3	97.9
Grade 5	83	77	67	83	77	66	83	77	66	100.0	100.0	98.5
Grade 11												
All Grades	238	239	235	236	234	226	236	234	226	99.2	97.9	96.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2426.	2433.	2404.	27.03	25.58	17.91	24.32	30.23	23.88	20.27	18.60	23.88	28.38	25.58	34.33
Grade 4	2452.	2467.	2497.	17.72	23.94	37.63	22.78	23.94	24.73	26.58	22.54	19.35	32.91	29.58	18.28
Grade 5	2484.	2476.	2511.	22.89	14.29	30.30	19.28	29.87	21.21	24.10	20.78	18.18	33.73	35.06	30.30
Grade 11															
All Grades	N/A	N/A	N/A	22.46	21.37	29.65	22.03	28.21	23.45	23.73	20.51	20.35	31.78	29.91	26.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.62	26.74	19.40	56.76	56.98	61.19	21.62	16.28	19.40
Grade 4	13.92	22.54	26.88	63.29	59.15	64.52	22.78	18.31	8.60
Grade 5	24.10	16.88	25.76	54.22	63.64	59.09	21.69	19.48	15.15
Grade 11									
All Grades	19.92	22.22	24.34	58.05	59.83	61.95	22.03	17.95	13.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade Level									
Grade 3	21.62	16.28	4.48	48.65	58.14	62.69	29.73	25.58	32.84
Grade 4	8.86	14.08	21.51	60.76	57.75	60.22	30.38	28.17	18.28
Grade 5	13.25	7.79	15.15	48.19	54.55	66.67	38.55	37.66	18.18
Grade 11									
All Grades	14.41	12.82	14.60	52.54	56.84	62.83	33.05	30.34	22.57

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.46	18.60	5.97	74.32	68.60	77.61	16.22	12.79	16.42
Grade 4	5.06	16.90	15.05	79.75	74.65	75.27	15.19	8.45	9.68
Grade 5	14.46	12.99	15.15	65.06	70.13	65.15	20.48	16.88	19.70
Grade 11									
All Grades	9.75	16.24	12.39	72.88	70.94	73.01	17.37	12.82	14.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.97	22.09	14.93	62.16	58.14	71.64	14.86	19.77	13.43
Grade 4	15.19	19.72	22.58	68.35	63.38	70.97	16.46	16.90	6.45
Grade 5	15.66	10.39	25.76	57.83	64.94	59.09	26.51	24.68	15.15
Grade 11									
All Grades	17.80	17.52	21.24	62.71	61.97	67.70	19.49	20.51	11.06

Conclusions based on this data:

1. 3rd grade dropped 14% this year in ELA.

2. Targeted instruction in the areas of reading, writing, listening, and research/inquiry needs to be provided.- update this section.

3. 4th grade improved by 14% the number of students meeting 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	75	89	73	74	86	67	74	86	67	98.7	96.6	91.8
Grade 4	80	73	95	79	71	93	79	71	93	98.8	97.3	97.9
Grade 5	83	77	67	83	77	66	83	77	66	100.0	100.0	98.5
All Grades	238	239	235	236	234	226	236	234	226	99.2	97.9	96.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2452.	2455.	2438.	29.73	32.56	17.91	29.73	30.23	43.28	25.68	18.60	14.93	14.86	18.60	23.88
Grade 4	2461.	2470.	2493.	13.92	19.72	25.81	25.32	28.17	29.03	32.91	23.94	29.03	27.85	28.17	16.13
Grade 5	2498.	2473.	2518.	21.69	15.58	24.24	18.07	14.29	25.76	25.30	25.97	28.79	34.94	44.16	21.21
All Grades	N/A	N/A	N/A	21.61	23.08	23.01	24.15	24.36	32.30	27.97	22.65	24.78	26.27	29.91	19.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.14	34.88	32.84	48.65	47.67	47.76	16.22	17.44	19.40
Grade 4	15.19	23.94	26.88	50.63	49.30	48.39	34.18	26.76	24.73
Grade 5	20.48	15.58	25.76	45.78	42.86	57.58	33.73	41.56	16.67
All Grades	23.31	25.21	28.32	48.31	46.58	50.88	28.39	28.21	20.80

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.73	31.40	22.39	55.41	54.65	58.21	14.86	13.95	19.40
Grade 4	15.19	26.76	34.41	55.70	46.48	47.31	29.11	26.76	18.28
Grade 5	20.48	10.39	16.67	54.22	59.74	60.61	25.30	29.87	22.73
All Grades	21.61	23.08	25.66	55.08	53.85	54.42	23.31	23.08	19.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.08	33.72	20.90	59.46	56.98	56.72	9.46	9.30	22.39
Grade 4	16.46	19.72	29.03	54.43	52.11	52.69	29.11	28.17	18.28
Grade 5	18.07	9.09	7.58	57.83	62.34	77.27	24.10	28.57	15.15
All Grades	21.61	21.37	20.35	57.20	57.26	61.06	21.19	21.37	18.58

Conclusions based on this data:

1. At this time, the most recent published data is from the 2022-23 school year. Conclusions were drawn based on current data made available to us. Overall, the percentage of students performing Above or At or Near Standards standard is at 55% a decrease in 2%.

2. When analyzing data in the three individual areas the 4th and 5th grade improved by 4% and 11% respectively in Concepts & Procedures, while 3rd grade lost 1 percentage point.

3. Our 4th and 5th grade students meeting or exceeding standard increased by 8% and 21% respectively. 3rd grade remained the same.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	9	7	9
1	*	*	*	*	*	*	*	*	*	5	8	6
2	*	*	*	*	*	*	*	*	*	7	8	8
3	*	*	*	*	*	*	*	*	*	*	6	8
4	*	*	*	*	*	*	*	*	*	6	*	4
5	*	*	*	*	*	*	*	*	*	7	7	*
All Grades										36	38	37

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	10.53	16.22	36.11	26.32	32.43	36.11	44.74	32.43	11.11	18.42	18.92	36	38	37

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	21.05	43.24	41.67	44.74	29.73	13.89	21.05	18.92	11.11	13.16	8.11	36	38	37

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	5.26	2.70	16.67	10.53	21.62	44.44	36.84	43.24	30.56	47.37	32.43	36	38	37

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.44	15.79	32.43	61.11	57.89	51.35	19.44	26.32	16.22	36	38	37

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.89	52.63	54.05	50.00	31.58	35.14	11.11	15.79	10.81	36	38	37

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	5.26	5.41	63.89	42.11	43.24	30.56	52.63	51.35	36	38	37

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	15.79	16.22	63.89	50.00	62.16	19.44	34.21	21.62	36	38	37

Conclusions based on this data:

1. Our English Learners are stronger with oral language than written language.

2. Designated English Language Development (dELD) needs to focus on reading and writing.

School and Student Performance Data

Physical Fitness Test Results (PFT)

Number of Students Tested

Physical Fitness Test Results (PFT) 2023.2024

Number of Students Tested

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

Conclusions based on this data:

1. Our teachers are committed to the administration of the Physical Fitness Test.

2. Dedicating 200 minutes of Physical Education every 10 days has been beneficial.

3. All TK-4th grade staff need to support and prepare students for the 5th grade PFT.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	66 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting "Yes, most of the time" and "Yes, all of the time"	75 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting "Yes, most of the time" and "Yes, all of the time"	83 %	6.1

1. This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data from Spring of 2024

2. Our site can offer more opportunities for students to feel connected to school.

3. Rewarding and praising students for demonstrating core values will help students feel more connected.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th 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. N/A

2.

School and Student Performance Data
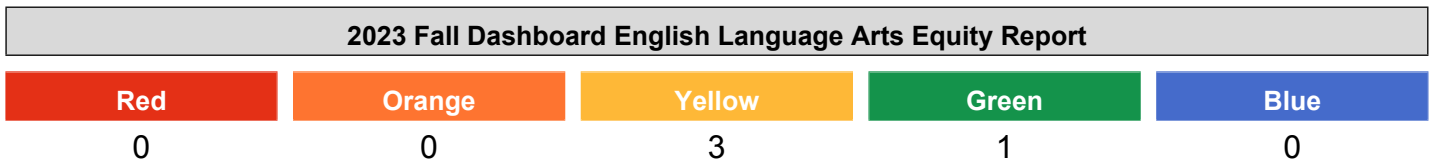
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
478	**31.8**	**6.5**	**0.2**
Total Number of Students enrolled in Leo R. Croce Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	6.5
Foster Youth	1	0.2
Homeless	7	1.5
Socioeconomically Disadvantaged	152	31.8
Students with Disabilities	69	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.9
American Indian	1	0.2
Asian	31	6.5
Filipino	14	2.9
Hispanic	159	33.3
Two or More Races	48	10
Pacific Islander	3	0.6
White	213	44.6

Conclusions based on this data:

1. We continue to see a decline in enrollment, a trend which started during the pandemic.

2. Our socioeconomic numbers are representative of the school district as a whole.

3. Continuing to offer daily free breakfast and lunch will be helpful for our students and families.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. Restorative justice practices should lead to a decrease in suspension rates.

2. Increasing student attendance would ultimately lead to an increase in student achievement.

3. Increased time on mathematics instruction should lead to improved academics.

School and Student Performance Data

Academic Performance
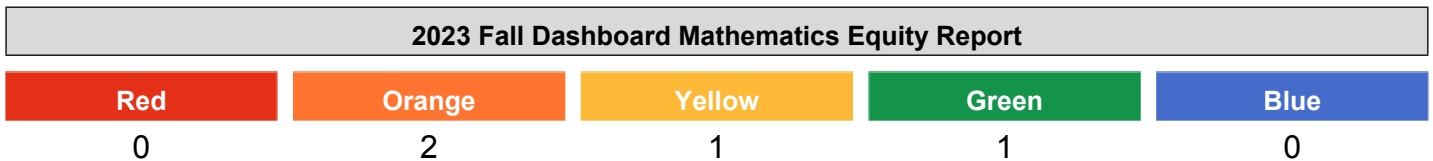## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	54.8 points below standard	Less than 11 Students
7.3 points below standard	Decreased -4.9 points	1 Student
Increased +6.8 points	22 Students	
227 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
6 Students	43.1 points below standard	69 points below standard
	Increased Significantly +20.4 points	Increased +7 points
	63 Students	39 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	No Performance Color 0 Students	48.4 points above standard Increased +3.7 points 18 Students	Less than 11 Students 10 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow 33.5 points below standard Increased +5.1 points 71 Students	3.7 points above standard Increased Significantly +26.2 points 21 Students	Less than 11 Students 2 Students	Green 1.3 points above standard Increased +7 points 103 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.5 points below standard Decreased Significantly -19.6 points 12 Students	Less than 11 Students 10 Students	3.8 points below standard Increased +8.8 points 184 Students

Conclusions based on this data:

1. Our English Learners have decreased significantly in their progress.

2. Our Socioeconomically disadvantaged students made significant improvement with 20.4 points

3. Continued implementation of Universal Access time across all grade levels, targeted instruction in the area of English Language Arts will continue to be a schoolwide focus.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	70.2 points below standard	Less than 11 Students
14.2 points below standard	Decreased Significantly -18.1 points	
Maintained -2.5 points		1 Student
227 Students	22 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
	62.7 points below standard	55.8 points below standard
6 Students	Maintained -0.5 points	Increased +11 points
	63 Students	39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	No Performance Color 0 Students	36.9 points above standard Maintained +2.9 points 18 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 51.6 points below standard Decreased Significantly - 25.7 points 71 Students	14.9 points below standard Maintained +1 points 21 Students	Less than 11 Students 2 Students	Green 6.5 points above standard Increased +14.8 points 103 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117.5 points below standard Decreased Significantly -25.2 points 12 Students	Less than 11 Students 10 Students	8 points below standard Maintained +1.2 points 184 Students

Conclusions based on this data:

1. An increase in targeted math instruction would be benefit our students. Dreambox, our District's supplemental math program, has proven to be an effective strategy to promote student achievement, and needs to be utilized by all first through fifth graders.

2. Our EL students decreased significantly in Math.

3. Our students with disabilities made gains in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
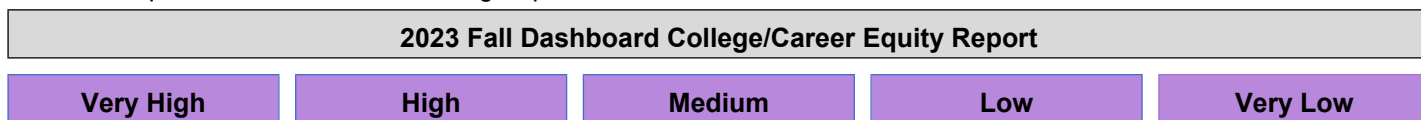
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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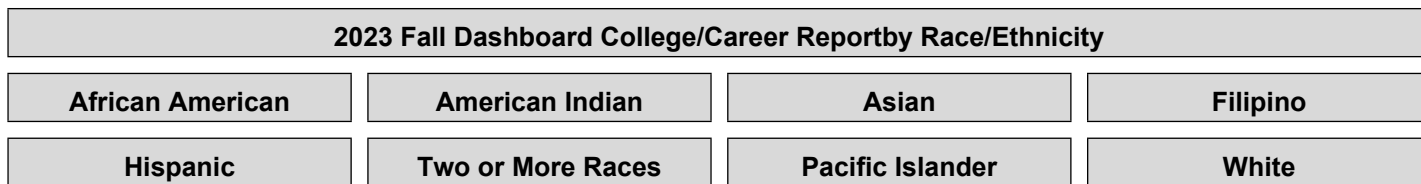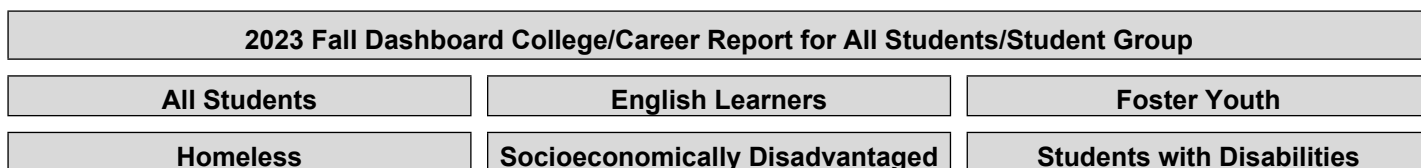
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
41.7% making progress towards English language proficiency
Number of EL Students: 24 Students
Performance Level: No Performance Level

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.

2023 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**
8	6	0	10

Conclusions based on this data:

1. Students will benefit from taking the ELPAC Interim Assessment Blocks (IABs)

2. Designated and Integrated English Language Development is continuing in the classrooms

3. Students will benefit from their teachers giving the ELPAC test.

School and Student Performance Data

Academic Performance
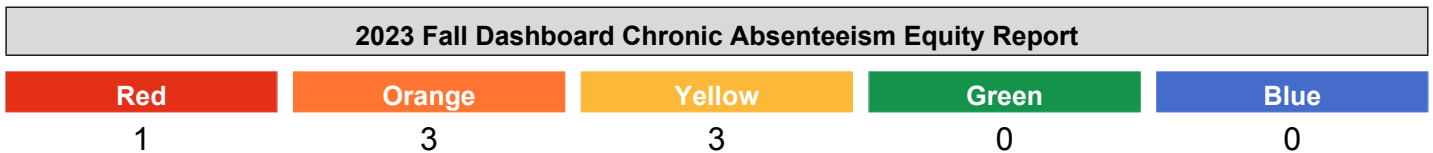## College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
22.9% Chronically Absent	23.9% Chronically Absent	
Declined Significantly -7.6	Declined -6.3	2 Students
497 Students	46 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
50% Chronically Absent	Orange	Orange
Maintained 0	35.1% Chronically Absent	33% Chronically Absent
12 Students	Declined -7.4	Declined -4.8
	134 Students	94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	Less than 11 Students 1 Student	Red 20.5% Chronically Absent Increased 3.8 39 Students	7.1% Chronically Absent Declined -9.5 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 30.9% Chronically Absent Declined Significantly -5.6 165 Students	Yellow 14.3% Chronically Absent Declined -16.6 49 Students	Less than 11 Students 3 Students	Yellow 19.8% Chronically Absent Declined Significantly -10 217 Students

Conclusions based on this data:

1. Chronic absenteeism affects students of all races and ethnicities.

2. Parent education regarding the importance of school attendance would be beneficial.

3. Ongoing positive attendance conversations from our CWA with parents throughout the year may be helpful for improved attendance.

School and Student Performance Data

Academic Engagement
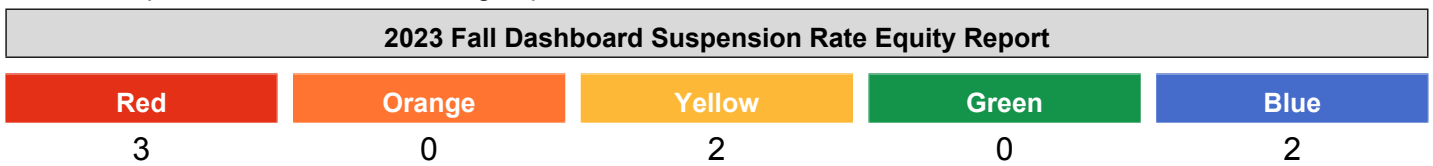## Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
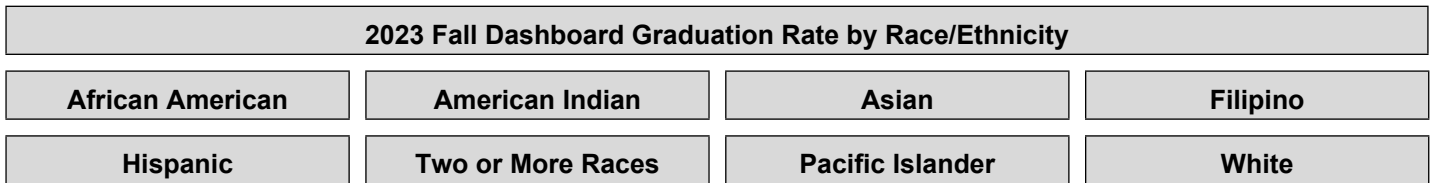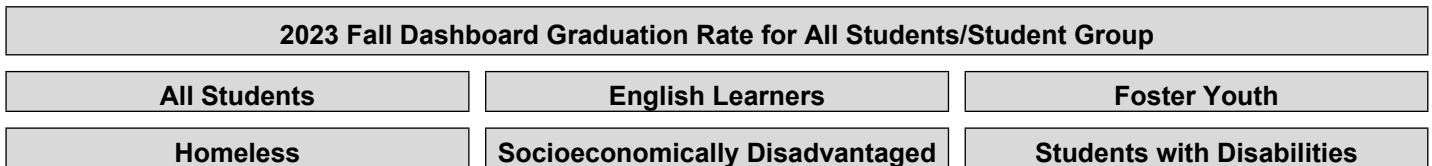
School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	0	2	0	2

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
2.6% suspended at least one day	4% suspended at least one day	2 Students
Increased 0.7	Declined -2.7	
507 Students	50 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Red	Red
6.7% suspended at least one day	6.4% suspended at least one day	6.3% suspended at least one day
Increased 6.7	Increased 3.9	Increased 3.3
15 Students	140 Students	96 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
9.1% suspended at least one day	Less than 11 Students	Blue	0% suspended at least one day
11 Students	1 Student	0% suspended at least one day	Maintained 0
		Maintained 0	14 Students
		41 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Blue	Less than 11 Students	Yellow
5.4% suspended at least one day	0% suspended at least one day	3 Students	1.4% suspended at least one day
Increased Significantly 2.3	Declined -1.8		Maintained 0.1
168 Students	49 Students		220 Students

Conclusions based on this data:

1. The suspension rate of our students who are Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities is an area of concern. Specialist teams will continue to work with students through Behavioral Support Plans and IEP accommodations to reduce behaviors necessitating suspension.

2. Restorative practices with students and parents can reduce the number of school suspensions.

3. Whenever possible, in house suspension is the preferred consequence for students as sending home can be a reward for certain students.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Curriculum Based Measure (easyCBM)	By June 2024, 60% percent of students will perform at the 50th percentile or higher.	77% of students performed at the 50th percentile or higher on the easy CBM assessment.
Savvas (Math) Assessments	By June 2024, 75% percent of students will perform at grade level or higher based on Savvas unit tests	Accurate baseline data was not recorded. 55% of students are at grade level based on CAASPP assessment results.
CAASPP	By June 2024, students will demonstrate an increase of at least 2% in all areas (reading comprehension, mathematics, and writing)	Students overall decreased by 2% in Math and maintained growth in ELA at 53% meeting standards.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on Literacy/Reading Comprehension: Collaboration time to focus on data analysis and effective instructional practices Implementation of Benchmark Advance, Sonday, and 95% Use of Heggerty for phonemic awareness in grades TK-1 Administer easyCBM screener Designate 30 minutes of What I Need (WIN) time at all grade levels Professional Learning English Language Development lessons to	Strategies/Activities used: Collaboration time was used to focus on data analysis and effective instructional practices Implemented Benchmark Advance, Sonday, and 95% Used Heggerty for phonemic awareness in grades TK-1 Administered EasyCBM screener Designated 30 minutes of What I Need (WIN) time at all grade levels Professional Learning occurred during collaboration time on Wednesdays English Language Development lessons	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 2,500	No release time was provided for collaboration around new ELA curriculum. 0.00
		One Instructional Assistant to assist with Reading Intervention, 4 days/week x 4 hours a day 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21,013	One Instructional Assistant to assist with Reading Intervention 4 days/week X 4 hours a day. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 17,459.00
		Accelerated Reader to support progress monitoring of reading	Accelerated Reader to support progress monitoring of reading

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
target the needs of English Learners Utilize online learning programs, such as Starfall, Raz-Kids, and Lalilo Use of District Math Coach will benefit teacher efficacy.	targeted the needs of English Learners Utilized online learning programs, such as Starfall, Raz-Kids, and Lalilo.	comprehension 4000-4999: Books And Supplies PTA 4,878 Decodable readers to promote Early Literacy 4000-4999: Books And Supplies LCFF - Supplemental 760	comprehension 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 4,878 Decodable readers to promote Early Literacy 5800: Professional/Consulting Services And Operating Expenditures Donations 355.00
Strategies/Activities to focus on Mathematics: Collaboration time with a focus on data analysis and effective instructional practices Professional Learning Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities Utilize district-purchased supplemental materials, such as DreamBox and Counting Collections	Strategies/Activities used: Collaboration time focused on data analysis and effective instructional practices Professional Learning occurred on Wednesdays Focused instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities through UA time and targeted instruction. Utilized district-purchased supplemental materials, such as DreamBox and Counting Collections	Substitute Costs to release teachers for training and collaboration with coaches. 1000-1999: Certificated Personnel Salaries District Funded 1,820 Purchase of Dreambox, an online supplemental math program, to be used at all grade levels. 4000-4999: Books And Supplies District Funded	Substitute Costs to release teachers for training and collaboration with coaches. 1000-1999: Certificated Personnel Salaries District Funded 7,708.44 Purchased Dreambox, an online supplemental math program, to be used at all grade levels. 4000-4999: Books And Supplies District Funded
Strategies/Activities to focus on Writing: Collaboration time with a focus on data analysis and effective instructional practices Professional learning Utilize digital tools for composing and editing Utilize Benchmark Universe for writing in grades 3-5	Strategies/Activities used: Collaboration time focused on data analysis and effective instructional practices Professional learning Utilized digital tools for composing and editing Utilized Benchmark Universe for writing in grades 3-5		

Analysis

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

Staff were released for PLC half-day PD days to address literacy and math progress and review data. EasyCBM screeners were given, UA time of 30 minutes a day was included in the school schedule each day. Heggerty curriculum was used, along with Dream Box.

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

Overall the strategies/activities did not produce the desired results. EasyCBM data was positive, with an increase to 77% of students in the 50th percentile or higher. Data shows a decrease overall in Math scores and ELA scores remained the same.

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

Release time was not provided for ELA curriculum collaboration and decodables were covered through donations. Substitute days required were more than predicted given 3 cycles last year and Friday sub costs increased.

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.

Accurate baseline data will be reported. More UA time will be spent on Math this year. Reading intervention and PLC data review will continue. Those changes will be noted in SPSA goals.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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
Educlimber	Reduce office referrals and increase of positive referrals.	Office referrals decreased from 111 to 94.
PowerSchool Attendance Data	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 95% threshold for at least 5 of the 10 reporting periods and reducing chronic absenteeism to 3.0% or less.	Attendance was 95% or above 10 out of 11 months. However, 22% of students are reported for chronic absenteeism. This is a decrease of 7.6%
PowerSchool Suspension Data	Strive for 10 or fewer suspensions for the year.	There were 3 school suspensions last year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on PBIS/SEL: Foster inclusivity, tolerance, and acceptance through assemblies, weekly read-alouds, and the implementation of the Choose Love curriculum Be consistent with behavioral expectations throughout all school environments Recognize positive behaviors through Cheetah Choice Cards, notes/phone calls to the family, and	Assemblies were held that focused on inclusion, tolerance, and acceptance, and there weekly read-alouds Staff attempted to be more consistent with behavioral expectations throughout all school environments Student behavior was recognized through Cheetah Choice Cards, notes/phone calls to the family, and classroom/school incentives	Campus Supervisor hours during the school day. 2000-2999: Classified Personnel Salaries District Funded	Campus Supervisor hours during the school day. 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classroom/school incentives Support an additional day of Kid Connection Analyze behavior data with all stakeholders Provide campus supervision throughout the school day	Provided campus supervision throughout the school day		
Strategies/Activities to focus on Attendance & Chronic Absenteeism: Work closely with CWA and office staff to monitor student attendance Inform families of steps that can be taken to improve attendance Bi-monthly COST meetings to identify students in need of resources and support Communicate to parents the importance of calling the attendance line	Office staff monitored student attendance Informed families of steps that could be taken to improve attendance through emails Bi-monthly COST meetings were held to identify students in need of resources and support Communicated to parents the importance of calling the attendance line	0.00	0.00
Strategies/Activities to focus on Physical Fitness: Provide Run Club 2X/week in am Physical Education lessons provided by classroom teacher Utilize fitness videos created by Adaptive Physical Education (APE) teacher All grade levels TK-5th support and participate in physical fitness	Provided Run Club twice a week in the mornings and once a month in the afternoon. Principal monitored Physical Education lessons Utilized fitness videos created by Adaptive Physical Education (APE) teacher All grade levels TK-5th supported and participated in physical fitness	0.00	0.00
Strategies/Activities to focus on Suspensions: Work with Behavior Specialist and COST	Worked with Behavior Specialist and COST members to identify and address student	Provide an additional day of Kid Connection services prioritizing targeted student groups	Provide an additional day of Kid Connection services prioritizing targeted student groups.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
members to identify and address student behaviors that may lead to suspension. Provide Kid Connection 2X/week Project Wisdom morning messages daily over PA system to inspire and motivate students to make better decisions and choices.	behaviors that may lead to suspension Continued to provide Kid Connection 2X/week Projected Wisdom morning messages daily over PA system to inspire and motivate students to make better decisions and choices.	2000-2999: Classified Personnel Salaries LCFF - Supplemental 8,342.00	2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,325.00

Analysis

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

PBIS was implemented along with Wisdom morning messages, and Kid Connection to address behavior. Positive behavior was recognized through Cheetah Choice Cards, parent phone calls, and classroom incentives. Activities to engage with the school such as Run Club, working with the CWA and communicating the importance of attendance were implemented in order to help with attendance.

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

Office referrals decreased by 15%. Suspensions decreased by 80%. Chronic absenteeism reduced 7.6%. The measures implemented were effective overall, however; more work needs to be added to address attendance. The CWA was not consistent in contacting families or holding SARB meetings.

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

No material differences between the proposed expenditures and estimated actual expenditures.

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

PBIS efforts will be increased to continue to reduce office referrals. Data will be reviewed with staff at least 3 times a year during staff meetings. Restorative justice practices will be implemented in order to help resolve student conflicts to help continuing to decrease suspension rates. These will be found in Goal #1 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Conference Attendance	To have 98% of our families attend scheduled parent-teacher conferences.	Accurate data was not kept on parent participation for conferences.
Parent Volunteers	To have 40% of our families volunteer their time in the classroom, at home, and in supporting schoolwide events.	Accurate data could not be reported due to errors with Raptor.
Social Media Presence	Weekly posts will be made to both the Facebook and Instagram accounts.	PTA posted to Facebook and Instagram accounts weekly and more often as events occurred or were being promoted.
Back to School Night Attendance	Communicate with parents online and voice messaging using Blackboard	Parents were sent emails and voice messaging using Blackboard.
Keep website and marquee updates to reflect upcoming events	Increased parent involvement and participation.	Website and marquee were updated regularly by office staff to reflect upcoming events.
Principal Friday Good News Phone Calls	Students will be recognized by principal and families will receive positive school communication which will be celebrated and produce a higher level of community engagement.	Parents received good phone calls home on Friday. Each class sent 2 students to call each week.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on Parent Engagement: Use translation service within Blackboard to communicate with English Learner families Use Blackboard, Schoology, Gmail, and Social Media to send reminders about school	Strategies/Activities used to focus on Parent Engagement: Used translation service within Blackboard to communicate with English Learner families Used Blackboard, Schoology, Gmail, and Social Media to send reminders about school	Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 150	Translation services for meetings 2000-2999: Classified Personnel Salaries General Fund 106
		Snacks and supplies for parent meetings 4000-4999: Books And Supplies LCFF - Supplemental 50	Snacks and supplies 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
activities and committee meetings Provide translation services for parent/teacher conferences Keep the Croce website and marquee current Publish a monthly newsletter on the Croce website Provide community-building events throughout the year: Make a Difference Campus Clean Up Day, Trunk or Treat, Indoor and Outdoor Movie Night, Bedtime Books, Bingo Nights, Muffins with Mom, Donuts with Dad, Winter Wonderland Saturday Breakfast, Assemblies. Principal Good News Friday Phone Calls.	activities and committee meetings Provided translation services for parent/teacher conferences Kept the Croce website and marquee current Provided community-building events throughout the year: Make a Difference Campus Clean Up Day, Trunk or Treat, Indoor and Outdoor Movie Night, Bedtime Books, Bingo Nights, Muffins with Mom, Donuts with Dad, Winter Wonderland Saturday Breakfast, Assemblies. Principal Good News Friday Phone Calls were completed.		

Analysis

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

The previous principal used translation services through Blackboard to communicate with English Learner families, used Blackboard, Schoology, Gmail and Social media.

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

These strategies helped with community engagement and communication to families.

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

PTA covered costs for these expenditures.

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

LCFF funding for translation services will remain. Funding for snacks and supplies will be moved to the general budget or PTA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

EasyCBM
CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA EasyCBM	74% of students in K- 2 were low risk as indicated by the 2024 Spring Assessment on the EasyCBM.	By Spring 2025, the number of students who are low risk as measured on the Spring 2025 will increase from 74% to 76% in K-2 grade.
CAASPP	In the area of English Language Arts (ELA), 53% of students are Meeting or Exceeding Standards.	By May 2025, 55% of students will Meet or Exceed Standard in ELA on the CAASPP assessment.
CAASPP	In the area of Math, 55% of our students are meeting or exceeding standard.	By May 2025, 57% of students will meet or exceed standard overall in the area of Math on the CAASPP assessment.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on Literacy/Reading Comprehension:

Collaboration time to focus on data analysis and effective instructional practices
Implementation of Benchmark Advance, Sonday, and 95%
Use of Heggerty for phonemic awareness in grades TK-1
Utilize UFLI curriculum for K-1
Administer EasyCBM screener
Designate 30 minutes of UA (Universal Access) time at all grade levels
Professional Learning
English Language Development lessons to target the needs of English Learners
Utilize online learning programs, such as Starfall, Raz-Kids, and Lalilo
Use of District Math Coach will benefit teacher efficacy

Students to be Served by this Strategy/Activity

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

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators
Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	2,675
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide release time for teachers to collaborate and participate in PLC half days 3 times per year.

Amount	21,013
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	One Instructional Assistant to assist with Reading Intervention, 4 days/week x 4 hours a day

Amount	4,878
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader to support progress monitoring of reading comprehension

Strategy/Activity 2

Strategies/Activities to focus on Mathematics:

Collaboration time with a focus on data analysis and effective instructional practices
5th grade to utilize 30 minutes a day of UA (Universal Access) time
Increase instructional time to 70 minutes a day for 1st to 5th grade students and 60 minutes a day for kindergarten students
Professional Learning
Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
Utilize district-purchased supplemental materials, such as DreamBox and Counting Collections

Students to be Served by this Strategy/Activity

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

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators
Math
District Technology Coaches

Proposed Expenditures for this Strategy/Activity

Amount	1,820
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs to release teachers for training and collaboration with coaches and have 5th grade meet with their PLC groups
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels.

Strategy/Activity 3

Strategies/Activities to focus on Writing:

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

Students to be Served by this Strategy/Activity

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

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators

Proposed Expenditures for this Strategy/Activity

Amount	6,600
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

Description   Cost of subs for teachers to attend Be Glad training.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

PowerSchool Suspension Data
PowerSchool Attendance data
Educlimber data
Panorama data
Teacher input

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber	There were 94 office referrals during the 2023-2024 school year.	To decrease office referrals by 5% for a total of 90 referrals or less in the 2024-2025 school year.
PowerSchool attendance data	Our average attendance rate for the 2023-2024 school year was 93%.	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 96% threshold for at least 7 of the 10 reporting periods during the 2024-2025 school year.
PowerSchool suspension data	During the 2023-2024 school year, we recorded 3 suspensions.	During the 2024-2025 school year, there will be 2 or less suspensions.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on PBIS/SEL:

Foster inclusiveness through assemblies, Unity day, disability awareness, and cultural celebrations.
Be consistent with behavioral expectations throughout all school environments.
Recognize positive behaviors through Cheetah Choice Cards, notes/phone calls to the family, and classroom/school incentives.

Continue Tier 2 interventions such as Kid Connection.
Add additional Tier 2 interventions such as Lunch Bunch and Wellness Center groups.
Provide onsite Tier 1 and Tier 2 counseling for individuals and groups.
Analyze behavior data with all stakeholders.
Provide campus supervision throughout the school day.
Lessons around PBIS both in class and sent home in order to engage families in the conversations.

Students to be Served by this Strategy/Activity

All students will be served through this goal.

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators
Wellness Counselor
Intervention Specialist
Behavior Specialist
MTSS Coordinators
COST Members
Campus Supervisor
Families

Proposed Expenditures for this Strategy/Activity

Amount	16,611.46
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervisor hours during the school day.

Amount	2,000.00
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	PBIS prizes, incentives, referral forms.

Strategy/Activity 2

Strategies/Activities to focus on Attendance & Chronic Absenteeism:

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

Students to be Served by this Strategy/Activity

All students will be served through this goal.

Timeline

8/24-5/25

Person(s) Responsible

Educators
Principal
CWA
Attendance Clerk
Kid Connection Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Strategies/Activities to focus on Physical Fitness:

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

Students to be Served by this Strategy/Activity

All students will be served through this goal.

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators
APE Educator
Parent volunteers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Strategies/Activities to focus on Suspensions:

Work with Behavior Interventionist and COST members to identify and address student behaviors that may lead to suspension.
Provide Kid Connection 2X/week.
Morning messages daily over the PA system will inspire and motivate students to make better decisions and choices.
Cheetah Choice rewards weekly for good behavior.
Positive parent phone calls.

Students to be Served by this Strategy/Activity

All students will be served through this goal.

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators
Kid Connection Specialist
Behavior Specialist

Proposed Expenditures for this Strategy/Activity

Amount	8,342.00
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide an additional day of Kid Connection services prioritizing targeted student groups

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Parent participation in family events.
Principal Coffee with Croce community.
Social media memberships.
Parent participation with site committees.
Conference attendance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Conference Attendance	During the 2023-24 school year, 97% of families attended scheduled parent-teacher conferences.	To have 98% of our families attend scheduled parent-teacher conferences.
Keep website and marquee updates to reflect upcoming events	Advertising will create excitement and positive energy around upcoming events.	Increased parent involvement and participation.
Weekly Newsletter	During the 2023-2024 school year, parents received inconsistent communication.	During the 2024-2025 school year, the principal will send home weekly newsletters about the activities on campus and relay any other pertinent information.
Principal phone calls home.	During the 2023-2024 school year, parents received inconsistent positive messages home.	During the 2024-2025 school year, the principal will contact 1 family per grade level each week with a positive message about their children's social, behavior or academic success.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on Parent Engagement:

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

Provide community-building events throughout the year: Make a Difference Campus Clean Up Day, Trunk or Treat, Indoor and Outdoor Movie Night, Bedtime Books, Bingo Nights, Coffee with the Principal, Assemblies.
Principal Caught Being Good phone calls.

Students to be Served by this Strategy/Activity

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

Timeline

8/24-5/25

Person(s) Responsible

Principal
Educators
EL Liaison
Translators

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services for meetings

Amount	50
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Snacks and supplies for parent meetings

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	64,139.46

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	$43,475	43,475.00
Title II Part A: Improving Teacher Quality	$2,675	0.00
Other	$8,982	8,982.00

Expenditures by Funding Source

Funding Source	Amount
Admin. discretionary	2,000.00
District Funded	54,536.46
PTA	4,928.00
Title II Part A: Improving Teacher Quality	2,675.00

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
Jen Burkholder	Principal
BeLinda Renteria-Toscano	Classroom Teacher
Marilyn Burns	Other School Staff
Kathleen Gibb	Classroom Teacher
Kari Weber	Classroom Teacher
Jennie Kiefer	Parent or Community Member
Odessa Silva	Parent or Community Member
Erica Cung	Parent or Community Member
Veronica Munro	Parent or Community Member
Erin VanGent	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 14, 2024.

Attested:

	Principal, Jennifer Burkholder on October 14 2024
	SSC Chairperson, Erica Chung on October 14, 2024

Addendum

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

Instructions: Linked Table of Contents

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.

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i.   strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v.   help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i.   strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$84,562*

Title II, Part A, Supporting Effective Instruction:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.
- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals**.*
- *Private school staff will have the opportunity to participate in professional development activities funded with*
- *Title II.*
- *$92,858*

Title III, Language Instruction for English Learners (EL):
Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.
- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals**.*
- *Supplemental materials to support immigrant and EL students.*
- *$153,655*

Title III, Language Instruction for Immigrant Students
Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth. Supplemental materials to support immigrant and EL students.
- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- *$32,434*

Title IV, Part A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals**.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$66,107*

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$2,675
	Total amount of federal categorical funds allocated to this school	$2,675

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$47,365
	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$
	Total amount of federal categorical funds allocated to this school	$2,675

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$9,630

Appendix H

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

PROGRAM DESCRIPTION:

PROGRAM DESCRIPTION:

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

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

Technology funds will be used for the following items:
1. Repair/Replacement of devices
2. Classroom Instructional Hardware
3. Software to supplement core curriculum

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2024-25

Elementary School Name: Leo R. Croce Date September 2024 English Learner Liaison: Laurie Halim

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

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by 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)
K	Morales de Valencia	1/2	10:00-11:00am	
	Anne Ravizza	1/2	9:20-9:50am	
	Erlynn Prior	2/3	9:20-9:50am	
	Kathleen Gibb		No EL students at this time	
First	Paige Bennett	3	10:15-10:45am	10:30-10:45am
	Debra Morris	1	10:15-11:00am	10:30-10:45am
	Kristina Wooten	4	10:15-11:00am	11:30-11:45am
Second	Holly Stanley	2/3	8:45-9:00am, 12:45-1:00pm	
	Kari Weber	1	8:45-9:00am, 12:45-1:00pm	
	Lindsey Tabaracci	4	8:45-9:00am, 12:45-1:00pm	
Third	Laura Aguiar		No EL students at this time.	
	Laurie Halim	2	1:00-1:30 (M, W, Th), 10:20-10:50 (T, F)	

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)
	Christine Wranovics	3	1:20-1:50 (M, Tu, W, Th) 11:50-12:20 (F)	
	Noah King	1	1:15 - 1:45 (M, T, F) 10:15 - 10:45 (W, Th)	
Fourth	Irene Sanchez	1	1:00-1:30pm	
	Erin Lockhart	2	1:00-1:30pm	
	Patty Santin	2/3	1:00-1:30pm	
Fifth	Alison Atkinson	3	9:30-10:00am	
	Andrew Lockhart		No EL students at this time	
	Lisa Valverde	3	11:35 am-12:15 pm (M,W,Th), 1:45-2:15 pm(Tues,Fri)	

Appendix J

2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

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

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	**What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs.

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

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