



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	September 25, 2020
Schoolsite Council (SSC) Approval Date	October 12, 2020
Local Board Approval Date	November 10, 2020

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

- SPSA Title Page 1
- Table of Contents..... 3
- School Vision and Mission 5
- School Profile 5
- Stakeholder Involvement 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 9
 - ELPAC Results 13
 - Physical Fitness Test Results (PFT) 2017-2018..... 15
 - California Healthy Kids Survey 17
 - Student Population 19
 - Overall Performance 20
 - Academic Performance 21
 - Academic Engagement 26
 - Conditions & Climate..... 28
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1 30
 - Goal 2..... 33
 - Goal 3..... 36
- Annual Review and Update 38
 - Goal 1 38
 - Goal 2..... 40
 - Goal 3..... 42
- Budget Summary and Consolidation 44
 - Budget Summary 44
 - Allocations by Funding Source..... 44
 - Expenditures by Funding Source 45
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 47
- School Site Council Membership 48
- Recommendations and Assurances 49
- Addendum..... 50
 - Instructions: Linked Table of Contents..... 50
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 53
 - Appendix B: Select State and Federal Programs..... 55

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan56

Appendix D: Programs Included in this Plan58

Appendix E: Planned Improvements in Student Performance59

Appendix F60

Appendix G: Title I School-Level Parental Involvement Policy61

Appendix H.....62

Appendix I63

Appendix J65

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.65

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.....65

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.65

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 facility includes a modern library, maker space with new stem technology as of 2019, and two elementary level science labs. 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 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 for 40 minutes, 4 times per week. 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 that it is applicable to. English learners receive 15 minutes daily of designated English Language Development (ELD) instruction. Students and families participate in orientation into Transitional Kindergarten (TK), 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.

Emma C. Smith Elementary School is working to ensure that the needs of all students 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 provides additional support to decrease student group size. Teachers and others are in their third year of full implementation of Benchmark Advance for 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 in the 18/19 school year. Based on the ongoing training with Investigations3 and Silicon Valley Math Initiative teachers are teaching math at a deeper level. Due to the COVID-19 pandemic, the 19/20 school year testing was not able to occur as schools went into distance learning.

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. During the 19/20 school year, this was dramatically reduced due to the movement of our counseling enriched program to an off-site program that provides specialized services, and thus reducing our suspension to almost zero overall.

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.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.3%	0.42%		2	3
African American	0.27%	1.5%	1.12%	2	5	8
Asian	14.50%	17.39%	17.42%	107	125	124
Filipino	2.85%	2.36%	2.67%	21	17	19
Hispanic/Latino	19.65%	19.89%	21.21%	145	143	151
Pacific Islander	0.27%	0.28%	0%	2	2	0
White	50.54%	49.51%	48.03%	373	356	342
Multiple/No Response	%	%	8.99%			1
Total Enrollment				738	719	712

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	128	114	123
Grade 1	105	119	102
Grade 2	105	108	126
Grade3	108	107	117
Grade 4	140	127	114
Grade 5	152	144	130
Total Enrollment	738	719	712

Conclusions based on this data:

1. Based on the data, our school size has decreased by 7 students for the 19/20 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	67	36	35	9.1%	5.0%	4.9%
Fluent English Proficient (FEP)	78	103	97	10.6%	14.3%	13.6%
Reclassified Fluent English Proficient (RFEP)	19	29	5	28.4%	43.3%	13.9%

Conclusions based on this data:

1. In 19/20 Smith had 35 English Learners and reclassified 5 as proficient.
2. As a site, we credit our targeted instruction and assessment processes to support students through English language proficiency and assessment success.

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. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.
2. The below information is a carryover from 18/19. (Most recent scores)
 In reading, 47% scored Above Standard (9% gain from 18/19), 42% scored At/Near Standard (8% decrease) and 11.8% scored Below Standard (1.8% decrease).
 In writing, 39% scored Above Standard (3% decrease from 18/19), 50% scored At/Near Standard (8% increase) and 7% scored Below Standard (8% decrease).
 In listening, 36% scored Above Standard (4% increase from 18/19), 57% scored At/Near Standard (3% decrease) and 7% scored Below Standard (.5% increase).
 In research/inquiry, 40.5% scored Above Standard (3% increase from 18/19), 46% scored At/Near Standard (3% 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:

- Overall, we have a very high test participation number at Smith Elementary. Looking at the data, it is notable that we had an increase in the percentage of students scoring Above Standard by 4%, overall, in 2018-2019.
- In concepts and procedures, 54% scored Above Standard (2% decrease from 17/18), 35% scored At/Near Standard (4.5% increase) and 11% scored below Standard (2% decrease).
In problem-solving and modeling/data 45% scored Above Standard (5% increase from 17/18), 46% scored At/Near Standard (no change) and 9% scored Below Standard (4% decrease).
In communicating reasoning 47% scored Above Standard (8.5% increase from 17/18), 44% scored At/Near Standard (5% decrease) and 11% scored Below Standard (1.5% decrease).
- In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing State and local indicators in the 2020 Dashboard.

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
Grade K		*		*		*		9
Grade 1		1459.2		1454.9		1463.0		11
Grade 2		*		*		*		*
Grade 3		*		*		*		*
Grade 4		*		*		*		4
Grade 5		*		*		*		6
All Grades								36

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
1		9.09		36.36		45.45		9.09		11
All Grades		27.78		33.33		36.11		2.78		36

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
1		18.18		36.36		27.27		18.18		11
All Grades		44.44		33.33		16.67		5.56		36

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
1		9.09		27.27		36.36		27.27		11
All Grades		19.44		22.22		27.78		30.56		36

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	
1		27.27		45.45		27.27		11	
All Grades		30.56		58.33		11.11		36	

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
1		18.18		81.82		0.00		11
All Grades		55.56		44.44		0.00		36

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
1		18.18		54.55		27.27		11
All Grades		19.44		50.00		30.56		36

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
1		18.18		54.55		27.27		11
All Grades		30.56		52.78		16.67		36

Conclusions based on this data:

1. In the 2018/2019 school year, we had 32 total students participate in the English Language Proficiency Assessment of California (ELPAC).
2. Of the students participating in the ELPAC, scores averaged as a level 3 in both oral and writing skills.
3. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing State and local indicators in the 2020 Dashboard.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-19

% 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	28.1%	51.8%	79.9%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	139	93.5%	5.0%
Body Composition	139	77.0%	18.0%
Abdominal Strength and Endurance	139	83.5%	16.5%
Trunk Extensor Strength and Flexibility	139	92.8%	7.2%
Upper Body Strength and Endurance	139	87.1%	12.9%
Flexibility	139	88.5%	11.5%

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. Due to the COVID-19 pandemic, CA Physical Fitness Test (PFT) was not given and therefore will not be reported on.
2. During distance learning 2019-2020, students were assigned "homework" in the 6 areas of PFT. While we were not able to report results we are confident in the approach and participation in the standards aligned to PFT.
3. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill

(SB) 98, which prohibits the California Department of Education (CDE) from publishing State and local indicators in the 2020 Dashboard.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. 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”	%	4.7
3. 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”	%	6.1

1. During the 2019/2020 school year, 5th grade students were assessed with California Healthy Kids Survey (CHKS) at home during distance learning because of the COVID-19 pandemic. Due to low survey participation, Smith is reporting social emotional welfare and connectedness through the Panorama Education survey.

2. In total 71 students participated in the online survey.

Distance Learning Environment:

99% of students reported being able to access online materials and connect with teachers.

73% of students reported being able to stay focused at home while doing schoolwork.

37% of students reported they had an adult to support them at home with schoolwork.

41% of students reported that schoolwork was challenging to extremely challenging.

Overall, we need to address support for students at home and make sure students use email, and Schoology to connect more with teachers to increase home support. Teachers in the 2020-2021 school year are more available and have provided more synchronous time with students, allowing them to check for understanding more frequently. The academic rigor has increased this year, due to the online platform Schoology, along with our ability to assess more successfully.

Emotional Regulation:

60% of students report favorably that they can control their own emotions.

54% of students when upset, report that they can get themselves to relax.

3. 32% of students report when things go wrong, they are able to stay calm.

Overall, we are working with Kid Connection, Positive Behavioral Interventions and Supports (PBIS), and Choose Love to address social emotional health and well being.

Needs with Distance Learning:

87% of students reported teachers are supporting learning right now.

87% of students reported they have adequate food at home.

52% of students reported they are not concerned about their families health.

In response to making sure families have access to food and healthcare support, our Child Welfare Attencance Specialists (CWA) and nurses are partnering with outside agencies to find supports and connect with families. All student meals are free for children under the age of 18 and families have been advised to pick up food for families at designated school sites.

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
719	7.6	5.0	0.1

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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	5.0
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	55	7.6
Students with Disabilities	91	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.7
American Indian	2	0.3
Asian	125	17.4
Filipino	17	2.4
Hispanic	143	19.9
Two or More Races	69	9.6
Pacific Islander	2	0.3
White	356	49.5





Conclusions based on this data:

1. Overall, our school population is consistent within EL, Foster Youth and Socioeconomically Disadvantaged.
2. Students with Disabilities continue to be 12.7% of the school population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="781 506 836 533">Blue</p>	<p data-bbox="1177 424 1404 457">Suspension Rate</p>  <p data-bbox="1258 506 1313 533">Red</p>
<p data-bbox="251 623 414 657">Mathematics</p>  <p data-bbox="305 705 360 732">Blue</p>		

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. In 19/20 the Specialized Academic Counseling Enriched Class was moved to a more supportive location to provide social emotional and academic intervention. Our suspension rate is a direct reflection of students safety and protocols to support students in the specialized program and the entire staff and student body at Smith.
3. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.

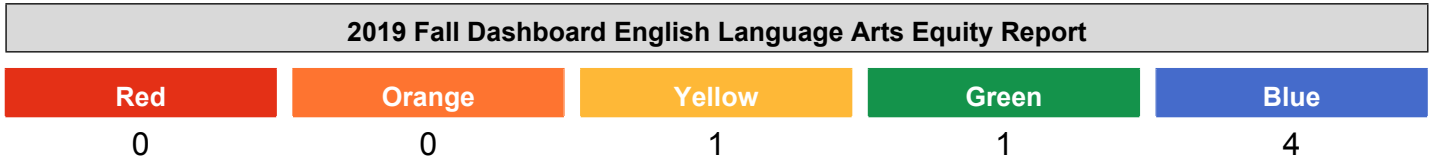
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 47.9 points above standard Increased ++9.2 points 365	<p>English Learners</p>  Green 17 points above standard Maintained ++0.6 points 45	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  No Performance Color 56 points below standard Increased ++5.4 points 25	<p>Students with Disabilities</p>  Yellow 21.9 points below standard Increased Significantly ++25.8 points 55

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 88.9 points above standard Increased ++12.2 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 17.7 points above standard Increased Significantly ++15.5 points 67	 Blue 58.2 points above standard Increased ++3.6 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 45.6 points above standard Increased ++8.2 points 184

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Declined -13 points 12	57.8 points above standard Maintained -1.7 points 33	47.7 points above standard Increased ++10 points 290

Conclusions based on this data:

1. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing State and local indicators in the 2020 Dashboard.
2. English learners had the largest decline. There is 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. Overall, the school has an increase of 9.2 pts. in in ELA across the school population.

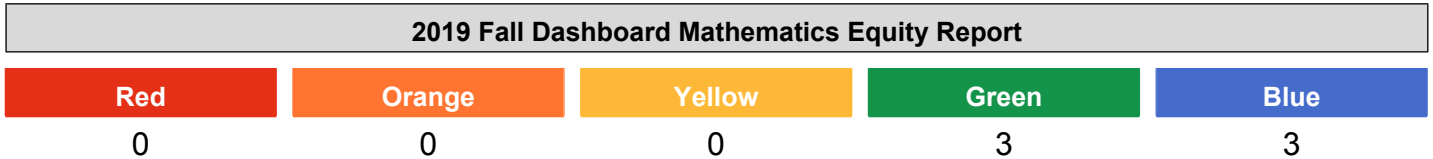
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 42.5 points above standard Increased ++4.4 points 365	<p>English Learners</p>  Green 26.2 points above standard Increased ++3.2 points 45	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  No Performance Color 41.6 points below standard Increased Significantly ++19.7 points 25	<p>Students with Disabilities</p>  Green 13.4 points below standard Increased Significantly ++20.1 points 55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 88.2 points above standard Increased ++7.6 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.1 points above standard Increased ++6.7 points 67	 Blue 51.6 points above standard Maintained -1.6 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 40.4 points above standard Increased ++4.2 points 184

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.6 points below standard Declined -5.9 points 12	55.2 points above standard Maintained ++1.2 points 33	40.3 points above standard Increased ++3.2 points 290

Conclusions based on this data:

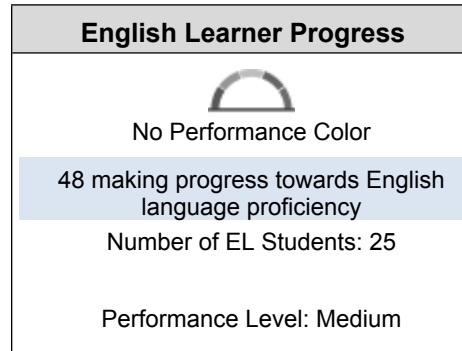
1. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing State and local indicators in the 2020 Dashboard.
2. There will be an effort to increase the scores of the 14 EL students who are still almost 48 points Below Standard. EL students that reclassified were 54 points Above Standard.
3. The Socioeconomically Disadvantaged are in the orange indicator, and average 61 points Below Standard. Overall in math our students had a 4.4 pt. gain.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
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Conclusions based on this data:

1. Our data shows that 25 students, at Smith, are English Learners and 48% are making progress towards proficiency.
2. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirement for the 2019-2020 school year. In June 2020, Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing State and local indicators in the 2020 Dashboard.

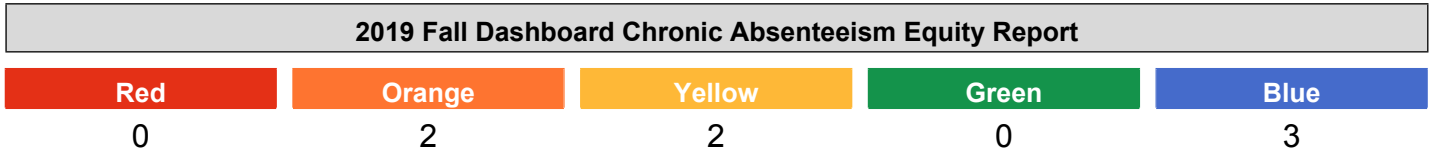
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>2.2</p> <p>Maintained 0</p> <p>719</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined -4.5</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>9.1</p> <p>Increased +1.5</p> <p>66</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>7</p> <p>Increased +1.2</p> <p>114</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0.8 Declined -1.1 132	 No Performance Color 0 Maintained 0 15
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.4 Declined -2 143	 Yellow 3 Increased +1.9 66	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 2.8 Increased +0.5 354

Conclusions based on this data:

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

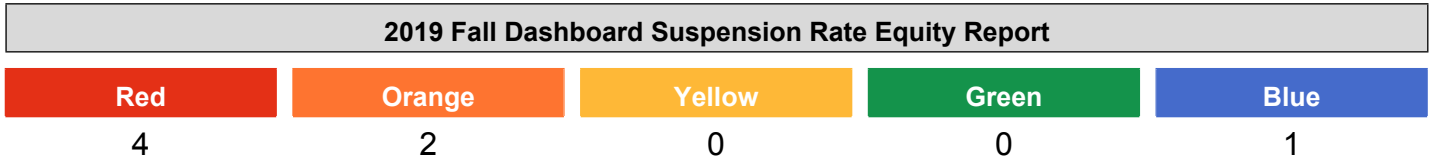
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>3.2</p> <p>Increased Significantly +2.3</p> <p>722</p>	<p>English Learners</p>  <p>Red</p> <p>7.3</p> <p>Increased +5.9</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>15.2</p> <p>Increased +11.4</p> <p>66</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>16.4</p> <p>Increased +9.7</p> <p>116</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 133	 No Performance Color 0 Maintained 0 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.9 Increased +4.2 144	 Red 6.1 Increased +6.1 66	 No Performance Color Less than 11 Students - Data 2	 Orange 2.8 Increased +1.3 355

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	3.2

Conclusions based on this data:

1. Our suspension rate grew from .9 in 2018 to 3.2 in 2019. 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.
2. The Counseling Enriched classes have been moved to another site and are now operated by Sierra School, a non-public school housed at Lawrence Elementary in Livermore.

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

We would like to see an increase in the areas of ELA and Math overall and within our subgroups by 3% and continue to maintain the current levels over 85%.

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.	We would like to see an increase in the areas of ELA and Math overall and 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

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	14,800
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Reading Intervention Aide
Supplemental/Donation

Students identified through EasyCBM, Unit assessments, and teacher recommendation. Reading Intervention is taught by a specialist using LCFF funding and donation money to support reading skills. Students join small groups 4X a week during "normal" school years and during distance learning attend 2x40 minute lessons.

Amount

3,543

Source

Parent-Teacher Association (PTA)

Description

Supplemental Budget/PTA

Strategy/Activity 2

Introduction to Silicon Valley Math Initiative (SVMI) across grade levels, core focus on Investigations3 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

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Articulation: Continued work with our Instructional leadership team in the area of Professional Learning Community (PLC). Use of ILT meetings to identify and create areas of focus for PLC teams, discuss PLC minutes and support staff in efforts and identified needs as related to student student learning.

Students to be Served by this Strategy/Activity

All Staff

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

1,500.00

Source

Title II Part A: Improving Teacher Quality

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Professional Development for staff via conferences or workshops.

Strategy/Activity 4

EasyCBM, IXL Reading, Accelerated Reading and Fountas and Pinnell

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
School Wide Information System (SWIS) Choose Love Student Study Team (SST) Learning Skills Team (LST) PBIS	Over the course of 2020-2021, 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 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. We would like to continue the positive growth in physical education and grow by 5% this year.

Planned Strategies/Activities

Strategy/Activity 1

Continued implementation of Positive behavior interventions and supports with an at home component during Distance Learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

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	1,000
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 through virtual presentation.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

PTA

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	PTA
Description	School wide assemblies

Strategy/Activity 4

Continue 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

8/25/2020 – 6/10/2021

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

8/25/2020 – 6/10/2021

Person(s) Responsible

Child Welfare and Attendance Specialist

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 online 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, as a school community, are working to connect virtually in many different formats to support student communication during distance learning. Online PTA events, read alouds and spirit weeks.

Planned Strategies/Activities

Strategy/Activity 1

Utilize Blackboard messaging to communicate and disseminate information. Keep the new website current with up to date information. 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, SSTs and ELAC meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

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 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.

All communication for families and staff are virtual as we are in a distance learning format due to COVID-19 pandemic.

Strategy/Activity 2

Participation demonstrating staff promoting parental participation in programs throughout the school year in distance learning and with the possible return to campus.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

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. Virtual meetings, book read alouds, spirit weeks etc.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 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.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We would like to see an increase in the areas of ELA and Math overall and within our subgroups by 3%, and continue to maintain the current levels over 85%.	In the areas of Math and ELA we focused on growth across the school using various online platforms and supports. Teachers participated in professional development in both learning areas. Due to the COVID-19 pandemic no state scores were able to be collected and students were in distance learning between March and June.	Raz Kids 0000: Unrestricted 1,662.75	Raz Kids 0000: Unrestricted 1,662.75
		Renaissance Learning 0000: Unrestricted 2,932.76	Renaissance Learning 0000: Unrestricted 2,932.76
		ESGI Learning 0000: Unrestricted 895.00	ESGI Learning 0000: Unrestricted 895.00
Mathematics	Teachers participated in SVMJ training and grade-level collaboration along with professional development provided by our school district.	IXL None Specified 3,859.80	IXL None Specified 3,859.80
Articulation	Teachers had access to articulation times with grade levels multiple times throughout the year to collaborate and align curriculum for successful results. Teachers had access to PD in this area directed by district lead		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

days and times for various programs.

Analysis

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

During distance learning, students have directed instruction times for each area of learning content areas. During that time, teachers will use various strategies to deliver adopted content materials to fidelity. Creative delivery and planning is imperative to the success of our students learning and making gains.

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

Interim assessments and assessments with 95%, Sonday, EasyCBM, Fountas and Pinnell.

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

The costs are based on anything outside of the regular PD and collaboration times. None expected.

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.

As we move through distance learning, we will need to be flexible with our delivery and continue to seek out ways to ensure students understanding of main concepts and standards.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 PBIS	Over the course of 2019/2020, Smith School showed 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.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS, Choose Love- Respectful, Equitable and inclusive Environment for all Students, Supporting the Framework for Success through a cultural Lens	Continued work with our PBIS team as a cohort 2 school. Monthly virtual assemblies to celebrate the work and curriculum of Choose Love and PBIS.	PBIS Supplies 0000: Unrestricted 1,000.00	PBIS 0000: Unrestricted 1,000.00
Suspensions	In distance learning rather than suspension we connected with students that have typical challenges and were there on a regular basis 1-1 to support positive reinforcement and positive work completion.	No cost associated	No cost associated
Attendance/Chronic Absenteeism/Pupil Engagement	The CWA, teaching staff and administration were in close contact with students not participating and provided motivational support to families at home to keep students engaged and online during this challenging	No cost associated	No cost associated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	time. Home visits from CWA and the school principal as well.		
Physical Fitness	Teachers continued to provide the appropriate 100 minutes of standards based physical activity per week. In the 2020-2021 year the PFT CAASPP assessment will not be given.	No PFT Testing in 2019/2020 and 2020-2021	No PFT Testing in 2019/2020 and 2020-2021

Analysis

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

During distance learning students and the school community will be engaged in creative ways with virtual assemblies and connections with staff and families. Students will have accountability and supports to ensure they are not falling behind.

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

The site will virtually assess students on standards in all the major academic areas. Students in Special Education will have Individual Education Plan (IEP) assessments in person with the site team provided with the proper PPE to keep staff and the students safe.

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

No site costs expected with these areas.

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.

The CAASPP assessment has eliminated the PTF (physical fitness assessment) already from this years state testing. We will wait to see if the CAASPP will still take place in Math, Reading, Writing, and Science will take place.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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.	Increase parent involvement and communication	During distance learning families in our school community will feel still connected at a high level with the staff and school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize Blackboard messaging to communicate and disseminate information. Keeping the website current. The site 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.	Parents joined the PTA in high numbers. With regard to online meetings and support for our groups, things were successfully moved to digital with the COVID-19 pandemic and school dismissal. Students in need of tools such as home internet and Chromebook loans were able to connect and get the tools to stay engaged in a positive way.	No cost associated	No cost associated

Analysis

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

The use of public meetings like School Site Council (SSC) and PTA meetings gave virtual access to staff and other community members to embrace the work being done at the school site. Parents had access to connect with teachers and staff.

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

Use of the PTA membership team helped us to provide information and keep parents in the "know" for the school site. ELAC continued to meet monthly throughout the year.

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.

If we have access to move into a hybrid model of school we will get more access to in person conversations and connections with the physical school.

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	\$1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	24,843.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$63,132	63,132.00
LCFF - Supplemental	\$14,800	0.00
Title II Part A: Improving Teacher Quality	\$1,500	0.00
Other	\$11,970	11,970.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. Gift account	1,000.00
LCFF - Supplemental	14,800.00
Parent-Teacher Association (PTA)	3,543.00
PTA	4,000.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
0000: Unrestricted	1,000.00
2000-2999: Classified Personnel Salaries	14,800.00
5000-5999: Services And Other Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	Admin. Gift account	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,800.00
	Parent-Teacher Association (PTA)	3,543.00
	PTA	4,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,500.00

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
Mariza Garcia	Classroom Teacher
Elissa Zucchi	Classroom Teacher
Jill Capes	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 10/12/2020.

Attested:




Principal, Joseph Meunier on 10/12/2020

SSC Chairperson, Michelle Winningham on 10/12/2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder 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.

Stakeholder 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 measurable 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 Stakeholder 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 and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 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.***
- \$66,463

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.*
- \$64,690

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.***
- \$204,194

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.***
- \$259,691

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.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

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

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	\$53,132
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$14,800
Total amount of federal categorical funds allocated to this school		\$67,932

Local Funding		
X	Technology Funds – Local Parcel Tax	\$11,970

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

Projected LCFF Supplemental Funds \$14,800

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>				
An instructional assistant will work with at-promise students in grades kindergarten through fifth grade for intervention in ELA and Math (26 hours per week).	2020-2021	Principal	14,800	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			<u>Total:</u>	
			14,800	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				
<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 				
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				
Grade level meetings will include staff development for English learners	2020-2021			<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Parent Involvement:</u>				
English Learner Advisory Committee (ELAC) Meetings – supplies and materials Interpreters	2020-2021	EL Liaison Principal	1,000	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			<u>Total:</u>	
			1,000	
			<u>Grand Total:</u>	
			15,800	

Appendix F

School Site: Emma C. Smith Elementary School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy Emma C. Smith Elementary School, Livermore, CA

Emma C. Smith Elementary School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

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:

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 2020-21

Elementary School Name: Smith Date 10/12/2020 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
 - 15 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 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)
K	Katie Bell	3-4	8:00-11:40	8:00-11:40
First	Pauline Galvan	1-2,3-4	8:00-11:40	8:00-11:40
	Sousa	2-3	8:00-11:40	8:00-11:40
	Capes	1-2, 3-4	8:00-11:40	8:00-11:40
	Shortridge	3-4	8:00-11:40	8:00-11:40
Second	Baca	2-3, 2-3	8:00-11:40	8:00-11:40
	Monica Tracey	2-3	8:00-11:40	8:00-11:40
	Murphy	2-3	8:00-11:40	8:00-11:40
Third	Anaya	2-3, 2-3, 2-3, 3-4	8:00-11:40	8:00-11:40
	Tracy Karter	2-3	8:00-11:40	8:00-11:40
	M. Garcia	2-3	8:00-11:40	8:00-11:40
	Worth	3-4	8:00-11:40	8:00-11:40

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)
	Losen	3-4, 3-4	8:00-11:40	8:00-11:40
Fourth	Tereasa Garcia	2-3	8:00-11:40	8:00-11:40
	Adam Morrison	2-3	8:00-11:40	8:00-11:40
	Estelle Coffeen	2-3	8:00-11:40	8:00-11:40
Fifth	Eddy	2-3, 3-4	8:00-11:40	8:00-11:40
	Hayes	3-4	8:00-11:40	8:00-11:40
	Linney	2-3	8:00-11:40	8:00-11:40

Appendix J

2020-21 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.

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