School Year: **2019-20**

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	Joseph Meunier
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 10th, 2019
Local Board Approval Date	November 12, 2019

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.

Table of Contents

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. 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 site is in its fourteenth year in its new facility. The facility includes a modern library, maker space with new stem technology as of 2019, and two elementary level science labs. The site also has 15.5 Chromebook carts for instruction. The facility is at capacity, using every classroom.

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

Mission

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

Vision

To provide all students at Emma C. Smith Elementary School with:
- a challenging curriculum that is aligned with the State standards.
- instruction that is engaging, differentiated, and data-driven that meets the needs of every student.
- a supportive, caring, safe, respectful, and student-centered climate that fosters positive character, self-esteem, and self-motivation.

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

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.

On the Smarter Balanced Assessment, English Language Arts scores have increased by 4% of students proficient or above and mathematics scores have increased by 4% of students proficient or above. 33% of our English language learners reclassified as proficient in the 18/19 school year.

Emma C. Smith Elementary School is working to ensure that all student needs are met. Under the guidance of the principal and Instructional Leadership Team, 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. An intervention aide works to add an extra person to decrease student group size. Teachers and others are in their second year of full implementation of Benchmark Advance English Language Arts (ELA) and English Language Development (ELD). At the same time, a team of teachers is working with Silicon Valley Math Initiative Professional Development to ensure that all students are appropriately challenged in mathematics.

Stakeholder 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 4% of students who have met or exceeded standards. Based on the ongoing training with Investigations3 and Silicon Valley Math Initiative teachers are teaching math at a deeper level.

Greatest Need:
Based on data, Emma C. Smith Elementary School's greatest need is to decrease the suspension rate. We are working on interventions and alterations for students that are suspended. Time is being dedicated to creating positive behavior plans that support students doing the right thing and promoting positive communication at Smith.

Performance Gaps:
Based on data, Emma C. Smith Elementary School will focus on the performance gap that exists with English learners. Grade levels are working on narrowing this gap during Intervention/Enrichment time. Grade level teams use Wednesdays for planning. By working collaboratively, the goal is to ensure that all English learners' needs are met. Combined with intervention time, that all students receive EL students will receive targeted instruction in reading and writing.

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

Involvement/Governance
During the school year, the staff, instructional leadership team, SSC, ELAC, and PTA are made aware of, analyze and monitor student achievement. The goals in the 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 work 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**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
American Indian	0.1%	%	0.3%	1		2
African American	0.3%	0.27%	1.5%	2	2	5
Asian	12.2%	14.50%	17.39%	93	107	125
Filipino	2.9%	2.85%	2.36%	22	21	17
Hispanic/Latino	18.5%	19.65%	19.89%	141	145	143
Pacific Islander	0.3%	0.27%	0.28%	2	2	2
White	53.3%	50.54%	49.51%	407	373	356
Multiple/No Response	%	%	%			
			Total Enrollment	764	738	719

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2016-17	**2017-18**	**2018-19**
Kindergarten	127	128	114
Grade 1	106	105	119
Grade 2	105	105	108
Grade3	133	108	107
Grade 4	147	140	127
Grade 5	146	152	144
Total Enrollment	764	738	719

Conclusions based on this data:

1. Based on the data, our school size has decreased by 26 students for the 18/19 school year. This decrease was predicted as the we had an extra class at the fifth grade level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	67	67	36	8.8%	9.1%	5.0%
Fluent English Proficient (FEP)	67	78	103	8.8%	10.6%	14.3%
Reclassified Fluent English Proficient (RFEP)	14	19	29	21.2%	28.4%	43.3%

Conclusions based on this data:

1. Our site has had an increase in EL proficient students over the past year.   (33% increase)

2. As a site we credit our targeted instruction and assessment processes to support students through this assessment.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	106	108	134	104	104	134	104	104	100	98.1	96.3
Grade 4	150	137	126	150	137	125	149	137	125	100	100	99.2
Grade 5	149	153	144	147	148	144	147	148	144	98.7	96.7	100
All Grades	433	396	378	431	389	373	430	389	373	99.5	98.2	98.7

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2474.	2470.	37.31	46.15	42.31	33.58	25.96	26.92	18.66	19.23	18.27	10.45	8.65	12.50
Grade 4	2503.	2496.	2517.	38.26	37.23	48.80	30.87	32.12	28.80	10.07	13.14	8.00	20.81	17.52	14.40
Grade 5	2547.	2550.	2559.	40.82	38.51	44.44	29.93	35.81	33.33	15.65	12.84	9.72	13.61	12.84	12.50
All Grades	N/A	N/A	N/A	38.84	40.10	45.31	31.40	31.88	30.03	14.65	14.65	11.53	15.12	13.37	13.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.31	41.35	43.27	44.03	47.12	44.23	18.66	11.54	12.50
Grade 4	43.24	28.47	46.40	42.57	56.20	41.60	14.19	15.33	12.00
Grade 5	44.22	43.24	50.00	38.78	45.95	38.89	17.01	10.81	11.11
All Grades	41.72	37.53	46.92	41.72	49.87	41.29	16.55	12.60	11.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.31	38.46	31.73	49.25	48.08	49.04	13.43	13.46	19.23
Grade 4	36.91	35.77	36.80	48.99	43.80	57.60	14.09	20.44	5.60
Grade 5	48.30	50.68	46.53	40.82	36.49	43.06	10.88	12.84	10.42
All Grades	40.93	42.16	39.14	46.28	42.16	49.60	12.79	15.68	11.26

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	32.09	40.38	38.46	59.70	54.81	56.73	8.21	4.81	4.81
Grade 4	29.05	27.74	36.00	64.19	65.69	56.00	6.76	6.57	8.00
Grade 5	27.89	31.76	33.33	60.54	60.14	57.64	11.56	8.11	9.03
All Grades	29.60	32.65	35.66	61.54	60.67	56.84	8.86	6.68	7.51

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	36.57	38.46	36.54	51.49	50.00	50.96	11.94	11.54	12.50
Grade 4	35.81	32.85	39.20	49.32	50.36	45.60	14.86	16.79	15.20
Grade 5	44.90	40.54	44.44	42.18	46.62	42.36	12.93	12.84	13.19
All Grades	39.16	37.28	40.48	47.55	48.84	45.84	13.29	13.88	13.67

Conclusions based on this data:

1. As a school, our percentage rates are fluctuating in small increments. In the area of ELA overall, we are proud that our percent of students in the standard not met has decreased by 4 percent. In reading, specifically, the 7% increase of students at or near standard is a great accomplishment.

2. In reading, 47% scored Above Standard (6% decrease from 18/19), 42% scored At/Near Standard (8% decrease) and 11% scored below standards (1.6% decrease).
In writing, 39% scored Above Standard (3% decrease from 18/19), 50% scored At/Near Standard (8% increase) and 7% scored below standards (8% decrease).
In listening, 36% scored Above Standard (4% increase from 18/19), 57% scored At/Near Standard (3% decrease) and 7% scored below standards (.5% increase).
In research/inquiry, 41% scored Above Standard (4% increase from 18/19), 46% scored At/Near Standard (2% decrease) and 13.9% scored Below Standard (0% movement).

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	106	108	134	105	104	134	105	104	100	99.1	96.3
Grade 4	150	137	126	150	137	125	150	137	125	100	100	99.2
Grade 5	149	153	144	147	148	144	146	148	144	98.7	96.7	100
All Grades	433	396	378	431	390	373	430	390	373	99.5	98.5	98.7

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2478.	2494.	2479.	35.82	41.90	34.62	39.55	44.76	38.46	17.91	10.48	19.23	6.72	2.86	7.69
Grade 4	2516.	2515.	2537.	32.00	32.12	44.80	41.33	37.96	32.80	17.33	20.44	18.40	9.33	9.49	4.00
Grade 5	2545.	2555.	2560.	33.56	42.57	46.53	32.88	26.35	22.22	22.60	18.92	20.83	10.96	12.16	10.42
All Grades	N/A	N/A	N/A	33.72	38.72	42.63	37.91	35.38	30.29	19.30	17.18	19.57	9.07	8.72	7.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.24	60.95	48.08	39.55	36.19	43.27	8.21	2.86	8.65
Grade 4	51.33	55.47	60.80	34.67	26.28	31.20	14.00	18.25	8.00
Grade 5	46.58	54.05	52.08	34.25	29.73	31.94	19.18	16.22	15.97
All Grades	50.00	56.41	53.89	36.05	30.26	34.85	13.95	13.33	11.26

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.54	47.62	46.15	47.76	44.76	47.12	9.70	7.62	6.73
Grade 4	42.67	36.50	48.80	44.67	46.72	43.20	12.67	16.79	8.00
Grade 5	29.45	37.16	40.28	54.79	47.97	47.92	15.75	14.86	11.81
All Grades	38.14	39.74	44.77	49.07	46.67	46.11	12.79	13.59	9.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	44.78	54.29	43.27	46.27	40.00	46.15	8.96	5.71	10.58
Grade 4	43.62	33.58	51.20	42.95	54.74	39.20	13.42	11.68	9.60
Grade 5	26.71	39.86	40.97	57.53	50.00	46.53	15.75	10.14	12.50
All Grades	38.23	41.54	45.04	48.95	48.97	43.97	12.82	9.49	10.99

Conclusions based on this data:

1. Overall, we have a very high test participation number at Smith Elementary. Looking at the data, it is notable that we have had an increase in the percentage of students scoring above Standard by 4%, overall, in 2018-2019.

2. In concepts and procedures, 54% scored Above Standard (2% decrease from 17/18), 35% scored At/Near Standard (5% increase) and 11% scored below Standard (2% decrease).
   In problem-solving and modeling/data 45% scored Above Standard (6% increase from 17/18), 46% scored At/Near Standard (no change) and 9% scored Below Standards (4% decrease).
   In communicating reasoning 47% scored Above Standards(6% increase from 17/18), 42% scored At/Near Standards (6% decrease) and 11% scored Below Standards (2% decrease).

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. In the 2018/2019 school year we had 32 total students participate in the ELPAC assessment.

2. Of the students participating in the ELPAC assessment scores were averaged as a level 3 in both oral and writing skills.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 139	28%	52%	80%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	139	94%	6%
Body Composition	138	78%	22%
Abdominal Strength and Endurance	137	85%	15%
Trunk Extensor Strength and Flexibility	136	95%	5%
Upper Body Strength and Endurance	139	87%	13%
Flexibility	139	88%	12%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 148	20%	34%	55%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	140	80%	20
Body Composition	144	76%	24
Abdominal Strength and Endurance	148	59%	41
Trunk Extensor Strength and Flexibility	148	87%	13
Upper Body Strength and Endurance	148	64%	36
Flexibility	147	82%	18

Conclusions based on this data:

1. Overall, our fitness test, this year, has grown significantly. 80% of students scored in the Healthy Fitness Zone, as opposed to 54% the previous year.

2. Body Composition continues to be our weakest area.

3. Although we have made great strides in Upper Body Strength, increasing our percentages by 23% this year, we still are addressing this as an area of concern

California Healthy Kids Survey

<table>
<tr><td colspan="5" align="center">Grade 5</td><td></td><td colspan="3"></td></tr>
<tr><td rowspan="2"></td><td colspan="3" align="center">School Connectedness</td><td rowspan="2" align="center">Feel Safe at School</td><td align="center">Students Treated with Respect</td><td colspan="3" align="center">School Connectedness</td><td rowspan="2"></td></tr>
<tr><td align="center">High</td><td align="center">Moderate</td><td align="center">Low</td><td align="center">"Most of the time" and "All of the time"</td><td align="center">High</td><td align="center">Moderate</td><td align="center">Low</td></tr>
<tr><td align="center">Emma C. Smith Elementary School</td><td align="center">62%</td><td align="center">34%</td><td align="center">4%</td><td align="center">83%</td><td align="center">86%</td><td></td><td></td><td></td><td></td></tr>
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School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
738	**8.4%**	**9.1%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	9.1%
Foster Youth	2	0.3%
Homeless	1	0.1%
Socioeconomically Disadvantaged	62	8.4%
Students with Disabilities	74	10.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3%
Asian	107	14.5%
Filipino	21	2.8%
Hispanic	145	19.6%
Two or More Races	88	11.9%
Pacific Islander	2	0.3%
White	373	50.5%

Conclusions based on this data:

1. Overall, our school population is consistent within EL, Foster Youth and Socioeconomically Disadvantaged.

2. Students with Disabilities continues to be 10% of the school population.

3. Our white student group is 50% of the population and the school has a mix of students in Asian, Hispanic and Two or More Races student groups making up the majority of the population.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Green
Mathematics Blue		
English Learner Progress No Performance Color		

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. We see the need to work on reducing our suspensions, and reaching the needs of our EL students

3. There is a lot of pride at Smith with our Chronic Absenteeism while the school has very low absence totals.
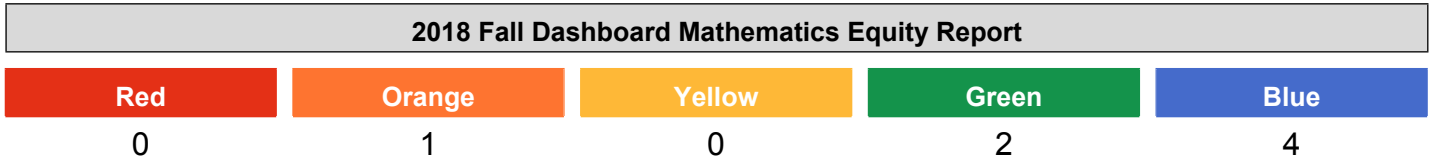
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
38.7 points above standard	16.4 points above standard	0 Students
Maintained 1 points	Increased 11.8 points	
385 students	46 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	61.4 points below standard	36.4 points below standard
1 students	Declined -40 points	Increased 22.8 points
	33 students	49 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
0 Students	0 Students	76.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased 8.9 points	
		52 students	10 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Blue	No Performance Color	Green
2.2 points above standard	54.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	37.4 points above standard
Declined -12.7 points	Increased 9.5 points		Maintained 1.4 points
71 students	55 students	1 students	196 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.3 points below standard	59.6 points above standard	37.7 points above standard
Declined -5.6 points	Declined -8.1 points	Maintained -2.9 points
14 students	32 students	312 students

Conclusions based on this data:

1. Our scores are in the high range with a gain of 4%, overall in ELA.

2. English learners were our largest decline, with a need to continue to focus on this area.

3. Effort will need to continue with Socioeconomically Disadvantaged and Hispanic students, as the Dashboard indicators are showing orange and yellow.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
38 points above standard	23.1 points above standard	0 Students
Increased 5.6 points	Increased 17 points	
385 students	46 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	61.2 points below standard	18.9 points below standard
1 students	Declined -25.4 points	Increased 39.5 points
	33 students	49 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
0 Students	0 Students	80.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased 10.2 points	10 students
		52 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Blue
0.5 points above standard	53.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	36.3 points above standard
Declined -3.3 points	Increased 11.8 points	1 students	Increased 5.7 points
71 students	55 students		196 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.7 points below standard	54 points above standard	37.1 points above standard
Maintained 1.9 points	Increased 4.7 points	Increased 3 points
14 students	32 students	312 students

Conclusions based on this data:

1. Across all subgroups, we see growth in math with a 4% gain. However, communicative reasoning dropped 6%.

2. There will be an effort to increase the 14 EL students who are still almost 48 points Below Standard. While looking at the EL students that reclassified were 54 points above standard.

3. The Socioeconomically Disadvantaged are in the orange indicator, and average 61 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
65	53.8%	27.7%	9.2%	9.2%

Conclusions based on this data:

1. Our data shows that 37 students, at Smith, are English Learners.

2. In the 18/19 school year, our site has had an increase EL proficient students by 33%.

**3.** In the 18/19 school year, our EL students declined in ELA and Math scores by 15%.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
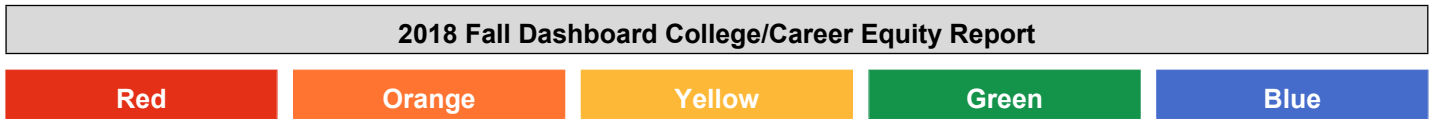
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

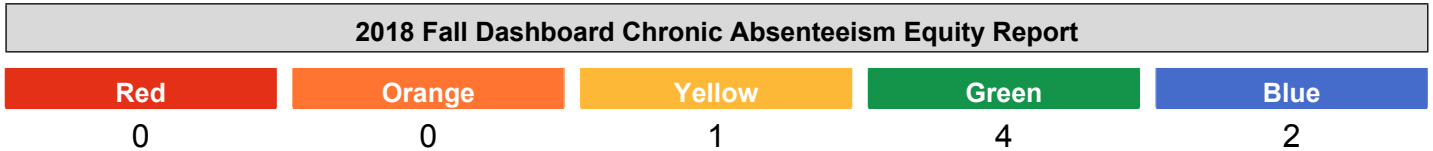| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	4	2

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
2.3% chronically absent	4.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Declined 1.5%	2 students
750 students	67 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	7.6% chronically absent	5.8% chronically absent
2 students	Declined 3.8%	Declined 0.5%
	79 students	104 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.9% chronically absent	0% chronically absent
2 students	0 students	Increased 1.9%	Maintained 0%
		108 students	21 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Blue
3.4% chronically absent	1.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.4% chronically absent
Increased 0.7%	Declined 1.9%	2 students	Maintained 0%
147 students	89 students		381 students

Conclusions based on this data:

1. While Smith School has very strong attendance, overall, Hispanic students continue to rise with 3.4% absence over the year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate
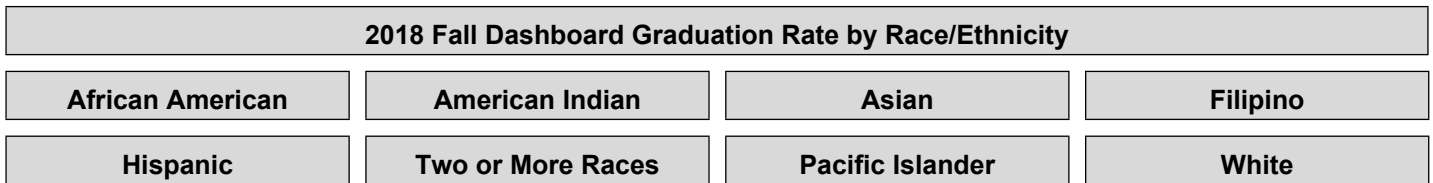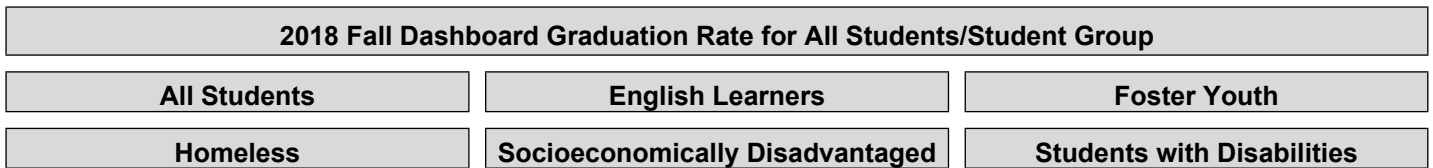
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

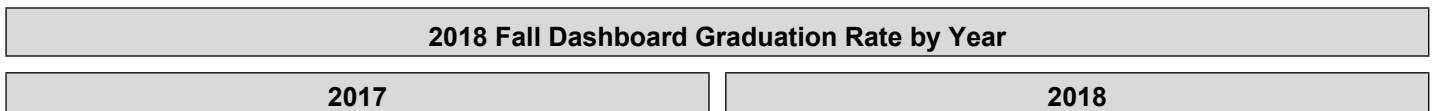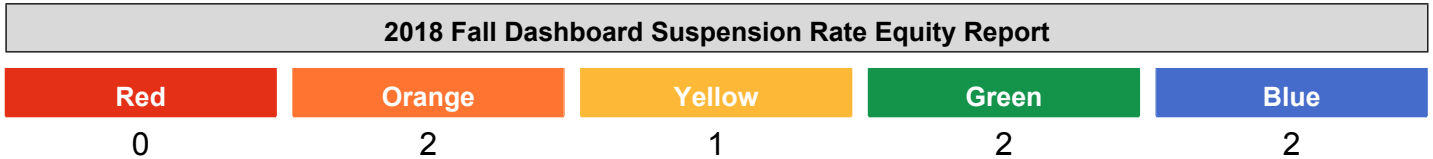| Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	2	2

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
0.9% suspended at least once	1.4% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
		3 students
Maintained 0%	Declined -1.4%	
758 students	69 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.8% suspended at least once	6.7% suspended at least once
2 students		
	Declined -2.4%	Declined -0.6%
	80 students	105 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0% suspended at least once	0% suspended at least once
2 students		Maintained 0%	Maintained 0%
		110 students	21 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Orange
0.7% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	1.6% suspended at least once
Declined -1.3%	Declined -2%	2 students	Increased 1.1%
149 students	89 students		385 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.3% suspended at least once	0.9% suspended at least once	0.9% suspended at least once

Conclusions based on this data:

1. In an effort to combat this increase, and support our social emotional learning we are working with Choose Love. We have also implemented PBIS which is showing great results in reducing our suspension rate.

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

Overall, we would like to see an increase in the areas of ELA and Math within our subgroups by 3% and continue to maintain the current levels over 85%. Students will continue to increase scores in Physical Fitness especially in the area of abdominal strength and upper body strength.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Completion of A-G requirements District Writing Assessment ELPAC EL Reclassification Other local assessments	Currently, 88.6% of students at Smith are At or Above standard in ELA. Currently, 89% of students at Smith are At or Above Standard in Math.	Overall, we would like to see an increase in the areas of ELA and Math within our subgroups by 3%, and continue to maintain the current levels over 85%.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension with Benchmark Advance curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/7/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,210.00
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading Intervention Aide Supplemental/Donation
Amount	3543
Source	Parent-Teacher Association (PTA)
Description	Supplemental Budget/PTA

Strategy/Activity 2

Introduction to SVMI across grade levels, core focus on Investigations curriculum and professional development and collaboration time dedicated to work in the area of Mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 – 6/7/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 3

A focus on a combination of Benchmark Advance and Teachers College Writing Project to support student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

Each Trimester

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 4

EasyCBM, IXL Reading, Accelerated Reading and Fontis and Pinnel

Students to be Served by this Strategy/Activity

All students

Timeline

Person(s) Responsible

Principal / Teacher

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

PBIS, Choose Love

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Swis Data Choose Love SST LST PBIS	Over the course of 2019/2020, Smith School will show a decrease in suspension rates in neuro-typical students by using interventions such as PBIS and Choose Love. Currently, 77% of 5th-grade students are in the healthy fitness zone following a 23% increase from 2017/2018.	The use of the Choose Love curriculum and monthly rewards, based on character traits will help remind students to be positive at school and have a decrease in site-wide suspension. Implementation of the PBIS curriculum, along with the use of SWIS Data reporting, to identify areas of growth and areas of need in support. We would like to continue the positive growth in physical education and grow by 5% this year.

Planned Strategies/Activities

Strategy/Activity 1

Adoption of Positive behavior interventions and supports starting in Spring 2019 with school wide roll out in fall of 2019.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 - 6/7/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Social emotional learning through the "Choose Love" curriculum. Weekly class lessons.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 - 6/7/2020

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Admin. Gift account
Budget Reference	0000: Unrestricted
Description	Choose love assemblies, student recognition

Strategy/Activity 3

Character education assemblies with renowned presenters to engage the students in positive choices.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019-6/2020

Person(s) Responsible

PTA

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	PTA
Description	School wide assemblies

Strategy/Activity 4

Continued dynamic communication system through Blackboard.com. Parents and the community will have access to email, updates, calendars and happenings at Smith.

Students to be Served by this Strategy/Activity

Smith Community

Timeline

08/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

CWA has "All day everyday" program in each classroom promoting healthy attendance at school.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019-6/2020

Person(s) Responsible

Child Welfare and attendance Representative

Proposed Expenditures for this Strategy/Activity

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

Teachers utilizing on-line communication/grade book
Parent participation on-site committees
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the number of activities available for parent involvement and communication.	Increase parent involvement and communication	We have met our goal of increasing family attendance and engagement at school wide events such as movie night, running club, annual school carnival, and annual fund raiser.

Planned Strategies/Activities

Strategy/Activity 1

Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up to date information. Teachers in grades 4 & 5 will use school loop to communicate grades and assignments. We will continue to hold parent information meetings and other meetings such as ELAC, SSC, and PTA. We will continue to provide translators for conferences, SST's and ELAC meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up to date information. Teachers in grades 4 & 5 will use school

loop to communicate grades and assignments. 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.

Strategy/Activity 2

Data demonstrating staff promotes parental participation in programs

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	School carnival, Gala, Jog a Thon and various family fun events.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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	Overall we would like to see an increase in the areas of ELA and Math increase by 3%.	Met: In the 2018/2019 school year we had a 4% gain in math and a 4% gain in ELA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension implementation with Benchmark Advance curriculum. As well as Easy CBM	Directed intervention time provided to students by specialized support staff four times per week. Student are identified for this programming through various academic indicators.	Reading Intervention Aide Supplemental/Donation 2000-2999: Classified Personnel Salaries LCFF - Supplemental 22,010.00	Intervention Aide 1000-1999: Certificated Personnel Salaries Certificated Salaries & Benefits 22,010
		Supplemental Budget/PTA Parent-Teacher Association (PTA) 3543	1000.00
A focus on a combination of Benchmark Advance and Units of Study writing projects to support student learning.	Teachers will have two half days to articulate and plan as a grade level and across grade levels with the intention of aligning standards and instructional practice.	0000: Unrestricted Admin. Gift account 03313.00	Teachers were paid for training days 0000: Unrestricted Admin. Gift account 3313.00

Analysis

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

We will be continuing to work on our comprehensive curriculum and development across grade levels. We hope for a continued increase year to year.

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

We have seen an increase in all academic areas the past year.

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

There were no differences.

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.

N/A

Annual Review and Update

SPSA Year Reviewed: 2018-19

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
Swis Data Choose Love SST LST	Growth in Fitness reports by 23% in the 18/19 school year. The use of the Choose Love curriculum and monthly rewards based on character traits will help remind students to be positive at school and have a decrease in site-wide suspension. Join Cohort #2 in PBIS implementation in Spring 2019.	In physical fitness, we had a 23% increase overall with 77% of 5th-grade students in the healthy fitness zone.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Adoption of Positive behavior interventions and supports starting in Spring 2019.	Gathered a team of 10 leaders to implement PBIS, already seeing positive results.	Materials, posters, rewards 0000: Unrestricted Donations 1000.00	1000.00 0000: Unrestricted Donations
Social emotional learning through the "Choose Love" curriculum. Weekly class lessons.	Students are aware of Choose Love, and take it upon themselves to point out when other students are displaying the Choose Love traits.	Choose love assemblies, student recognition 0000: Unrestricted Admin. Gift account 1000.00	Choose love assemblies, student recognition 0000: Unrestricted Admin. Gift account 1000.00
Character education assemblies with renowned presenters to engage the students in positive choices.	Due to the positive results of the Choose Love curriculum being presented in the classrooms. We have decided to engage in presenters this year to support student growth.	School wide assemblies PTA 4,000.00	PTA 4000.00
Implementation of a dynamic communication system through Blackboard.com. Parents and the community will have access to email,	Parents have continual contact with teachers through Blackboard as well as continual monitoring of students		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
updates, calendars and happenings at Smith.	grades through School Loop.		
CWA has "All day everyday" program in each classroom promoting healthy attendance at school.			
All students will have 200 minutes of physical education every 10 school days.	With scheduled PE times for all grades we know that students are receiving the daily PE minutes they need every 10 days. As a result we are seeing an improvement in our PE scores.	Physical Education Equipment 0000: Unrestricted PTA 17,000	Gala Fund a Cause Donation 0000: Unrestricted PTA 17,000

Analysis

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

5th-grade teachers participate in professional development around the assessment process of Fitnessgram physical fitness testing.
In PBIS our implementation has begun and is already showing growth as a school community with reports about the campus feeling from our community, staff, and students.
Blackboard messenger is being used to communicate multiple times a week to keep all interested parties involved in our school activity.

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

The students created a baseline fitness assessment and wrote goals for themselves for the school year. Students were able to improve scores this year overall by 23%.

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

Our costs came out as expected as budgeting and planning was on target for the school year.

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.

Changes are in the area of supporting staff in a different way through articulation training as opposed to the SVMI math conferences this school year. Teacher feedback was that time together was most important to make sure all students were getting what they need to be successful.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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.	There will be a sense of community for more of our families. Our parent involvement will increase by 5% as measured by attendance of events, PTA involvement and participation in school events.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up to date information. Teachers in grades 4 & 5 will use school loop to communicate grades and assignments. 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, SST's and ELAC meetings.	The school community was able to receive weekly updates via email in the Blackboard system. Blackboard was also use multiple times in emergency situations so that parents would get direct, current updated information. Lastly, parents responded very positively to the text message feature on Blackboard.	District Funded Program	Adoption of the Premium Account 45.00
Staff promotes parental participation in programs	PTA and Staff Carnival to help with a community building. Trunk or Treat, Movie Nights	Various Events 0	Revenue 0000: Unrestricted PTA 54,000

Analysis

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

The use of blackboard along with websites to keep parents informed.
Teachers and families partnered to make highly successful school wide events.

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

There has been an increase in participation in school wide events.
The revenue of the PTA was so great that we had an overage that was used to purchase; Chromebooks, picnic tables, audio technology and safety radios.

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

The overwhelming fundraising of the PTA mostly through the Gala and Jog-a-Thon events allowed for school upgrades.

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 changes shall be made to the goal, annual outcomes, metrics, or strategies/activities this year.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	23,753.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. Gift account	1,000.00
LCFF - Supplemental	15,210.00
Parent-Teacher Association (PTA)	3,543.00
PTA	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
0000: Unrestricted	1,000.00
2000-2999: Classified Personnel Salaries	15,210.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0000: Unrestricted	Admin. Gift account	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,210.00
	Parent-Teacher Association (PTA)	3,543.00
	PTA	4,000.00

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
Joseph Meunier	Principal
Tereasa Garcia	Classroom Teacher
Jill Capes	Classroom Teacher
Robin Worth	Classroom Teacher
Michelle Winningham	Other School Staff
Ann Marie Rohe	Parent or Community Member
Jackie Charbonneau	Parent or Community Member
Noelle Johnson	Parent or Community Member
Lynette Shirko	Parent or Community Member
Carole Liu	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 10/10/18.

Attested:

	Principal, Joseph Meunier on 10/22/19
	SSC Chairperson, Michelle Winningham on 10/22/19

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020
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, professional development, and supplemental instructional materials,* **supporting our District SPSA Goals.**
- *$167,625*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.
- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement,* **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:
Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* **supporting our District SPSA Goals.**
- *$196,089*

Migrant Education
Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.
- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education,* **supporting our District SPSA Goals.**
- *$228,906*

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, professional development and staff training related to mental health topics, 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.*
- *123,890*

Livermore Valley Joint Unified School District
2019-2020 Migrant Education Program Site Plan – ALL SITES

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres!* (*Ready at Three!*) Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.

- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.

- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.

- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.

- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

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
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$1,500
	Total amount of federal categorical funds allocated to this school	$1,500

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$54,097
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$15,210
	Total amount of federal categorical funds allocated to this school	$69,307

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$12,762

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $15,210

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
Improvements or enhancement in instruction: An instructional assistant will work with at-risk students in grades kindergarten through fifth grade for intervention in ELA and Math (26 hours per week). Total:	2019-2020	Principal	14,210 14,210	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Supplemental materials, computers, software, books, supplies may be purchased:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Staff Development and Professional Collaboration, training costs, substitute costs: Grade level meetings will include staff development for English learners	2019-20			✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Parent Involvement: English Learner Advisory Committee (ELAC) Meetings – supplies and materials Interpreters Total:	2019-20	EL Liaison Principal	1,000 1,000	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Grand Total:	15,210	

Appendix H

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

PROGRAM DESCRIPTION:

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

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

PROGRAM DESCRIPTION:

The students also use Chromebooks in their classrooms. Chromebooks have been purchased with District funds and PTA funds. The PTA has also purchased the site a new lab and additional computers in the library for student use. Inside the computer lab and in-class on Chromebooks, students learn how to type, and use the computer for research, take assessments, use online educational programs purchased by PTA and suite discretionary funds, create slideshows, 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
2019-20

Elementary School Name: Smith Date 10/5/18 English Learner Liaison: Adam Morrison

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
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students

- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

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	Rose		8:45 - 9:10 1:45 - 2:10	
K	Katie Bell	Expanding	8:35-9:35/1:30-2:10	8:45-9:10 1:45-2:10
	Rita Khoury	Bridging	8:35-9:35/1:30-2:10	8:45-9:10 1:45-2:10
	Carol Nese Forte	Bridging	8:35-9:35/1:30-2:10	8:45-9:10 1:45-2:10
First	Pauline Galvan	Bridging	10:20-11:00	10:20-11:00
Second	Bill Murphy	Expanding	9:25-10:05	9:25-10:05
	Monica Tracey	Bridging	9:25-10:05	9:25-10:05
Third	Tracy Karter	Expanding	12:45-1:25	12:45-1:25
Fourth	Tereasa Garcia	Expanding, Bridging	8:30-9:00	8:30-9:00
	Adam Morrison	Emerging	8:30-9:00	8:30-9:00

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)
Fifth	Megan Fletcher	Expanding	8:40 - 9:10	
	Alane Loisel	Expanding	8:40 - 9:10	11:50-12:30