School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Emma C. Smith Elementary School
Address	391 Ontario Drive Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6001259
Principal	Marni Angelo
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 12, 2024
Schoolsite Council (SSC) Approval Date	October 23, 2024
Local Board Approval Date	November 12, 2024

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

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School Vision and Mission

Emma C. Smith Elementary School is located in Livermore, California. The school opened in the fall of 1965, named after Miss Emma Caroline Smith, an incredible, legendary educator, and role model. In 2016, Emma C. Smith Elementary School was named a California Gold Ribbon School. It was named a California Distinguished School in 2002 and 2006. The Positive Behavioral Interventions and Supports (PBIS) Gold level was attained in the 2023 and 2024. Emma C. Smith Elementary School offers a learning environment that allows each student to grow as an individual. We base educational and program decisions on what is best for the students. Students are recognized throughout the year in their classrooms and at awards assemblies for academic achievement, good behavior, character traits, and attendance. Families are welcomed and provide strong support for our school. The facility includes a modern library and two elementary level science labs. The MakerSpace contains materials to support Science, Technology, Engineering, and Math (STEM) lessons. The site also has 1:1 Chromebook access for instruction.

Emma C. Smith Elementary School uses its mission and vision as a guide to ensure that the needs of all students are met.

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

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

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

School Profile

SPSA HIGHLIGHTS:

Emma C. Smith Elementary School has a clear mission and vision. The plan is student-centered and ensures that the needs of all students are met. The principal works with the Instructional Leadership Team to assist in guiding teachers in all grade levels.

Emma C. Smith Elementary School is working to ensure that the needs of all students are met. Under the guidance of the principal, Instructional Leadership Team, and Positive Behavioral Interventions and Supports (PBIS) 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. A reading intervention specialist provides additional support to decrease student group size and deliver a phonemic based program called 95%. Teachers and others are in their 6th year of full implementation within Benchmark Advance for English Language Arts (ELA) and English Language Development (ELD). This is year three of the districtwide TWIG Science adoption bringing our content to Next Generation Science Standards (NGSS) based preparation and delivery. At the same time, a team of

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

Smith Elementary was recognized by the state of California for their work within PBIS. We received the Silver Medal of Recognition in 2022 and the Gold Medal in 2023 and 2024. The school was also recognized and celebrated being honored with the State Pivotal Practice Award for the incredible efforts by the school and community during the 2021-2022 school year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Greatest Progress:
Based on the data, Emma C. Smith Elementary School's greatest progress is in English Language Arts (ELA). Based on the most recent EasyCBM data, 90.4% of students are performing at or above grade level.

Greatest Need:
To continue to meet students individually through the universal access periods, 4x per week, growing capacity and depth of knowledge in both ELA and Math.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.76%	0.61%	0.91%	5	4	6
African American	0.61%	0.61%	0.76%	4	4	5
Asian	22.78%	26.38%	26.02%	149	172	172
Filipino	2.75%	2.91%	2.27%	18	19	15
Hispanic/Latino	22.78%	21.01%	21.94%	149	137	145
Pacific Islander	0.46%	0.15%	0.15%	3	1	1
White	41.90%	41.1%	39.64%	274	268	262
Multiple/No Response	7.95%	7.21%	8.32%	52	47	55
			Total Enrollment	654	652	661

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	112	112	85
Grade 1	101	104	102
Grade 2	101	104	103
Grade3	102	104	104
Grade 4	117	107	108
Grade 5	121	121	111
Total Enrollment	654	652	661

Conclusions based on this data:

1. Our enrollment remains faily consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	31	19	21	4.40%	4.7%	3.2%
Fluent English Proficient (FEP)	81	98	88	12.90%	12.4%	13.3%
Reclassified Fluent English Proficient (RFEP)	45			20.7%	6.8%	

Conclusions based on this data:

1. As a site, we credit our targeted instruction and assessment processes to support students through English language proficiency and assessment success.

2. With the implementation of 30 minutes of designated ELD (dELD) instruction, our RFEP rate will continue to rise.

3. All English Learners are provided with 30 minutes of designated ELD instruction five days a week.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	104	104	104	103	104	104	103	104	104	99.0	100.0	100
Grade 4	119	110	108	119	109	107	119	109	107	100.0	99.1	99.1
Grade 5	121	119	115	120	116	114	120	116	114	99.2	97.5	99.1
Grade 11												
All Grades	344	333	327	342	329	325	342	329	325	99.4	98.8	99.4

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2487.	2490.	2495.	53.40	50.96	58.65	25.24	23.08	20.19	13.59	11.54	13.46	7.77	14.42	7.69
Grade 4	2527.	2550.	2521.	44.54	57.80	51.40	32.77	24.77	19.63	15.13	11.93	20.56	7.56	5.50	8.41
Grade 5	2556.	2566.	2577.	42.50	42.24	47.37	34.17	38.79	31.58	9.17	14.66	14.91	14.17	4.31	6.14
Grade 11															
All Grades	N/A	N/A	N/A	46.49	50.15	52.31	30.99	29.18	24.00	12.57	12.77	16.31	9.94	7.90	7.38

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.81	46.15	39.42	55.34	43.27	55.77	4.85	10.58	4.81
Grade 4	31.93	40.37	32.71	64.71	55.96	59.81	3.36	3.67	7.48
Grade 5	40.83	32.76	37.72	53.33	58.62	57.02	5.83	8.62	5.26
Grade 11									
All Grades	37.43	39.51	36.62	57.89	52.89	57.54	4.68	7.60	5.85

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.78	36.54	48.08	43.69	49.04	42.31	15.53	14.42	9.62
Grade 4	36.13	43.12	40.19	57.14	52.29	48.60	6.72	4.59	11.21
Grade 5	39.17	45.69	44.74	49.17	46.55	49.12	11.67	7.76	6.14
Grade 11									
All Grades	38.60	41.95	44.31	50.29	49.24	46.77	11.11	8.81	8.92

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.24	25.00	18.27	68.93	69.23	65.38	5.83	5.77	16.35
Grade 4	24.37	26.61	15.89	66.39	67.89	63.55	9.24	5.50	20.56
Grade 5	15.00	20.69	23.68	75.83	68.97	70.18	9.17	10.34	6.14
Grade 11									
All Grades	21.35	24.01	19.38	70.47	68.69	66.46	8.19	7.29	14.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.92	39.42	43.27	57.28	50.00	46.15	6.80	10.58	10.58
Grade 4	26.89	26.61	35.51	70.59	66.97	57.01	2.52	6.42	7.48
Grade 5	31.67	37.07	36.84	59.17	54.31	54.39	9.17	8.62	8.77
Grade 11									
All Grades	31.29	34.35	38.46	62.57	57.14	52.62	6.14	8.51	8.92

Conclusions based on this data:

1. Three year trends show that a majority of our students consistently perform at or above grade level.

2. The implementation of schoolwide Universal Access time may have contributed to the increase in scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	104	104	104	103	104	104	103	104	104	99.0	100.0	100
Grade 4	119	110	108	119	109	107	119	109	107	100.0	99.1	99.1
Grade 5	121	119	115	120	116	114	120	116	114	99.2	97.5	99.1
All Grades	344	333	327	342	329	325	342	329	325	99.4	98.8	99.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2492.	2489.	2514.	44.66	47.12	56.73	36.89	30.77	28.85	15.53	12.50	10.58	2.91	9.62	3.85
Grade 4	2526.	2560.	2537.	35.29	56.88	46.73	40.34	30.28	26.17	19.33	11.93	20.56	5.04	0.92	6.54
Grade 5	2549.	2552.	2579.	41.67	39.66	51.75	25.83	24.14	18.42	17.50	26.72	24.56	15.00	9.48	5.26
All Grades	N/A	N/A	N/A	40.35	47.72	51.69	34.21	28.27	24.31	17.54	17.33	18.77	7.89	6.69	5.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.46	54.81	63.46	46.60	37.50	33.65	1.94	7.69	2.88
Grade 4	47.06	65.14	56.07	47.06	31.19	35.51	5.88	3.67	8.41
Grade 5	38.33	40.52	49.12	50.00	50.00	43.86	11.67	9.48	7.02
All Grades	45.32	53.19	56.00	47.95	39.82	37.85	6.73	6.99	6.15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.69	38.46	57.69	51.46	50.96	36.54	4.85	10.58	5.77
Grade 4	35.29	49.54	40.19	55.46	48.62	49.53	9.24	1.83	10.28
Grade 5	27.50	34.48	40.35	60.83	56.03	51.75	11.67	9.48	7.89
All Grades	35.09	40.73	45.85	56.14	51.98	46.15	8.77	7.29	8.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	44.66	49.04	54.81	53.40	41.35	43.27	1.94	9.62	1.92
Grade 4	36.13	46.79	42.99	56.30	46.79	46.73	7.56	6.42	10.28
Grade 5	22.50	31.03	40.35	70.00	57.76	53.51	7.50	11.21	6.14
All Grades	33.92	41.95	45.85	60.23	48.94	48.00	5.85	9.12	6.15

Conclusions based on this data:

1. Our fifth grade students made significant gains in the area of math, which may have been attributed to the designation of 30 minutes of daily Universal Access time in the area of math.

2. A majority of fourth grade students are meeting or exceeding standards, and targeted math instruction at this level could lead to even better math scores.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	8	*	6
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	4	
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	6	*	4
5	*	*	*	*	*	*	*	*	*	4	6	*
All Grades										25	18	19

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	22.22	10.53	24.00	16.67	21.05	28.00	44.44	52.63	20.00	16.67	15.79	25	18	19

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	27.78	21.05	28.00	38.89	47.37	16.00	27.78	5.26	12.00	5.56	26.32	25	18	19

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.00	0.00	0.00	12.00	22.22	21.05	48.00	44.44	47.37	32.00	33.33	31.58	25	18	19

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	16.67	10.53	48.00	66.67	68.42	20.00	16.67	21.05	25	18	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.00	55.56	52.63	28.00	33.33	31.58	16.00	11.11	15.79	25	18	19

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.00	11.11	0.00	52.00	38.89	63.16	40.00	50.00	36.84	25	18	19

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	5.56	10.53	52.00	77.78	68.42	32.00	16.67	21.05	25	18	19

Conclusions based on this data:

1. Our population has become more diverse over the past three years and more students are coming to us with a lower level of English proficiency. Designated English Language Development (dELD) instruction is focused on academic language and vocabulary.

2. Identified students receiving EL supports have access to designated small group differentiated instruction five times per week for a total of thirty minutes each day or 150 minutes per week which contributed to eleven of our twelve EL students increasing their performance level.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-23

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

Physical Fitness Test Results (PFT)

Number of Students Tested

Conclusions based on this data:

1. During the 23/24 School year the state of CA recommended participation in the Physical Fitness Testing without the request to record scores or data.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	80 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting "Yes, most of the time" and "Yes, all of the time"	79 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting "Yes, most of the time" and "Yes, all of the time"	83 %	6.1

1. Our students feel connected and respected, due to the emphasis our teachers place on fostering meaningful relationships and creating a supportive learning environment.

2. Our commitment to valuing each individual helps build a strong sense of community.

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"	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting "Pretty much true" or "Very much true"	%	%

1.

2.

School and Student Performance Data
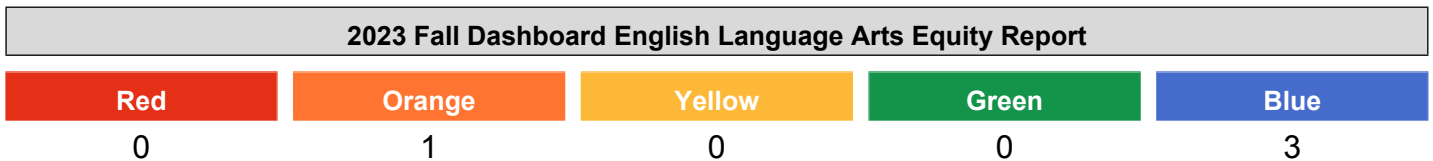
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
652	**21.3**	**2.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Emma C. Smith Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	2.9
Foster Youth		
Homeless	2	0.3
Socioeconomically Disadvantaged	139	21.3
Students with Disabilities	65	10

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6
American Indian	4	0.6
Asian	172	26.4
Filipino	19	2.9
Hispanic	137	21
Two or More Races	47	7.2
Pacific Islander	1	0.2
White	268	41.1

Conclusions based on this data:

1. We must ensure equitable access to education, help to close achievement gaps, and empower all students to reach their full potential.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. Chronic absenteeism needs to be addressed at the family level. Increased communication among CWA, admin, and families may be helpful.

School and Student Performance Data

Academic Performance
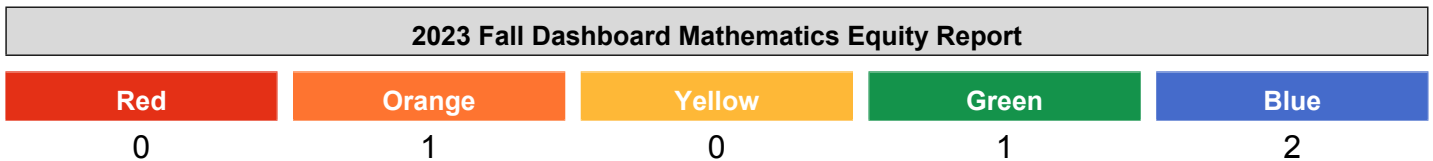## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	0	3

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue 67.1 points above standard Increased +11.1 points 326 Students	24.4 points above standard Maintained -1.8 points 30 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	15.6 points below standard Maintained +2.5 points 21 Students	Orange 27.1 points below standard Decreased -7.5 points 47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Blue 90.6 points above standard Increased Significantly +19.9 points 86 Students	87.5 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 43.6 points above standard Increased Significantly +23.6 points 67 Students	58.2 points above standard Maintained -1.6 points 24 Students	No Performance Color 0 Students	Blue 62.1 points above standard Maintained +0.9 points 133 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.6 points below standard	93.3 points above standard	64.1 points above standard
Decreased Significantly -44.6 points	Increased +10 points	Increased +10.4 points
11 Students	19 Students	262 Students

Conclusions based on this data:

1. Educators may need to spend additional instructional minutes on test taking skills and strategies to better meet the needs of our Students with Disabilities.

2. Reclassified English Learners continue to perform as well as their English Only peers.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	2

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	11 points above standard	Less than 11 Students
50.3 points above standard	Decreased -10 points	
Increased +10.9 points		0 Students
326 Students	30 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	21.7 points below standard	Orange
	Increased +12 points	33 points below standard
1 Student		Maintained +1.2 points
	21 Students	47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Blue 77 points above standard Increased +12.5 points 86 Students	62.5 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 10.4 points above standard Increased +5.3 points 67 Students	54.3 points above standard Increased +9.1 points 24 Students	No Performance Color 0 Students	Blue 48.7 points above standard Increased +9 points 133 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.5 points below standard Decreased Significantly -38.7 points 11 Students	72.6 points above standard Decreased -6.7 points 19 Students	46 points above standard Increased +11.8 points 262 Students

Conclusions based on this data:

1. Targeted instruction in the area of academic vocabulary may be beneficial for our English Learners.

School and Student Performance Data

Academic Performance
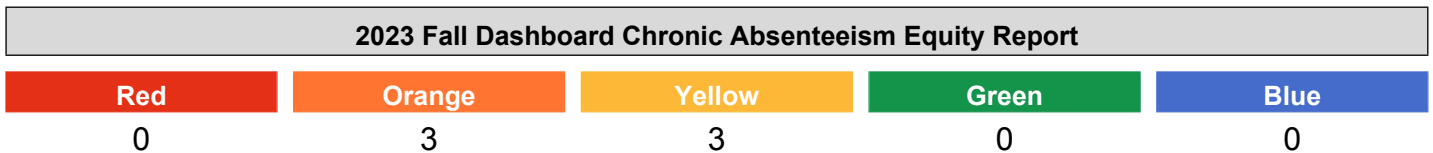## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
41.2% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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.

2023 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
5	5	0	7

Conclusions based on this data:

1. More effort needs to be made to develop the English proficiency of some of our students. A focus on academic vocabulary in all subject areas may be beneficial.

2. Increased effort and attention needs to be provided to our English Learners.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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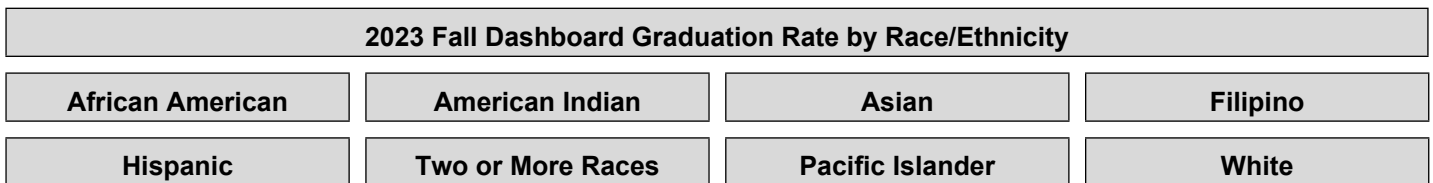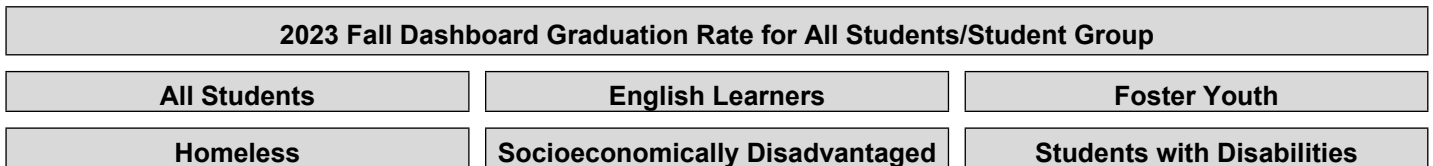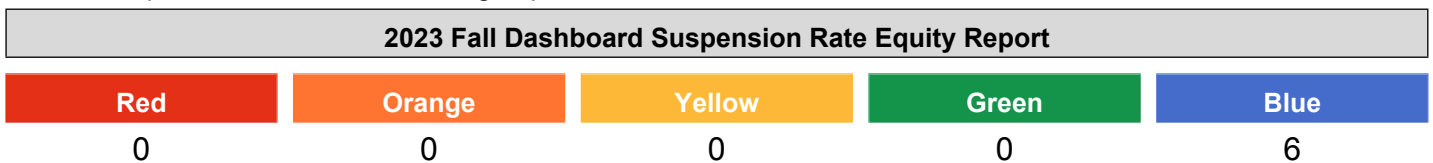
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 11.7% Chronically Absent Declined -0.8 660 Students	17.9% Chronically Absent Maintained -0.3 28 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	Yellow 17.8% Chronically Absent Declined -9.5 45 Students	Orange 19.4% Chronically Absent Maintained -0.2 93 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Orange	10.5% Chronically Absent
4 Students	4 Students	10.2% Chronically Absent	Maintained 0
		Increased 2.9	19 Students
		176 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	Less than 11 Students	Yellow
12.2% Chronically Absent	8.5% Chronically Absent	1 Student	12.2% Chronically Absent
Declined -5.5	Increased 2.7		Declined -0.5
139 Students	47 Students		270 Students

Conclusions based on this data:

1. Chronic absenteeism affects all significant subgroups.

2. Collaboration between the school site, Child Welfare Attendance (CWA) Specialist, and home needs to be addressed.

3. More information regarding the effects of Chronic Absenteeism needs to be communicated to our families.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	0% suspended at least one day	Less than 11 Students
0% suspended at least one day	Maintained 0	1 Student
Declined -0.3	28 Students	
661 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Blue
2 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0	Declined -1.1
	46 Students	94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Blue 0% suspended at least one day Declined -0.6 176 Students	0% suspended at least one day Maintained 0 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -0.7 139 Students	Blue 0% suspended at least one day Maintained 0 48 Students	Less than 11 Students 1 Student	Blue 0% suspended at least one day Maintained 0 270 Students

Conclusions based on this data:

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

2. Through the Coordination of Services Team (COST) referral process, students are provided with the support they need to be successful in school.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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
Curriculum Based Measure (easyCBM) - Fluency	By May 2024, we expect 90% of all first and third graders to show proficiency in fluency.	In the area of reading fluency, an average of 83% of all first and third graders performed at or above grade level.
Curriculum Based Measure (easyCBM) - Math Proficiency	By May 2024, we expect 85% of all fourth graders to be performing at grade level in math.	In the area of math, 85% of fourth graders performed at grade level.
CAASPP	We expect all 3rd-5th graders to improve by 2% in ELA and math.	When comparing all three grade levels, the third grade students made the most growth in both ELA and math. Overall, our math scores remained steady at 76%, while ELA scores decreased by 3%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on Literacy/Reading Comprehension: Collaboration time to focus on data analysis and effective instructional practices Implementation of Benchmark Advance, Sonday, and 95% Administer EasyCBM Designate 30 minutes of What I Need Now (WINN) time at all grade levels	Actual services to focus on Literacy/Reading Comprehension: Collaboration time was provided to focus on data analysis and effective instructional practices Educators used Benchmark Advance, Sonday, Heggerty, and 95% for instruction and intervention. Administered EasyCBM 3 times during the year Designated 40 minutes of What I Need Now (WINN) time at all grade levels	Release time for Instructional Leadership Team (ILT) to focus on data analysis, instructional planning, and effectiveness of our programs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,160	Release time for Instructional Leadership Team (ILT) to focus on data analysis, instructional planning, and effectiveness of our programs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,160

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Align CFAs with Learning Objectives and curriculum in ELA Professional Learning English Language Development lessons to target the needs of English Learners	CFAs were aligned with Learning Objectives and curriculum in ELA Provided professional Learning Used the Lexia program for instruction UFLI was piloted at the Kindergarten and 1st grade levels		
Strategies/Activities to focus on Mathematics: Collaboration time with a focus on data analysis and effective instructional practices Align CFAs with Learning Objectives and curriculum in math Professional Learning Focus instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities Utilize district-purchased supplemental materials, such as DreamBox and Counting Collections	Actual services to focus on Mathematics: Collaboration time was povided to focus on data analysis and effective instructional practices CFAs were aligned with Learning Objectives and curriculum in math Provided professional Learning Focused instructional practices on the needs of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities Utilized district-purchased supplemental materials, such as DreamBox, Counting Collections, and Math Talks	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels. 4000-4999: Books And Supplies District Funded 0	Purchase of Dreambox, an online supplemental math program, to be used at all grade levels. 4000-4999: Books And Supplies District Funded 0
Strategies/Activities to focus on Professional Development: Work with Literacy ToSAs and Curriculum Department to provide in-house PD with a focus on literacy	Actual services to focus on Professional Development: Worked with Literacy ToSAs and Curriculum Department to provide in-house PD with a focus on literacy	Professional Development 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 3,260	Professional Development 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 3,260

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for educators to attend workshops and trainings	Provided opportunities for educators to attend workshops and trainings on the Science of Reading and Math Talks		

Analysis

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

Educators and the Intervention Specialist used the EasyCBM screener and local assessments to monitor progress in English Language Arts as well as Math throughout the school year. During What I Need Now (WINN) times, all students received instruction at their level whether it was below, at, or above grade level.

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

Between the EasyCBM and local assessments we had the information needed to monitor progress and provide students with the instruction they needed.

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

None

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

While the goal and metrics will remain the same, professional development will focus on best practices and instructional strategies to foster a strong educational foundation, address the developmental needs of young children, keep students engaged, and prepare them for future academic and life success.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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
EduClimber Behavior Referrals Coordination of Services Team (COST) Tracker	Provide academic, behavior, and/or social emotional resources to our 'at-risk' students.	Through the Coordination of Services Team (COST) process, we were able to provide academic, behavior, and/or social emotional resources to our 'at-risk' students.
PowerSchool Attendance Data	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 97% threshold for at least 5 of the 10 reporting periods and reducing chronic absenteeism to 3.0% or less.	While our month by month attendance increased over last year, our overall attendance rate for the 2023-2024 school year was 96%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activites to focus on PBIS/SEL: Foster inclusivity, tolerance, and acceptance through assemblies, weekly read alouds, and the implementation of the Choose Love and supplemental SEL curriculum Be consistent with behavioral expectations throughout all school environments Recognize positive behaviors through Cougar Cash, notes/phone calls to the family, and	Actual services to focus on PBIS/SEL: Fostered inclusivity, tolerance, and acceptance through assemblies, weekly read alouds, and the implementation of the Choose Love, supplemental SEL curriculum, and assemblies Consistently recognized behavioral expectations throughout all school environments Recognized positive behaviors through Cougar Cash, notes/phone calls	Provide an additional 1.5 days per week of Kid Connection services prioritizing targeted student groups 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,201 Picture books to recognize cultures and social skills 4000-4999: Books And Supplies LCFF - Supplemental 1,134	Provide an additional 1.5 days per week of Kid Connection services prioritizing targeted student groups 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,201 Picture books to recognize cultures and social skills 4000-4999: Books And Supplies LCFF - Supplemental 1,134

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classroom/school incentives Support an additional 1.5 days of Kid Connection per week Analyze EduClimber data with all educational partners	to the family, and classroom/school incentives Supported an additional 1.5 days of Kid Connection per week Analyzed EduClimber data with all educational partners at least once per month		
Strategies/Activities to focus on Attendance & Chronic Absenteeism: Bi-monthly COST meetings to identify students in need of resources and support Work closely with CWA and office staff to monitor student attendance Inform families of steps that can be taken to improve attendance	Actual services to focus on Attendance & Chronic Absenteeism: Bi-monthly COST meetings to identify students in need of resources and support Met monthly with CWA and office staff to monitor student attendance Informed families of steps that can be taken to improve attendance through newsletters and phone calls	Biweekly COST meetings are held within the school day to identify students in need of academic, behavior, and/or social emotional support. Substitutes are not required. None Specified None Specified 0	Biweekly COST meetings are held within the school day to identify students in need of academic, behavior, and/or social emotional support. Substitutes are not required. None Specified None Specified 0

Analysis

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

Through monthly meetings with the PBIS team, positive behaviors were recognized and areas of concern were addressed.

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

All students referred through the COST process received services and resources.

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.

Our goal will remain the same and we will review attendance data on a bi-weekly basis. This change will be documented in the planned actions/services section of Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Conference Attendance	To have 95% of our families attend scheduled parent-teacher conferences	Based on data received from educators, 96% of our families attended scheduled parent-teacher conferences.
Parent Volunteers	To have 50% of our parents registered to volunteer	Of our 1034 parents/guardians, 48% of them registered to volunteer.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to focus on Parent Engagement: Use Finalsite (formerly Blackboard) to communicate and disseminate information. Keep Smith website and marquee current Publish the Cougar Connection monthly newsletter Classroom teachers promote parent involvement Provide translation services for parent/teacher conferences, IEPs, and ELAC meetings	Actual actions to focus on Parent Engagement: Used Finalsite (formerly Blackboard) to communicate and disseminate information. Kept Smith website and marquee current Published the Cougar Connection bi-weekly Classroom teachers invited parents to volunteer and visit Provided translation services for parent/teacher conferences, IEPs, and ELAC meetings	Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200	Translation services for meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200

Analysis

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

The planned actions/services kept parents informed of school events and student progress.

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

Based on attendance at schoolwide and classroom events, the strategies taken to keep parents informed were successful.

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

None

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

No changes will be made.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

EasyCBM
CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Curriculum Based Measure (EasyCBM) - Fluency	In the area of reading fluency, an average of 83% of all first and third graders performed at or above grade level.	By May 2025, we expect 90% of all first and third graders to show proficiency in fluency.
Curriculum Based Measure (EasyCBM) - Math Proficiency	Based on EasyCBM data, 85% of fourth graders are performing at or above grade level in math.	By May 2025, we expect 90% of all fourth graders to be performing at or above grade level in math.
CAASPP	Based on current CAASPP data, 76% of all 3rd-5th graders have met standards in math and 76% have met the ELA standards.	By May 2025, 80% of students in grades 3-5 will maintain or improve their overall proficiency levels on state testing.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on Literacy/Reading Comprehension:

Collaboration time to focus on data analysis and effective instructional practices
Implementation of Benchmark Advance, Sonday, Heggerty, UFLI and 95%
Administer EasyCBM 3 times per year
Designate 40 minutes of What I Need Now (WINN) time at all grade levels
English Language Development lessons to target the needs of English Learners
Professional Learning

Students to be Served by this Strategy/Activity

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

Timeline

8/13/24-5/31/25

Person(s) Responsible

Principal
Educators
Instructional Assistants

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students will be served by this goal.

Timeline

8/13/24-5/31/25

Person(s) Responsible

Principal
Educators
Support Staff

Proposed Expenditures for this Strategy/Activity

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

Description	Purchase of Lexia for English Learners

Strategy/Activity 3

Strategies/Activities to focus on Professional Development:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/24-5/31/25

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,305
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

PowerSchool Attendance Data
EduClimber Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber Behavior Referrals Coordination of Services Team (COST) Tracker	During the 2023-2024 school year, 82% of students taking the Panorama Survey indicated a favorable teacher-student relationship.	By the end of the 2024-2025 school year, we anticipate 90% of our 4th and 5th grade students to indicate a positive relationship with the classroom teacher.
PowerSchool Attendance Data	Our overall attendance rate for the 2023-24 school year was 96%.	With support from the Child Welfare Attendance Specialist (CWA) and a focus on supporting students social emotional needs, we anticipate meeting the 97% threshold for at least 5 of the 10 reporting periods

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activites to focus on PBIS/SEL

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

Students to be Served by this Strategy/Activity

All Students.

Timeline

8/13/24-5/31/25

Person(s) Responsible

Principal
Educators

Proposed Expenditures for this Strategy/Activity

Amount	12,201
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide an additional 1.5 days per week of Kid Connection services prioritizing targeted student groups

Strategy/Activity 2

Strategies/Activities to focus on Attendance & Chronic Absenteeism:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/24-5/31/25

Person(s) Responsible

Principal
Educators
COST Members

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Raptor Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Conference Attendance	During the 2023-24 school year, 96% of our families attended scheduled conferences	To maintain an average of 98% of our families attend scheduled parent-teacher conferences
Parent Volunteers	During the 2023-24 school year, 497 parents were cleared to volunteer	To increase the number of parents registered to volunteer to 510.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to focus on Parent Engagement:

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

Students to be Served by this Strategy/Activity

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

Timeline

8/13/24-5/31/25

Person(s) Responsible

Principal
Educators
EL Liaison
Translators
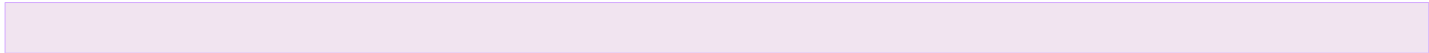
Proposed Expenditures for this Strategy/Activity

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	3,305
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	17,866.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	$57,540	57,340.00
Title II Part A: Improving Teacher Quality	$ 3,305	0.00
Other	$ 11,646	11,646.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. discretionary	2,160.00
Discretionary	200.00
District Funded	0.00
LCFF - Supplemental	12,201.00
Title II Part A: Improving Teacher Quality	3,305.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Marni Angelo	Principal
Robin Worth	Classroom Teacher
Darlene Heylen	Classroom Teacher
Kori Tibbens	Classroom Teacher
Meg Kilday	Other School Staff
Mario Vallejo	Parent or Community Member
Brian Shaw	Parent or Community Member
Arwen Thiel	Parent or Community Member
Kris Hearrean	Parent or Community Member
Jessica Bosel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner 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 10/23/24.

Attested:

Marni Angelo	Principal, Marni Angelo on 10/23/24
Meg Kilday	SSC Chairperson, Meg Kilday on 10/23/24

Addendum

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$84,562*

Title II, Part A, Supporting Effective Instruction:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.
- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals**.*
- *Private school staff will have the opportunity to participate in professional development activities funded with*
- *Title II.*
- *$92,858*

Title III, Language Instruction for English Learners (EL):
Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.
- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals**.*
- *Supplemental materials to support immigrant and EL students.*
- *$153,655*

Title III, Language Instruction for Immigrant Students
Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth. Supplemental materials to support immigrant and EL students.
- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- *$32,434*

Title IV, Part A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals**.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$66,107*

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	$3,305
	Total amount of federal categorical funds allocated to this school	$3,305

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$58,575
	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$
	Total amount of federal categorical funds allocated to this school	$3,235

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$11,898

Appendix H

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

PROGRAM DESCRIPTION:

Smith students use Chromebooks in their classrooms. Chromebooks have been purchased with District funds and PTA funds. The PTA has also purchased a new Maker Space and additional computers in the library for student use.
In the Maker Space and in-class, students use Chromebooks to earn 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
2024-25

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

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

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by 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	McCarthy, Amy	1	8:30-9:15 MTWTHF	
	Baca, Cami	2	8:30-9:15 MTWTHF	
	Khoury, Rita	1	8:30-9:15 MTWTHF	
First	Shortridge, Shani	3	8:30-9:00 MTWTHF	
	Galvan, Pauline	2	2:00-2:40 MTWTHF	
Second	Garcia, Tereasa	4	8:55-9:25 MTWTHF	
	Garcia, Mariza	4	8:55-9:25 MTWTHF	
Third	Anaya, Anne	1	12:45-1:25 TTH	
	Hearrean, Lindsay	Lexia (all levels)	10:00-10:25 MTWTHF	
	Worth, Robin	1	12:45-1:25 TTH	
	Losen, Lincoln	3	12:45-1:25 TTH	
Fourth	Thralls, Mindy	1	1:10-1:30 MTWTHF	

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)
	Coffeen, Estelle	2	1:10-1:30 MTWTHF	
Fifth	Fletcher, Megan	3	11:50-12:30 MTWTHF	
	Hayes, Abigail	2	11:50-12:30 MTWTHF	

Appendix J

2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

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

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.

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

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