

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: Emma C. Smith Elementary School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01-61200-6001259

Principal: Tammy Rankin

Date of this revision: October 5, 2017

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

Contact Person: Tammy Rankin

Position: Principal

Telephone Number: (925) 606-4750

Address: 391 Ontario Drive, Livermore, California 94550

E-mail Address: trankin@lvjUSD.k12.ca.us

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



THE STORY

Emma C. Smith Elementary School is located in Livermore, California. The school opened in the fall of 1965, named after Miss Emma Caroline Smith, an incredible, legendary educator and role model. In 2016, Emma C. Smith Elementary School was named a California Gold Ribbon School. It was named a California Distinguished School in 2002 and 2006. Emma C. Smith Elementary School offers a learning environment that allows each student to grow as an individual. We base educational and program decisions on what is best for the students. Students are recognized throughout the year in their classrooms and at awards assemblies for academic achievement, good behavior, character traits and attendance. Families are welcomed and provide a strong support for our school. The site is in its eleventh year in its new facility. The facility includes a modern library, computer lab with new computers in 2017, and two elementary level science labs. The site also has 11.5 chromebook carts for instruction. The facility is at capacity, using every classroom.

Emma C. Smith Elementary School uses their mission and vision to guide them in ensuring that the needs of all students are met.

Mission

To ensure collaboration, communication, cooperation and creativity along with high levels of learning for all students in order to prepare them to become responsible and productive community members.

Vision

To provide all students at Emma C. Smith Elementary School with:

- a challenging curriculum that is aligned with the State standards.
- instruction that is engaging, differentiated, and data driven that meets the needs of every student.
- a supportive, caring, safe, respectful, and student-centered climate that fosters positive character, self-esteem and self-motivation.

The Instructional Leadership Team meets regularly to plan for school-wide and grade-level activities that follow the mission and vision. Grade levels guide intervention or enrichment time. Transitional kindergarten and kindergarten students come to school on a staggered schedule to ensure small group instruction during their reading instruction. Students in grades 1-5 participate in intervention or enrichment time for 40 minutes 4 times a week. This is time when Resource Specialist Program (RSP) students attend RSP, students that need intervention receive intervention, and other students receive enrichment. Professional development also follows the mission and vision. Staff participates in whole group, small group and individual professional development. When staff participate in professional development, the information is shared with others that it is applicable to. English learners receive 30 minutes daily of designated English Language Development (ELD) instruction. At the same time, English Learners (EL) techniques are used during the entire day to ensure that the student is progressing appropriately toward reclassification. Students and families participate in orientation into Transitional Kindergarten (TK) and kindergarten and 6th grade to make the transitions smooth. Families at Smith are extremely active in the school community. Families participate in Parent Teacher Association (PTA), School Site Council (SSC), English

Learner Advisory Committee (ELAC), and volunteering in classrooms. Their support of Smith helps to ensure that the staff is able to carry out the school's mission and vision.

SPSA HIGHLIGHTS:

Emma C. Smith Elementary School has changed their mission and vision. The SPSA for 2017-2018 follows the new mission and vision in every way. The plan is student centered and ensures that the needs of all students are met. The principal works with the Instructional Leadership Team to assist in guiding teachers in all grade levels.

On the Smarter Balanced Assessment, English Language Arts scores have decreased by 3% of students proficient or above and mathematics scores have increased by 2% of students proficient or above. English Learners are continuing to improve. 5% more students were proficient on the California English Language Development Test (CELDT) than the previous year and the percentage of students that were reclassified increased by 11%.

Emma C. Smith Elementary School is working to ensure that all student needs are met. Under the guidance of the principal and Instructional Leadership Team, faculty has created an Intervention/Enrichment time four days a week for forty minutes each day. During Wednesday collaboration guided by the Instructional Leadership Team, grade levels discuss individual student needs and create instructional time that meets the needs of all students. Students receive differentiated instruction that meets their needs in reading, writing or mathematics. Students that need intervention in a specific academic area receive intervention and students that are ready for accelerated assignments are able to be pushed more during this time. An intervention aide works to add an extra person to decrease student group size. This summer 21 teachers attended the Reading Units of Study training. Those teachers and others are in their first year of full implementation of Reading Units of Study combined with Writing Units of Study. At the same time, a team of teachers is attending the Silicon Valley Math Initiative Professional Development Meetings to ensure that all students are appropriately challenged in mathematics.

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

Dashboard Indicators

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.

Academics

Smarter Balance Assessment results -2 year trend

ELA

The percentage of Emma C. Smith Elementary School students in grades 3-5 who have met or exceeded standards in ELA is 70%. This is a decrease of 3%.

	2016	2017	Difference
All Grades	73%	70%	-3%
3 rd Grade	77%	72%	-5%
4 th Grade	66%	69%	-3%
5 th Grade	76%	71%	-5%
White	72%	68%	-4%
Hispanic/Latino	57%	58%	1%
Asian	98%	94%	-4%
2 or More Races	76%	76%	0%
Filipino	83%	77%	-6%
Socioeconomically Disadvantaged	45%	34%	-11%
English Learner	50%	18%	-32%
Students with Disability	11%	27%	16%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date
16-17 | Y

Subject: ELA

Test(s): All 2016-17 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3	Meeting Standard		PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
				Meeting Standard	Not Meeting Standard	0 50 100	0 50 100	0 50 100	0 50 100
DISTRICT	6,917	2.7	+16	61%	39%	28%	33%	20%	19%
Smith Elementary	432	2.9	+33	70%	30%	39%	31%	15%	16%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date
15-16 | Y

Subject: ELA

Test(s): All 2015-16 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3	Meeting Standard		PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
				Meeting Standard	Not Meeting Standard	0 50 100	0 50 100	0 50 100	0 50 100
DISTRICT	6,420	2.7	+12	60%	40%	26%	34%	21%	19%
Smith Elementary	383	3.1	+50	73%	27%	46%	27%	17%	10%

Smarter Balanced Subgroup Summary

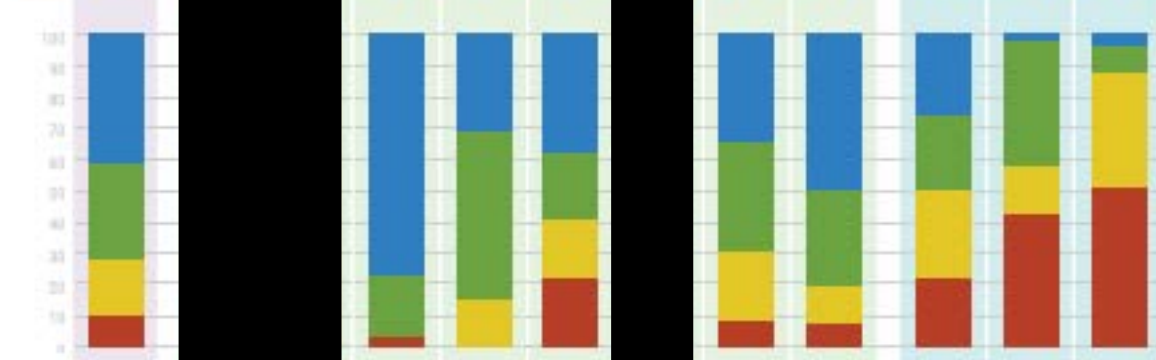
2017 ELA: All Grade Levels Tested



Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

	All Students	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	383	40	12	61	214	49	42	24	40
Standard Exceeded or Met	73%	98%	83%	57%	72%	76%	45%	50%	15%
Standard Exceeded	46%	75%	50%	38%	42%	55%	26%	12%	5%
Standard Met	27%	22%	33%	20%	31%	20%	19%	38%	10%
Standard Nearly Met	17%	0%	17%	21%	19%	16%	31%	17%	32%
Standard Not Met	10%	2%	0%	21%	9%	8%	24%	33%	52%



	All Students	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	383	40	12	61	214	49	42	24	40
Gap		24%	10%	-16%	-1%	2%	-28%	-23%	-58%



ELA Claim Performance

The Smarter Balanced claims help teachers to see student's performance in specific areas. The fifth grade writing claim shows that students in fifth grade are improving in writing. Overall, teachers need to look at each claim and specific student to see how they can support them.

% Above Standard

	2016	2017	Difference
All	73%	70%	-3%
Reading Claim All	40.7%	41.4%	.7%
Reading Claim 3rd	43.6%	37%	-6.6%
Reading Claim 4th	40.4%	42.7%	2.3%
Reading Claim 5th	43.9%	44.2%	.3%
Writing Claim All	50.1%	48.7%	-1.4%
Writing Claim 3rd	57.9%	37%	-20.9%
Writing Claim 4th	41.2%	36.7%	-4.5%
Writing Claim 5th	41.7%	48.3%	6.6%
Listening Claim All	31.9%	29.4%	-2.5%
Listening Claim 3rd	39.8%	31.9%	-7.9%
Listening Claim 4th	29.4%	28.7%	-.7%
Listening Claim 5th	37.1%	27.9%	-9.2%
Research/Inquiry Claim All	48.8%	38.9%	-9.9%
Research/Inquiry Claim 3rd	48.1%	36.3%	-11.8%
Research /Inquiry Claim 4th	41.2%	36.3%	-4.9%
Research/Inquiry Claim 5th	47%	44.9%	-2.1%

2017 ELA Claim Performance

2016-17 Smarter Balanced Performance Summary

ELA: All Grades Tested

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

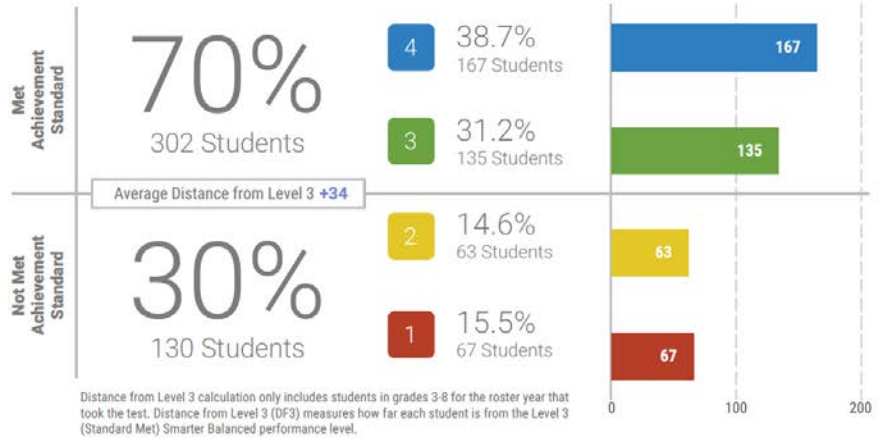
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

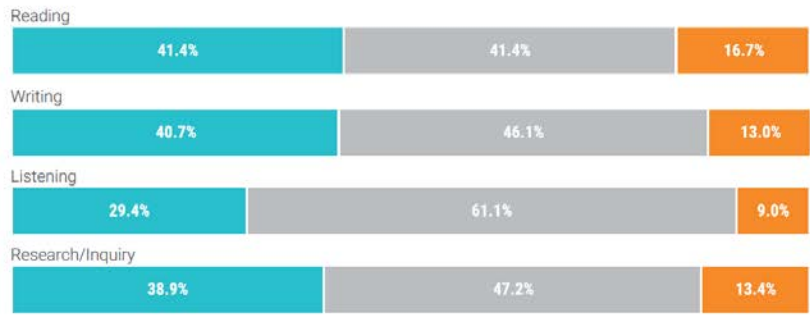
- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 432 Students Tested



Claim Performance: Percent of Students at Each Level



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

2016-17 Smarter Balanced Performance Summary

Grade 3 ELA Summative

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

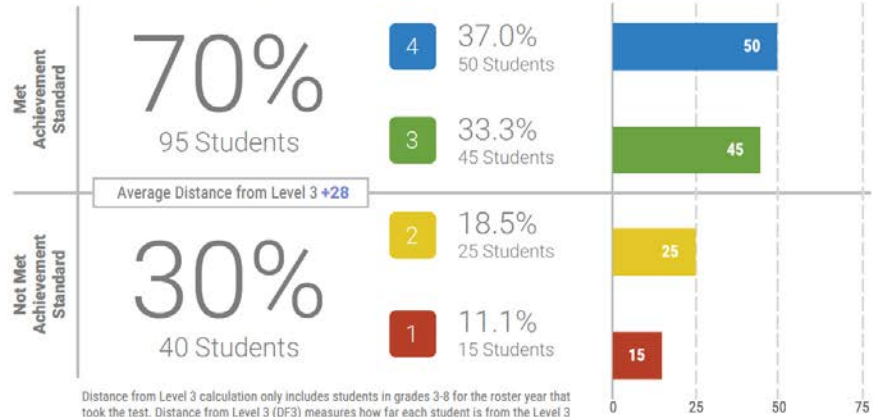
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

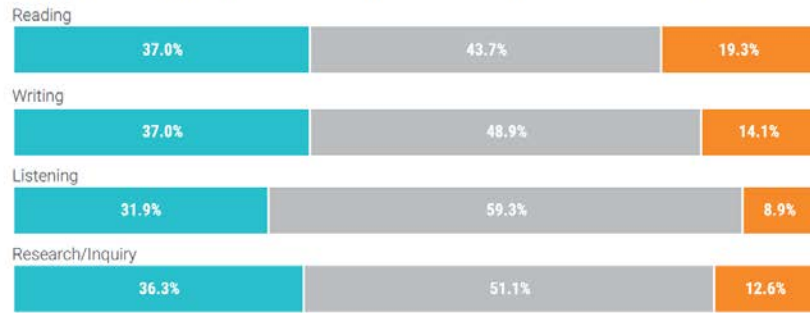
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 135 Students Tested



Claim Performance: Percent of Students at Each Level



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

2016-17 Smarter Balanced Performance Summary

Grade 4 ELA Summative

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

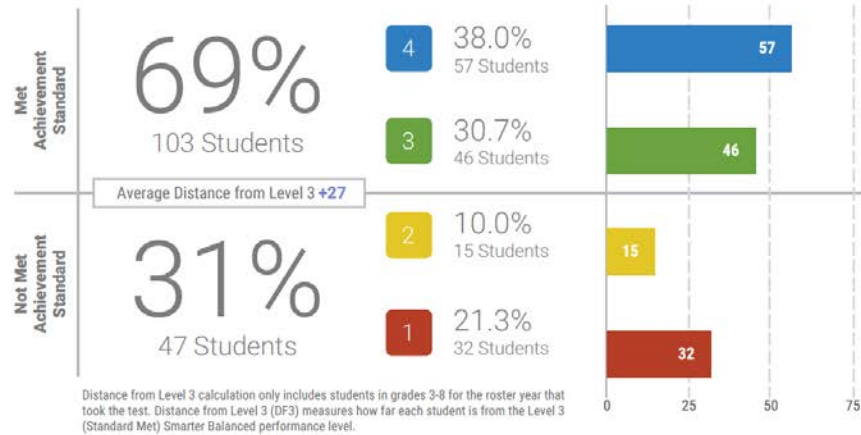
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

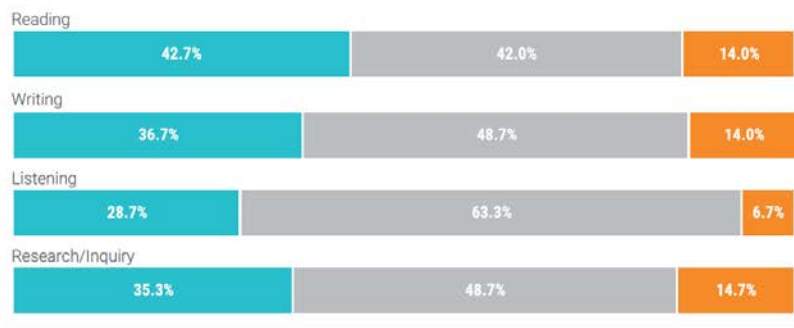
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 150 Students Tested



Claim Performance: Percent of Students at Each Level



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

2016-17 Smarter Balanced Performance Summary

Grade 5 ELA Summative

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

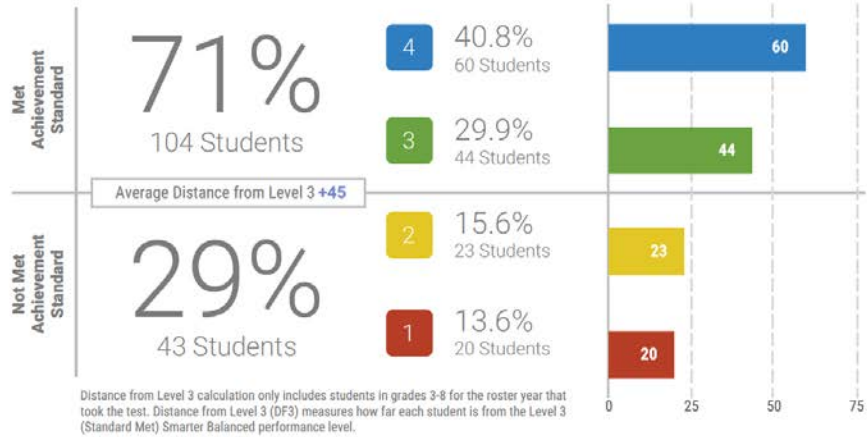
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

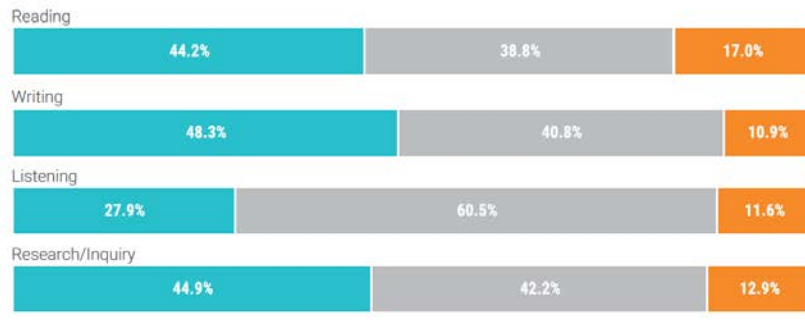
- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 147 Students Tested



Claim Performance: Percent of Students at Each Level



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

2016 ELA Claim Performance

2015-16 Smarter Balanced

Performance Summary

ELA: All Grades Tested

Site: **Smith Elementary**
 Roster Date: **15-16 | Y**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

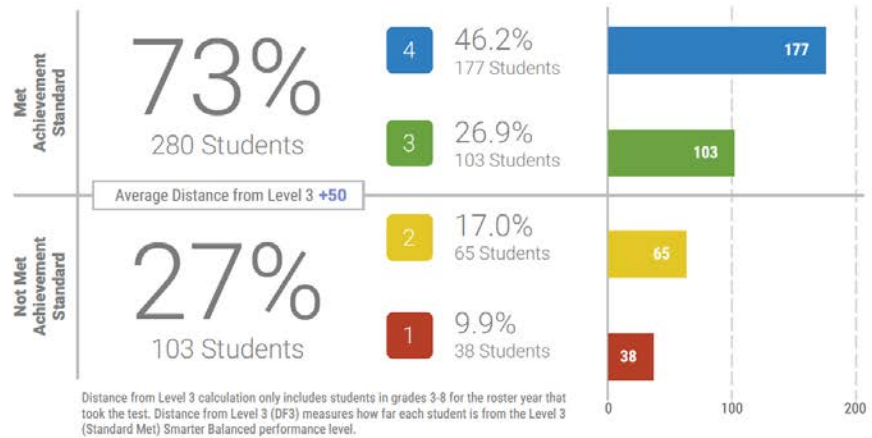
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

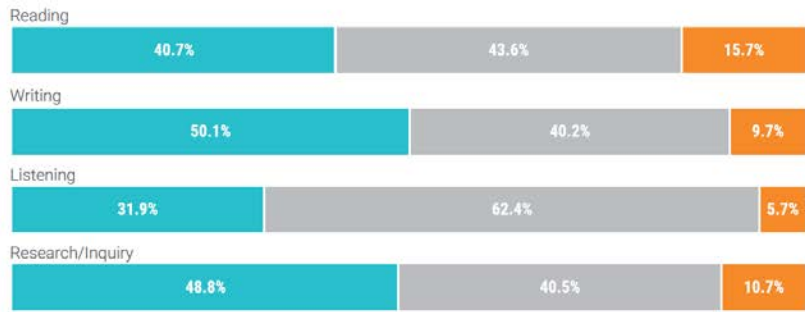
- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 383 Students Tested



Claim Performance: Percent of Students at Each Level



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

Smarter Balanced

Performance Summary

2016 ELA: All Grades Tested

Grade: 3

Site: **Smith Elementary**

Roster Date: **15-16 | Y**

Grade Levels: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

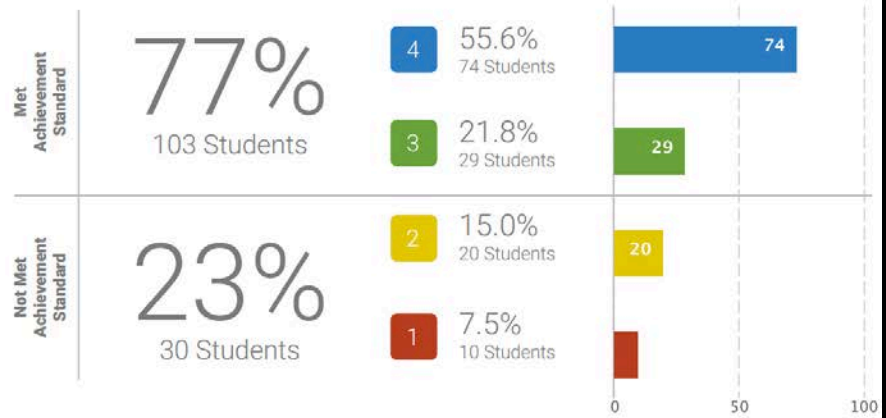
Overall Score Levels

- 4 Exceeded the Standard
- 3 Met the Standard
- 2 Nearly Met the Standard
- 1 Has Not Met the Standard

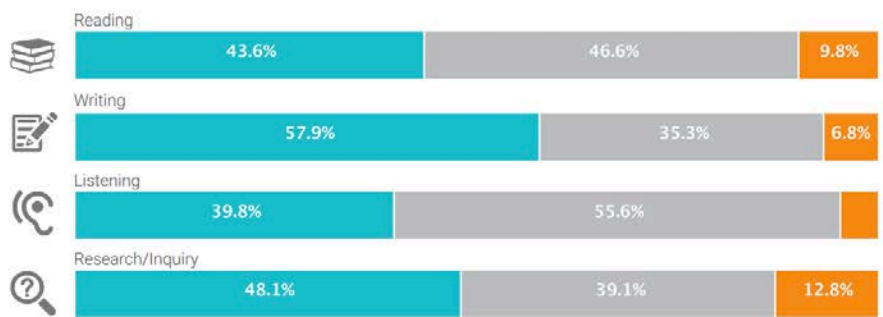
Claim Score Levels

- Above Standard
- At / Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 133 Students Tested



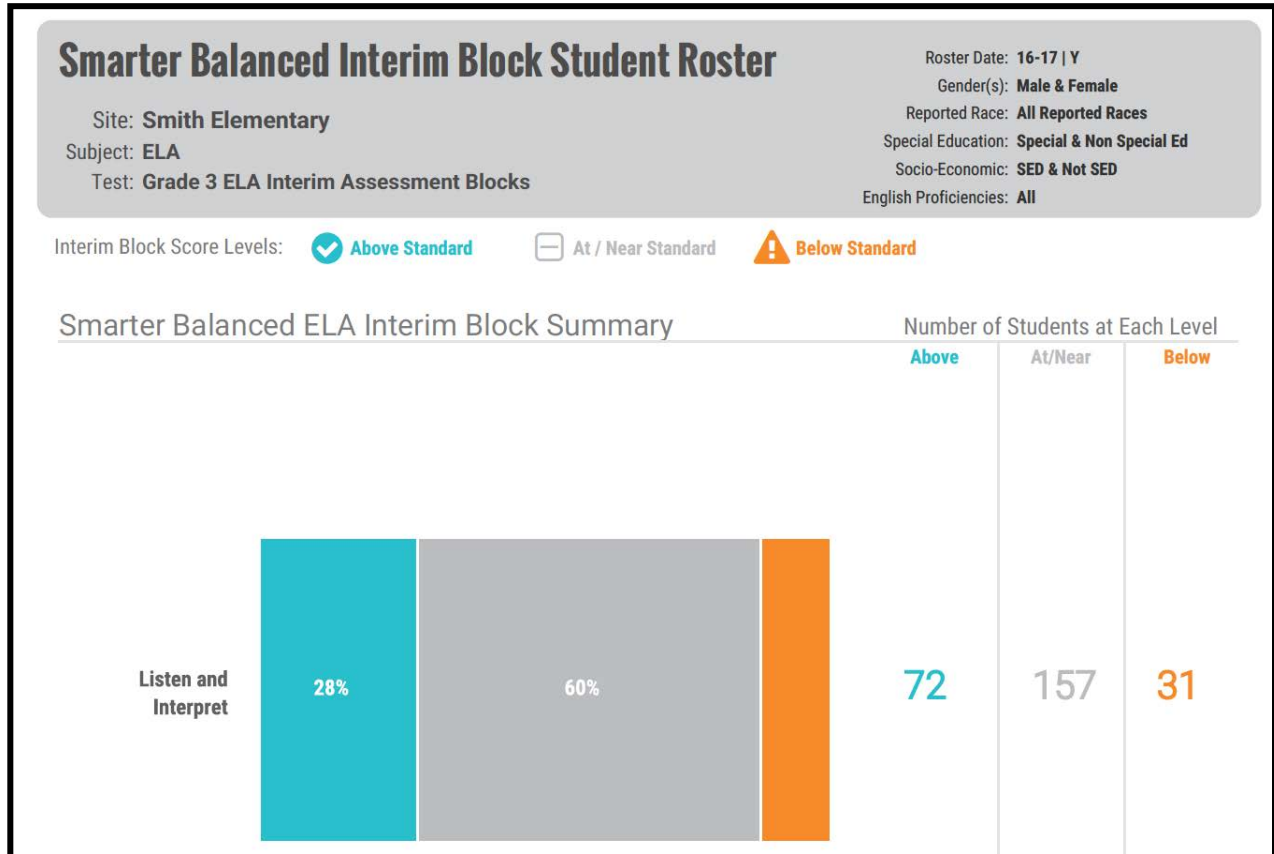
Claim Performance: Percent of Students at Each Level



ELA Interim Block Assessment Results

	% Near, At or Above Standard
3	88%
4	86%
5	89%

Grade 3



Grade 4

Smarter Balanced Interim Block Student Roster

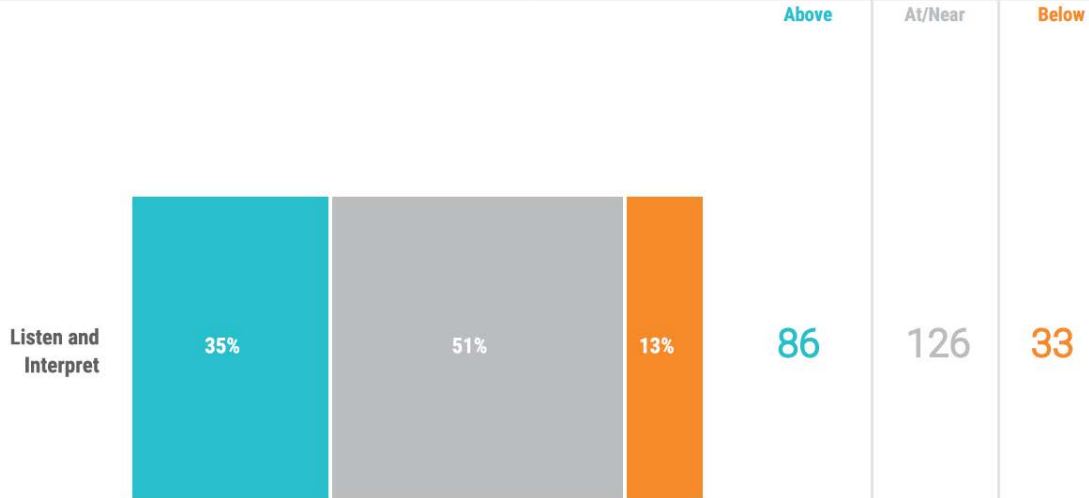
Site: **Smith Elementary**
Subject: **ELA**
Test: **Grade 4 ELA Interim Assessment Blocks**

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



Grade 5

Smarter Balanced Interim Block Student Roster

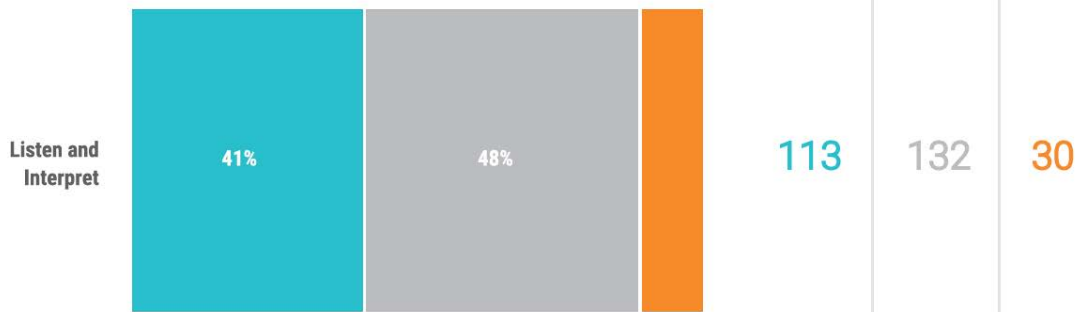
Site: **Smith Elementary**
 Subject: **ELA**
 Test: **Grade 5 ELA Interim Assessment Blocks**

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



Reading Grades TK-2

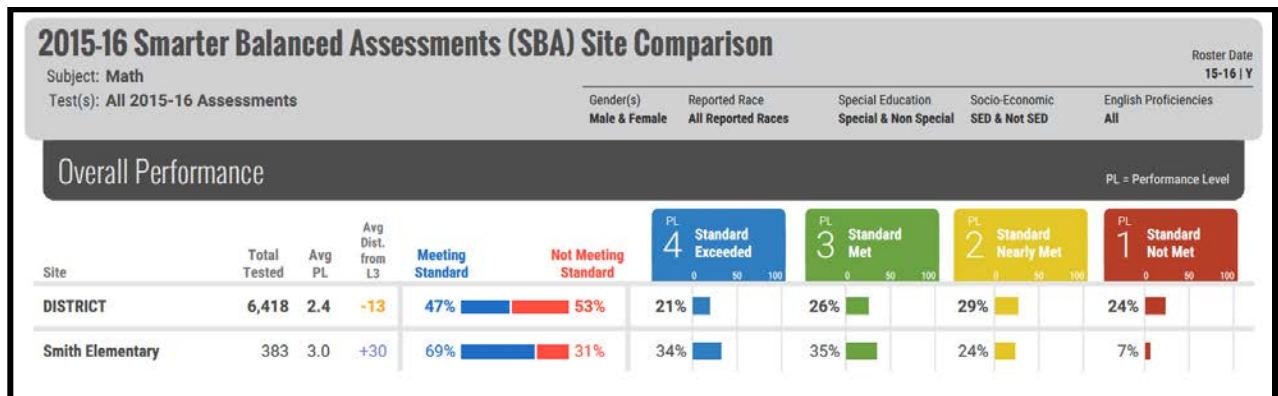
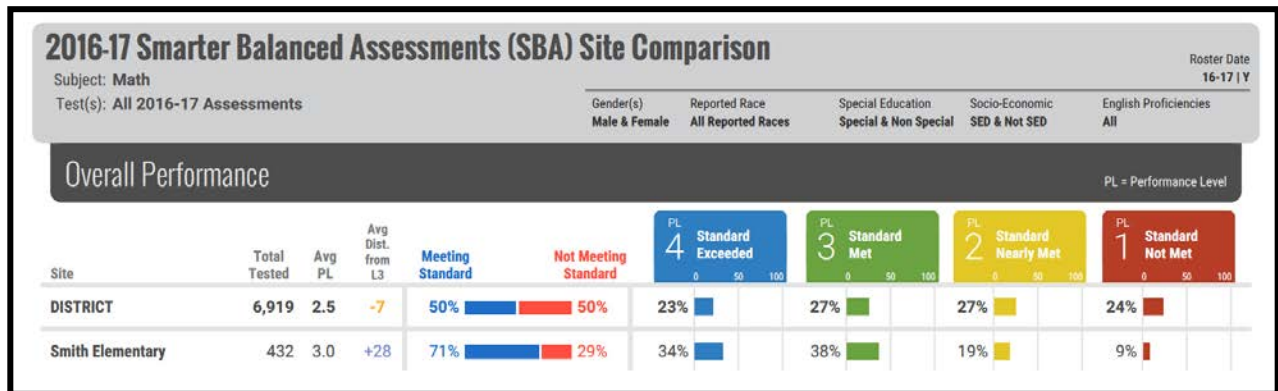
Teachers in grades TK-2 continue to work to improve the reading of all students. Teachers are using the Fontas and Pinnell Benchmark Assessment System to guide their instruction. Struggling students receive intervention using Fontas and Pinnell Leveled Literacy Intervention.

	2016 TK/K Report Card 1-2 STAR Reading	2017 TK/K Report Card 1-2 STAR Reading	Difference
TK	96%	96%	0
K	95%	85%	-10%
1	73%	58%	-15%
2	67%	71%	4%

Math

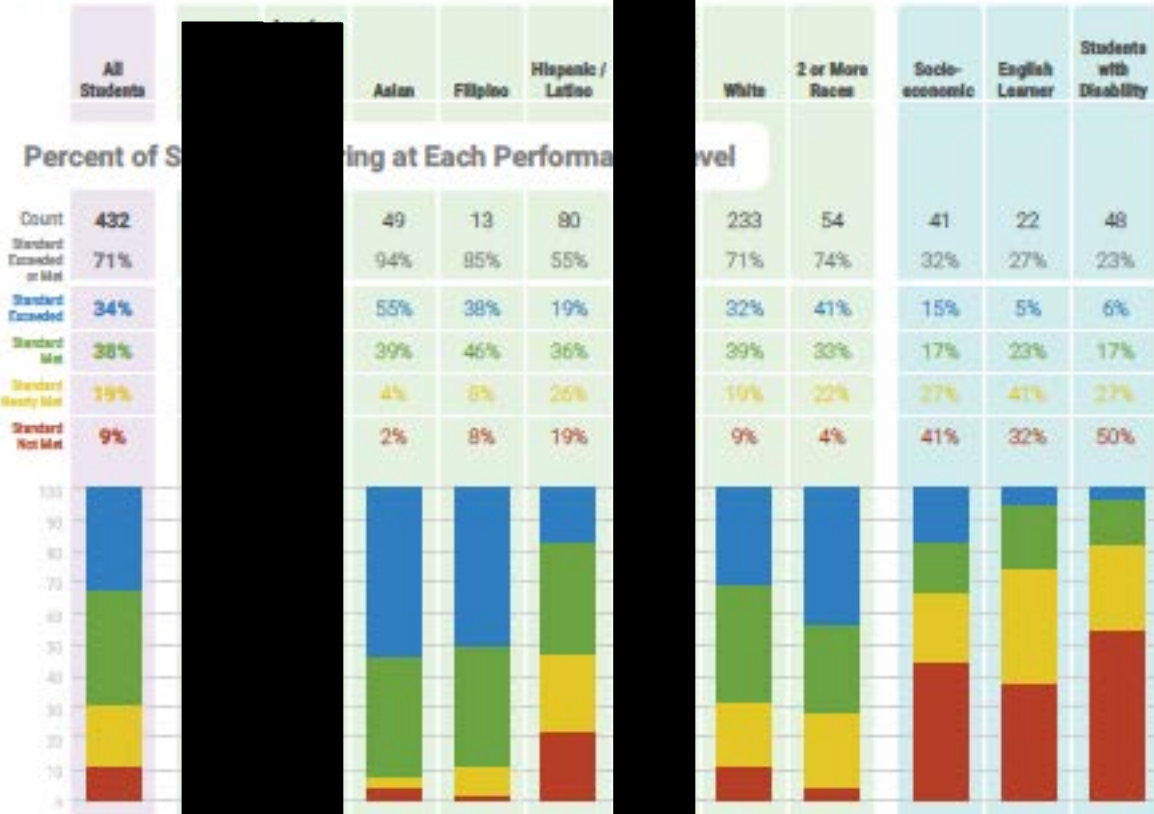
The percentage of Emma C. Smith Elementary School students in grades 3-5 who have met or exceeded standards in math is 71%. This is an increase of 2%.

	2016	2017	Difference
All Grades	69%	71%	2%
3rd Grade	79%	75%	-4%
4th Grade	65%	73%	8%
5th Grade	62%	66%	4%
White	68%	71%	3%
Hispanic/Latino	52%	55%	3%
Asian	88%	94%	6%
2 or More Races	71%	74%	3%
Filipino	100%	85%	-15%
Socioeconomically Disadvantaged	38%	32%	-6%
English Learner	38%	27%	-11%
Students with Disability	23%	23%	0%



Smarter Balanced Subgroup Summary

2017 Math- All Grade Levels Tested



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested



Math Claim Performance

The Smarter Balanced claims help teachers to see how students perform in specific areas. Fourth grade has improved in every claim area. Overall, teachers need to look at each claim and specific student to see how they can support them.

% Above Standard

	2016	2017	Difference
All	69%	71%	2%
Concepts and Procedures All	48%	49.8%	1.8%
Concepts and Procedures 3rd	63.2%	51.9%	-11.3%
Concepts and Procedures 4th	41.9%	51.3%	9.4%
Concepts and Procedures 5th	37.7%	46.3%	8.6%
Problem Solving & Modeling/Data All	42%	38%	-4%
Problem Solving & Modeling/Data 3rd	51.1%	42.2%	-8.9%
Problem Solving & Modeling/Data 4th	36.8%	42.7%	5.9%
Problem Solving & Modeling/Data 5th	37.7%	29.3%	-8.4%
Communicating Reasoning All	40.7%	38%	-2.7%
Communicating Reasoning 3rd	54.9%	44.4%	-10.5%
Communicating Reasoning 4th	41.2%	43.3%	2.1%
Communicating Reasoning 5th	23.7%	26.5%	2.8%

2017 Math Claim Performance

2016-17 Smarter Balanced Performance Summary

Math: All Grades Tested

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

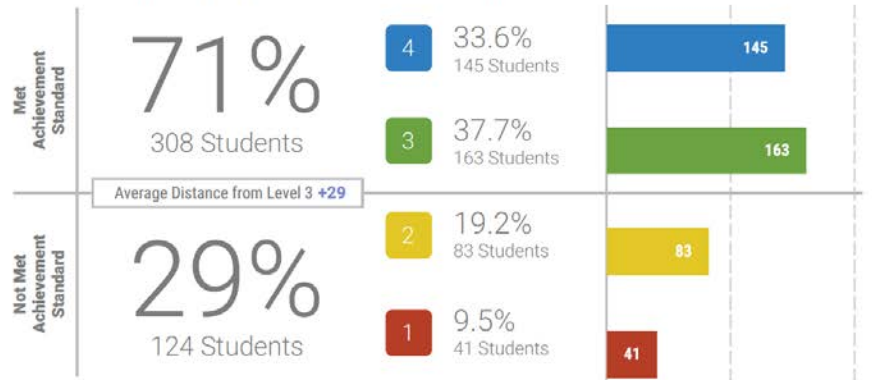
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

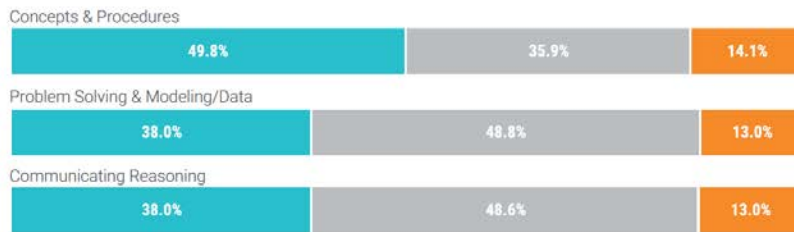
Generated on 10/04/2017
by Illuminate Education

Overall Performance: 432 Students Tested



Distance from Level 3 calculation only includes students in grades 3-8 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level



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

2016-17 Smarter Balanced

Performance Summary

Grade 3 Math Summative

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

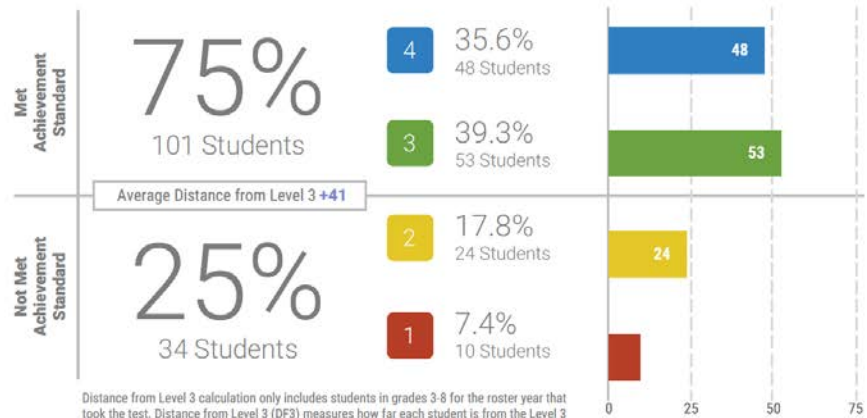
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 135 Students Tested



Distance from Level 3 calculation only includes students in grades 3-8 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level



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

2016-17 Smarter Balanced

Performance Summary

Grade 4 Math Summative

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

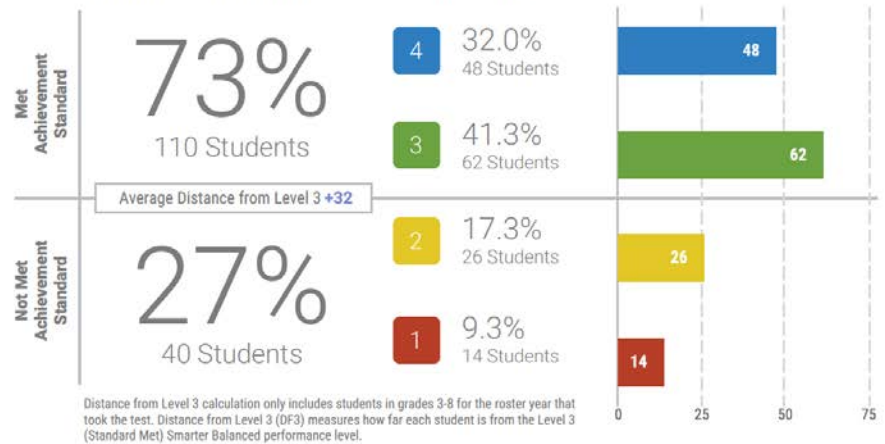
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

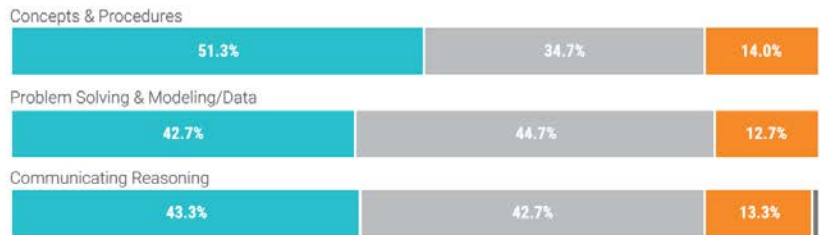
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 150 Students Tested



Claim Performance: Percent of Students at Each Level



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

2016-17 Smarter Balanced Performance Summary

Grade 5 Math Summative

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

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

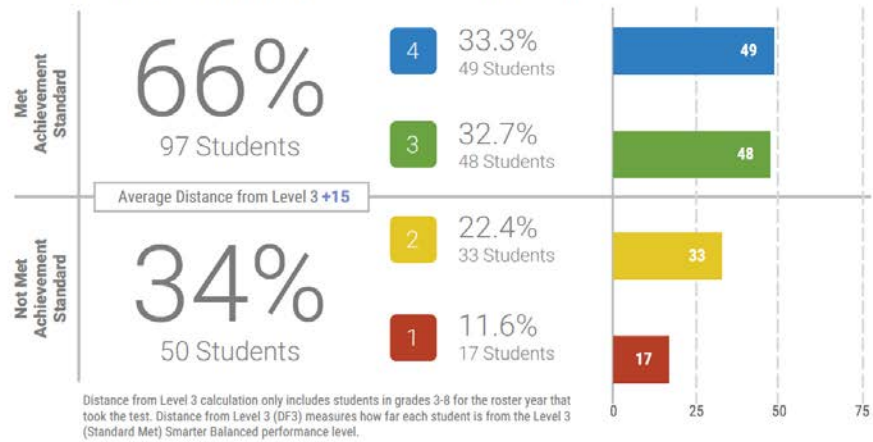
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

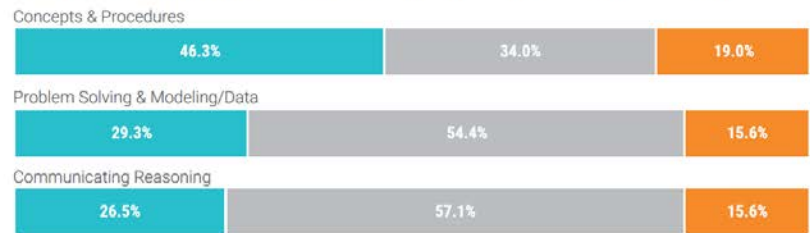
- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 147 Students Tested



Claim Performance: Percent of Students at Each Level



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

2016 Math Claim Performance

2015-16 Smarter Balanced Performance Summary

Math: All Grades Tested

Site: **Smith Elementary**
 Roster Date: **15-16 | Y**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

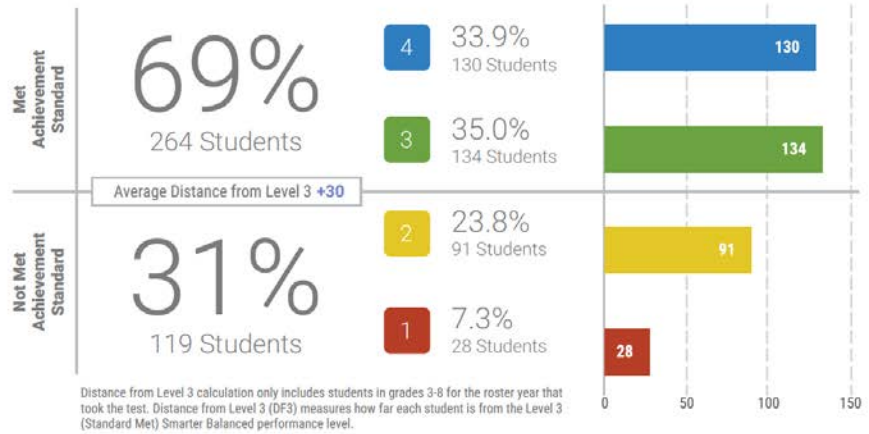
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

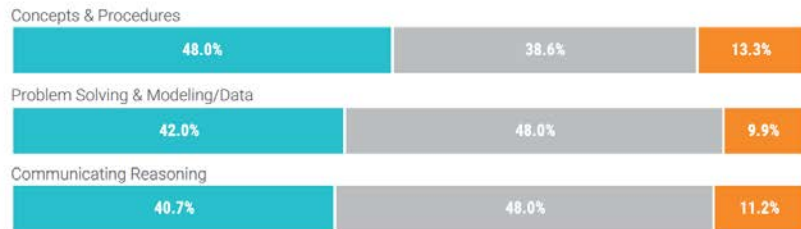
- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 10/04/2017
by Illuminate Education

Overall Performance: 383 Students Tested



Claim Performance: Percent of Students at Each Level



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

Smarter Balanced

Performance Summary

2016 Math: All Grades Tested

Grade: 3

Site: Smith Elementary

Roster Date: 15-16 | Y

Grade Levels: All

English Proficiencies: All

Reported Race: All Reported Races

Gender(s): Male & Female

Special Education: Special & Non Special

Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

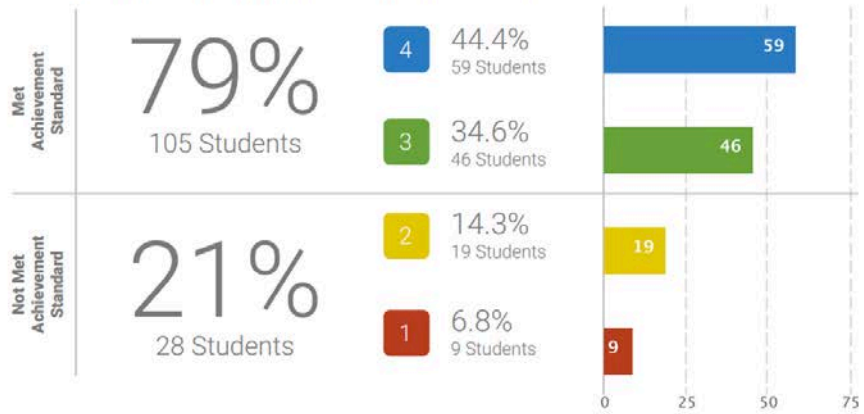
Overall Score Levels

- 4 Exceeded the Standard
- 3 Met the Standard
- 2 Nearly Met the Standard
- 1 Has Not Met the Standard

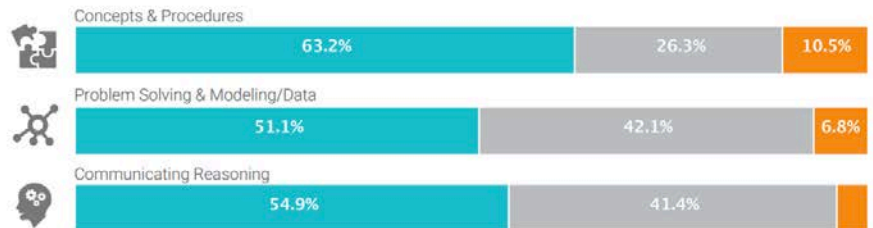
Claim Score Levels

- Above Standard
- At / Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 133 Students Tested



Claim Performance: Percent of Students at Each Level



Smarter Balanced

Performance Summary

2016 Math: All Grades Tested

Grade: 4

Site: **Smith Elementary**

Roster Date: **15-16 | Y**

Grade Levels: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

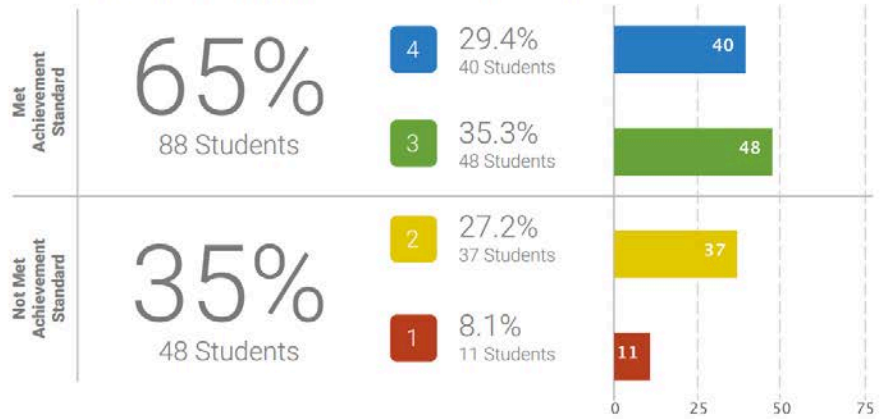
Overall Score Levels

- 4 **Exceeded the Standard**
- 3 **Met the Standard**
- 2 **Nearly Met the Standard**
- 1 **Has Not Met the Standard**

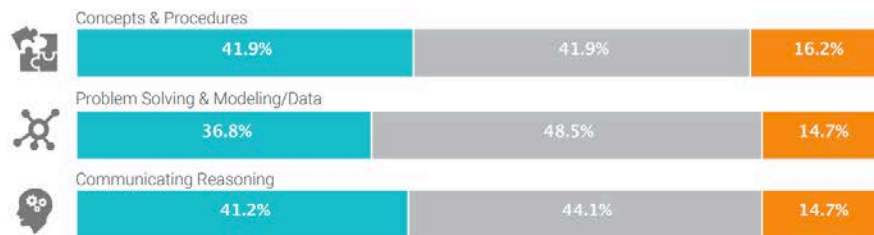
Claim Score Levels

- Above Standard
- At / Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 136 Students Tested



Claim Performance: Percent of Students at Each Level



Smarter Balanced

Performance Summary

2016 Math: All Grades Tested

Grade: 5

Site: **Smith Elementary**

Roster Date: **15-16 | Y**

Grade Levels: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

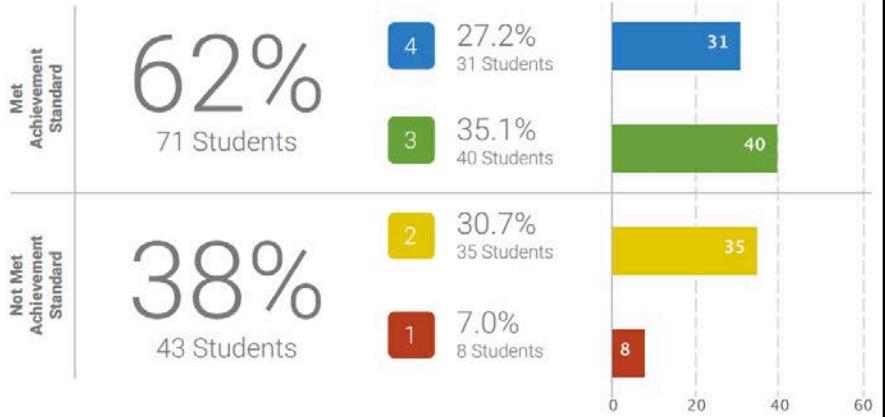
Overall Score Levels

- 4 Exceeded the Standard
- 3 Met the Standard
- 2 Nearly Met the Standard
- 1 Has Not Met the Standard

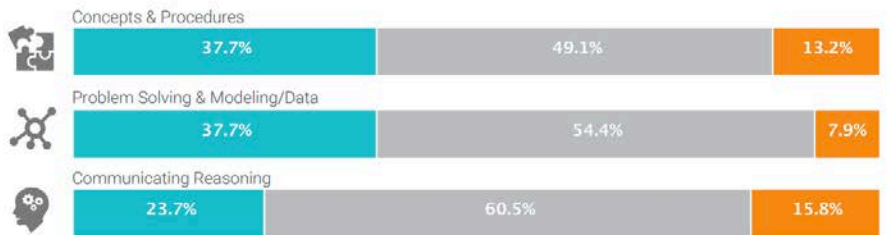
Claim Score Levels

- Above Standard
- At / Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 114 Students Tested



Claim Performance: Percent of Students at Each Level



Math Grades TK-2

Teachers in grades TK-2 continue to work to improve the mathematics skills of all students. Teachers are using the adopted Investigations program for instruction.

	2016 TK/K Report Card 1-2 STAR Reading	2017 TK/K Report Card 1-2 STAR Reading	Difference
TK	96%	91%	-5%
K	97%	96%	-1%
1	66%	67%	1%
2	75%	71%	-4%

District Literacy Benchmark—Writing

Emma C. Smith Elementary School students have improved overall on the District Write. Teachers have completed their third year of using the Writing Units of Study. The writing coaches that came into classrooms during 2015-2016 helped support all teachers with the Units of Study and instructional strategies. The current writing coaches have helped to improve writing instruction for all teachers. At the same time, grade levels are collaborating weekly on the writing units.

	2016 District Write	2017 District Write	Difference
All	58%	67%	9%
K	70%	83%	13%
1	45%	56%	11%
2	60%	67%	7%
3	58%	61%	3%
4	49%	68%	19%
5	67%	68%	1%

English Learner

CELDT Results

2 year trend: number and percent of students at each level

The number of English learners attending Emma C. Smith Elementary School has increased once again. In one year, Smith gained 13 English learner students. The percent of students that are proficient increased by 5%.

	2016	2017	Difference
% Proficient	43%	48%	5%

2016-2017 CELDT

48% Proficient **52%** Not Proficient

# Tested		69
# Proficient		33
% Proficient		48
Listening Averages	PL	2.00
	SS	423
Speaking Averages	PL	4.00
	SS	506
Reading Averages	PL	1.00
	SS	280
Writing Averages	PL	1.00
	SS	401
Overall Averages	PL	1.00
	SS	402

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	24.6	17	27.5	19	14.5	10	7.2	5	14.5	10
Early Advanced	26.1	18	37.7	26	14.5	10	26.1	18	34.8	24
Intermediate	30.4	21	27.5	19	40.6	28	36.2	25	34.8	24
Early Intermediate	14.5	10	1.4	1	18.8	13	17.4	12	8.7	6
Beginning	4.3	3	5.8	4	11.6	8	14.5	10	7.2	5

Number of Students at Each Level in Each Domain



2015-2016 CELDT

43% Proficient **57%** Not Proficient

# Tested		56
# Proficient		24
% Proficient		43
Listening Averages	PL	3.00
	SS	430
Speaking Averages	PL	5.00
	SS	522
Reading Averages	PL	1.00
	SS	419
Writing Averages	PL	1.00
	SS	307
Overall Averages	PL	2.00
	SS	419

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	21.4	12	30.4	17	12.5	7	8.9	5	19.6	11
Early Advanced	35.7	20	33.9	19	17.9	10	21.4	12	23.2	13
Intermediate	28.6	16	30.4	17	33.9	19	33.9	19	39.3	22
Early Intermediate	8.9	5	3.6	2	23.2	13	14.3	8	17.9	10
Beginning	5.4	3	1.8	1	12.5	7	21.4	12	0.0	0

Number of Students at Each Level in Each Domain



Reclassification
2 year trend; number and percent of students reclassified

The percentage of Emma C. Smith Elementary School students reclassified increased by 11%.

	2015-2016		2016-2017		Difference	
# and %	6	10.2%	14	21.2%	8	11%

Chronic Absenteeism
Percent of students who have missed 10% or more days of the school year

The percentage of Emma C. Smith Elementary School students that had chronic absenteeism decreased by .37%.

	2015-2016		2016-2017		Difference
# and %	23/744	3.13%	21/772	2.76%	-.37%

Suspensions
2 year trend

There was an increase of 19 suspensions. We are working on interventions for students that are being suspended.

	2015-2016	2016-2017	Difference
# of Suspensions	9	28	19

Fitness Gram
2 year trend: percent of students achieving the Healthy Fitness Zone

The percentage of students achieving the Healthy Fitness Zone decreased by 8%.

	2016	2017	Difference
5 out of 6	26%	23%	-3%
6 out of 6	37%	33%	-4%
Combined 5/6 and 6/6	64%	56%	-8%

2017

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	133	84%	16%
Body Composition	142	74%	26%
Abdominal Strength and Endurance	141	69%	31%
Trunk Extensor Strength and Flexibility	147	79%	21%
Upper Body Strength and Endurance	139	81%	19%
Flexibility	147	84%	16%

2016

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	109	80%	20%
Body Composition	109	69%	31%
Abdominal Strength and Endurance	110	73%	27%
Trunk Extensor Strength and Flexibility	108	99%	1%
Upper Body Strength and Endurance	109	70%	30%
Flexibility	109	79%	21%

Parent Engagement

The Emma C. Smith Elementary School community has dedicated volunteers that participate in PTA, SSC, ELAC, and volunteer at school. Volunteers logged over 20,500 hours in 2016-2017. Smith consistently communicates with families through school messenger on a weekly basis at the same time and through Peach Jar.

California Healthy Kids Survey (CHKS)

Most students at Emma C. Smith feel safe and connected to school.

	2013-2014	2015-2016	Difference
% of students who report they feel safe at school all or most of the time	93%	93%	0%
% of students who report a high level on caring relationships with adults at school	87%	88%	1%

Greatest Progress:

Based on the data, Emma C. Smith Elementary School's greatest progress is in mathematics. Overall, there was an increase of 2% in students who have met or exceeded standards. This year, a team of teachers grades 2-5 are attending the Silicon Valley Math Initiative Professional Development Meetings. The goal is to gain staff development on how to ensure that we are challenging all of our students. The teachers will return with the information learned and share it with the faculty.

Greatest Need:

Based on data, Emma C. Smith Elementary School's greatest need is to work on the suspension rate. We are working on interventions for students that are being suspended.

Performance Gaps:

Based on data, Emma C. Smith Elementary School will focus on the performance gap that exists with English learners. Grade levels are working on narrowing this gap during Intervention/Enrichment time. Grade level teams use Wednesdays for planning. By working collaboratively, the goal is to ensure that all English learners needs are met.

Increased or Improved Services

Emma C. Smith Elementary School Instructional Leadership Team is working hard to ensure that all student needs are met. The team has implemented Intervention/Enrichment time with the addition of an Intervention Aide. Twenty-one teachers were trained in the Reading Units of Study and are implementing the program, and a team of teachers are attending the Silicon Valley Math Initiative Professional Development Meetings. The goal is that by implementing the three increased services, student achievement for all students will increase.

Involvement/Governance

During the school-year, the staff, instructional leadership team, SSC, ELAC and PTA are made aware of, analyze and monitor student achievement. The goals in the Single Plan were created from input from the various groups throughout the year. The plan will be monitored at ILT, grade level, SSC, ELAC, and PTA meetings through updates on where Emma C. Smith Elementary School is in the plan and how the various groups can work to ensure that the plan is achieved. The Instructional Leadership Team's main responsibility is to work to ensure that the plan is followed.

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 The percentage of Emma C. Smith Elementary School students scoring proficient in Literacy/Reading Comprehension on their report card (TK), Fontes and Pinnell Reading Assessment (K-2), and Smarter Balanced Assessment (3-5) will increase to 100% at TK/K and by 4% at grades 1-5 overall, at each grade level, and all subgroups.

<p>What data did you use to form this goal? Report Cards (TK) Educational Software for Guiding Instruction (ESGI) (K) Accelerated Reader (AR) Star Reading Assessment (1/2) Smarter Balanced Assessment (3-5)</p>	<p>What were the findings from the analysis of this data? There is room for growth in the area of literacy/reading comprehension.</p>	<p>How will the school evaluate the progress of this goal? Report Cards (TK) Fontas and Pinnell (K-2) Smarter Balanced Assessment (3-5)</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal/Teachers	Reading Units of Study (Beginning implementation—21 teachers were trained summer of 2017)	\$0
		Intervention/Enrichment Time	\$0
		Reading Intervention Aide	\$25,134 (Supplemental/Donation)
		Fontas and Pinnell Assessment	\$0
		AR-STAR Reading Assessment	\$3543 (Supplemental Budget/PTA)
		Data Teams for ELA focused on the California State Standards for ELA	\$0
		Weekly Collaboration focused on ELA	\$0

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

SCHOOL GOAL: #2 The percentage of Emma C. Smith Elementary school students scoring proficient in mathematics on their report card (TK/K), AR-STAR Math Assessment (1/2), and Smarter Balanced Assessment (3-5) will increase to 100% at TK/K and by 3% at grades 1-5 overall at each grade level, and all subgroups.

<p>What data did you use to form this goal? Report Cards/ESGI (TK/K) AR STAR Mathematics Assessment (1/2) Smarter Balanced Assessment (3-5)</p>	<p>What were the findings from the analysis of this data? In grades 1-5 there is room for growth in the area of mathematics.</p>	<p>How will the school evaluate the progress of this goal? Report Cards (TK/K) AR STAR Mathematics Assessment (1/2) Smarter Balanced Assessment (3-5)</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal/Teachers	<p>AR-STAR Mathematics Assessment</p> <p>District Adopted Mathematics Program Staff Development</p> <p>Data teams for mathematics focused on the California State Standards for mathematics</p> <p>Weekly collaboration focused on mathematics</p> <p>Teachers attending Silicon Valley Math Initiative Professional Development Meetings and collaboration with the grade level after meetings</p>	<p>\$ (Discretionary Budget/PTA)</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$2192 (Donations)</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 The percentage of Emma C. Smith Elementary School students scoring proficient on their writing benchmark in grades K-5 will increase by at least 5% overall, at each grade level, and all subgroups.

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?
2016 Writing Benchmark 2017 Smarter Balanced Assessments	Writing scores have improved. Teachers are continuing to improve their writing instruction.	Writing benchmark assessments.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal/Teachers	Writing Units of Study Instruction	\$0
		Data Teams in ELA focused on the California State Standards in writing	\$0
		Weekly collaboration focused on writing	\$0

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 Emma C. Smith Elementary School will teach the Character Counts character trait program for the first time to maximize student learning and reduce student time out of the classroom. The school will also begin Soul Shoppe assemblies to address anti-bullying.

What data did you use to form this goal? Faculty Observation Parent Input	What were the findings from the analysis of this data? Students are being taught the specific character traits and reinforced when they follow them.	How will the school evaluate the progress of this goal? Faculty Observation
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6/2017-8/2018	Principal/Teachers	Character Counts traits taught in classrooms. End of trimester Character Counts Character recognition at Cougar Awards 1 Soul Shoppe Assembly	\$0 \$0 \$1000 PTA

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 Absenteeism at Emma C. Smith Elementary School will decrease from 2.76% to 2%.

What data did you use to form this goal? Chronic absenteeism data.	What were the findings from the analysis of this data? During 2016-2017, chronic absenteeism went down by .37%.	How will the school evaluate the progress of this goal? Monthly and yearly attendance reports.
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal/ Teachers/ Secretaries	Teachers will continue to use Power School to take attendance.	\$0
		Clear communication with families about attendance.	\$0
		Regular follow through by school staff with absent students.	\$0
		SART meetings with parents/guardians when appropriate.	\$0
		Communicate with parents/guardians about Independent Study contracts.	\$0
		Attendance awards at Cougar Awards Assemblies for perfect attendance	\$0

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: #6 The percentage of Emma C. Smith Elementary School 5th grade students scoring at least 5 out of 6 on the California Physical Fitness Test will increase by 20%.

<p>What data did you use to form this goal? 2017 California Physical Fitness Test Scores</p>	<p>What were the findings from the analysis of this data? Smith students meeting at least 5 out of 6 assessments decreased by 8%. 56% of students have met standards. There is a lot of room for growth.</p>	<p>How will the school evaluate the progress of this goal? Monthly physical fitness spot checks California Physical Fitness Test</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal/Teachers	<p>TK-5 teachers will review the California Physical Fitness Test to develop a plan for improvement by 5th grade.</p> <p>5th grade teachers will work on the specific skills of the California Physical Fitness Test periodically to ensure that students are understanding the test and there is improvement.</p>	<p>\$0</p> <p>\$0</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 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 Emma C. Smith Elementary School teachers will collaborate with each other and other school sites to improve instruction.

<p>What data did you use to form this goal? Principal Observation Teacher Observation</p>	<p>What were the findings from the analysis of this data? Articulation among grade levels, the school, and within the District is essential while we are teaching the California State Standards.</p>	<p>How will the school evaluate the progress of this goal? Principal Observation Teacher Observation Academic Data</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal/Teachers	The Instructional Leadership Team will meet regularly to ensure that the school is following the School Plan and guide the school. Teachers will collaborate during Wednesday structured grade level team, cross grade level, and District wide collaboration.	\$0 \$0

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 Emma C. Smith Elementary School will work to increase parent involvement and communication.

<p>What data did you use to form this goal? Principal Observation Teacher Observation PTA & SSC Feedback Other Feedback Volunteer Hours</p>	<p>What were the findings from the analysis of this data? There is parent involvement in the regular school day activities at Smith. At the same time, Smith parents are getting better at reading school and PTA communications. PTA organization involvement could increase. (Many people want to attend, there are not a lot of planners.)</p>	<p>How will the school evaluate the progress of this goal? Principal Observation Teacher Observation Parent Feedback Volunteer Hours</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8/2017-6/2018	Principal	<p>Work with teachers to increase parent involvement in the planning of school activities.</p> <p>Continue weekly Cougar Update, web-site, School Messenger and Peachjar as well as communicating regularly in the school community.</p>	<p>\$0</p> <p>\$0</p>

Emma C. Smith Elementary School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds: \$ 23,010

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: An instructional assistant will work with at-risk students in grades kindergarten through fifth grade for intervention (26 hours per week).	Socio-econ. Disadvantaged English Learner Foster Youth	2017- 2018	Principal	\$22,010
Supplemental materials, computers, software, books, supplies may be purchased:	Socio-econ. Disadvantaged English Learner Foster Youth	2017- 2018		
Staff Development and Professional Collaboration, training costs, substitute costs: Grade level meetings will include staff development for English learners	Socio-econ. Disadvantaged English Learner Foster Youth	2017- 2018	Principal EL Liaison	\$0
Parental Involvement: ELAC Meetings – supplies and materials Interpreter services	Socio-econ. Disadvantaged English Learner Foster Youth	2017- 2018	EL Liaison Principal	\$500 \$500
Total LCFF Supplemental				\$23,010

Form B: Centralized Services for Planned Improvements in Student Performance

Programs Funded Through the Consolidated Application Process Centralized Services/Expenditures for 2016-2017 State and Federally – Funded Categorical Programs

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 – Smith

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

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$48,892
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$23,010
Total amount of state categorical funds allocated to this school	\$71,902

Local Funding	
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$13,302

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
Tammy Rankin	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tereasa Garcia	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Scarbrough	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Sousa	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Winningham	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Justin Charbonneau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Noelle Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Carole Liu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ann-Marie Rohe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Sisto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

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:¹

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 (list)


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 5, 2017.**

Attested:

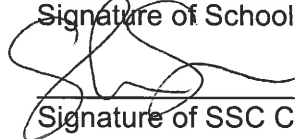
Tammy Rankin

Typed name of School Principal
Shannon Sousa

Typed name of SSC Chairperson


Signature of School Principal

10-5-17
Date


Signature of SSC Chairperson

10/5/17
Date

¹ 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 Emma C. Smith Elementary School receive a program that follows the state guidelines for GATE students. The school also follows the District adopted standards. Students receive a differentiated curriculum through tiered assignments and learning opportunities characterized by depth, complexity, novelty, and acceleration. Enrichment work is provided per teachers' discretion in the areas of English language arts, mathematics, science, and social studies. At the same time, during intervention time, GATE students receive enrichment or accelerated assignments depending upon student need. After school GATE activities are organized by the District and PTA volunteers. They are offered at least monthly to all GATE students.

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

PROGRAM DESCRIPTION: The library is a central part of Emma C. Smith Elementary School. Students can be found inside the library before, during and after school taking Accelerated Reader tests, researching projects, or checking out books. Books and other resources supporting various curricular areas are housed in the library. In 2017, four new computers were purchased by PTA for student use in the library.

The library tech spends time weekly with each class. During the class time, the library tech reads a book to the students and teaches library skills. Moreover, the library tech is instrumental in bar coding and checking in and out all district textbooks and other materials to the classrooms at the beginning and the end of the year.

Teachers work with the library tech to spend funds donated by PTA from the two book fairs on books for their students.

Staff spends time at the beginning of the school-year to ensure that the library is appealing to all. There are bulletin boards for each grade level to show their talents. Students enjoy seeing their work in the library.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$13,302

PROGRAM DESCRIPTION: Emma C. Smith Elementary School spends their technology funds on an instructional specialist in the computer lab. Additional funds donated by parents make it possible for every student to receive at least 30 minutes per week in the computer lab.

Students also use chromebooks in their classrooms. Chromebooks have been purchased with District funds and PTA funds. The PTA has also purchased the site a new computer lab and additional computers in the library for student use.

Inside the computer lab and in class on chromebooks, students learn how to type, use the computer for research, take assessments, use on-line educational programs purchased by PTA and site discretionary funds, create slide shows (Power Point), create reports, and use google classroom.

Technology support is provided by the District from a tech specialist. Additionally, teachers get help in using technology for instruction from a teacher on special assignment.

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
-

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.

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN – K-5 SITES
2017-2018

Elementary School Name: Emma C. Smith Elementary School Date: 9-12-17 English Learner Liaison: Adam Morrison

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 homogenously group students across classes.

Grade	Grouping By class, by CELDT scores, by grade level, across grade levels, etc. No more than 2 CELDT levels per group	Taught by 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	CELDT Levels Taught by this teacher	Days	Times	Total weekly minutes 150 minutes minimum	Materials Used <i>Avenues</i> and other supplemental materials
TK	By CELDT level	Simon Shokair Simon Simon	B/EI B/EI I I	M-F M/T/TH/F M/T/TH/F W	8:30-9:00 1:30-2:00 1:30-2:00 9:00-9:30	150	Vocabulary Handwriting Without Tears
K	by CELDT level	Rotates teachers: Bell, Khoury, Nese Fort, Shortridge	I B/EI I/EA	M-F M/T/TH/F	8:30-9:15 1:30-2:15	150	Phonics Books Vocabulary Cards Songs Movement
First	by CELDT level	Scarborough Sousa	B I	M-F	10:20-11:00	200	FP Leveled Literacy
Second	by CELDT Level	Baca	I EA	M-F	9:25-10:05	200	FP Leveled Literacy
Third	by CELDT Level	Gulbransen Anaya Losen	B I/EI EA	M-F	12:45-1:25	200	FP Leveled Literacy Avenues

Fourth	By CELDT Level	Galvan Garcia	I/EI EA/A	M-F	9:40-10:10 8:30-9:00	150	Avenues Supplementary Materials
Fifth	By CELDT Level	Eddy	I EA	M-F M-F	10:00-10:30 8:45-9:15	150	Reading/Writing Units of Study Nancy Fetzer Scholastic News DLI
SPED	By CELDT Level	Holbrook	B	M-F	9:00-9:30	150	Explode the Code Phonics for Reading
