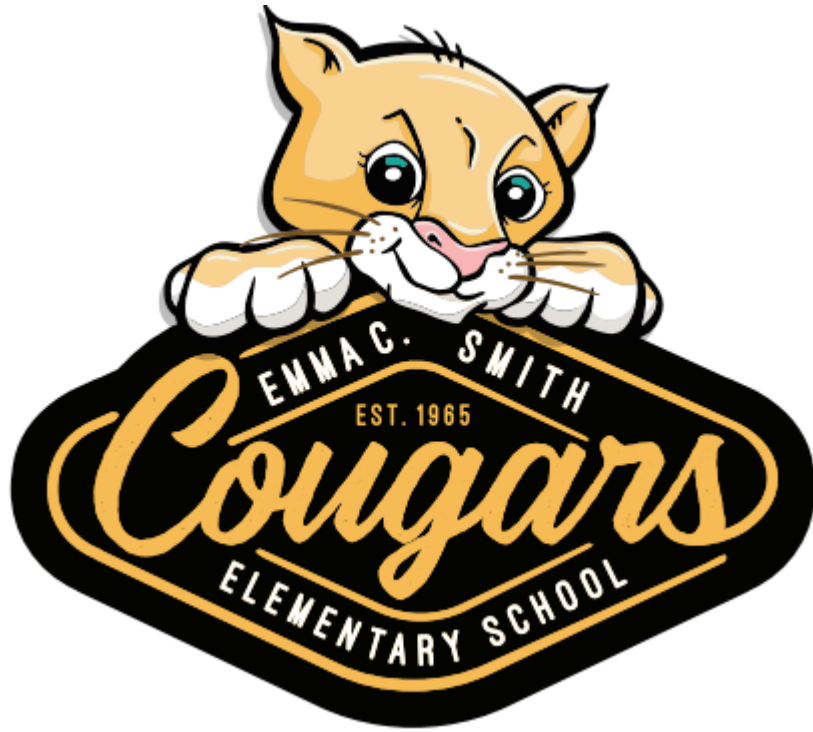


Emma C. Smith Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

School Name	Emma C. Smith Elementary School
Street	391 Ontario Drive
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4750
Principal	Marni Angelo
Email Address	mangelo@lvjUSD.org
School Website	https://www.livermoreschools.org/smith
County-District-School (CDS) Code	01-61200-6001259

2023-24 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Chris Van Schaack
Email Address	cvanschaack@lvjUSD.org
District Website	www.livermoreschools.org

2023-24 School Description and Mission Statement

Principal's Message:

Emma C. Smith Elementary embodies a "community of learners" where all members demonstrate dedication to achieving academic excellence for our students. At Emma C. Smith, a secure and welcoming atmosphere is cultivated, encouraging students to feel at ease, relaxed, and enthusiastic about learning. With consistent efforts to strive for their best, students thrive in this supportive environment. Here, elevated academic standards are set, providing appropriate challenges, and the staff fosters a nurturing learning community that embraces diversity. Our school community is unwaveringly committed to the academic and social development of each child.

Emma C. Smith delivers a robust academic curriculum catering to students from Transitional Kindergarten through fifth grade. Additionally, the school offers resource support and three Learning Center classrooms designed for students with special needs. To address the diverse learning requirements of our students, we offer a range of supplementary programs such as English Language Development for those learning English, Kid Connection, academic intervention, a hands-on science lab,

2023-24 School Description and Mission Statement

access to the library and Makerspace, 1:1 Chromebooks, physical education, and specialized offerings like music and Science Camp for our fifth-grade students.

The educators at Emma C. Smith Elementary are dedicated to delivering lessons tailored to facilitate the achievement of standards for each student. The school's curriculum and instructional planning are driven by district standards, derived from state standards. Teachers employ research-proven strategies to create lessons that promote optimal student success. The staff at Emma C. Smith Elementary is committed to Professional Learning Community concepts, emphasizing collaboration at both grade and site levels. All Kindergarten through fifth grade students receive 40 minutes of focused instruction during daily What I Need Now (WINN) time based on the results of progress monitoring and screening tools. Data-driven decision-making regarding student performance is a norm, with the implementation of research-backed strategies for mastering the curriculum.

Emma C. Smith Elementary values and welcomes family involvement, actively encouraging parent participation and leadership. The school offers numerous opportunities for parents to engage, such as our Parent Teacher Association (PTA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Families are also encouraged to serve as classroom and library volunteers, attend field trips and provide Fine Arts Mini Experiences (FAME) to foster a community spirit and enrich students' interactions. The supportive relationships between families and teachers contribute to students' increasing success. The maintenance of a comfortable atmosphere coupled with high academic expectations further enhances student performance.

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

School Mission Statement:

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.

School Vision Statement:

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	104
Grade 2	104
Grade 3	104
Grade 4	107
Grade 5	121
Total Enrollment	652

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.6%
Asian	26.4%
Black or African American	0.6%
Filipino	2.9%
Hispanic or Latino	21%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.2%
White	41.1%
English Learners	2.9%
Homeless	0.3%
Migrant	0.3%
Socioeconomically Disadvantaged	21.3%
Students with Disabilities	10%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.80	99.65	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.35	21.10	3.37	12115.80	4.41
Unknown	0.00	0.00	30.10	4.80	18854.30	6.86
Total Teaching Positions	28.90	100.00	627.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.50	95.01	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	4.13	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.70	1.69	11953.10	4.28
Unknown	0.20	0.83	33.30	5.25	15831.90	5.67
Total Teaching Positions	30.00	100.00	635.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.90
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018	Yes	0
Mathematics	Investigations 3, Pearson 2016	Yes	0
Science	Twig Science, 2022	Yes	0
History-Social Science	History-Social Science for California, Scott Foresman 2006	Yes	0

School Facility Conditions and Planned Improvements

Emma C. Smith Elementary School continually strives to improve our educational programs and facilities. Emma C. Smith Elementary School was built in 1965. The school underwent a major renovation project, which was completed in the spring of 2005. A state-of-the-art learning environment was created with student learning as a focal point and includes 30 classrooms, two science labs, a library, media center, office, and a new playground. Classrooms are equipped with wiring, equipment, and other features of a modern-day educational facility.

During the 2013-14 school year, a fence was placed around the school for security. Visitors and volunteers are all required to sign in and sign out in the school office and wear a badge when visiting classrooms. A computerized check-in/ID badge system helps us manage and monitor visitors on campus. ALL LVJUSD personnel are to wear their district identification. Over the summer of 2020 the exterior of the school was painted along with minor updates to our fascia.

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

Measure J funds were used to:

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

Through these bond measures and developer fees, our District has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and District maintenance staff. Our Board of Education has adopted cleaning standards for all schools in our District. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

8/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces	X			Boys RR by Rm. 33 missing soap dispenser - work order submitted for replacement;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			Rm. 29 Diffuser falling off by whiteboard - submitted work order for repair; Rm. 34 tombstone falling down - work order submitted for repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None observed

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Girls R/R near Rm. 17 Kickstand on door needs tightened - instructed custodian to tighten; Boys playground R/R needs new vent - submitted work order for replacement

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	79	60	62	47	46
Mathematics (grades 3-8 and 11)	75	76	47	50	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	329	98.80	1.20	79.33
Female	173	172	99.42	0.58	80.23
Male	160	157	98.13	1.87	78.34
American Indian or Alaska Native	--	--	--	--	--
Asian	87	87	100.00	0.00	87.36
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	92.31
Hispanic or Latino	69	68	98.55	1.45	70.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	23	92.00	8.00	78.26
White	135	134	99.26	0.74	77.61
English Learners	11	11	100.00	0.00	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	45.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	41	93.18	6.82	36.59

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	329	98.80	1.20	75.99
Female	173	172	99.42	0.58	70.93
Male	160	157	98.13	1.87	81.53
American Indian or Alaska Native	--	--	--	--	--
Asian	87	87	100.00	0.00	82.76
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	92.31
Hispanic or Latino	69	68	98.55	1.45	57.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	23	92.00	8.00	91.30
White	135	134	99.26	0.74	76.87
English Learners	11	11	100.00	0.00	27.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	45.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	41	93.18	6.82	41.46

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	56.67	56.90	44.31	45.77	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	116	97.48	2.52	56.90
Female	63	62	98.41	1.59	54.84
Male	56	54	96.43	3.57	59.26
American Indian or Alaska Native	0	0	0	0	0
Asian	43	43	100.00	0.00	55.81
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	58.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	11	84.62	15.38	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.5%	97.5%	100%	97.5%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement
<p>Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:</p> <p>“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”</p> <p>Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There is a range of opportunities for parents to engage with schools, including Parent-Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the Superintendent of Schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of our district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the Superintendent. Each school also has formal advisory groups including School Site Council (SSC) and English Learner Advisory Committee (ELAC) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control and Accountability Plan (LCAP) Advisory Committee and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.</p> <p>Emma C. Smith Elementary School extends a warm welcome to parents, recognizing the significance of a strong connection</p>

2023-24 Opportunities for Parental Involvement

between school and home. We actively encourage parents and guardians to engage in their child's education. To facilitate this connection, we organize Back-to-School Night in the fall, offering an opportunity for parents to meet their child's teacher and discover ways to support student success. During Open House in the spring, students showcase their achievements. Throughout the year, formal parent-teacher conferences provide a platform for sharing student progress, and our "open door" policy allows for informal conferences as needed.

The Parent-Teacher Association (PTA) is a vital supporter of our school, contributing both financially and through volunteer efforts. Fundraising initiatives, including the Cougar Chase and an online Teacher Experience Auction, enable the PTA to provide financial support for classroom materials, field trips, technology updates, and enrichment activities, such as the Fine Arts Mini Experience (FAME) program. The PTA also organizes community events such as a fall carnival, trunk or treat, dine outs, BBQs, family dances, and movie nights. Questions about PTA activities can be directed to the PTA president at ptapresident@emmacsmithpta.com.

Our School Site Council (SSC) plays a key role in decision-making, approving the School Plan for Student Achievement and allocating funds from state and federal sources to support student learning. The SSC comprises five parents, three certificated employees, one classified employee, and the principal.

Parents actively participate in our English Learner Advisory Committee (ELAC), providing input and support for school programs. We host annual classes for our English learner parent community, covering relevant topics such as parenting, school success, attendance, and computer skills.

Parents at Emma C. Smith Elementary stay informed and engaged in the decision-making process through various channels, including the weekly Cougar Connection newsletters, the school website, Schoology, the school marquee, Finalsite (utilized for automated phone calls and emails), and informative sessions like Coffee with the Principal.

For more information on how to get involved, please contact our school at (925) 606-4750.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	660	77	11.7
Female	324	324	31	9.6
Male	337	336	46	13.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	176	176	18	10.2
Black or African American	4	4	0	0.0
Filipino	19	19	2	10.5
Hispanic or Latino	139	139	17	12.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	48	47	4	8.5
White	270	270	33	12.2
English Learners	28	28	5	17.9
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	46	45	8	17.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	94	93	18	19.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.29	0.00	0.05	2.64	3.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Emma C. Smith Elementary is dedicated to upholding safety, health, and environmental initiatives. Our schoolwide rules prioritize the safety of all students, emphasizing positive behavior and conflict resolution in a peaceful and cooperative manner. Instilling values of respect and the pursuit of excellence, Emma C. Smith Elementary School strives to create a secure and comfortable learning environment that contributes to students' academic success. Collaboration with the school community ensures that children experience a supportive and caring environment, fostering self-esteem, self-motivation, and a sense of responsibility.

To enhance security during school hours, our campus is secured with closed and locked gates, and all visitors must check in at the office through our computerized badge system. In the event of an evacuation, procedures are in place for a swift visual account of all students and staff. Regular fire, earthquake, and lockdown drills are conducted according to the district schedule. Utilizing Finalsite, we have the capability to quickly alert parents through simultaneous phone calls and emails in case of an emergency.

The school safety plan underwent further review and updates by our safety committee during the October 2023 staff meeting, reaffirming our commitment to maintaining a safe environment for everyone at Emma C. Smith Elementary. The ongoing collaboration between the School Site Council and the School Safety Team continues to address areas for improvement and integrate social-emotional learning into our practices.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	26		4	
2	24		4	
3	24		5	
4	29		4	
5	28		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	4	
1	20	1	4	
2	21	1	4	
3	21	1	4	
4	24	1	4	
5	25	1	4	
Other	21		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	0
1	24	1	8	0
2	24	1	8	0
3	24	1	8	0
4	24	1	8	0
5	27	1	8	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,251.93	\$1,545.34	\$6,706.59	\$97,625.19
District	N/A	N/A	\$7,103	\$90,590
Percent Difference - School Site and District	N/A	N/A	-5.7	10.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	1.7	10.0

Fiscal Year 2022-23 Types of Services Funded

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

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

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,147	\$55,550
Mid-Range Teacher Salary	\$86,841	\$84,645
Highest Teacher Salary	\$110,722	\$111,284
Average Principal Salary (Elementary)	\$151,877	\$139,860
Average Principal Salary (Middle)	\$158,346	\$146,440
Average Principal Salary (High)	\$164,927	\$158,447
Superintendent Salary	\$308,001	\$278,268
Percent of Budget for Teacher Salaries	34.79%	32.21%
Percent of Budget for Administrative Salaries	6.07%	4.89%

Professional Development

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

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3