

# Leo R. Croce Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Leo R. Croce Elementary School
<b>Street</b>	5650 Scenic Avenue
<b>City, State, Zip</b>	Livermore, CA 94551
<b>Phone Number</b>	(925) 606-4706
<b>Principal</b>	Marni Angelo
<b>Email Address</b>	mangelo@lvjUSD.org
<b>School Website</b>	<a href="https://www.livermoreschools.org/croce">https://www.livermoreschools.org/croce</a>
<b>County-District-School (CDS) Code</b>	01-61200-6110332

## 2021-22 District Contact Information

<b>District Name</b>	Livermore Valley Joint Unified School District
<b>Phone Number</b>	(925) 606-3200
<b>Superintendent</b>	Kelly Bowers
<b>Email Address</b>	kbowers@lvjUSD.org
<b>District Website Address</b>	www.livermoreschools.org

## 2021-22 School Overview

### Principal's Message

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

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

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

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

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

Respectfully,

## 2021-22 School Overview

Mrs. Marni Angelo

### School Mission Statement

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

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

### School Vision Statement

Our commitment and effort will consistently provide every student at Leo R. Croce with the knowledge, skill and strategies necessary to succeed and thrive in their subsequent learning experiences and chosen careers.  
"Always thinking, always learning, always growing. Together we meet the challenge."

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

**Year and month in which the data were collected**

11/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance, 2018	Yes	0%
<b>Mathematics</b>	Investigations 3, Pearson 2016	Yes	0
<b>Science</b>	California Edition, Macmillan/McGraw-Hill 2007	Yes	0%
<b>History-Social Science</b>	History-Social Science for California, Scott Foresman 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			

## School Facility Conditions and Planned Improvements

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

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

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

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

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

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

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

**Year and month of the most recent FIT report**

7/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
<b>Interior:</b> Interior Surfaces	X			Stained ceiling tile 38-WO# 139393
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Boys restroom smells like urine by science (custodians cleaned with Mango cleaner)

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		Lights out room 8,33WO# 136140-completed 10/14/2021
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		None observed
<b>Safety:</b> Fire Safety, Hazardous Materials	X		None observed
<b>Structural:</b> Structural Damage, Roofs	X		None observed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None observed

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 Career Technical Education Programs

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

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

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

Parents are always welcome at Leo R. Croce Elementary School. We recognize the importance of a strong school to home connection and strongly encourage parents/guardians to be involved in their child’s education. We host Back-to-School Night in the fall to allow parents/guardians to meet their child’s teacher and learn how they can support student success. Open House in the Spring provides an opportunity for students to showcase their achievement. During the year, formal parent/guardian conferences are held with the classroom teachers to share student progress and, through our “open door” policy, informal conferences can be scheduled when necessary.

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

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

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

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

## C. Engagement

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

The School Safety Plan addresses preparedness and response for a variety of possible disasters such as earthquakes, fires, and intruders. We have regular practice drills for all three events. The school maintains emergency supplies, which are stored away from the main buildings in an emergency storage container. Visitors are all required to sign in and sign out in the school office and wear a badge when visiting classrooms. A computerized check-in/ID badge system helps us manage and monitor visitors on campus. All LVJUSD school personnel are to wear their district identification tags. We post emergency first-aid information, emergency backpacks, and emergency-evacuation maps in every classroom. Yard supervisors (wearing orange vests for visibility and equipped with handheld radios) are on campus to provide student supervision before and after school, and at lunchtime. We have a peanut-free table in the lunch areas for students with allergies. All yard supervisors and office staff are trained in the use of the epinephrine auto-injector in case of an emergency, as well as basic seizure-response protocols, and the use of automated defibrillator devices. The Safety Committee, comprised of certificated and classified staff meet to review and update the Emergency Plan in June 2021. It was last reviewed, updated, and discussed with the school faculty in August 2021. It is available to the public for review in the school office.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,728	\$1,479	\$6,249	\$85,151
District	N/A	N/A	\$6,320.14	
Percent Difference - School Site and District	N/A	N/A	-1.1	-1.0
Percent Difference - School Site and State	N/A	N/A	-23.0	-6.0

## 2020-21 Types of Services Funded

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

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

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

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



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

## Professional Development

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

During the 2021-2022 school year, relevant and timely professional development will be available and delivered to employees. Two designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. This school year, teachers have additional learning opportunities to earn up to 13 hours of bonus Professional Development. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier 1 instruction; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3