

# 2017-2018

## The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Leo R. Croce Elementary School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01612006110332

Principal: Kendra L. Helsley

Date of this revision: October 14, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kendra L. Helsley

Position: Principal

Telephone Number: 925-606-4706

Address: 5650 Scenic Avenue, Livermore, CA 94551

E-mail Address: [khelsley@lvjUSD.k12.ca.us](mailto:khelsley@lvjUSD.k12.ca.us)

The District Governing Board approved this revision of the SPSA on November 14, 2017.



## THE STORY:

### *Leo R. Croce Mission*

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

### *Leo R. Croce School Vision*

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

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



## *School Profile*

Leo R. Croce Elementary provides a strong academic program for students in transitional kindergarten through fifth grade in an environment where social responsibility is taught and modeled. Our staff is committed to academic excellence and the development of our students' individual strengths and unique talents. In addition to our regular elementary program, we have six preschool special education programs and an inclusion program. We encourage students, staff and families to be respectful, open-minded and responsible. We value the ongoing support and involvement of our families. Highlights of the academic day include computer and science classes, library services and a district-provided fourth and fifth grade introduction to music program. We pride ourselves on being a designated "Go Green" school, dedicated to the preservation of the environment. We are proud of our fifth grade Science Camp, our Running Club and our community-involved Student Council.

Our staff believes that together we are stronger than when working alone. We foster teacher-centered leadership with our Instructional Leadership Team, which works closely with grade levels and site administration to review data, develop academic programs and supports, as well as promoting professional development and training to refine our instruction. Content area specialists and District coaches provide ongoing support for staff in Math, Writing, and Science, with an emphasis on California State Standards, and the Next Generation Science Standards. Wednesday early release days provide time weekly for staff to collaborate, review data, plan instruction, and gain instructional support.

An area of focus this year will be equipping staff to impact academic success for our English Learners; currently, 13% of our students are identified as English Learners. Emphasis will be placed on designated English Language Development (ELD) instruction daily, as well as incorporating supportive strategies into all content areas. With the changes from California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) and not having test results until spring, it will be more important than ever to improve our progress monitoring for EL students' language acquisition and proficiency, with an emphasis on Reading and Writing measures. Our student population is made up of over fifty diverse cultural ethnicities. Our significant ethnic groups are 50% White, 27% Hispanic, 10% Asian and .01% African American students. We will also continue to have training and coaching in Mathematics instruction, as part of our new Math program.

We are fortunate to have two preschool options on campus, as well as a TK classroom. The partnerships between the programs and our incoming Kindergartners help to ensure that our youngest students are prepared for success in Kindergarten. Our fifth graders feed into Christensen Middle School (CMS). Students are supported in this transition by presentations from the CMS administrators to students, families being invited to Open House, and student tours of the campus. This, along with communication between 5<sup>th</sup> and 6<sup>th</sup> grade teachers, as well as site administrators, helps ensure students are set up for success.

Our families play a crucial role in educating our students, thus we are constantly looking for better ways to communicate with and involve them. We use School Site Council, English Learner Advisory Council, and Parent Teacher Association (PTA) Executive Boards as formalized vehicles for communication and input on school life. Parents also partner with teachers via Student Goal-setting conferences, and IEP and 504 meetings to enhance student learning. We continually seek varied and relevant ways to communicate through our webpage, SchoolLoop/School Messenger programs, Facebook page, and specific communication apps such as the Remind app. Additionally, teachers often send weekly or monthly newsletters and/or have class-specific webpages. Without being informed, parents cannot truly partner with us in their child's education. Similarly, if we do not have honest feedback from them, we cannot make adjustments and improve outcomes for students. Annual parent surveys are distributed and results help highlight areas of need and celebrations.

## **SPSA HIGHLIGHTS:**

In this plan, you will find eight specific goals:

Goal 1- Literacy—focused on reading fluency and comprehension

Goal 2- Math—focused on improving conceptual understanding and application for problem solving

Goal 3- Writing—focused on writing across genres and subject areas

Goal 4- Character Education—focused on increasing consistency with instruction and supporting social/emotional learning

Goal 5- Physical Fitness—focused on building the skills necessary for lifelong health and Wellness

Goal 6- Attendance—Focused on improving attendance to reach 97%

Goal 7- Articulation—focused on providing support for students moving from preschool to Kindergarten and 5<sup>th</sup> to Middle School

Goal 8- Parent Engagement—focused on two-way communication and including all parents, particularly those traditionally underrepresented in our schools

Key data will be summarized which has helped us to identify where our greatest needs lie, as well as areas to celebrate. Consistent concerns continue to be our English Learners progress, as well as overall performance on standardized measures by our students who are socio-economically disadvantaged.

Realizing the importance of meeting the needs of the whole child, goals will address academic, social/emotional, and behavioral needs. Funding will be allocated to support personnel, technology, and instructional supports to align with goals and actions.

### **State Dashboard Data:**

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

# NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

## SBAC Data, 2 years, ENGLISH LANGUAGE ARTS

For the past two years, our scores have hovered at the 50% mark in Language Arts, with 2017 showing a slight decline from 2016. Subgroup data shows a similar trend, with slight declines from year to year.

In the Claims, we saw a 5% increase in proficiency for Research/Inquiry.

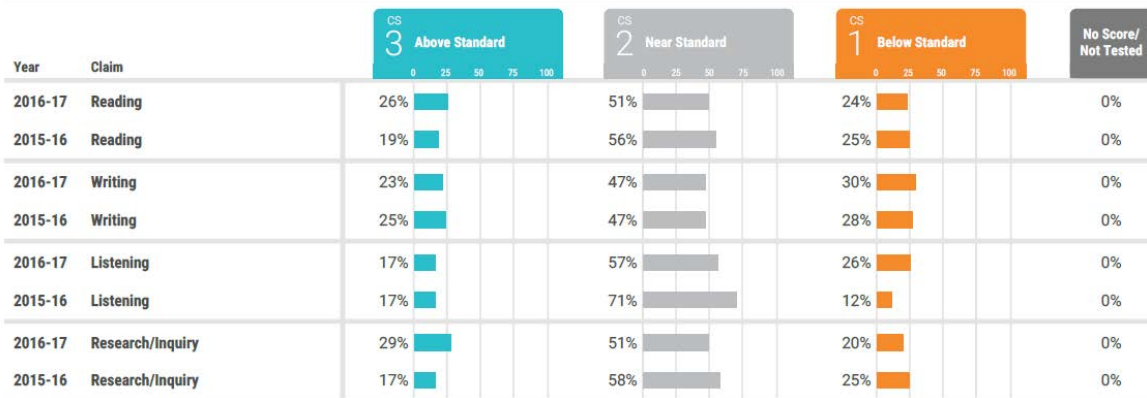
### Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: English-Language Arts

Roster Date  
Control Panel (09-14-2017)

Grade Level(s): All  
Gender(s): Male & Female  
Reported Race: All Reported Races  
Special Education: Special & Non Special  
Socio-Economic: SED & Not SED  
English Proficiencies: All

#### Overall & Claim Performance for Leo Croce Elementary



Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level. This report displays results for students selected only if they have SBA results for the 2016-17 academic year and the year prior. This report EXCLUDES students who were in grades K3 as well as students who were in in grades 9, 12 for the 2016-17 testing cycle.

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Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students

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### Smarter Balanced Subgroup Summary

2016 ELA- All Grade Levels Tested

Site: Leo Croce Elementary  
Department: All  
Teacher: All  
Grade: All

Roster Date: 10-16-17  
Gender(s): Male & Female  
Reported Race: All Reported Races  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED  
English Proficiencies: All



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Generated on 10/05/2017 by Illuminate Education

Calculations include students tested out of district. Subgroups for this report are based on demographic data provided in the CAASPP file.

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### Smarter Balanced Subgroup Summary

2017 ELA- All Grade Levels Tested

Site: Leo Croce Elementary  
Department: All  
Teacher: All  
Grade: All

Roster Date: Control Panel (09-14-2017)  
Gender(s): Male & Female  
Reported Race: All Reported Races  
Special Education: Special & Non Special Ed  
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# SBAC Data, 2 years, MATHEMATICS

## Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: Mathematics  
 Roster Date: 16-17 | Y  
 Grade Level(s): All  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

### Overall & Claim Performance for Leo Croce Elementary



Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level. This report displays results for students selected only if they have SBA results for the 2016-17 academic year and the year prior. This report EXCLUDES students who were in grades K3 as well as students who were in grades 9, 12 for the 2016-17 testing cycle.

**Math scores declined for the 3<sup>rd</sup> year in a row. The Claim of Communicating Reasoning continues to be a particular area of need. Our subgroup data shows a similar trend.**

## Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested  
 Roster Date: 15-16 | Y  
 Site: Leo Croce Elementary  
 Department: All  
 Teacher: All  
 Grade: All  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

## Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested  
 Roster Date: 16-17 | Y  
 Site: Leo Croce Elementary  
 Department: All  
 Teacher: All  
 Grade: All  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

# INTERIM ASSESSMENT BLOCKS: ENGLISH/LANGUAGE ARTS

## Smarter Balanced Interim Block Student Roster

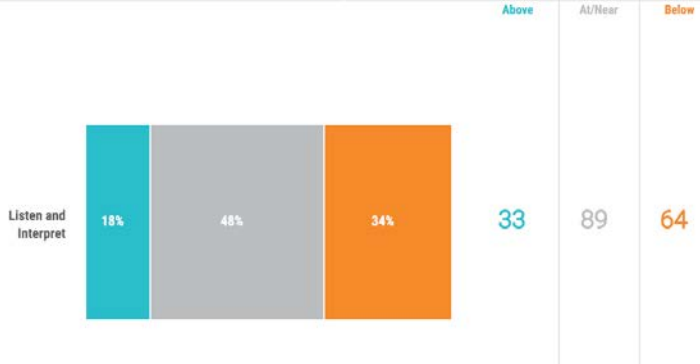
Site: Leo Croce Elementary  
 Subject: ELA  
 Test: Grade 3 ELA Interim Assessment Blocks

Roster Date: 16-17 | Y  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

### Smarter Balanced ELA Interim Block Summary

Number of Students at Each Level



3<sup>RD</sup> grade IAB scores are similar to Summative scores, with 59% being at or near the standard.

## Smarter Balanced Interim Block Student Roster

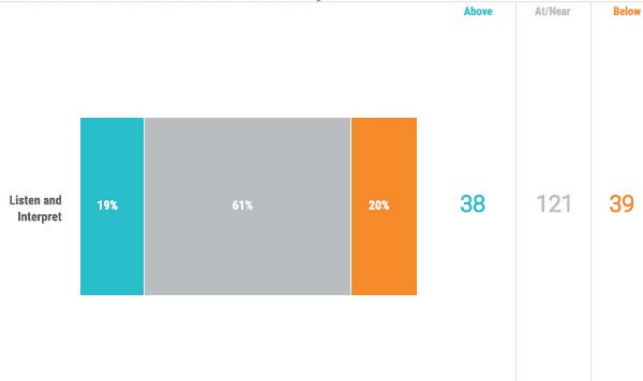
Site: Leo Croce Elementary  
 Subject: ELA  
 Test: Grade 4 ELA Interim Assessment Blocks

Roster Date: 16-17 | Y  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

### Smarter Balanced ELA Interim Block Summary

Number of Students at Each Level



4th grade IAB scores are higher than Summative scores, with 80% being at or near the standard, while Summative test scores were only 71%.

5th grade IAB scores are lower than Summative scores, with 62% being at or near the standard on the summative test.

## Smarter Balanced Interim Block Student Roster

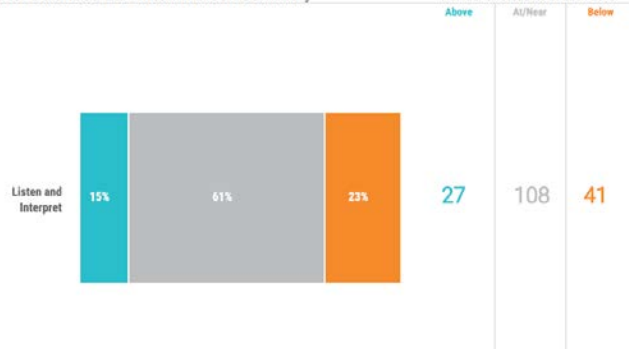
Site: Leo Croce Elementary  
 Subject: ELA  
 Test: Grade 5 ELA Interim Assessment Blocks

Roster Date: 16-17 | Y  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

### Smarter Balanced ELA Interim Block Summary

Number of Students at Each Level



Note: IAB tests only evaluated one area of ELA; Summative tests were comprehensive.

# SBAC INTERIM ASSESSMENT BLOCK RESULTS-MATH

## Smarter Balanced Interim Block Student Roster

Site: Leo Croce Elementary  
 Subject: Math  
 Test: Grade 3 Math Interim Assessment Blocks

Roster Date: 16-17 | Y  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

### Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



3<sup>rd</sup> grade IAB scores are lower than Summative scores, with 45% being at or near the standard in spring, vs. only 26% on the IAB.

## Smarter Balanced Interim Block Student Roster

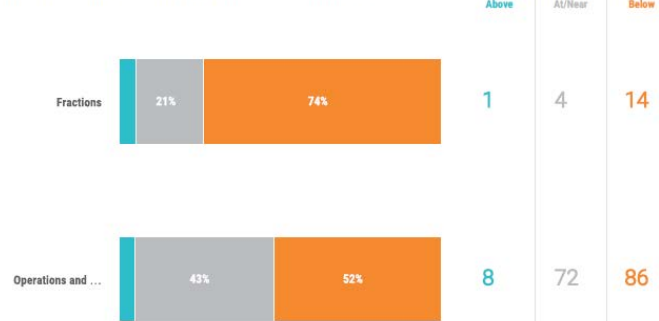
Site: Leo Croce Elementary  
 Subject: Math  
 Test: Grade 4 Math Interim Assessment Blocks

Roster Date: 16-17 | Y  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

### Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



4<sup>th</sup> grade IAB scores are similar to Summative scores, with 45% being at or near the standard for operations and procedures.

## Smarter Balanced Interim Block Student Roster

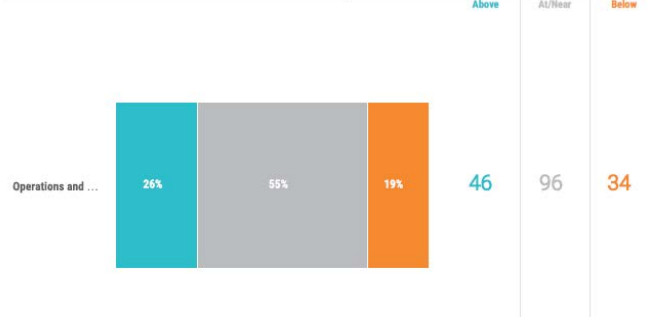
Site: Leo Croce Elementary  
 Subject: Math  
 Test: Grade 5 Math Interim Assessment Blocks

Roster Date: 16-17 | Y  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

### Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



5<sup>th</sup> grade IAB scores are significantly higher than Summative scores, with 45% being at or near the standard, vs. 27% in the spring.

Note: IAB tests only evaluated one or two areas of Math; Summative tests were comprehensive.



# CELDT Scores-2 Year Comparison—

Over the past two years, we have seen a slight increase in the percentage of students scoring “Proficient” overall.

## 2016-2017

31%

Proficient

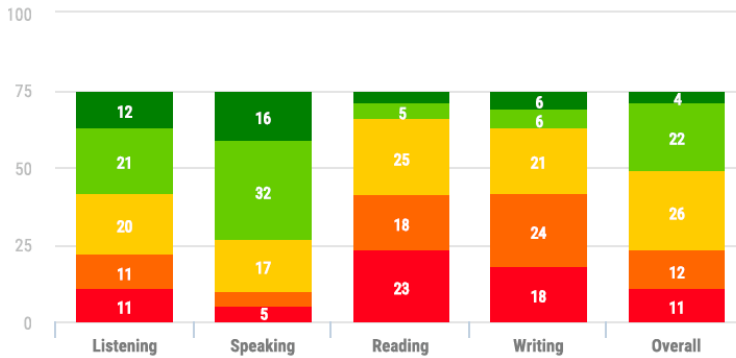
69%

Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	16.0	12	21.3	16	5.3	4	8.0	6	5.3	4
Early Advanced	28.0	21	42.7	32	6.7	5	8.0	6	29.3	22
Intermediate	26.7	20	22.7	17	33.3	25	28.0	21	34.7	26
Early Intermediate	14.7	11	6.7	5	24.0	18	32.0	24	16.0	12
Beginning	14.7	11	6.7	5	30.7	23	24.0	18	14.7	11

# Tested	75	
# Proficient	23	
% Proficient	31	
Listening Averages	PL	1.00
	SS	220
Speaking Averages	PL	2.00
	SS	370
Reading Averages	PL	1.00
	SS	220
Writing Averages	PL	1.00
	SS	247
Overall Averages	PL	1.00
	SS	288

Number of Students at Each Level in Each Domain



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP). A student is considered Proficient on the CELDT only if earning performance level 3 or above in every domain and also 4 or 5 Overall (only then should an EL be considered for reclassification). K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient.

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## 2015-2016

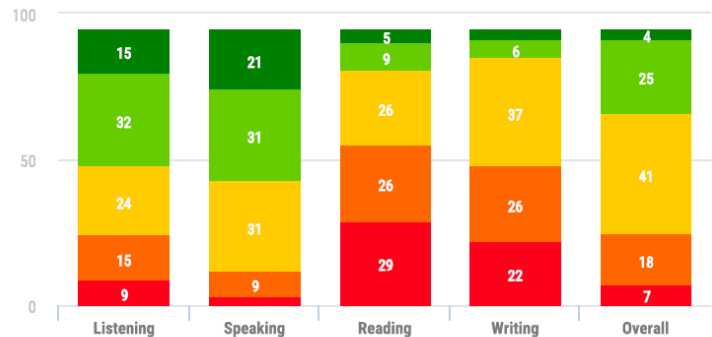
Proficient

Not Proficient

# Tested	95	
# Proficient	28	
% Proficient	29	
Listening Averages	PL	5.00
	SS	633
Speaking Averages	PL	4.00
	SS	522
Reading Averages	PL	3.00
	SS	521
Writing Averages	PL	3.00
	SS	539
Overall Averages	PL	4.00
	SS	553

Early Intermediate	15.8	15	9.5	9	27.4	26	27.4	26	18.9	18
Beginning	9.5	9	3.2	3	30.5	29	23.2	22	7.4	7

Number of Students at Each Level in Each Domain



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP). A student is considered Proficient on the CELDT only if earning performance level 3 or above in every domain and also 4 or 5 Overall (only then should an EL be considered for reclassification). K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient.

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# CELDT Scores—Pivot Table (Represents students consistent from year to year)

Pivot Table Report  
**Band Jumper  
 Data Table**  
 Site: **Leo Croce Elementary**

Selected Assessments  
**2015-16 CELDT**  
**2016-17 CELDT**  
 Student Count: **66**

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

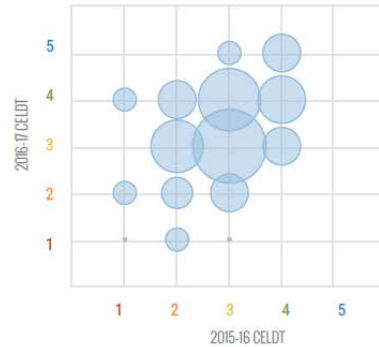
PL	GAIN (+)	No Change	DROP (-)
5	9% 6	0% 0	
4	24% 16	9% 6	0% 0
3	11% 7	21% 14	6% 4
2	3% 2	5% 3	6% 4
1		2% 1	5% 3

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT  
 5 = Advanced  
 4 = Early Advanced  
 3 = Intermediate  
 2 = Early Intermediate  
 1 = Beginner

2015-16 CELDT  
 5 = Advanced  
 4 = Early Advanced  
 3 = Intermediate  
 2 = Early Intermediate  
 1 = Beginner

\*Mastered



## Performance Level Percent Change

	2015-16 CELDT	2016-17 CELDT	CHANGE
<b>Advanced</b>	0% (0)	<b>Advanced</b> 9% (6)	9%
<b>Early Advanced</b>	21% (14)	<b>Early Advanced</b> 33% (22)	12%
<b>Intermediate</b>	47% (31)	<b>Intermediate</b> 38% (25)	-9%
<b>Early Intermediate</b>	24% (16)	<b>Early Intermediate</b> 14% (9)	-10%
<b>Beginner</b>	8% (5)	<b>Beginner</b> 6% (4)	-2%

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Students: All Students

**21% MORE**  
 students  
 scored at the  
 highest levels  
 from Year 1  
 to Year 2.

While still an area of need, we are pleased to see that many of the students who stay with us from year to year make one or more levels' growth and are on target to be English Proficient by Grade 5.

Reclassification to English Proficient—Percentage per year is in line with or better than District overall Reclassification rate.

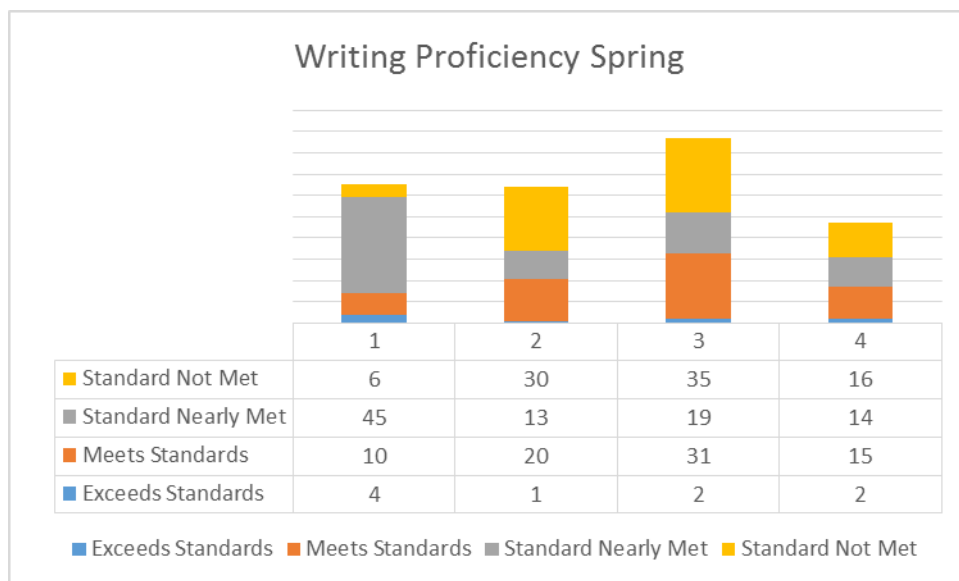
2016-2017

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
<a href="#">Leo R. Croce Elementary</a>	594	78 ( 13.1 %)	52 ( 8.8 %)	8 ( 8.9 %)
<a href="#">District Total:</a>	14,016	1,858 ( 13.3 %)	1,651 ( 11.8 %)	167 ( 9.0 %)

2015-16

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
<a href="#">Leo R. Croce Elementary</a>	594	90 ( 15.2 %)	60 ( 10.1 %)	10 ( 10.9 %)
<a href="#">District Total:</a>	14,052	1,860 ( 13.2 %)	1,622 ( 11.5 %)	105 ( 5.7 %)

### DISTRICT WRITING BENCHMARK 2017



**Rubric Scores:**  
**1-2= Standard Not Met**  
**2.5= Standard Nearly Met**  
**3.0-3.5= Standard Met**  
**4 = Exceeds Standards**

*Note: Not all student or grade level data was submitted.*

## Health and Wellness Statistics

### California Physical Fitness Test Results

2016-2017	5 out of 6	6 out of 6	Combined 5/6 and 6/6
5 <sup>th</sup> Grade	42%	18%	60%
	Total # Tested	% within or above Healthy Fitness zone	% Needs Improvement
Aerobic Capacity	90	70%	30%
Body Composition	90	53%	37%
Abdominal Strength/Endurance	89	97%	3%
Trunk Extensor Strength and Flexibility	93	54%	46%
Upper Body Strength and Endurance	89	94%	6%
Flexibility	93	88%	12%

2015-2016	5 out of 6	6 out of 6	Combined 5/6 and 6/6
5 <sup>th</sup> Grade	30 %	38%	68 %
	Total # Tested	% within or above Healthy Fitness zone	% Needs Improvement
Aerobic Capacity	63	72%	28%
Body Composition	48	55%	45%
Abdominal Strength/Endurance	74	85%	15%
Trunk Extensor Strength and Flexibility	74	85%	15%
Upper Body Strength and Endurance	--	--	--
Flexibility	81	93%	7%

### Chronic Absenteeism 2016-17

Grade	# of Students	# Chronic (10-19.9% days)	# Severe (20%+ days)
<b>TK/Kinder</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1<sup>st</sup></b>	<b>5</b>	<b>3</b>	<b>2</b>
<b>2<sup>nd</sup></b>	<b>1</b>	<b>1</b>	<b>-</b>
<b>3<sup>rd</sup></b>	<b>10</b>	<b>9</b>	<b>1</b>
<b>4<sup>th</sup></b>	<b>1</b>	<b>1</b>	<b>-</b>
<b>5<sup>th</sup></b>	<b>3</b>	<b>3</b>	<b>-</b>
<b>Total</b>	<b>23 chronic</b>		<b>Of 599 students= 4%</b>

### Suspension Data

<b>2016-17</b>	<b>2 incidents</b>
<b>2015-16</b>	<b>11 incidents</b>

**Parental Involvement:**

Croce has a very active Parent Teacher Association (PTA) with over 250 active, paying members. The group sponsors many family events throughout the year, as well as fundraisers to support enrichment programs and classroom supplies. There are evening meetings open to all staff and families, with information and idea-sharing. In addition to the PTA, we have more than 600 parents, grandparents, and other family members as official school volunteers, assisting with classroom lessons, activities, events, and field trips. English Learner parents participate in our English Language Advisory Council (ELAC), Our School Site Council (SSC) includes parent representatives who meet 4-6 times each year to review plans, budgets, and programs, as well as offer guidance. Monthly Coffee with the Principal meetings offer families an opportunity to have input and get information about daily life at school. We view parents as partners in their child's education, and are intentional about soliciting their feedback and considering their perspectives when planning for our students.

**Greatest Progress:**

We are pleased to see the improvement in English Learner proficiency levels from 2015 to 2016, when examining student data for the same students year to year (see Pivot table). This shows an increase of 21% in the highest two performance levels for consistent students. While we recognize we still have far to go in building EL students' performance, this trend encourages us that for those who remain with us, we see measurable improvement. Our Reclassification rates for the past two years are 10.9% ('15-16) and 8.9% ('16-17). These rates are in line with or higher than the District reclassification rates for the same years.

While seeing a slight decrease in overall fitness this past spring, a five-year trend shows steady improvement on this measure, as evidenced by the percentage of students who meet 5/6 or 6/6 standards tested. We attribute this, in part, to the consistent implementation of classroom PE in grades 1-5. Our Running Club, organized by our PTA, has also seen a dramatic increase in participation and total miles run over these same five years; we see this as another contributing factor. We have adjusted our Running Club schedule to include one afternoon a week, allowing those who cannot attend the before-school sessions to have access. Also, teachers are encouraged to record and report the laps run during PE time to increase students' ability to earn rewards while improving stamina and cardiovascular fitness.

California Healthy Kids Survey (CHKS) data show that all of our students agree they experience caring adult relationships to a medium or high degree at school. When asked about feeling safe, 88% of them agree most or all of the time this is true. Similarly, 88% feel that students are treated with respect at our school. Our staff embrace the notion that students who feel safe and cared for at school will be more successful learners. We have seen a reduction in serious discipline (suspensions) over the past two years. This coincides with the reinstatement of the Kid Connection program. Having this added level of support has improved social skills, reduction in misbehaviors, and strategies for emotional self-regulation for our most at-risk students. Seeing this as an increasing need, we are adding a day of Kid Connection services in 2017-18 to ensure students who need this have access to it. We have also revisited our Character Education program, featuring monthly lessons to reinforce positive behaviors and recognition programs to highlight students demonstrating these traits. All of these factors are working together to promote a positive, safe, happy place to learn.



**Greatest Need:**

In reviewing our academic performance data, we identified our students' performance on the California Assessment of Student Performance and Progress (CAASPP) tests as an area for growth. In English Language Arts, we have hovered near the 50% mark for the past three years, with scores increasing minimally in 2016, and decreasing again slightly in 2017. The achievement gaps are greatest for our students who are English Learners, socioeconomically disadvantaged, and students with disabilities. Our English Language Arts program has been in place for more than 10 years. In that time, the California State Standards have come out. Also, there has not been the focus on training new staff in the program. As a result, we have inconsistency in our early phonics instruction. Staff is refocusing our efforts in this area this year to ensure our foundational skills are solid for beginning readers. We also look forward to a new English Language Arts curriculum in 2018-19, one which aligns with the California State Standards and the English Language Development framework. We are also revisiting our intervention program for our most struggling students, again with an emphasis on early intervention (Grades K—2).

Our Math performance on the CAASPP tests (Grades 3-5) are also a concern. We've seen a 3-year downward trend, with only 36% of our students meeting the grade level standard. Factors include the correlation between reading struggles and the high demand for reading proficiency on the Math portions. The newly adopted Math program is aligned with the California State Standards, and provides students opportunities to build concept knowledge and application. However, with any new adoption, there is an adjustment period for both staff and students to become familiar with the material. There will be ongoing staff development with both conceptual math instruction and program implementation, as well as support with curriculum-based assessments which mimic State testing better. These factors, as well as focused collaboration and coaching around Math instruction and student performance, will see our students better able to demonstrate their learning by year's end.

**Performance Gaps:**

In all areas, when reviewing standardized test scores, we see a marked gap between the schoolwide scores and English Learners, socio-economically disadvantaged, and special education students. To address these gaps, we are committed to:

- regular data analysis which informs and guides our instruction.
- increasing direct instruction for English Language Development, targeted literacy and math instruction, and intervention.
- participating in training and professional development providing specific strategies to address the needs of our at-risk students.

We will also be reviewing progress monitoring data at least 3x/year to ensure at-risk students are making growth, and adjusting their programming if they are not.

One specific strategy is utilizing a common instruction/intervention block schedule to provide targeted reading instruction for at risk students 3-5 times each week. Additional staff will support instruction and bring group sizes down. Instruction in phonological awareness and decoding is the target for grades K-2, and reading comprehension strategies for grades 3-5.

**Involvement/Governance**

- The SSC reviews and offers input on our plan annually, with particular attention paid to the Goals and Actions. After revisions are addresses, the SSC approves the plan. In at least two future meetings (Winter and Spring) updates on our progress toward goals will be shared with SSC members.
- Input from our EL parents is sought annually as to programs and supports available to their students. Data specific to English Learner progress is reviewed and discusses with the ELAC group. When specific requests for support, either for students or families, come forward, we make every effort to provide it. For example, a Parent Night around supporting students with ADHD and other learning differences is planned for this fall; this is a direct result of input from ELAC parents.
- Staff had input on this plan through the Instructional Leadership Team, as well as a full staff review of draft Goals and Actions. At least three times a year, staff will compile data and review our progress toward goals in a schoolwide staff meeting.

# 2017-18 District Local Control Accountability Plan (LCAP) Goals

## Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

**Goal 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension  
Mathematics  
Writing

Measures: Smarter Balance Assessment  
Completion of A-G requirements  
CTE Pathways completion rates  
Graduation rates  
District Writing Assessment  
CELDT  
EL Reclassification  
Other local assessments

**Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education  
All students feeling safe at school  
High level of caring relationships with adults at school  
Attendance  
Physical Fitness  
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9  
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)  
Annual attendance rate/chronic absenteeism  
Suspension rate  
Other local measures

**Goal 3:** Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making  
Data demonstrating staff promotes parental participation in programs

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

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**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: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)

**SCHOOL GOAL: #1** Reading fluency and comprehension performance will increase for all students by 5%, as measured by AIMSweb and DRA in grades K—2, and by AIMSweb, STAR Reading, and SBAC scores in grades 3—5. Scores for ELL, socio-economically disadvantaged, and students with disabilities will reflect positive growth in moving from one performance level to the next, or a minimum of one year’s growth.

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP data, AIMSweb Data</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>In examining two years of data, English Learners, socioeconomically disadvantaged, and students with disabilities perform significantly below schoolwide performance. ALL students still are performing lower than expected on standardized test scores, as compared to classroom performance.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Three times a year review of reading fluency and comprehension data, including IAB tests, DRA, AIMSweb, STAR reading, and curriculum based assessments of reading progress, to monitor individual and collective student growth, as well as SBAC data spring 2018.</p>
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### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Implement intervention instruction for students at the bottom of 10-15% of each grade level, using research-based reading programs such as SIPPs and other direct instruction to emphasize phonological awareness/decoding (Gr. K—2) and comprehension strategies (Gr. 3—5).</p>	<p>-teachers, education specialists, paraeducators, instructional assistants, administrator</p>	<p>--Hire two instructional assistants to support intervention groups, focus on K—2. October-- May</p>	<p>LCFF Supp.-- \$20,000</p>

<p>2. Provide increased access to online support for intervention (K-5), as well as SBAC test prep (Gr. 3-5) using Interim Assessment Blocks (IAB) and sample questions, and differentiated reading practice for all students.</p>	<p>-teachers, tech support (IT), Tech Coach, office support, administrator</p>	<p>--Purchase additional student technology (Chromebooks) to increase access.  --Use RAZ Kids, AR, Moby Max, and more for students grades K—5 to practice reading comprehension.  --AIMSweb, DRA, STAR Reading progress monitoring (3x/yearly)</p>	<p>LCFF Supp. -- \$3,000  LCFF Supp.-- \$2,300  Parel Task/Tech-- \$7,700</p>
<p>3. Provide non-fiction materials to support core content for students reading below grade level.</p>	<p>-teachers, office personnel, -- administrator, librarian</p>	<p>--Purchase non-fiction materials to support Social Studies and Science content at students' reading level to increase access to core, as well as developing reading fluency and comprehension by November 2017.</p>	<p>LCFF Supp.-- \$500</p>
<p>4. Release intervention staff to collaborate and review student progress data for intervention and English Learner students,</p>	<p>--teachers, administrator, office personnel</p>	<p>-Provide half-day sub release time 4x/year to plan intervention groups, review progress monitoring data, review EL progress data, and plan for intervention/instruction, (Sept., Nov., March, and May)</p>	<p>LCFF Supp. \$1,400</p>



## Form A: Planned Improvements in Student Performance

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**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: Mathematics (Include all student groups and specifically English Learners.)

**SCHOOL GOAL: #2** Math Proficiency scores will increase by 5% on the SBAC (Gr. 3—5) over previous year’s scores, as well as improved scores for all students on curriculum-based measures. Scores for ELL, socio-economically disadvantaged, and students with disabilities will reflect positive growth in moving from one performance level to the next, or a minimum of one year’s growth.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP Performance data	English Learners, socioeconomically disadvantaged, and students with disabilities perform significantly below schoolwide performance. Overall proficiency, schoolwide, is lower than expected when comparing classroom performance and testing.	Use of IAB test data (Gr. 3-5), curriculum-based measures (Gr. K-5), and individualized progress using online program(s), such as Moby Max, as well as SBAC Data spring 2018.

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Provide all staff with ongoing Professional Development and support with the new Math curriculum and Mathematical standards.	-teachers, Math coaches, administrator, District personnel	--ongoing throughout the year via District-wide trainings, site training/collaboration, and work with Math coaches	Title II \$1,000 District support
2. Use online and other assessment tools from Math curriculum and online sources (i.e. Moby Max, IABs) to monitor progress and adjust instruction.	-teachers, office personnel, Tech coach, Math coaches	-ongoing, but not less than 3x/year	PTA support (Moby Max)

<p>3. Foster mathematical problem-solving and reasoning skills by using curricular and supplemental resources (such as CAASPP sample problems).</p>	<p>--teachers, administrator, Math coaches, Silicon Valley Math Initiative (SVMi)</p>	<p>--ongoing collaboration throughout the year</p>	
<p>4. Develop instructional models to foster differentiation within each classroom to support Mathematical learning.</p>	<p>-teachers, administrator, Math coaches</p>	<p>-ongoing collaboration throughout the year</p>	

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**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: Writing (Include all student groups and specifically English Learners.)

**SCHOOL GOAL: #3** Students will demonstrate increased writing proficiency across genres and curricular areas, as measured by SBAC ELA/Claims (Gr. 3-5), District Writing assessments (K-5), CELDT (EL) and on-demand classroom writing assessments. Target is to increase totals near or above standard on the SBAC ELA writing claims to 50% for grades 3-5 levels (an increase of 1-12%), and a rubric score of 2.5-4(Gr. K-5) on the District Benchmark 3 assessment. Scores for ELL, socio-economically disadvantaged, and students with disabilities will reflect positive growth in moving from one performance level to the next, or a minimum of one year's growth.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC ELA Claims data, District Benchmark data	Writing scores dipped slightly (-2%) on the CAASPP ELA Claims assessment on the spring '17 results. For current students, data from spring '17 Benchmark data shows 67% scoring a 2.5 or higher of their overall scores.	IAB tests/constructed responses, District Benchmark writing scores. EL, Special Ed student data will be disaggregated and analyzed each trimester. ELAP scores spring 2018 will be baseline data for EL writing proficiency scores.

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Provide support for writer's workshop instruction through coaching, collaboration, and specific training	-teachers, Writing coaches, administrator, District administration	Ongoing in grade level meetings, as well as District-wide trainings	Title II \$500

<p>2. Gather and analyze Benchmark data to guide instruction.</p>	<p>--teachers, administrator, office personnel, District data support</p>	<p>Input writing data at scheduled intervals (3x/year). Review class and grade level data to inform instruction. Disaggregate data for English Learner and students with disabilities to monitor growth.</p>	
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students  
**SCHOOL GOAL: #4** Student conflicts and overall misbehaviors will be reduced by implementing monthly lessons reinforcing positive character traits and providing at-risk students support toward appropriate behavior choices, as measured by fewer than 8 suspension incidents annually.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Suspension data	Suspension numbers continue to decline. Incidents, including suspensions, are limited to a very small number of students. Less severe, but more chronic behaviors are seen in more students overall. This often leads to a disruption of the learning environment for all, and lost access to learning time for the misbehaving student.	We will monitor monthly suspension data, as well as office referral logs to watch for a decrease in referrals. Data from student support program (Kid Connection) will offer pre/post data for participating students.

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1, Provide additional support for students struggling with social-emotional needs by increasing Kid Connection services to 2 days/week.	-administrator, teachers, Kid Connection counselor	-Increase services to 2x/week	LCFF Supp.      \$5,600
2. Reinforce positive character traits through monthly class lessons	-teachers, administrator	-monthly	



and schoolwide recognition and awards for positive behavior.			
3. Classroom motivation and incentive programs for individuals, groups, and whole class focusing on positive student behaviors.	-teachers, behavior specialists, psychologist	-ongoing	

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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Attendance/Chronic Absenteeism  
**SCHOOL GOAL:** #5 Overall school attendance will reach 97% at all grade levels, as measured by annual attendance statistics.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Monthly attendance statistics; chronic-severe attendance data	Overall attendance has approached 97% for the past few years, typically 96.5% or above. In 2016-17, we had 25 students (4.2%) who were identified as having chronic or severe attendance.	Monthly attendance summaries. Reports reviewed for chronic absenteeism concerns.

**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Work with the Child Welfare and Attendance (CWA) staff to confer with families of students with chronic absenteeism via mail, phone, home visits, Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings.	-CWA, Attendance clerk, administrator  -Attendance clerk, administrator	Ongoing  Monthly	District funds
2. Promote good attendance with monthly	-Attendance clerk, office personnel	Monthly	

grade level awards.  3. Report on monthly attendance statistics via the marquee			
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Physical Fitness  
**SCHOOL GOAL: #7** 68% of our 5<sup>th</sup> graders will meet 5/6 standards on the Physical Fitness Test (PFT) in spring 2018. This reflects an increase of 5% over last year's scores, and approaches our top score of 68% in 2016.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CA PFT test results	Though we experienced a slight decline this past year, our four-year trend shows a steady increase in overall fitness scores.	Participation rates and lap data from classroom PE and the Running Club; monthly PE logs and observation

**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Consistently implement standards-aligned PE for mandated minutes. Emphasis on activities that build strength/endurance to support success on the PFT.	-teachers, Adaptive Physical Education teacher, principal	Monthly  Training for all staff via PD and/or video tutorials  Access to PE curriculum (i.e. GameDay)	

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Articulation

**SCHOOL GOAL: #7** Staff members will collaborate within and between grade levels, and site-to-site with feeder schools (Preschool/Christensen Middle School) as measured by notes, agendas, meeting minutes, and calendar items.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Feedback from parents and staff re: successful transitions between grades and sites.	Parent survey data finds parents generally satisfied with their child's preparedness for the next grade. Somewhat more challenging is the transition from 2 <sup>nd</sup> -3 <sup>rd</sup> , and 5 <sup>th</sup> -6 <sup>th</sup> .	Evidence that grade, cross-grade, and cross-school articulation is occurring.

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Grade level teams will meet 2-3x/month in grade teams to discuss instruction and student data.	-teachers, teacher-leaders, principal	Monthly, Wednesday collaboration	
2. Vertical articulation between grades to confer on students' academic strengths and weaknesses.	-teachers, principal	Twice yearly during Wednesday collaboration	
3. Reach out to area	-principal, Preschool psychologist, ed	Jan.—May 2018	

<p>preschools to promote Kindergarten registration, engage in child-find activities, and confer on incoming Kindergarteners.</p> <p>4. Coordinate with Middle School to prepare 5<sup>th</sup> grade students.</p>	<p>specialists, District personnel, community preschool representatives</p> <p>-Croce and CMS principals, 5<sup>th</sup> grade teachers, CMS staff</p>	<p>May 2018</p>	
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 3:** Enhance parent and community engagement and communication  
**SCHOOL GOAL: #8** Increase our communication with all parent groups regarding classroom, school, and district information, with particular emphasis on parents who are new or historically disengaged from the school setting.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Parent survey results, attendance data from Parent/Teacher conferences,	Parents who responded to the survey generally felt informed and connected to their child's classroom and school. Data sample was limited and may not have included enough information from underserved parent groups.	Parent survey results, attendance from Parent/Teacher conferences

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Increase EL parent participation in school via ELAC meetings, providing written and spoken translation services, and parent outreach/information events.	-administrator, office personnel, District and/or community supporters	4 x/yearly meetings	LCFF Supp.      \$240
		2x/yearly parent conferences	
		Translation services for other school events	LCFF Supp.      \$500
2. Use of social media to communicate about school events and student learning.	-teachers, office personnel, administrator	At least monthly updates to PTA facebook page, school website, and electronic marquee	PTA funds Measure J (Marquee)

2017-18 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Leo Croce Elementary School

2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds: \$ 33,540

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction:  Provide two instructional assistants (appx. 12 hours per week) to support intervention. Focus: Phonology/Phonemic Awareness, K-2 Decoding/comprehension, 3-5	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	Oct. – May	Principal	\$20,000
Provide support for social/emotional needs for at-risk students by adding one Kid Connection service day.		Oct. – May	Principal, Kid Connection staff	\$5,600
Supplemental materials, computers, software, books, supplies may be purchased: <ul style="list-style-type: none"> <li>- Additional Chromebooks to access individualized instruction for ELs, low income, foster youth, and at-risk students</li> <li>- Non-fiction leveled readers to support at-risk learners</li> <li>- Site license renewal for intervention progress monitoring (<i>MobyMax</i>, <i>Aimsweb</i>)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	Oct. – May	Principal, Executive Assistant, Teachers, Library/Media Specialist	<p>\$3,000</p> <p>\$500</p> <p>\$2,300</p>



<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <p>Sub release time for collaboration, testing, progress monitoring, data review and placements of intervention and English Learner students</p>	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth,</li> </ul>	<p>Oct. – May</p>	<p>Principal, Intervention lead teachers</p>	<p>\$1,400</p>
<p>Parental Involvement:</p> <p>Parent Education event(s), ELAC Meetings (interpreters, childcare, presenters, snacks, meeting materials) Translation for teacher/parent meetings</p>	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	<p>Oct. – May</p>	<p>Principal, EL Liaison  bilingual staff</p>	<p>\$740</p>
<p><b>Total LCFF Supplemental</b></p>				<p><b>\$33,540</b></p>

## Form B: Centralized Services for Planned Improvements in Student Performance

### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

### **Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

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

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

### **Migrant Education**

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

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
  - *Centralized Services*
  - *\$280,984*
-

### Form C: Programs Included in this Plan – Croce

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
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school	\$1,500

State Programs	Allocation
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$40,528
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$33,540
Total amount of state categorical funds allocated to this school	\$74,068

Local Funding	Allocation
<input type="checkbox"/> <b>Technology Funds – Local Parcel Tax</b>	\$10,836

## Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kendra Helsley	X				
Laura Aguiar		X			
Marilyn Burns			X		
Lisa Gibson		X			
Linda Troper		X			
Kellie Amador				X	
Raelene Avelar				X	
Angie Bonner				X	
Scott Tupper				X	
Jennifer Vail				X	
<b>Numbers of members in each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

At elementary schools, the SSC 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.

**Form E: Recommendations and Assurances**

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:<sup>1</sup>

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district: Instructional Leadership Team

4. 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.
5. 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.
6. This SPSA was reviewed by the SSC at a public meeting on: October 16, 2017.

Attested:

Kendra L. Helsley  
Typed name of School Principal

  
Signature of School Principal

10/16/17  
Date

Kelly Amador  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10/16/17  
Date

<sup>1</sup> SSC must review *and* recommend the SPSA for Board approval and address all assurances.

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

**PROGRAM DESCRIPTION:**

GATE students at Leo R. Croce Elementary School are encouraged to develop their own unique capabilities, talents and creative abilities. Toward that end, our students are clustered in our classrooms where they receive differentiated instruction that extends beyond the core curriculum through learning opportunities characterized by depth and complexity. Students receive enrichment/challenge work in English Language Arts and Mathematics, independent research projects and opportunities to move at their own pace using Accelerated Reading and independent projects.

A focus group of GATE parents identified a Science curriculum with a 3-year cycle of Chemistry, Physics, and Life Sciences. This curriculum was offered as part of an after-school 6 session program during the past two years, covering Chemistry and Life Sciences. The focus this year will be on Physics. The GATE Parent rep is working with site administrator to implement 2-3 after school and/or lunchtime modules this year, which will be largely parent-led. GATE students are expected to participate in the District's Science Odyssey, and extra coaching is afforded to them to help them complete projects. Additional opportunities include field trips, guest speakers and District-sponsored social gatherings. Students are encouraged to participate in District, county and statewide special events and competitions.

As LVJUSD implements the California State Standards and the Next Generation Science Standards, teacher training will be provided to assure that students receive a rigorous, standards-based curriculum providing opportunities commensurate with the students' talents and needs and focusing on depth, complexity, novelty and acceleration.

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**Livermore Valley Joint Unified School District**  
**Library School Site Plan – ALL SITES**

**PROGRAM DESCRIPTION:**

***School Library Materials:***

The purpose of the School Library Materials program is to provide library resources including books, periodicals and electronic resources, as well as equipment to access resources within the school library and from online sources.

The library is the foundation of Leo R. Croce School. Teachers recommend--and the library purchases--books to support classroom curriculum-related reading and the Accelerated Reading (AR) Program. Students use computers, in the library and classrooms, to support class instruction in reading and math. The AR program is supported through PTA funds. Additionally, a significant donation of books occurs twice annually as part of the PTA's Book Fair, to help the Library stay current with both fiction and non-fiction texts. Classes are scheduled for weekly visits to the library. The library media specialist reads to the younger students and provides basic library skills instruction for the mid to upper grade levels.

Funds will be used for the following:

- Purchase supplies and materials to support the library operations (i.e. labels, binding tape, barcodes, etc.).
  - Purchase newly published books with an emphasis on support for our English Learners and "Next Generation Science".
  - Replace worn books (i.e. early readers, non-fiction and series books).
  - Purchase additional non-fiction books to support the California State Standards, with a focus on basic literacy skills and the ability to synthesize materials from a variety of different resources.
  - Purchase high interest low-level books to support our students who are reading below grade level.
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**Livermore Valley Joint Unified School District**  
**Technology Funding Plan – ALL SITES**  
**Technology Funds: \$10,728**

**PROGRAM DESCRIPTION:**

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

- A. Bandwidth: With the migration of software, state testing and video streaming to the internet/cloud enough bandwidth is needed to support 300 students working with cloud/internet based software and video streaming at the same time. This update happened in 2016-2017, using Modernization/Bond funds.
  
  - B. Classroom: Each classroom (including science rooms and library) will have:
    - 1. 1 laptop computer for the teacher work station
    - 2. \*3 notebook computers current and up-to-date (networkable and internet capable)
    - 3. DVD/Blue Ray player through large screen display (may be computer with DVD)
    - 4. Speakers for computer for playing music CDs/DVDs (classroom funds)
    - 6. 1 document camera for each classroom
    - 7. Projector
    - 8. 8 tablet devices with internet application capability (Grades TK/K/1)
  
  - C. Lab
    - 1. 34 student work stations (capable of supporting robotic software)
    - 2. 1 teacher station (Includes Remote Desktop Software)
    - 3. Large display for instructional activities (Projector)
    - 4. Software for all student and teacher stations
  
  - D. Software
    - 1. Reading Support Programs  
(ex. Starfall, Reading Eggs, Reading A to Z, Raz Kids)
    - 2. Math Practice Reinforcement (ex. Starfall, Moby Max)
    - 3. Microsoft Office
    - 4. Online/downloaded educational apps (varies by grade)
  
  - F. Staff Development
    - 1. Training on PCs, to aid in conversion from Apple platform
    - 2. District-provided Tech Teacher to assist with instructional technology
  
  - G. School Site Shared Items
    - 1. Portable Mixing board with 4 inputs and digital output for computers
    - 2. Digital Video with external audio input
    - 3. Digital Camera with external input
    - 4. Five (5) mobile carts housing 30-32 student notebooks (one per grade level 2<sup>nd</sup>- 5<sup>th</sup> Grade, plus an “on demand” cart available to all)
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Priorities: Listed in order of priority, the following items will be purchased as funds become available.

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

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

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

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**Livermore Valley Joint Unified School District**  
**2017-2018 Migrant Education Program Site Plan – ALL SITES**

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

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

**District-wide Migrant Education direct services include:**

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
  - K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
  - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
  - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
  - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and
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presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
  - The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.
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**Livermore Valley Joint Unified School District**  
**ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN – K-5 SITES**  
**2017-2018**

Elementary School Name Leo R. Croce Elementary Date September 2017 English Learner Liaison: Kendra L. Helsley

**English Language Development:** All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

**Groupings:**

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogeneously group students across classes.

**\*\*\*Attach per ELD teacher, roster of students receiving ELD and their levels**

<b>Grade</b>	<b>Grouping</b> By class, by CELDT scores, by grade level, across grade levels, etc. <b>No more than 2 CELDT levels per group</b>	<b>Taught by</b> Name of teacher(s), 1 teacher per grade level, 1 teacher for __ grade levels, resource teacher, teachers rotate every __ weeks, months etc.  *** Complete student roster below	<b>CELDT Levels Taught by this teacher</b>	<b>Days</b>	<b>Times</b>	<b>Total weekly minutes</b> 150 minutes minimum	<b>Materials Used</b> <i>Avenues</i> and other supplemental materials
K	<b>By CELDT level</b>	<b>Claudia Barry</b>	EI, I	M – F	10:15-10:45	150 minutes	<i>Avenues</i>
K	<b>By CELDT level</b>	<b>Mariah Coon</b>	B, EI	M – F	10:15-10:45	150 minutes	<i>Avenues/BEGLAD</i>
K	<b>By CELDT level</b>	<b>Lynda Helms</b>	B, EI	M – F	10:15-10:45	150 minutes	<i>Avenues</i>
K	<b>By CELDT level</b>	<b>Mary Triassi</b>	EI, I	M – F	10:15-10:45	150 minutes	<i>Avenues</i>
First	<b>By CELDT level</b>	<b>Laura Aguiar</b>	I, EA	M - F	8:30-9:00	150 minutes	<i>Avenues/BEGLAD</i>
First	<b>By CELDT level</b>	<b>Barbara Rogers</b>	EA	M - F	8:30-9:00	150 minutes	<i>Avenues</i>
First	<b>By CELDT level</b>	<b>Kristina Wooten</b>	B, EI	M - F	8:30-9:00	150 minutes	<i>Avenues</i>
Second	<b>By CELDT level</b>	<b>Alyson Bernal</b>	I, EA	M – F	8:30-9:00	150 minutes	<i>Avenues</i>
Second	<b>By CELDT level</b>	<b>Holly Stanley</b>	I, EA	M – F	8:30-9:00	150 minutes	<i>Avenues/BEGLAD</i>
Second	<b>By CELDT level</b>	<b>Linda Troper</b>	I, EA	M – F	8:30-9:00	150 minutes	<i>Avenues</i>
Second	<b>By CELDT level</b>	<b>Kari Weber</b>	EI, I	M – F	8:30-9:00	150 minutes	<i>Avenues/BEGLAD</i>
Third	<b>By CELDT level</b>	<b>Peter Malmquist</b>	B, EI	M – F	8:45-9:15	150 minutes	<i>Avenues</i>
Third	<b>By CELDT level</b>	<b>Erlynn Prior</b>	I, EA	M – F	8:45-9:15	150 minutes	<i>Avenues</i>
Fourth	<b>By CELDT level</b>	<b>Paige Anaya</b>	B, EI	M – F	1:00-1:30	150 minutes	<i>Avenues</i>
Fourth	<b>By CELDT level</b>	<b>Jessica Holck</b>	EI, I	M – F	1:00-1:30	150 minutes	<i>Avenues</i>

Fourth	<b>By CELDT level</b>	<b>Erin Lockhart</b>	EI, I	M - F	1:00-1:30	150 minutes	<i>Avenues</i>
Fourth	<b>By CELDT level</b>	<b>Patty Santin</b>	B, EI	M - F	12:50-1:20	150 minutes	<i>Avenues</i>
Fifth	<b>By CELDT level</b>	<b>Alison Atkinson</b>	B	M - F	1:00-1:30	150 minutes	<i>Avenues</i>
Fifth	<b>By CELDT level</b>	<b>Danielle Bakalar</b>	I	M - F	1:00-1:30	150 minutes	<i>Avenues</i>
Fifth	<b>By CELDT level</b>	<b>Andrew Lockhart</b>	EI	M - F	1:00-1:30	150 minutes	<i>Avenues</i>
Fifth	<b>By CELDT level</b>	<b>Lisa Valverde</b>	I, EA	M - F	1:00-1:30	150 minutes	<i>Avenues</i>

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