



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Emma C. Smith Elementary School
Address	391 Ontario Drive Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6001259
Principal	Marni Angelo
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	9/30/2023
Schoolsite Council (SSC) Approval Date	10/25/2023
Local Board Approval Date	11/14/2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.60

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students’ understanding of classroom curriculum, maximizing the achievement.60

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.60

School Vision and Mission

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. The Positive Behavioral Interventions and Supports (PBIS) Gold level was attained in the 2023. 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 strong support for our school. The facility includes a modern library and two elementary level science labs. The MakerSpace contains materials to support Science, Technology, Engineering, and Math (STEM) lessons. The site also has 1:1 Chromebook access for instruction.

Emma C. Smith Elementary School uses its 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 (ILT) meets regularly to plan for schoolwide and grade-level activities that follow the mission and vision. Grade levels guide intervention or enrichment time. Students in grades 1-5 participate in intervention or enrichment for 40 minutes, four times per week, in both reading and math. This is a time when the Resource Specialist Program (RSP) students attend RSP. Professional development also follows the mission and vision. Staff participates in the whole group, small group, and individual professional development. When staff participates in professional development, the information is shared with others to which it is applicable. English Learners receive 30 minutes daily of designated English Language Development (ELD) instruction. Students and families participate in orientation into Transitional Kindergarten (TK), Kindergarten, and 6th grade to ensure smooth transitions. Families at Smith are extremely active in the school community. Families participate in the Parent-Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and volunteer in classrooms. Their support of Smith helps to ensure that the staff is able to carry out the school's mission and vision.

School Profile

SPSA HIGHLIGHTS:

Emma C. Smith Elementary School has a clear mission and vision. 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.

Emma C. Smith Elementary School is working to ensure that the needs of all students are met. Under the guidance of the principal, Instructional Leadership Team and Positive Behavioral Interventions and Supports Team (PBIS), the 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. A reading intervention specialist provides additional support to decrease student group size and deliver a phonemic based program called 95%. Teachers and others are in their 5th year of full implementation within Benchmark Advance for English Language Arts (ELA) and English Language Development (ELD). This is year two of the districtwide TWIG Science adoption bringing our content to Next Generation Science Standards (NGSS) based preparation and delivery. At the same time, a team of

teachers is working with Silicon Valley Math Initiative (SVMI) Professional Development to ensure that all students are appropriately challenged in mathematics.

Smith Elementary was recognized by the state of California for their work within PBIS. We received the Silver Medal of Recognition in 2022. The school was also recognized and celebrated being honored with the State Pivotal Practice Award for the incredible efforts by the school and community during the 21/22 school year. Most recently Emma C. Smith Elementary has been awarded the Gold Medal of Recognition for the work within PBIS during the 22/23 school year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Greatest Progress:

Based on the data, Emma C. Smith Elementary School's greatest progress is in mathematics. Overall, there was an increase of 1% of students who have met or exceeded standards in the 22/23 school year. Based on the ongoing training with Investigations3 and Silicon Valley Math Initiative, teachers are teaching math at a deeper level.

Greatest Need:

To continue to meet students individually through the universal access periods, 8x per week, growing capacity and depth of knowledge in both ELA and Math.

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 School 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 ensure that the Plan is followed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.76%	0.61%	2	5	4
African American	0.6%	0.61%	0.61%	4	4	4
Asian	19.2%	22.78%	26.38%	128	149	172
Filipino	2.7%	2.75%	2.91%	18	18	19
Hispanic/Latino	22.1%	22.78%	21.01%	147	149	137
Pacific Islander	0.3%	0.46%	0.15%	2	3	1
White	46.9%	41.90%	41.1%	312	274	268
Multiple/No Response	8.0%	7.95%	7.21%	53	52	47
Total Enrollment				666	654	652

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	119	112	112
Grade 1	102	101	104
Grade 2	97	101	104
Grade3	121	102	104
Grade 4	116	117	107
Grade 5	111	121	121
Total Enrollment	666	654	652

Conclusions based on this data:

1. After reviewing our current enrollment data for the 2022-2023 school year, we noticed that our student enrollment continues to remain balanced with only a change in grades 4 and 5 moving to 3 classes per grade level and a combination class of 4/5. Smith Elementary will be increasing at the TK level with 2 classes in 2023-2024.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	29	31	19	4.40%	4.7%	2.9%
Fluent English Proficient (FEP)	86	81	98	12.90%	12.4%	15.0%
Reclassified Fluent English Proficient (RFEP)	6	45		20.7%	6.8%	

Conclusions based on this data:

1. As a site, we credit our targeted instruction and assessment processes to support students through English language proficiency and assessment success.
2. All English Learners are provided with 30 minutes of designated EL instruction five days a week.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	117	104	104	109	103	104	109	103	104	93.2	99.0	100.0
Grade 4	116	119	110	109	119	109	109	119	109	94.0	100.0	99.1
Grade 5	109	121	119	100	120	116	100	120	116	91.7	99.2	97.5
All Grades	342	344	333	318	342	329	318	342	329	93.0	99.4	98.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2468.	2487.	2490.	39.45	53.40	50.96	34.86	25.24	23.08	15.60	13.59	11.54	10.09	7.77	14.42
Grade 4	2514.	2527.	2550.	39.45	44.54	57.80	31.19	32.77	24.77	15.60	15.13	11.93	13.76	7.56	5.50
Grade 5	2556.	2556.	2566.	39.00	42.50	42.24	37.00	34.17	38.79	14.00	9.17	14.66	10.00	14.17	4.31
All Grades	N/A	N/A	N/A	39.31	46.49	50.15	34.28	30.99	29.18	15.09	12.57	12.77	11.32	9.94	7.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	32.11	39.81	46.15	58.72	55.34	43.27	9.17	4.85	10.58
Grade 4	34.86	31.93	40.37	54.13	64.71	55.96	11.01	3.36	3.67
Grade 5	23.00	40.83	32.76	70.00	53.33	58.62	7.00	5.83	8.62
All Grades	30.19	37.43	39.51	60.69	57.89	52.89	9.12	4.68	7.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.52	40.78	36.54	63.30	43.69	49.04	9.17	15.53	14.42
Grade 4	35.78	36.13	43.12	53.21	57.14	52.29	11.01	6.72	4.59
Grade 5	36.00	39.17	45.69	53.00	49.17	46.55	11.00	11.67	7.76
All Grades	33.02	38.60	41.95	56.60	50.29	49.24	10.38	11.11	8.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.18	25.24	25.00	72.48	68.93	69.23	7.34	5.83	5.77
Grade 4	13.76	24.37	26.61	76.15	66.39	67.89	10.09	9.24	5.50
Grade 5	23.00	15.00	20.69	69.00	75.83	68.97	8.00	9.17	10.34
All Grades	18.87	21.35	24.01	72.64	70.47	68.69	8.49	8.19	7.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	37.61	35.92	39.42	57.80	57.28	50.00	4.59	6.80	10.58
Grade 4	22.94	26.89	26.61	69.72	70.59	66.97	7.34	2.52	6.42
Grade 5	34.00	31.67	37.07	55.00	59.17	54.31	11.00	9.17	8.62
All Grades	31.45	31.29	34.35	61.01	62.57	57.14	7.55	6.14	8.51

Conclusions based on this data:

1. Compared to 2021-2022, overall achievement of our students increased by 2% from 77.4% of students meeting standard to 79.4%
2. The implementation of schoolwide Universal Access time may have contributed to the increase in scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	117	104	104	111	103	104	111	103	104	94.9	99.0	100.0
Grade 4	116	119	110	109	119	109	109	119	109	94.0	100.0	99.1
Grade 5	109	121	119	100	120	116	100	120	116	91.7	99.2	97.5
All Grades	342	344	333	320	342	329	320	342	329	93.6	99.4	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2469.	2492.	2489.	34.23	44.66	47.12	34.23	36.89	30.77	19.82	15.53	12.50	11.71	2.91	9.62
Grade 4	2517.	2526.	2560.	36.70	35.29	56.88	30.28	40.34	30.28	22.02	19.33	11.93	11.01	5.04	0.92
Grade 5	2549.	2549.	2552.	42.00	41.67	39.66	19.00	25.83	24.14	23.00	17.50	26.72	16.00	15.00	9.48
All Grades	N/A	N/A	N/A	37.50	40.35	47.72	28.13	34.21	28.27	21.56	17.54	17.33	12.81	7.89	6.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44.14	51.46	54.81	41.44	46.60	37.50	14.41	1.94	7.69
Grade 4	41.28	47.06	65.14	52.29	47.06	31.19	6.42	5.88	3.67
Grade 5	39.00	38.33	40.52	43.00	50.00	50.00	18.00	11.67	9.48
All Grades	41.56	45.32	53.19	45.63	47.95	39.82	12.81	6.73	6.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36.04	43.69	38.46	50.45	51.46	50.96	13.51	4.85	10.58
Grade 4	28.44	35.29	49.54	55.05	55.46	48.62	16.51	9.24	1.83
Grade 5	38.00	27.50	34.48	48.00	60.83	56.03	14.00	11.67	9.48
All Grades	34.06	35.09	40.73	51.25	56.14	51.98	14.69	8.77	7.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33.33	44.66	49.04	59.46	53.40	41.35	7.21	1.94	9.62
Grade 4	34.86	36.13	46.79	55.96	56.30	46.79	9.17	7.56	6.42
Grade 5	33.00	22.50	31.03	59.00	70.00	57.76	8.00	7.50	11.21
All Grades	33.75	33.92	41.95	58.13	60.23	48.94	8.13	5.85	9.12

Conclusions based on this data:

1. Our fourth grade students made significant gains in the area of math, which may have been attributed to the designation of 30 minutes of daily Universal Access time in the area of math.
2. More targeted math instruction at the 3rd grade level would be beneficial.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	5	8	*
1	*	*	*	*	*	*	*	*	*	7	*	*
2	*	*	*	*	*	*	*	*	*	4	*	4
3	*	*	*	*	*	*	*	*	*	8	*	*
4	*	*	*	*	*	*	*	*	*	*	6	*
5	*	*	*	*	*	*	*	*	*	*	4	6
All Grades										29	25	18

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	28.00	22.22	37.93	24.00	16.67	13.79	28.00	44.44	6.90	20.00	16.67	29	25	18

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.62	44.00	27.78	31.03	28.00	38.89	3.45	16.00	27.78	6.90	12.00	5.56	29	25	18

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	8.00	0.00	44.83	12.00	22.22	24.14	48.00	44.44	17.24	32.00	33.33	29	25	18

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	32.00	16.67	42.86	48.00	66.67	7.14	20.00	16.67	28	25	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.97	56.00	55.56	24.14	28.00	33.33	6.90	16.00	11.11	29	25	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	8.00	11.11	51.72	52.00	38.89	24.14	40.00	50.00	29	25	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	16.00	5.56	58.62	52.00	77.78	17.24	32.00	16.67	29	25	18

Conclusions based on this data:

1. Our population has become more diverse over the past three years and more students are coming to us with a lower level of English proficiency. Designated English Language Development (dELD) instruction needs to focus on academic language and vocabulary.
2. Identified students receiving EL supports have access to designated small group differentiated instruction five times per week for a total of thirty minutes each day or 150 minutes per week.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-23

Number of Students Tested

Total student tested = 119	119
Aerobic Capacity	119
Body Composition	119
Abdominal Strength and Endurance	119
Trunk Extensor Strength and Flexibility	119
Upper Body Strength and Endurance	119
Flexibility	119
Total student tested = 119	119

Physical Fitness Test Results (PFT)

Number of Students Tested

Conclusions based on this data:

1. During the 22/23 School year the state of CA recommended participation in the Physical Fitness Testing without the request to record scores or data.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
<ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” 	80 %	4.7
<ul style="list-style-type: none"> Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time” 	79 %	4.7
<ul style="list-style-type: none"> Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time” 	83 %	6.1
1.	School connectedness data was taken from Panorama survey that was administered to 4th & 5th graders in the Spring of 2023.	
2.		

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
654	6.6	4.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Emma C. Smith Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	4.7
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	43	6.6
Students with Disabilities	72	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
American Indian	5	0.8
Asian	149	22.8
Filipino	18	2.8
Hispanic	149	22.8
Two or More Races	52	8.0
Pacific Islander	3	0.5
White	274	41.9

Conclusions based on this data:

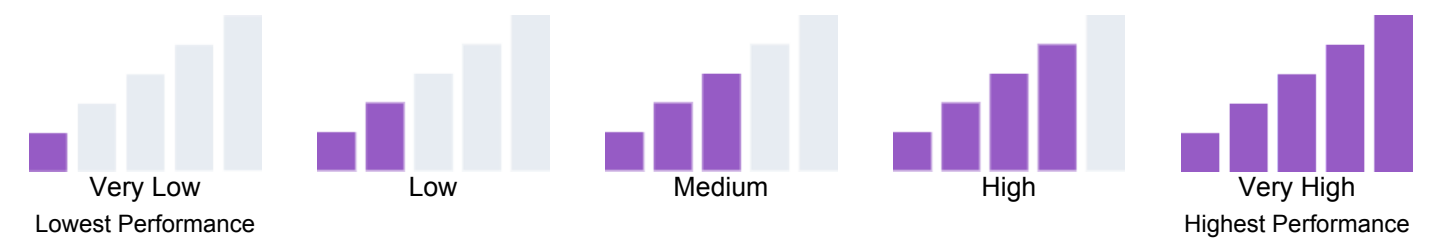
1. Enrollement within the EL, Foster Youth and Socioeconomically Disadvantaged subgroups remains consistent year after year.
2. Enrollment of Students with Disabilities continues to increase as additional Learning Center classrooms are placed on our campus. In the 2023-2024 school year, our campus will include 3 Learning Center classrooms to support three grade level bands; K/1, 2/3, and 4/5.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	Chronic Absenteeism High	Suspension Rate Very Low
Mathematics Very High		
English Learner Progress No Performance Level		

Conclusions based on this data:

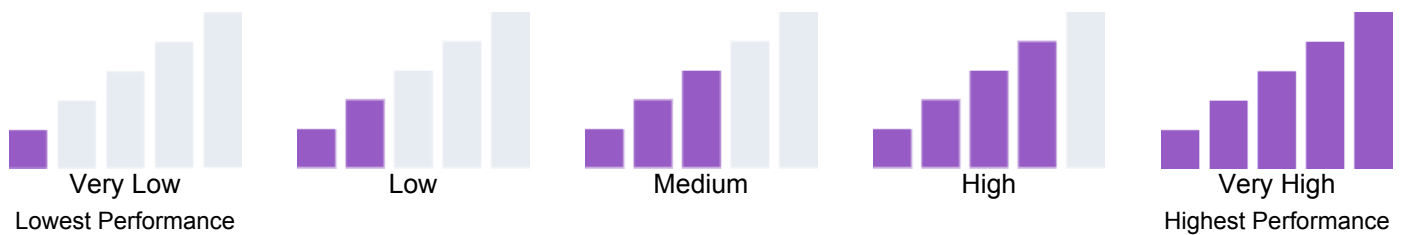
1. This report is a baseline that gives our site the ability to see the equity breakdown for this reporting period.
2. Chronic absenteeism needs to be addressed at the family level. Increased parent education would be beneficial.

School and Student Performance Data

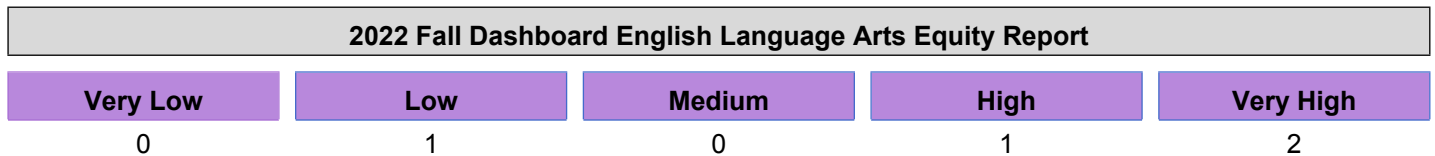
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

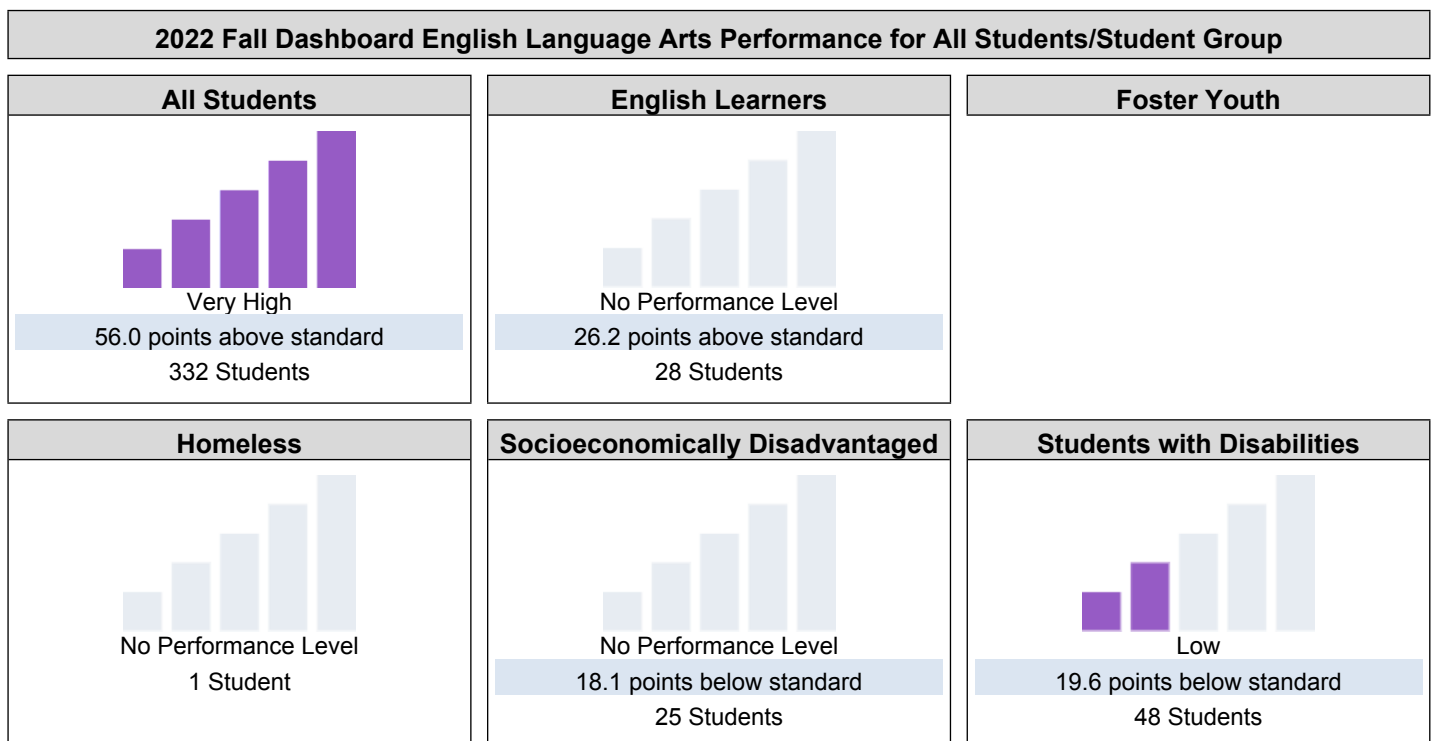
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



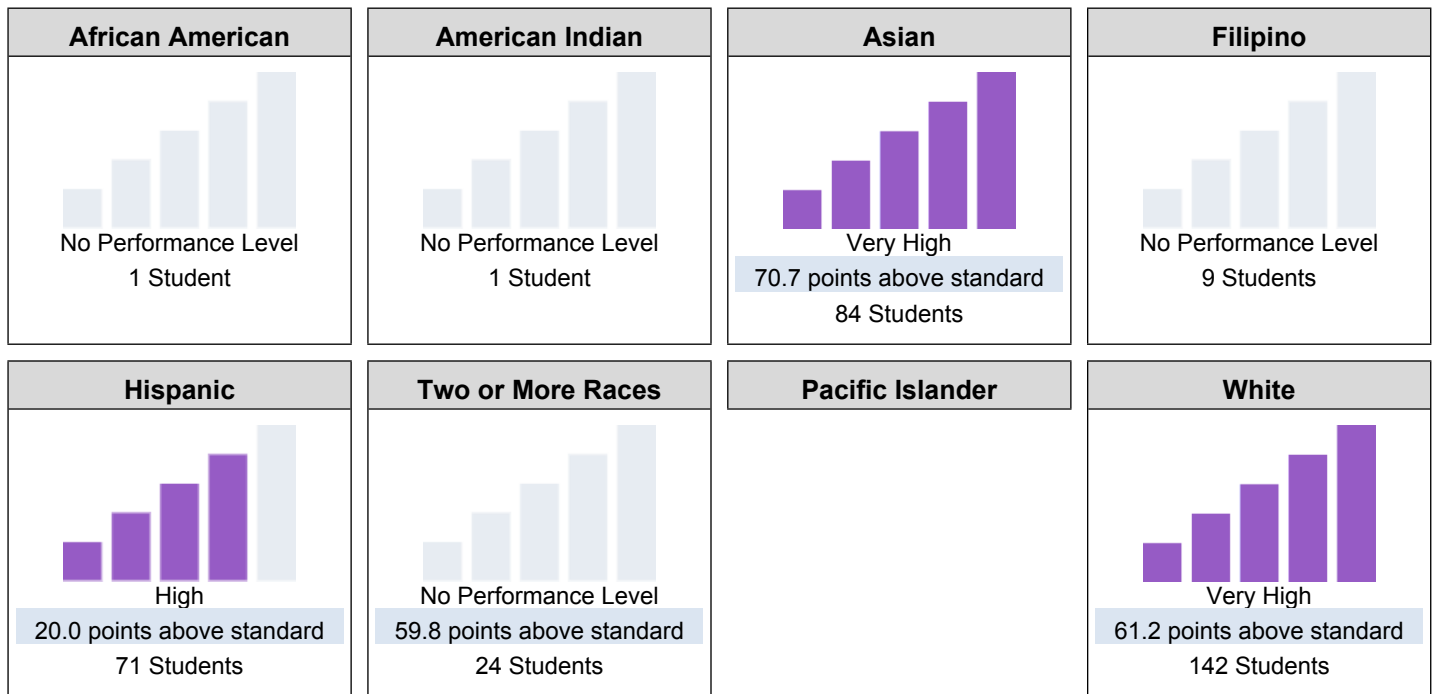
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.0 points below standard 12 Students	83.3 points above standard 16 Students	53.7 points above standard 266 Students

Conclusions based on this data:

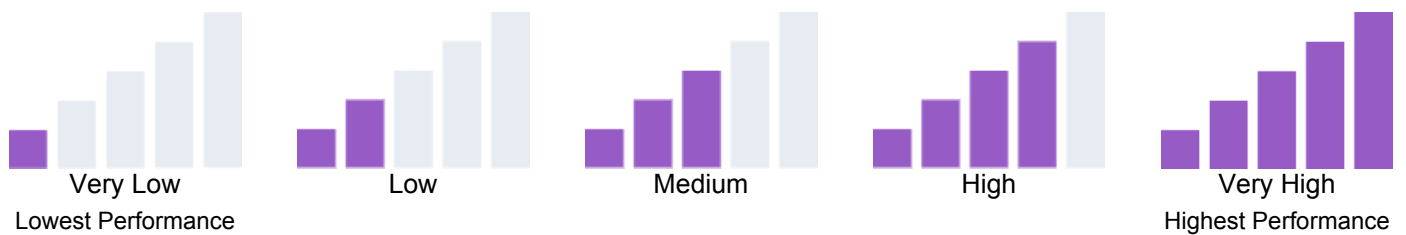
1. With the introduction of the new Learning Center model, our Students with Disabilities are expected to perform at a higher level next year.
2. All significant subgroups are performing above standard.
3. Reclassified English Learners continue to outperform their English Only peers.

School and Student Performance Data

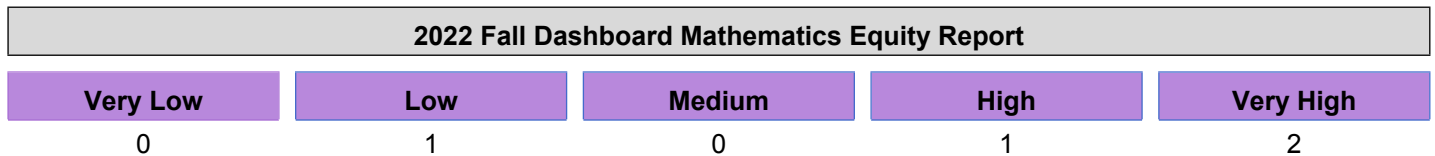
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

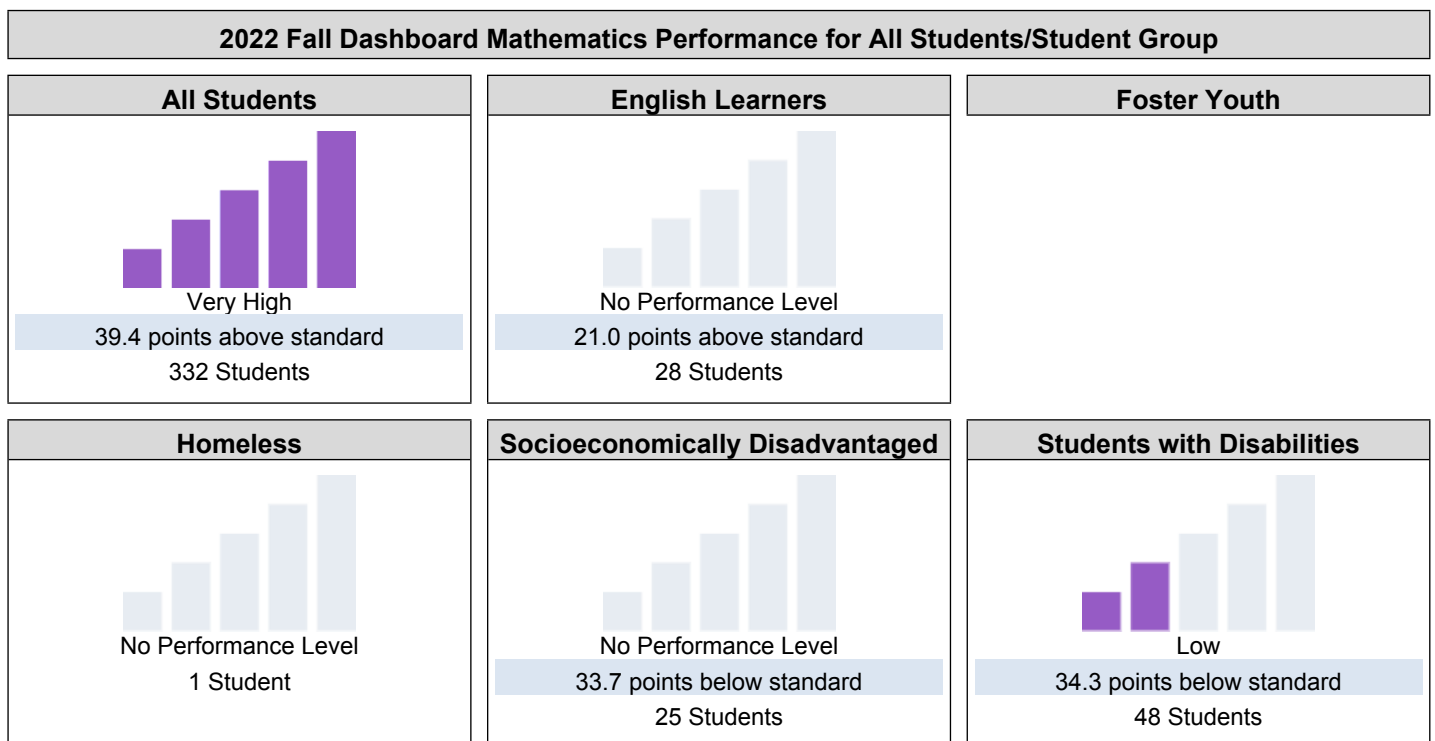
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



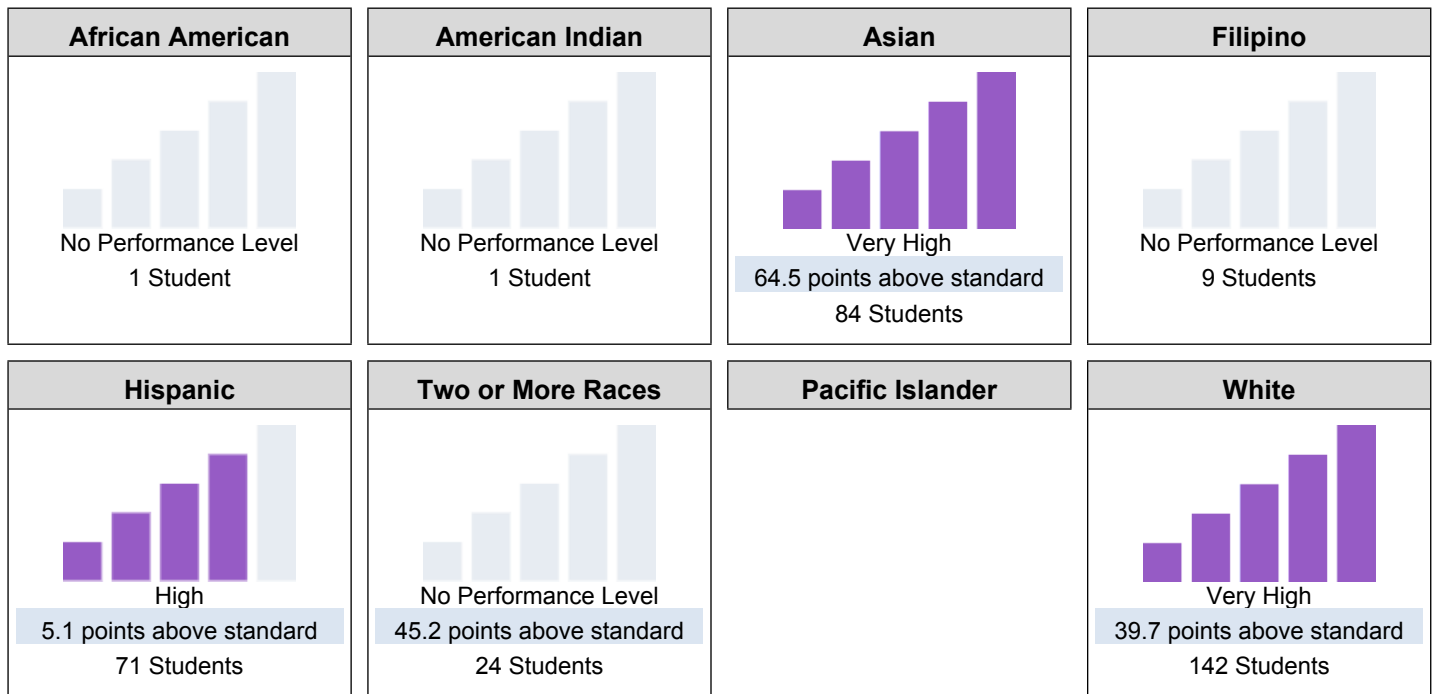
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.8 points below standard 12 Students	79.3 points above standard 16 Students	34.2 points above standard 266 Students

Conclusions based on this data:

1. Reclassified English Learners continue to outperform their English Only counterparts.
2. All significant subgroups are performing above standard.

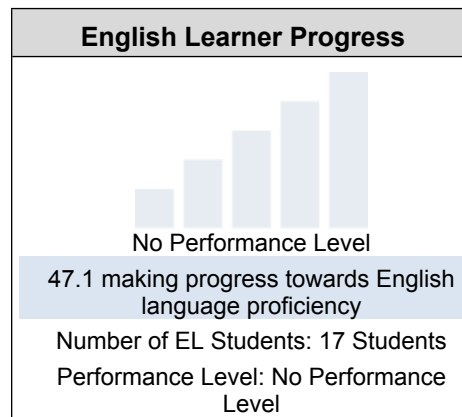
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5%	29.4%	0.0%	47.1%

Conclusions based on this data:

1. More effort needs to be made to develop the English proficiency of some of our students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



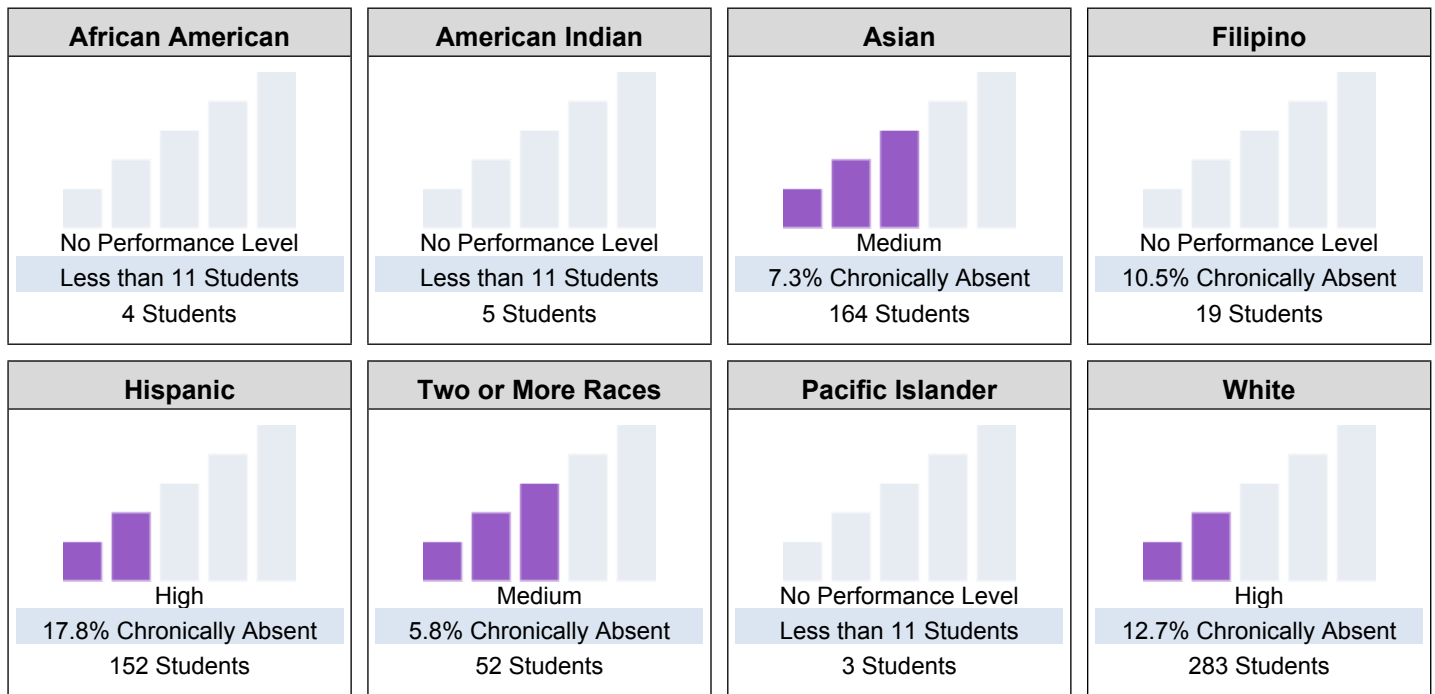
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	4	2	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students High 12.5% Chronically Absent 682 Students	English Learners High 18.2% Chronically Absent 44 Students	Foster Youth No Performance Level Less than 11 Students 1 Student
Homeless No Performance Level Less than 11 Students 2 Students	Socioeconomically Disadvantaged Very High 27.3% Chronically Absent 55 Students	Students with Disabilities High 19.6% Chronically Absent 92 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

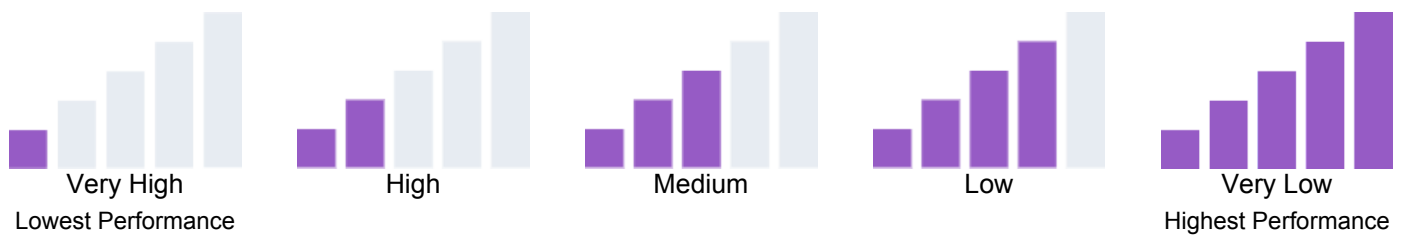
1. Chronic absenteeism affects all significant subgroups.

School and Student Performance Data

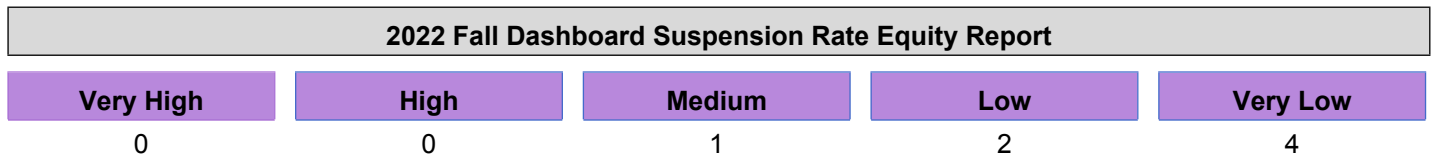
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

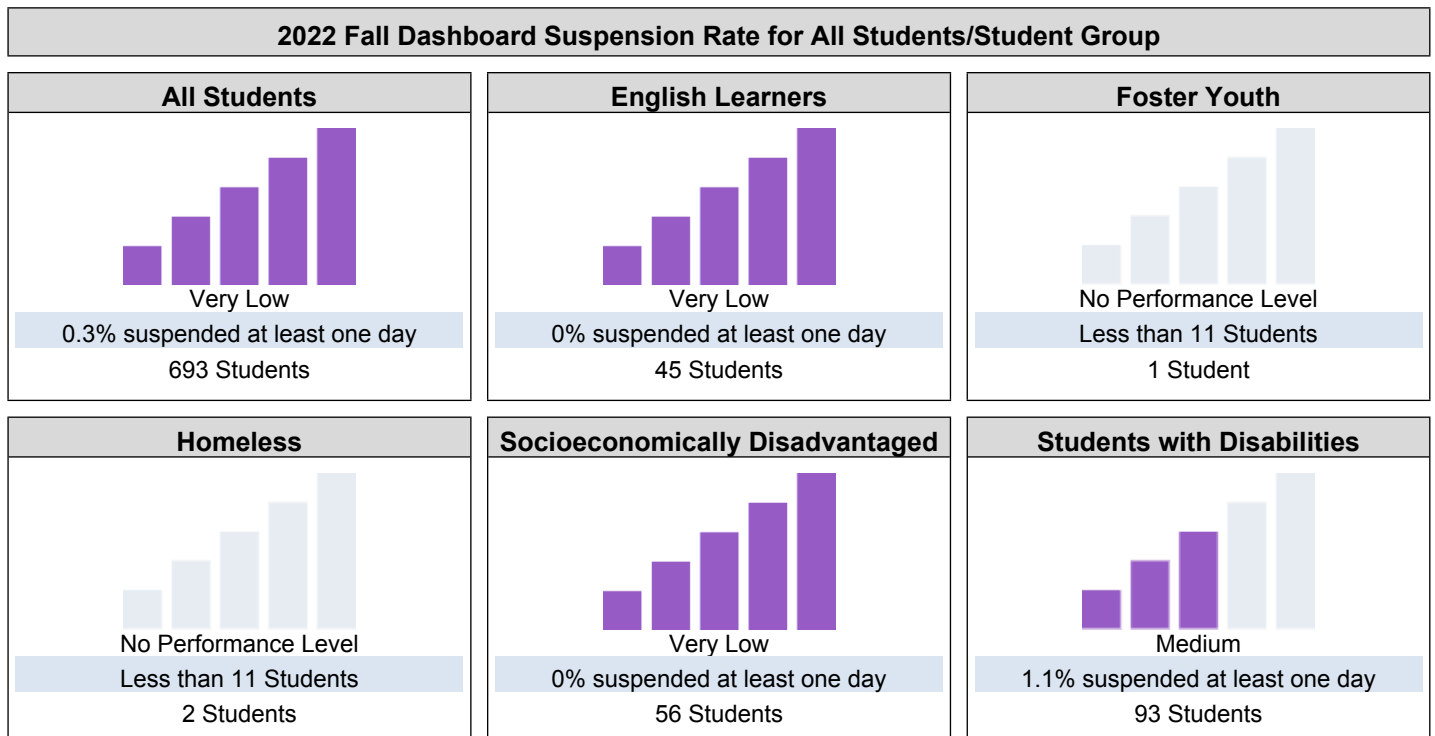
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



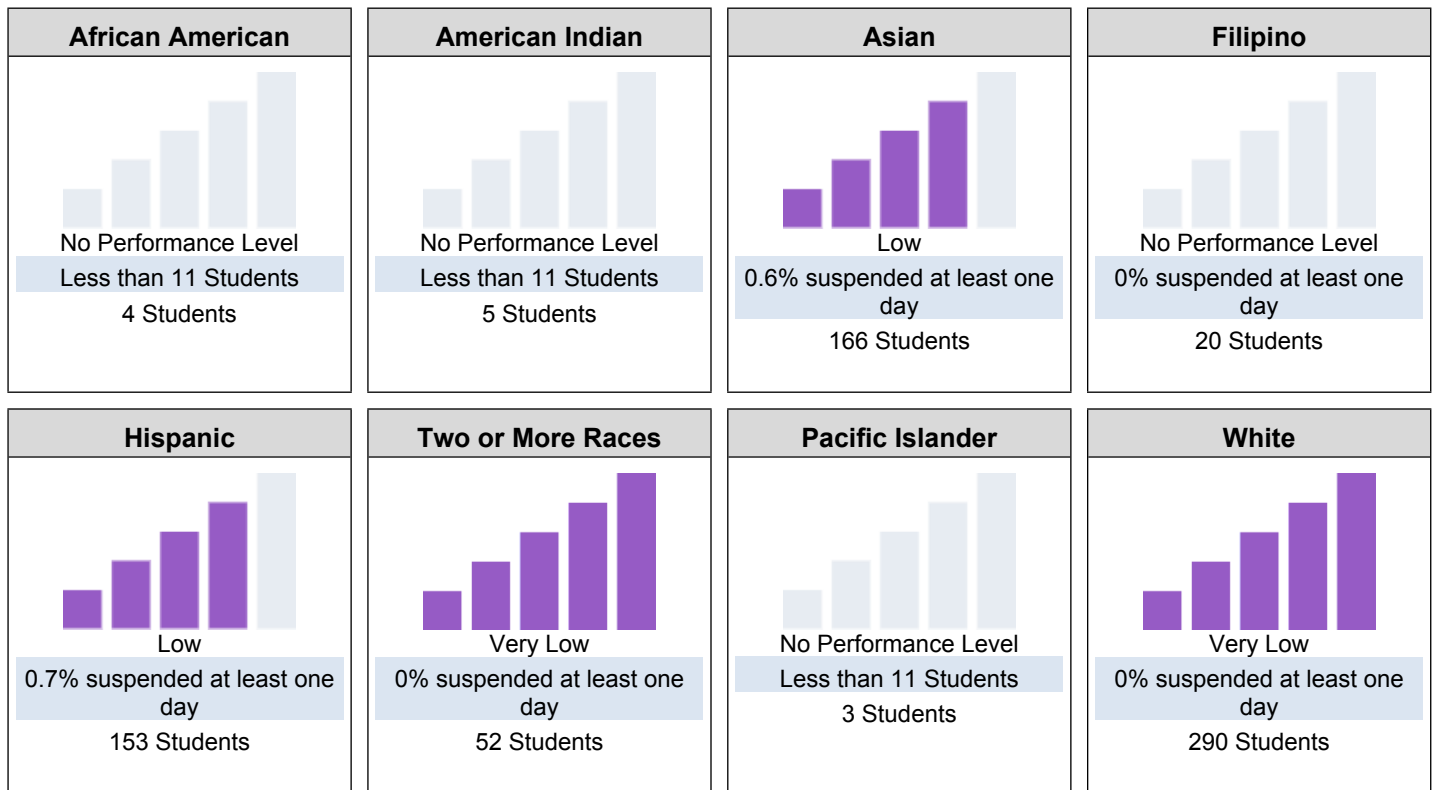
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The implementation of Positive Behavioral Interventions and Supports (PBIS) has resulted in a low suspension rate.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment District Writing Assessment ELPAC EL Reclassification Other local assessments	We would like to see an increase in the areas of ELA and Math for all students ranging 3-5%.	There was a 1% increase in both ELA and Math

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned Actions/Services to support Literacy/Reading Comprehension Reading Intervention Aide Students identified through EasyCBM, Unit assessments, and teacher recommendation. Reading Intervention is taught by a specialist using district funding to support reading skills. Students join small groups four times a week during "normal" school days while all students are in reading intervention protected learning time.	Actual Actions/Services to support Literacy/Reading Comprehension Three times during the year the Reading Intervention Specialist administered EasyCBM to identify all students who are working below grade level. The students receive small group instruction for 40 minutes four days a week.	NewsELA online reading program for universal access periods. LCFF - Supplemental 3,200	NewsELA online reading program for universal access periods. LCFF - Supplemental 3,200
Planned Actions/Services to support Math:	Actual Actions/Services to support Math:		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All students will participate in Math Intervention four times a week with DreamBox Solutions software.</p> <p>Students will have the opportunity to work on current standards of focus attached to math curriculum, advance if progressing on standards.</p> <p>Students have access to the teacher in small groups for a reteach of the current focus standards.</p>	<p>Students participated in Math Intervention four times a week. Dreambox and small group instruction were provided.</p>		
Professional Development outside source for social emotional and behavioral resources	Outside agency provided PD to the teachers and an assembly for the students.	Professional Development 0001-0999: Unrestricted: Locally Defined Title II Part A: Improving Teacher Quality 3,260	Professional Development 0001-0999: Unrestricted: Locally Defined Title II Part A: Improving Teacher Quality 3,260

Analysis

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

Educators and the Intervention Specialist used the EasyCBM screener to monitor progress in English Language Arts as well as Math throughout the school year. Those identified as being at-risk receive additional support from our Intervention Specialists during Universal Access time.

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

The EasyCBM screener was an effective tool to provide baseline data and monitor progress. The supplemental programs implemented in the classroom allowed teachers to provide students with the extra support that they needed.

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

None

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

In the coming year there might be a change in the use of the program itself as we look to ensure that our spending is on something that all teachers will engage with 4x a week. The changes can be found in Goals, Strategies, and Proposed Expenditures Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Wide Information System (SWIS) Choose Love Student Study Team (SST) Learning Skills Team (LST) Coordination of Services Team (COST) PBIS	The use of the Choose Love curriculum and monthly rewards, based on character traits, will remind students to be positive at school and have a decrease in suspensions. Implementation of the PBIS curriculum, along with the use of SWIS Data reporting, to identify areas of growth and areas in need of support. Students will participate at high levels in the PFT.	Assemblies, PBIS, Choose Love and Kid Connection supported our student and community this year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continued implementation of Positive Behavior Interventions and Supports.	The site earned Gold Level for its efforts with the implementation of Positive Behavioral Interventions and Supports (PBIS)		
Social-emotional learning will be provided through weekly class lessons.	Teachers used the Choose Love curriculum to teach social-emotional learning.	Choose Love Assemblies, student recognition None Specified None Specified 0	Choose Love Assemblies, student recognition None Specified None Specified 0
Character Education assemblies with renowned presenters to engage the students in positive choices through virtual presentation.	Assemblies to address Character Education were provided virtually and in-person.	Assemblies PTA 0	Assemblies PTA 0
Increase and continue Kid Connection Program at school.	Kid Connection is provided two and a half days a week.	LCFF Funding for Personal 5000-5999: Services And Other	LCFF Funding for Personal 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Operating Expenditures LCFF - Supplemental 10,500	Operating Expenditures LCFF - Supplemental 10,500
Child Welfare Attendance (CWA) specialist has "All day everyday" program in each classroom promoting healthy attendance at school.	The Child Welfare Attendance specialist supported families with students who were considered to be Chronically Absent.		
PBIS Team Planning Day Out	The PBIS team met in August to modify the matrices and behavior flowchart.	Team work day and system update for entire community of learners. 6 staff member team. LCFF - Supplemental 1,995	Team work day and system update for entire community of learners. 6 staff member team. LCFF - Supplemental 1,995

Analysis

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

Assemblies, PBIS, Choose Love, and Kid Connection supported our students and community this year.

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

As evident by our PBIS Gold Level Award, PBIS was an effective way to address behavioral and social-emotional concerns.

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

None

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

Continued use and work in all these areas will happen in the coming year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the number of activities available for parent involvement and communication.	Volunteers will engage in all types of campus activity ranging from classroom support, PTA events, field trips and special events.	<p>During SSC and PTA meetings, parents report an overall feeling of connection to the school site.</p> <p>High success rates in fundraising with PTA far exceeded budgets supporting student programs and the community.</p> <p>Classroom volunteers is at an all time high during school hours and in special events.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize Blackboard messaging to communicate and disseminate information.</p> <p>Keep the new website current with up-to-date information.</p> <p>Hold parent information meetings and other meetings such as ELAC, SSC, and PTA.</p> <p>Continue to provide translators for conferences, SSTs, and ELAC meetings.</p>	<p>Blackboard was used by all staff members to communicate and disseminate information</p> <p>The Emma C. Smith Elementary website contains the most up-to-date information.</p> <p>Parent meetings are scheduled and held.</p> <p>Translators are provided for conferences, SSTs and ELAC meetings.</p>	<p>Utilize Blackboard messaging to communicate and disseminate information. We will continue to hold parent information meetings and other meetings such as ELAC, SSC, and PTA meetings. We will continue to provide translators for conferences, SSTs and ELAC meetings. Staff has been trained on the use of Blackboard Communications and are using this as a way to communicate with families directly, as well. Keep the new website current information.</p> <p>0</p>	<p>None 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will promote parental participation in programs throughout the school year.	Educators included information about upcoming programs and events in their weekly newsletters.	School carnival, Gala, Jog-a-Thon, and various family fun events. Virtual meetings, book read-alouds, and spirit weeks. 0	None 0

Analysis

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

Strategies/Activities to enhance communication with our families were continuously implemented throughout the school year.

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

These strategies/activities were found to be highly effective in increasing communication with our families and the community.

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

None

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

No significant changes will be made to this goal for the 2023-24 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

easyCBM
CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Curriculum Based Measure (easyCBM) - Fluency	Baseline easyCBM data is not available for first graders in the fall. Based on easyCBM data, 76% of third graders are proficient in fluency.	By May 2024, we expect 90% of all first and third graders to show proficiency in fluency.
Curriculum Based Measure (easyCBM) - Math Proficiency	Based on easyCBM data, 77% of fourth graders are performing at grade level in math.	By May 2024, we expect 85% of all fourth graders to be performing at grade level in math.
CAASPP	Based on current CAASPP data, 76% of all 3rd-5th graders have met standards in math and 79% have met the ELA standards.	We expect all 3rd-5th graders to improve by 2% in ELA and math

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on Literacy/Reading Comprehension:

Collaboration time to focus on data analysis and effective instructional practices
Implementation of Benchmark Advance, Sonday, and 95%
Administer EasyCBM
Designate 30 minutes of What I Need Now (WINN) time at all grade levels
Align CFAs with Learning Objectives and curriculum in ELA
English Language Development lessons to target the needs of English Learners
Professional Learning

Students to be Served by this Strategy/Activity

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

Timeline

8/21/23-6/6/24

Person(s) Responsible

Principal
Educators
Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	2,160
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for Instructional Leadership Team (ILT) to focus on data analysis, instructional planning, and effectiveness of our programs

Strategy/Activity 2

Strategies/Activities to focus on Mathematics:
Collaboration time with a focus on data analysis and effective instructional practices
Align CFAs with Learning Objectives and curriculum in math
Professional Learning
Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
Utilize district-purchased supplemental materials, such as DreamBox and Counting Collections

Students to be Served by this Strategy/Activity

All students will be served by this goal.

Timeline

8/21/23-6/6/24

Person(s) Responsible

Principal
Educators
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels.

Strategy/Activity 3

Strategies/Activities to focus on Professional Development:

Work with Literacy ToSAs and Curriculum Department to provide in-house PD with a focus on literacy
Provide opportunities for educators to attend workshops and trainings

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/23-6/6/24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,260
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

PowerSchool Attendance Data
EduClimber Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber Behavior Referrals Coordination of Services Team (COST) Tracker	COST Referrals - This data was not available for the 2022-23 school year.	Provide academic, behavior, and/or social emotional resources to our 'at-risk' students.
PowerSchool Attendance Data	Our overall attendance rate for the 2022-23 school year was 94.65%.	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 97% threshold for at least 5 of the 10 reporting periods and reducing chronic absenteeism to 3.0% or less.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on PBIS/SEL

Foster inclusivity, tolerance, and acceptance through assemblies, weekly read alouds, and the implementation of the Choose Love and supplemental SEL curriculum
Be consistent with behavioral expectations throughout all school environments
Recognize positive behaviors through Cougar Cash, notes/phone calls to the family, and classroom/school incentives
Support an additional 1.5 days of Kid Connection per week
Analyze EduClimber data with all educational partners

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/23-6/6/24

Person(s) Responsible

Principal
Educators

Proposed Expenditures for this Strategy/Activity

Amount	12,201
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide an additional 1.5 days per week of Kid Connection services prioritizing targeted student groups
Amount	1,134
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Picture books to recognize cultures and social skills

Strategy/Activity 2

Strategies/Activities to focus on Attendance & Chronic Absenteeism:

Work closely with CWA and office staff to monitor student attendance
Inform families of steps that can be taken to improve attendance
Bi-monthly COST meetings to identify students in need of resources and support

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/23-6/6/24

Person(s) Responsible

Principal
Educators
COST Members

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Biweekly COST meetings are held within the school day to identify students in need of academic, behavior, and/or social emotional support. Substitutes are not required.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Raptor Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Conference Attendance	This data was not available previously.	To have 95% of our families attend scheduled parent-teacher conferences
Parent Volunteers	This data was not available previously	To have 50% of our parents registered to volunteer

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on Parent Engagement:

Use Finalsight (formerly Blackboard) to communicate and disseminate information.
Keep Smith website and marquee current
Publish the Cougar Connection monthly newsletter
Classroom teachers promote parent involvement
Provide translation services for parent/teacher conferences, IEPs, and ELAC meetings

Students to be Served by this Strategy/Activity

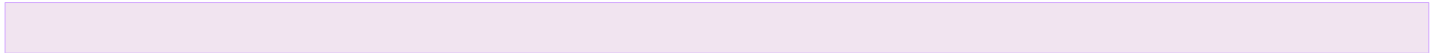
Goal serves all families, with an emphasis on families traditionally disenfranchised from school activities.

Timeline

8/21/23-6/6/24

Person(s) Responsible

Principal
Educators
EL Liaison
Translators



Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services for meetings

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	3,260
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	18,955.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$55,512	55,512.00
LCFF - Supplemental	\$15,695	0.00
Title II Part A: Improving Teacher Quality	3,260	0.00
Local Categorical	\$11,736	11,736.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	5,420.00
2000-2999: Classified Personnel Salaries	12,401.00
4000-4999: Books And Supplies	1,134.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,160.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,401.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,134.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3,260.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Marni Angelo	Principal
Mariza Garcia	Classroom Teacher
Darlene Heylen	Classroom Teacher
Jill Capes	Classroom Teacher
Meg Kilday	Other School Staff
Mario Vallejo	Parent or Community Member
Maura Bronson	Parent or Community Member
Kaveh Hosseini	Parent or Community Member
Jessica Stevens	Parent or Community Member
Jessica Bosel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/25/23.

Attested:

Marni Angelo

Principal, Marni Angelo on 10/25/23

Meg Kilday

SSC Chairperson, Meg Kilday on 10/25/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

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

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$98,677

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*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

Title III, Language Instruction for Limited English Proficient (LEP):

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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting our District SPSA Goals.*
- \$157,783

Title IV-A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, supporting our District SPSA Goals.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$34,456

Appendix D: Programs Included in this Plan

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

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

State Programs		Allocation
<input checked="" type="checkbox"/>	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$55,512
<input checked="" type="checkbox"/>	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$15,695
Total amount of federal categorical funds allocated to this school		\$71,107

Local Funding		
<input checked="" type="checkbox"/>	Technology Funds – Local Parcel Tax	\$8,019.95

Appendix E: Planned Improvements in Student Performance

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

Projected LCFF Supplemental Funds \$15,695

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	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
Kid connection specialist: Supporting behavioral and social emotional needs.	8/23-6/24	Principal	12,201	
<u>Total:</u>			12,201	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
Copier maintenance and contract, replacement computers, printers	8/23-6/24	Principal	634	
Picture books to recognize cultures and social skills	8/23-6/24	Principal	500	
<u>Total:</u>			1,134	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
ILT Collaboration day to analyze data and effectiveness of programs	8/23-6/24	Principal	2160	
<u>Total:</u>			2,160	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
Materials include; snacks, child care, interpreters, and presenters for ELAC, Coffee	8/23-6/24	Principal	200	
<u>Total:</u>			200	
<u>Grand Total:</u>			15,695	

Appendix H

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

PROGRAM DESCRIPTION:

Smith students use Chromebooks in their classrooms. Chromebooks have been purchased with District funds and PTA funds. The PTA has also purchased a new Maker Space and additional computers in the library for student use. In the Maker Space and in-class, students use Chromebooks to learn how to type, use the computer for research, take assessments, use online educational programs purchased by PTA and site discretionary funds, create slideshows, and create reports.

Additionally, teachers get help in using technology for instruction from a teacher on special assignment. Funding will be used to support technology on-site as teachers' tools are in need of repair or replacement.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2023-24

Elementary School Name: Smith Date 9/28/22 English Learner Liaison: Amy McCarthy

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

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - Focus on **ELD standards**, not a unit or theme
 - May be scheduled during reading and writing block (15 minutes/level)
 - Small groups should be kept to a maximum of 6 students
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Johnston	TBD		
K	McCarthy, Amy	1	8:30-9:15 MTWTHF	
	Baca, Cami	2	8:30-9:15 MTWTHF	
	Khoury, Rita	1	8:30-9:15 MTWTHF	
First	Shortridge, Shani	3	8:30-9:00 MTWTHF	
	Galvan, Pauline	2	2:00-2:40 MTWTHF	
Second	Garcia, Tereasa	4	8:55-9:25 MTWTHF	
	Garcia, Mariza	4	8:55-9:25 MTWTHF	
Third	Anaya, Anne	1	12:45-1:25 TTH	
	Hearrean, Lindsay	Lexia (all levels)	10:00-10:25 MTWTHF	
	Worth, Robin	1	12:45-1:25 TTH	
	Losen, Lincoln	3	12:45-1:25 TTH	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Fourth	Thralls, Mindy	1	1:10-1:30 MTWTHF	
	Coffeen, Estelle	2	1:10-1:30 MTWTHF	
Fifth	Fletcher, Megan	3	11:50-12:30 MTWTHF	
	Hayes, Abigail	2	11:50-12:30 MTWTHF	

Appendix J

2023-24 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

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

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

Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support

SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.

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

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