

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Katherine R. Smith Elementary	43-69435-6047153	4/28/21	6/10/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.
California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2020/2021 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Katherine Smith School. The goals in the Safety Plan were created in conjunction with stakeholder input. Youth Truth, EESD Safety Survey, and CA Healthy Kids (6th grade only) surveys are conducted annually. Data is shared with students, parents, and staff. Data is used to create safety goals and keep an intentional focus on school culture (aka climate).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every five years for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrators.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of state and local assessments are used to modify and improve student achievement that is directly aligned with the state standards. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Fluency assessments are used to monitor fluency, accuracy and comprehension. Teachers also continuously administer iReady tests, which provide a skills assessment for each child. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times a year. Teachers in grades one, two and three, and in upper, as needed, use the BPST and spelling inventories to evaluate the students. Teachers give the math diagnostic tests/iReady diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive affect for students at Katherine Smith School.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Katherine Smith School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts performance assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Katherine Smith students are also given beginning and end of the year assessments to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a world-class educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with Elementary and Secondary Education Act (ESEA), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. ESEA Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each ESEA core academic subject they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan, deliver, and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL students in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is directly aligned to content standards, assessed student performance, and professional needs through staff meetings, grade-level meetings and leadership teams. This collaboration is on-going and occurs during designated staff development days and after school. All new teachers go through the Induction program which familiarizes them with content standards and with any new standards-based adopted curriculum comes staff development.

The Administration works closely with the Strategic Leadership Team and Systems Team, made up of teachers/faculty across grade levels, to get input on staff needs and couples this with research-based, proven effective programs and strategies that help schools to meet state standards, improve literacy, and demonstrate adequate yearly progress.

Each grade level reflects on the previous year's performance to help create new instructional goals. The administration and leadership teams help to facilitate on-going conversation surrounding student assessment data. This leads to data-driven instruction and standards-based curriculum development. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement and engagement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- Make sure the content, approach, and efficacy of the training will help the school reach its vision by aligning to school strategic goals
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Make sure all staff are involved in appropriate professional development deliver standards, monitor and communicate progress, and make instructional adjustments

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the administrators discuss professional goals as well as the student and parent engagement expectations. It is our belief that data drives our instruction, therefore, the establishment of goals and objectives to meet the needs of students are created. The monitoring of those goals is ongoing throughout the year.

Teachers have consistent and ongoing opportunities to consult with our instructional coach in order to meet the learning needs of each child. A variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced project based learning (PBL) as an instructional approach to increase student engagement through inquiry-based, meaningful educational experiences with a focus on 21st Century skills of communication, critical thinking, collaboration, and creativity. GLAD is being implemented by a core group of teachers to better meet the needs of our English Language Learners at all levels through integrated and designated ELD instruction. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support which may include the following: district professional development, Strategic Collaborative Cohort, Restorative Practices, No Excuses University Network, PBL Works training, New Tech Network coaching, Envision Learning Partners coaching, and follow-up on-going trainings. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards and benchmarks and well as develop key success skills (e.g. critical thinking, managing impulsivity, persistence, collaboration, etc.).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Katherine Smith, teachers participate in a collaborative and supportive shared leadership model. Each grade level collaboration occurs weekly. Teachers work together to identify grade level goals using information from assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and local benchmark data. Teachers also work to design collaborative, meaningful learning experiences for students. During their work together, teachers use data to support standards based achievement and refine and adjust goals and/or instruction to ensure academic growth. In addition to our site based teamwork together at each grade level and across grade levels, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter, and have opportunities to discuss best research based practices as well as identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief that we work better together, teachers at Katherine Smith are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials that are delivered by teachers at Katherine Smith School are aligned to content and performance standards. All teachers at Katherine Smith are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet often to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing, in Language Arts and Math begin in October. Teachers use AR/STAR/iReady to and other local data to determine English language and academic skill needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing schedules have been developed in math and reading/language arts and benchmark assessments allow us to monitor student progress toward proficiency and are being realigned to the Common Core Standards. Teachers have also developed project maps for ELA and math projects with content integration. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Additionally, the school offers extended day classes for students who are at-risk of retention. An intensive reading/language arts intervention, is offered during the day to students in grades K-6. It is designed to address the gaps in their learning. Student progress is monitored daily and pacing is adjusted to address student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-8 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-5: Macmillan/McGraw-Hill 2016; 6-8: Springboard 2016), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6-8: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6-8: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007; 7-8: McDougal Littell 2006), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum. All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and ten certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and other part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Social Worker, Speech/Language Pathologist, English Language Development assistants, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Katherine Smith is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Katherine Smith classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, Writer's and Reader's Workshop, Daily 5 and Daily 3, GLAD, STEM/STEAM strategies, Project Based Learning and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including iReady and Online Math Intervention help support under performing students to meet state standards. The Katherine Smith staff believes that it is our job as educators to help bring out the academic potential of every student.

Evidence-based educational practices to raise student achievement

The mission of Katherine Smith School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century. Katherine Smith School is dedicated to having high expectations for every student. We provide after school enrichment classes through the K. Smith School Learning CAFE (connected, adaptive, flexible extended day) such as dance, arts, sports, robotics, leadership, language, music, and personalized English language arts and mathematics. We implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments, peer teaching, reading buddies and learning centers in our classrooms.

As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and weekly student assemblies, we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. An Instructional Coach is utilized to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Some of the research and resources include:

- Teaching Adolescents to Become Learners by Ferrington, et al., University of Chicago (2009)
- Leaders of Their Own Learning by Berger, et al. (2014)
- Setting the Standard for Project Based Learning by Larmer, et al. (2015)
- The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. Interdisciplinary Journal of Problem-based Learning, 1(2), 49-69 by Mergendoller, et al. (2007)
- Making Thinking Visible by Morrison (2011)
- Visible Learning by Hattie (2008)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school offers extended day learning opportunities throughout the school year to support students who have been identified by assessment data. Evergreen School District and Katherine Smith School have designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, School Site Council, English Language Learner Parent Advisory Committee, where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs:

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Katherine Smith's School psychologist and social worker work directly with students and families most at risk of not achieving academic proficiency.
- Katherine Smith School posts weekly newsletters on the school's website to inform parents of current events.
- Katherine Smith School conducts weekly parent information meetings to share resources from our staff, district, local partner agencies, Parent University, The Family Resource Center, etc.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principals along with other staff members clarify the issues confronting our English Learners, explain testing, and assist our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Katherine Smith School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Review and update of the SPSA at Katherine Smith is part of our School Site Council Meetings, Parent Pride Meetings (which include ELAC meetings) and faculty meetings. These meetings provide opportunities for stakeholders to review goals and action items, discuss progress, and determine next steps. Below is a list of meeting dates where information was gathered from each committee:

School Site Council - 10/21/20 Review of current goals

- 1/6/21 Safety Plan input and review
- 1/20/21 Safety Plan final review and approval
- 3/3/20 School Plan input and feedback
- 4/28/21 School Plan Approval

Parent Pride/ELAC - 10/21/20 Review of current goals

- 1/6/21 Safety Plan input and review
- 1/20/21 Safety Plan final review and approval
- 3/3/20 School Plan input and feedback
- 4/28/21 School Plan Approval

Faculty Meeting - 5/12/21 Goals Review

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.52%	0.38%	0.2%	3	2	1
African American	1.04%	1.14%	1.98%	6	6	10
Asian	17.57%	21.71%	22.62%	101	114	114
Filipino	6.26%	6.67%	6.35%	36	35	32
Hispanic/Latino	66.09%	64.57%	62.3%	380	339	314
Pacific Islander	0.17%	0.19%	0.4%	1	1	2
White	2.78%	3.24%	3.37%	16	17	17
Multiple/No Response	4.70%	1.14%	1.19%	27	6	8
Total Enrollment				575	525	504

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	97	83	63
Grade 1	74	61	60
Grade 2	84	67	67
Grade3	81	86	70
Grade 4	75	83	92
Grade 5	83	67	81
Grade 6	81	78	71
Total Enrollment	575	525	504

Conclusions based on this data:

1. Our school is following the district and statewide trend of declining enrollment, across all grade levels and subgroups.
2. Our largest demographic group continues to be Latino/Hispanic comprising close to 62% of our students followed by Asian students at almost 22%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	325	322	304	56.5%	61.3%	60.3%
Fluent English Proficient (FEP)	36	62	64	6.3%	11.8%	12.7%
Reclassified Fluent English Proficient (RFEP)		33	13	0	10.2%	4.0%

Conclusions based on this data:

1. Our current percentage of English Language Learners has increased by 5%, despite declining enrollment.
2. Our reclassification numbers improved as well.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	84	88	68	82	86	68	82	86	97.1	97.6	97.7
Grade 4	87	77	83	86	75	83	86	75	83	98.9	97.4	100
Grade 5	79	80	69	77	78	68	77	78	68	97.5	97.5	98.6
Grade 6	94	77	76	90	77	76	90	77	76	95.7	100	100
All	330	318	316	321	312	313	321	312	313	97.3	98.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2340.	2371.	2332.	1.47	8.54	2.33	1.47	15.85	10.47	36.76	29.27	15.12	60.29	46.34	72.09
Grade 4	2370.	2390.	2412.	5.81	2.67	9.64	11.63	14.67	12.05	8.14	25.33	25.30	74.42	57.33	53.01
Grade 5	2425.	2421.	2434.	5.19	5.13	7.35	15.58	21.79	11.76	19.48	10.26	32.35	59.74	62.82	48.53
Grade 6	2449.	2458.	2476.	3.33	5.19	10.53	13.33	12.99	17.11	32.22	35.06	27.63	51.11	46.75	44.74
All Grades	N/A	N/A	N/A	4.05	5.45	7.35	10.90	16.35	12.78	23.68	25.00	24.60	61.37	53.21	55.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.47	8.54	2.33	30.88	34.15	32.56	67.65	57.32	65.12
Grade 4	9.30	4.00	7.23	31.40	37.33	39.76	59.30	58.67	53.01
Grade 5	7.79	6.41	7.35	31.17	30.77	45.59	61.04	62.82	47.06
Grade 6	5.56	6.49	10.53	38.89	35.06	30.26	55.56	58.44	59.21
All Grades	6.23	6.41	6.71	33.33	34.29	36.74	60.44	59.29	56.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.47	9.76	4.65	32.35	34.15	30.23	66.18	56.10	65.12
Grade 4	6.98	4.00	8.43	26.74	33.33	48.19	66.28	62.67	43.37
Grade 5	14.29	11.54	7.35	40.26	26.92	47.06	45.45	61.54	45.59
Grade 6	4.44	9.09	7.89	35.56	37.66	56.58	60.00	53.25	35.53
All Grades	6.85	8.65	7.03	33.64	33.01	45.05	59.50	58.33	47.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	4.88	5.81	61.76	69.51	50.00	38.24	25.61	44.19
Grade 4	4.65	2.67	8.43	41.86	68.00	65.06	53.49	29.33	26.51
Grade 5	5.19	3.85	5.88	50.65	46.15	60.29	44.16	50.00	33.82
Grade 6	4.44	5.19	7.89	54.44	61.04	63.16	41.11	33.77	28.95
All Grades	3.74	4.17	7.03	51.71	61.22	59.42	44.55	34.62	33.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.47	9.76	3.49	42.65	45.12	27.91	55.88	45.12	68.60
Grade 4	6.98	4.00	10.84	38.37	46.67	43.37	54.65	49.33	45.78
Grade 5	9.09	14.10	10.29	38.96	34.62	36.76	51.95	51.28	52.94
Grade 6	7.78	14.29	15.79	50.00	48.05	51.32	42.22	37.66	32.89
All Grades	6.54	10.58	9.90	42.68	43.59	39.62	50.78	45.83	50.48

Conclusions based on this data:

1. A significant percentage of students are not meeting the standard in reading based on the CAASSP assessment.
2. Grades 4, 5, and 6, saw an overall increase in the number of students exceeding standards.
3. Students in grades 4, 5, and 6, saw an overall decrease in the number of students scoring far below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	84	88	69	83	87	69	83	87	98.6	98.8	98.9
Grade 4	87	77	83	87	75	83	87	75	83	100	97.4	100
Grade 5	79	80	69	77	78	68	77	78	68	97.5	97.5	98.6
Grade 6	94	77	76	93	77	76	93	77	76	98.9	100	100
All	330	318	316	326	313	314	326	313	314	98.8	98.4	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2352.	2389.	2348.	2.90	6.02	3.45	10.14	19.28	6.90	17.39	25.30	14.94	69.57	49.40	74.71
Grade 4	2379.	2416.	2422.	1.15	4.00	4.82	14.94	16.00	12.05	19.54	29.33	39.76	64.37	50.67	43.37
Grade 5	2423.	2428.	2451.	1.30	2.56	4.41	6.49	12.82	14.71	27.27	17.95	26.47	64.94	66.67	54.41
Grade 6	2415.	2448.	2449.	1.08	5.19	5.26	9.68	7.79	14.47	18.28	25.97	19.74	70.97	61.04	60.53
All Grades	N/A	N/A	N/A	1.53	4.47	4.46	10.43	14.06	11.78	20.55	24.60	25.16	67.48	56.87	58.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.70	8.43	6.90	20.29	37.35	17.24	71.01	54.22	75.86
Grade 4	11.49	6.67	7.23	12.64	28.00	33.73	75.86	65.33	59.04
Grade 5	5.19	6.41	7.35	16.88	23.08	30.88	77.92	70.51	61.76
Grade 6	4.30	6.49	6.58	10.75	20.78	25.00	84.95	72.73	68.42
All Grades	7.36	7.03	7.01	14.72	27.48	26.43	77.91	65.50	66.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.25	10.84	5.75	31.88	37.35	25.29	60.87	51.81	68.97
Grade 4	2.30	5.33	8.43	34.48	36.00	44.58	63.22	58.67	46.99
Grade 5	3.90	10.26	2.94	33.77	26.92	38.24	62.34	62.82	58.82
Grade 6	4.30	5.19	13.16	26.88	31.17	25.00	68.82	63.64	61.84
All Grades	4.29	7.99	7.64	31.60	32.91	33.12	64.11	59.11	59.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.45	14.46	3.45	28.99	49.40	34.48	69.57	36.14	62.07
Grade 4	2.30	5.33	6.02	31.03	38.67	37.35	66.67	56.00	56.63
Grade 5	1.30	6.41	5.88	31.17	35.90	47.06	67.53	57.69	47.06
Grade 6	3.23	5.19	10.53	32.26	31.17	32.89	64.52	63.64	56.58
All Grades	2.15	7.99	6.37	30.98	38.98	37.58	66.87	53.04	56.05

Conclusions based on this data:

1. Grades 4, 5, and 6, saw decreases in the percentage of students not meeting standard.
2. 6th grade saw an overall increase in standards met by 7%.
3. Communicating reasoning and supporting mathematical conclusions continues to be an area of growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.9	1435.0	1437.8	1443.7	1398.0	1414.9	62	53
Grade 1	1460.0	1445.3	1448.5	1447.3	1471.0	1442.8	49	38
Grade 2	1459.7	1469.0	1454.6	1466.4	1464.2	1471.3	49	40
Grade 3	1478.9	1474.3	1472.2	1465.0	1485.3	1483.1	54	46
Grade 4	1496.1	1506.7	1483.9	1496.7	1507.8	1516.1	50	55
Grade 5	1492.2	1532.0	1486.6	1517.4	1497.3	1546.2	39	46
Grade 6	1501.6	1530.5	1490.8	1533.5	1511.9	1527.0	32	38
All Grades							335	316

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.03	20.75	37.10	45.28	25.81	22.64	*	11.32	62	53
1	28.57	5.26	36.73	28.95	22.45	44.74	*	21.05	49	38
2	*	10.00	42.86	30.00	24.49	47.50	*	12.50	49	40
3	*	4.35	44.44	23.91	29.63	54.35	22.22	17.39	54	46
4	*	16.36	46.00	41.82	32.00	29.09	*	12.73	50	55
5	*	19.57	41.03	50.00	28.21	26.09	*	4.35	39	46
6	*	26.32	*	23.68	40.63	36.84	*	13.16	32	38
All Grades	17.01	14.87	40.00	35.76	28.36	36.39	14.63	12.97	335	316

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.32	28.30	30.65	49.06	27.42	13.21	*	9.43	62	53
1	34.69	5.26	36.73	50.00	*	34.21	*	10.53	49	38
2	32.65	20.00	36.73	42.50	*	25.00	*	12.50	49	40
3	22.22	15.22	42.59	23.91	22.22	45.65	*	15.22	54	46
4	30.00	29.09	36.00	43.64	*	16.36	*	10.91	50	55
5	*	39.13	48.72	41.30	*	15.22	*	4.35	39	46
6	*	44.74	*	26.32	37.50	21.05	*	7.89	32	38
All Grades	30.45	26.27	37.01	39.87	23.28	23.73	9.25	10.13	335	316

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	17.74	22.64	*	15.09	45.16	49.06	24.19	13.21	62	53
1	32.65	5.26	*	26.32	28.57	34.21	*	34.21	49	38
2	28.57	7.50	22.45	30.00	*	32.50	32.65	30.00	49	40
3	*	0.00	22.22	23.91	35.19	52.17	38.89	23.91	54	46
4	*	10.91	40.00	32.73	24.00	32.73	30.00	23.64	50	55
5	*	6.52	*	39.13	35.90	45.65	33.33	8.70	39	46
6	*	5.26	*	18.42	34.38	52.63	46.88	23.68	32	38
All Grades	15.22	8.86	21.79	26.58	31.64	42.72	31.34	21.84	335	316

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	62.90	32.08	37.10	60.38		7.55	62	53
1	59.18	52.63	34.69	39.47	*	7.89	49	38
2	51.02	27.50	34.69	60.00	*	12.50	49	40
3	22.22	8.70	64.81	58.70	*	32.61	54	46
4	22.00	38.18	72.00	49.09	*	12.73	50	55
5	28.21	15.22	58.97	73.91	*	10.87	39	46
6	*	31.58	56.25	44.74	*	23.68	32	38
All Grades	40.00	29.11	50.45	55.70	9.55	15.19	335	316

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.42	26.42	53.23	64.15	19.35	9.43	62	53
1	*	0.00	61.22	81.58	*	18.42	49	38
2	24.49	12.50	63.27	75.00	*	12.50	49	40
3	29.63	28.26	51.85	54.35	*	17.39	54	46
4	44.00	27.27	38.00	61.82	*	10.91	50	55
5	35.90	65.22	53.85	26.09	*	8.70	39	46
6	34.38	57.89	53.13	31.58	*	10.53	32	38
All Grades	30.15	31.33	53.43	56.33	16.42	12.34	335	316

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.97	16.98	61.29	71.70	17.74	11.32	62	53
1	42.86	26.32	24.49	36.84	32.65	36.84	49	38
2	32.65	7.50	36.73	57.50	30.61	35.00	49	40
3	*	0.00	51.85	47.83	42.59	52.17	54	46
4	*	10.91	66.00	54.55	28.00	34.55	50	55
5	*	17.39	51.28	69.57	41.03	13.04	39	46
6	*	5.26	*	39.47	81.25	55.26	32	38
All Grades	18.21	12.03	45.67	55.06	36.12	32.91	335	316

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.42	24.53	43.55	50.94	29.03	24.53	62	53
1	28.57	5.26	57.14	57.89	*	36.84	49	38
2	22.45	7.50	57.14	67.50	*	25.00	49	40
3	*	6.52	57.41	69.57	33.33	23.91	54	46
4	*	18.18	60.00	65.45	22.00	16.36	50	55
5	*	23.91	61.54	71.74	*	4.35	39	46
6	*	23.68	81.25	68.42	*	7.89	32	38
All Grades	19.10	16.14	57.91	64.24	22.99	19.62	335	316

Conclusions based on this data:

1. Oral Language is a strength with nearly 65% of students achieving level 3 or 4, and nearly 88% percent of students achieving well or moderately developed in Speaking.

2. We saw an increase in students' writing performance by 4% at levels 3 and 4.
3. There seems to be a strong correlation between reading and writing performance.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
525	75.4	61.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	322	61.3
Foster Youth	1	0.2
Homeless	13	2.5
Socioeconomically Disadvantaged	396	75.4
Students with Disabilities	59	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian	2	0.4
Asian	114	21.7
Filipino	35	6.7
Hispanic	339	64.6
Two or More Races	5	1.0
Pacific Islander	1	0.2
White	17	3.2





Conclusions based on this data:

1. We have a significant number of students who receive free and reduced lunch and require significant supports.
2. The majority of our students speak English as a second language, primarily Spanish, and families require significant translation support through our site-funded community liaison.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

1. We have maintained a very low level of suspensions as a result of our positive school culture and the PBIS systems we have developed and implemented over the past few years.
2. Chronic absenteeism continues to be a serious concern. We have implemented some new structures to support attendance, but due to school closures, we have not been able to continue them.

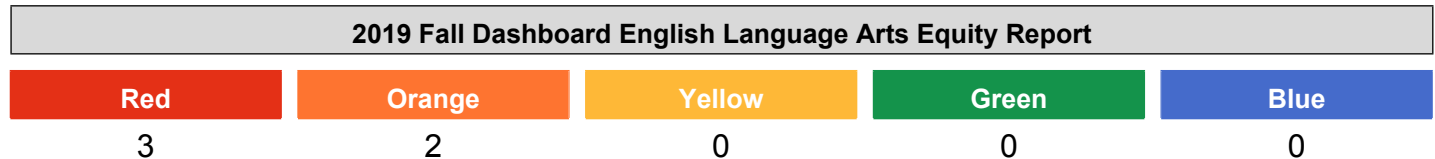
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 68.5 points below standard Maintained ++2.5 points 301	 Red 75.9 points below standard Maintained -1.1 points 216	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Red 74.3 points below standard Maintained -0.5 points 232	 Red 121.6 points below standard Declined -4.9 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Orange 33 points below standard Declined -9 points 65	Filipino  No Performance Color 12.4 points below standard Increased Significantly ++17.7 points 19
Hispanic  Orange 81.1 points below standard Increased ++4.6 points 199	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 91.4 points below standard Increased ++9.3 points 175	Reclassified English Learners 9.8 points below standard Declined Significantly -18.3 points 41	English Only 60.3 points below standard Increased ++8.6 points 73
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Conclusions based on this data:

1. There is a significant gap between the ELA performance of our EL Learners and our English only students.
2. Although performance on the ELA portion of CAASPP increased slightly for our Hispanic students, they still remain farthest below grade level.

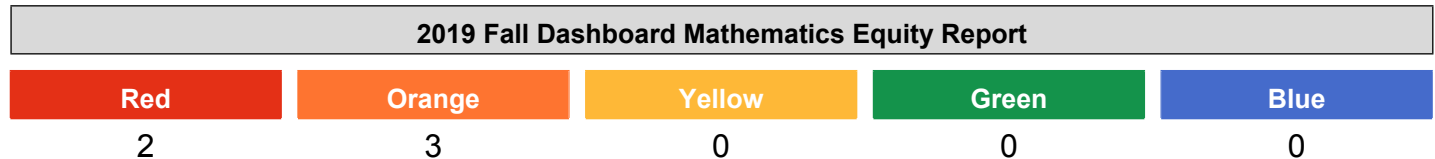
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 80.6 points below standard Maintained -1.7 points 301	English Learners  Orange 89.3 points below standard Declined -6.9 points 216	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 85.2 points below standard Declined -3.7 points 232	Students with Disabilities  Red 133.9 points below standard Declined -13.7 points 48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Orange 29.1 points below standard Declined -10.1 points 65	Filipino  No Performance Color 36.4 points below standard Increased Significantly ++28.7 points 19
Hispanic  Red 98.7 points below standard Maintained -2.2 points 199	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 102.7 points below standard Declined -3.6 points 175	Reclassified English Learners 32.1 points below standard Declined -3.4 points 41	English Only 67.5 points below standard Increased ++8.2 points 73
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Conclusions based on this data:

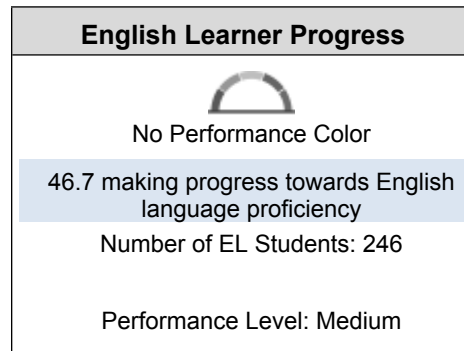
- Overall, our students maintained their performance levels in math on the CAASPP assessment.
- Our Hispanic students continue to perform below grade level, overall.
- Our Filipino students saw a significant increase in their performance level in math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.9	33.3	2.8	43.9

Conclusions based on this data:

1. Almost 2/3 of our EL Learners maintained or progressed at least one level.
2. Close to 50% of students are making progress towards proficiency.
3. Approximately 20% of students went down in their English proficiency levels.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

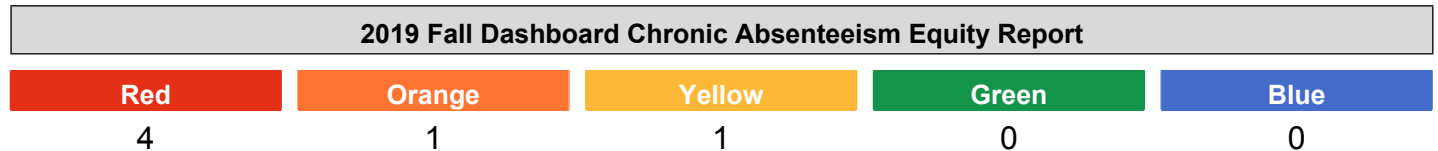
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 18.1 Increased Significantly +3.7 546	English Learners  Red 15.7 Increased Significantly +3.5 338	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 38.5 13	Socioeconomically Disadvantaged  Red 19.5 Increased Significantly +4 416	Students with Disabilities  Red 21.3 Increased +2.8 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Orange 5.1 Increased +1.4 117	Filipino  Yellow 2.8 Increased +2.8 36
Hispanic  Red 23.2 Increased Significantly +5.6 354	Two or More Races  No Performance Color 9.1 Declined -9.7 11	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 41.2 Increased +17.6 17

Conclusions based on this data:

- Chronic absenteeism is a significant concern for our students and families.
- Our significant subgroups, mainly Hispanic and Socio Economically Disadvantaged students, struggle the most with attending school regularly.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

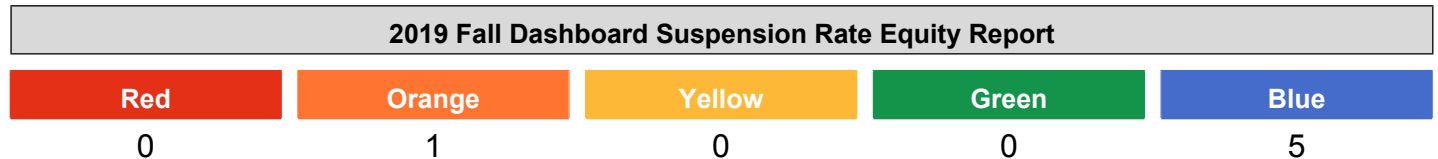
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2 Declined -0.3 556	English Learners  Blue 0.3 Maintained 0 345	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color 0 13	Socioeconomically Disadvantaged  Blue 0.2 Maintained -0.2 420	Students with Disabilities  Orange 1.3 Increased +1.3 77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 8	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 121	Filipino  Blue 0 Maintained 0 36
Hispanic  Blue 0.3 Declined -0.5 360	Two or More Races  No Performance Color 0 Maintained 0 11	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color 0 Maintained 0 17

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.2

Conclusions based on this data:

1. Our systems for supporting student behavior lead to very few suspensions across all grade levels and subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity.

Goal 1

Improve literacy - By June 2022, All Katherine Smith students, including significant subgroups, will meet standards for English language arts or will improve by 3-5% each year, per level, as measured by the iReady Diagnostic Assessment.

Site Strategic Planning Goal - (1) active engagement in deeper learning experiences (PBL) in order to develop students into thinkers, learners, workers, communicators, collaborators, and contributors, and (2) all students to demonstrate foundational skill mastery in reading and writing.

Identified Need

Across all grade levels, targeted supports are needed for language arts instruction involving all language domains, specifically reading and writing. Foundational literacy remains a focus in primary grades and for students below grade level in upper grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students achieving on grade level or early grade level as measured by the iReady Diagnostic Assessment.	On grade level 14%, Early grade level 15%, One grade level below 27%, Two grade levels below 18%, Three grade levels below 26%	On grade level 17%, Early grade level 18%, One grade level below 24%, Two grade levels below 115%, Three grade levels below 23%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and instructional staff will receive professional development to improve their whole-class and targeted small-group instruction, specifically for students requiring the highest academic support. These opportunities might include faculty meetings, workshops, conferences, and Professional Learning Communities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Supplemental Fund 1000-1999: Certificated Personnel Salaries Hourly rate for training, planning, and collaboration
4000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences and consultants
10000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving student achievement, and communicate growth to parents, including Student Led Conferences. Teachers will use time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	General Fund 1000-1999: Certificated Personnel Salaries Release, training, planning, and collaboration certificated/ planning release days
3450	Supplemental Fund 1000-1999: Certificated Personnel Salaries Release, training, planning, and collaboration certificated
10000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

1450

Title I
1000-1999: Certificated Personnel Salaries
sub time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level.

Strategy/Activity

Intervention and extended-day personnel/ extended-year classes will be provided to students who are performing below grade level literacy standards or at risk of being below grade level. Additional instructional materials, computer hardware, software, and other materials may be purchased to support the extended day and extended year classes. Additional teaching staff and instructional aides may be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I
1000-1999: Certificated Personnel Salaries
Kindergarten bootcamp

1500

Title I
2000-2999: Classified Personnel Salaries
Admin support for bootcamp

11000

Title I
1000-1999: Certificated Personnel Salaries
Hourly rate for training, planning, and
collaboration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and support staff will implement a rigorous ELA program that is aligned to state and district standards and is differentiated to support the needs of all students. The program will emphasize literacy development within high quality Project Based Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

General Fund
4000-4999: Books And Supplies
Classroom supplies and materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will collaborate, create, and implement specific, differentiated literacy strategies to improve student achievement. These include the use of technology equipment and resources to enhance instruction and engage students in purposeful project-based learning and small group targeted instruction within structures such as Daily 5. Staff will be utilized to support implementation needs and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Release, planning, and collaboration time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials will be purchased to specifically address the Common Core State Standards to develop 21st Century Learners who will be college and career ready and to address the needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4125

Source(s)

Supplemental Fund
4000-4999: Books And Supplies
Differentiation materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional hardware, software, applications, and other resources will be purchased to support literacy skill development. These purchases may include replacement and repair costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9840

Source(s)

Supplemental Fund
4000-4999: Books And Supplies
Improved technology (boards)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Implementation of language arts instruction into meaningful, Project Based Learning units was maintained. Due to school closures, we are not able to assess progress based on the original target data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Staff were not able to attend conferences as planned due to COVID restrictions.

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.

Use of the I-Ready diagnostic data as a primary data point 4 times per year, as well as the I-Ready personalized learning platform to support differentiated instruction, are firmly in place. Our small GLAD pilot team of teachers have implemented GLAD units of study and instructional practices into their projects, to support literacy and language development, and have begun to scale them across campus through grade level planning and faculty professional development. Funds to support these actions are built into Goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity.

Goal 2

Enhancing English language development - All English Learners will make 5-10% growth towards English language proficiency, as measured by the ELPAC assessment.

Site Strategic Planning Goal - all students to demonstrate foundational skill mastery in reading and writing.

Identified Need

Across grade levels, targeted supports are needed for language arts instruction involving all language domains, specifically reading and writing, for all English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	46.7%	51.7%-56.7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers and instructional staff will receive professional development to improve their integrated and designated ELD instruction, including implementation of GLAD strategies. These opportunities might include faculty meetings, workshops, conferences, and Professional Learning Communities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

2000	General Fund 1000-1999: Certificated Personnel Salaries Hourly rate for training, planning, and collaboration
8000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving language development, and communicate growth to parents, including Student Led Conferences. Teachers will use time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3452	Supplemental Fund 1000-1999: Certificated Personnel Salaries grade level planning (subs)
10000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Intervention and extended-day personnel/ extended-year classes will target students who have not yet been reclassified. Additional instructional materials, computer hardware, software, and other materials may be purchased to support the extended day and extended year classes. Additional teaching staff and instructional aides may be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1971

Source(s)

General Fund
4000-4999: Books And Supplies
Classroom supplies and materials (online platforms)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers and support staff will implement projects that support and emphasize language development skills, especially oral communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4750

Source(s)

Title III
4000-4999: Books And Supplies
Instructional materials, supplies, and technology

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

All teachers will collaborate, create, and implement specific targeted and integrated ELD strategies to meet the needs of all EL levels. These include the use of technology equipment and resources to enhance language development and engage students in purposeful project-based learning and small group targeted instruction within structures such as Daily 5. Staff will be utilized to support implementation needs and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Supplemental Fund
4000-4999: Books And Supplies
GLAD Units of study

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Supplemental materials will be purchased to specifically address the CA ELD standards to develop 21st Century Learners who will be college and career ready, and to address the needs of students. May include extended staffing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10072

Source(s)

Title III
2000-2999: Classified Personnel Salaries
ELD aide

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Instructional hardware, software, applications, and other resources will be purchased to support language development and acquisition. These purchases may include replacement and repair costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

Supplemental Fund
4000-4999: Books And Supplies
Interactive boards

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers implemented integrated and designated ELD instruction into their classrooms on a daily basis as expected. ELD assistants provided small group, push-in support to EL 1s and 2s during distance learning. All classrooms began to implement GLAD strategies into their classroom instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences. We did purchase two GLAD units that were not previously specified on the plan.

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.

Summative ELPAC was not conducted last year, but we will have data for this coming school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics and STEM

LEA/LCAP Goal

Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity.

Goal 3

Improve mathematics - By June 2022, All Katherine Smith students, including significant subgroups, will meet standards for Mathematics or will improve by 3-5% each year, per level, as measured by the iReady Diagnostic Assessment.

Site Strategic Planning Goal - (1) active engagement in deeper learning experiences (PBL) in order to develop students into thinkers, learners, workers, communicators, collaborators, and contributors, and (2) all students to demonstrate foundational skill mastery in reading and writing.

Identified Need

Across all grade levels, targeted supports are needed for math instruction involving all math domains, specifically communicating mathematical reasoning. Foundational math skills remain a focus in all grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students achieving on grade level or early grade level as measured by the iReady Diagnostic Assessment.	On grade level 11%, Early grade level 10%, One grade level below 40%, Two grade levels below 19%, Three grade levels below 20%	On grade level 14%, Early grade level 13%, One grade level below 37%, Two grade levels below 16%, Three grade levels below 17%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and instructional staff will receive professional development to improve their whole-class and targeted small-group instruction in mathematics and STEM, specifically for students requiring the highest academic support. These opportunities might include faculty meetings, workshops, conferences, and Professional Learning Communities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2351	Supplemental Fund 1000-1999: Certificated Personnel Salaries release, training, planning, and collaboration certificated
10000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving student achievement in mathematics and STEM, and communicate growth to parents, including Student Led Conferences. Teachers will use time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3450	Supplemental Fund 1000-1999: Certificated Personnel Salaries release, training, planning, and collaboration certificated/ planning release days
10000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention and extended-day personnel/ extended-year classes will be provided to students who are performing below grade level in math standards or at risk of being below grade level. Additional instructional materials, computer hardware, software, and other materials may be purchased to support the extended day and extended year classes. Additional teaching staff and instructional aides may be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8250

Source(s)

Supplemental Fund
4000-4999: Books And Supplies
Instructional materials and technology (boards, apps)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and support staff will implement a rigorous math and STEM program that is aligned to state and district standards and is differentiated to support the needs of all students. The program will emphasize math development within high quality Project Based Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4600

Source(s)

General Fund
5800: Professional/Consulting Services And
Operating Expenditures
PBL in math NTN workshop

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will collaborate, create, and implement specific, differentiated math strategies to improve student achievement. These include the use of technology equipment and resources to enhance instruction and engage students in purposeful project-based learning and small group targeted instruction within structures such as Daily 5. Staff will be utilized to support implementation needs and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

General Fund
4000-4999: Books And Supplies

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials will be purchased to specifically address the Common Core State Standards to develop 21st Century Learners who will be college and career ready and to address the needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Tech Smart coding program

2316

Title I
4000-4999: Books And Supplies
STEM materials

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional hardware, software, applications, and other resources will be purchased to support literacy skill development. These purchases may include replacement and repair costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

General Fund
4000-4999: Books And Supplies
boards/ devices

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Activities were implemented as planned with no major changes, except a shift in delivery of instruction due to distance learning. Students in grades 4th-6th that received coding instruction two times per week moved faster than expected and our STEM teacher was able to increase the pace of instruction. No CAASPP scores were available to measure growth based on the previous metrics.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes to expenditures.

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.

Use of the I-Ready diagnostic data as a primary data point 4 times per year, as well as the I-Ready personalized learning platform to support differentiated instruction, are firmly in place. As of now, we anticipate our STEM teacher will not be funded so continuation of our coding program may shift to classrooms teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental Involvement

LEA/LCAP Goal

Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity.

Goal 4

Increase Parental Involvement - Increase the number of parents involved with school related events.

Strategic Planning Goal - to connect families to supports and resources and increase the participation in school events.

Identified Need

We want to increase the number of parents regularly participating in weekly Parent Pride meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Pride attendance	Avg. of 12 parents per meeting	Avg. of 15-20 parents per meeting

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Offer parent education programs, family curricular nights, weekly parent meetings, parent education workshops and parent involvement. These events will be published in the weekly newsletter and the marquee. Supplemental supplies, support materials, translators, and training for workshop leaders. Child care provided as needed. Community Assistant and Principals will oversee and support this program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Supplemental Fund 1000-1999: Certificated Personnel Salaries Overtime and release time
4500	Title I 4000-4999: Books And Supplies Back to School BBQ
10000	Title I 2000-2999: Classified Personnel Salaries Community Assistant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Translators and translated documents and materials will be provided to parents in Spanish and Vietnamese, when available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 2000-2999: Classified Personnel Salaries Community Assistant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent weekly meetings will be held to obtain feedback and data on effectiveness of our school programs, climate, and identify needs. Child care and translation support provided, when available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Donations 4000-4999: Books And Supplies

	Materials and general supplies for meetings
500	Donations 2000-2999: Classified Personnel Salaries Translation, child care, and clerical support
20000	Title I 2000-2999: Classified Personnel Salaries Community Assistant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional staff will include a community assistant to support the coordination of parent programs to increase access and attendance to school and district programs, increase parent voice, and manage communication and outreach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Supplemental Fund 2000-2999: Classified Personnel Salaries Extended Health aide support
10000	Title I 2000-2999: Classified Personnel Salaries Community Assistant

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have consistently had 8-12 parents attend virtual Parent Pride meetings and all in-person community events were halted due to COVID 19 restrictions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes in expenditures.

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.

None

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Enhance the social-emotional well-being of students, teachers and staff.

Goal 5

Maintain a Safe and Caring Campus Environment - Students will be provided a safe, attractive, and healthy school environment that is conducive to learning and supporting social emotional needs. Maintain a "College Bound" attitude with students that creates the realistic expectation that all students will have the college pathway open. Students' self esteem, efficacy, and agency will improve. Reduce the incidence of student conflict on campus by focusing on school-wide belief of good citizenship and the development of strong habits. Morning meetings, projects, and assemblies will be provided to improve school climate.

Strategic Planning Goal 1 - Create a community of reflective, empathetic, self-directed learners.

Identified Need

We want all students to feel connected, supported, and safe across all settings on our campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey-site level	Youth Truth Survey Data: Relationships 2.8 Culture 2.4 Belonging 2.51	Youth Truth Survey Data- Relationships 2.9 Culture 2.5 Belonging 2.61

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional staffing, equipment, training, and materials to ensure school and student preparedness for daily operations and preparedness for natural and other disasters or emergencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

General Fund
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create a “College Bound” atmosphere where students have an understanding of college and career pathways. Provide assemblies, meeting opportunities, and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Supplemental Fund
1000-1999: Certificated Personnel Salaries
Release, OT, training, planning, and
collaboration certificated

5000

General Fund
4000-4999: Books And Supplies
Materials and supplies

2600

Supplemental Fund
5800: Professional/Consulting Services And
Operating Expenditures
Conference and travel (NEU annual conference)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide team-building activities and collaboration opportunities for all staff in order to improve students’ academic, social, and behavioral successes. Provide incentives, rewards, and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1098	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All faculty members participate in shared leadership. Allocate professional responsibility and substitute release for members of school’s leadership teams and PBIS Tier 1 and Tier 2 teams to plan staff development activities, support school goals, make program implementation decisions, and organize master calendar for deeper learning, social emotional learning, and personalized learning teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Supplemental Fund 1000-1999: Certificated Personnel Salaries Release, OT, training, planning, and collaboration certificated

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement Expect Respect anti-bullying program (aka Leaders for Success). Train upper grade students to support other students in feeling welcomed, connected and safe. Institute a school wide behavior system (PBIS) which include weekly school-wide meetings (Morning Pride) and classroom morning meetings three to four times per week focused on positive behavior outcomes. Involve students, staff and parents. Purchase books and supplemental materials to teach character traits and positive behavior outcomes. Our MTSS program will continue.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies
7500	Title I 1000-1999: Certificated Personnel Salaries Instructional coach

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement activities to promote healthy and safe living including nutrition, drugs and alcohol awareness, and fitness. Purchase supplemental materials, equipment and supplies to support a healthy campus climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	General Fund 5000-5999: Services And Other Operating Expenditures Materials and supplies; Fitness room maintenance

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain and service all facilities and equipment on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7894	General Fund 5000-5999: Services And Other Operating Expenditures

5000	General Fund 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional staffing support to increase the supervisions and support during breaks and out-of-classroom times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Noon aides

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement a school-wide music instruction program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

19,716

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Music for Minors program

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Integrate improved recess and lunch activities that may include contracting services, purchasing additional playground equipment, and games to allow for more structured games and activities during out-of-classroom time (ie recess and lunch).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30000

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Outside consulting/ services

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to distance learning, our action items were implemented to the greatest extent possible. Parent Pride meetings continued, but attendance was lower as they were conducted via Zoom. Our Little Heroes program is a huge success during distance learning and will hopefully be full-time, in person this fall.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes.

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.

We will shift to a full-time, all day recess and lunch coaching model through Little Heroes. This program also provides class game time twice per month for every class and includes after school sports.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Attendance

LEA/LCAP Goal

Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity.

Enhance the social-emotional well-being of students, teachers, and staff.

Goal 6

Chronic absenteeism will decrease by 3% for all students across campus.

Identified Need

To meet the academic and social-emotional needs of our students, they must attend school regularly and arrive on time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data-dashboard	13%	10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with chronic absenteeism.

Strategy/Activity

Maintain weekly Parent Pride meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with chronic absenteeism.

Strategy/Activity

Schedule and facilitate monthly attendance meetings. Manage, organize and provide parent outreach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Community Assistant

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our chronic absentee rate was high during distance learning, but all action items will remain in place.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes.

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.

Unfortunately, due to distance learning, attendance meetings and contracts were a challenge to implement. We will utilize our health aide and community liaison to support this system next year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Other

LEA/LCAP Goal

Indirect Costs
District applies indirect costs to support Katherine Smith's growth targets.

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,185.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$214,580.00
Title III	\$14,822.00

Subtotal of additional federal funds included for this school: \$229,402.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$1,000.00
General Fund	\$39,965.00
Supplemental Fund	\$52,818.00

Subtotal of state or local funds included for this school: \$93,783.00

Total of federal, state, and/or local funds for this school: \$323,185.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	214580	0.00
Supplemental Fund	52818	0.00
General Fund	39965	0.00
Title III	14822	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	1,000.00
General Fund	39,965.00
Supplemental Fund	52,818.00
Title I	214,580.00
Title III	14,822.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,453.00
2000-2999: Classified Personnel Salaries	79,572.00
4000-4999: Books And Supplies	57,350.00
5000-5999: Services And Other Operating Expenditures	20,894.00
5800: Professional/Consulting Services And Operating Expenditures	60,916.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Donations	500.00

4000-4999: Books And Supplies	Donations	500.00
1000-1999: Certificated Personnel Salaries	General Fund	6,000.00
4000-4999: Books And Supplies	General Fund	13,471.00
5000-5999: Services And Other Operating Expenditures	General Fund	15,894.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	4,600.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	18,503.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	1,500.00
4000-4999: Books And Supplies	Supplemental Fund	30,215.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	2,600.00
1000-1999: Certificated Personnel Salaries	Title I	79,950.00
2000-2999: Classified Personnel Salaries	Title I	67,500.00
4000-4999: Books And Supplies	Title I	8,414.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	53,716.00
2000-2999: Classified Personnel Salaries	Title III	10,072.00
4000-4999: Books And Supplies	Title III	4,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,865.00
Goal 2	48,245.00
Goal 3	50,467.00
Goal 4	53,000.00
Goal 5	91,608.00
Goal 6	15,000.00

School Site Council Membership

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

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

Name of Members	Role
Kevin Armstrong	Principal
Barbara Gould	Other School Staff
Dawn Recchio	Classroom Teacher
Robin Caldwell	Classroom Teacher
Alma Peralta	Classroom Teacher
Carla Barajas	Parent or Community Member
Rosa Rios	Parent or Community Member
Maria del Carmen Resendiz	Parent or Community Member
Magaly Fernandez	Parent or Community Member
Damariz Alonso	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 4/28/2021.

Attested:

Principal, Kevin Armstrong on 4/28/21

SSC Chairperson, Carmen Resendiz on 4/28/21



SIGN UP FREE



Katherine Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

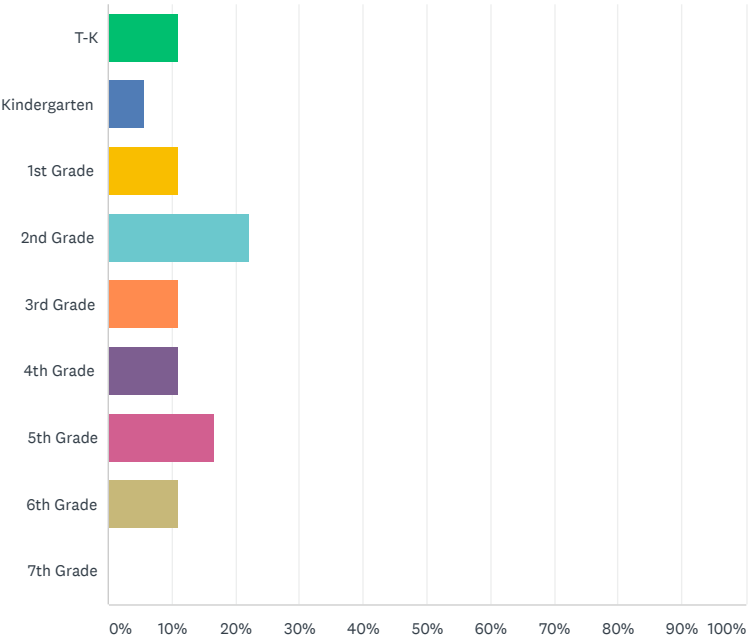
Q1



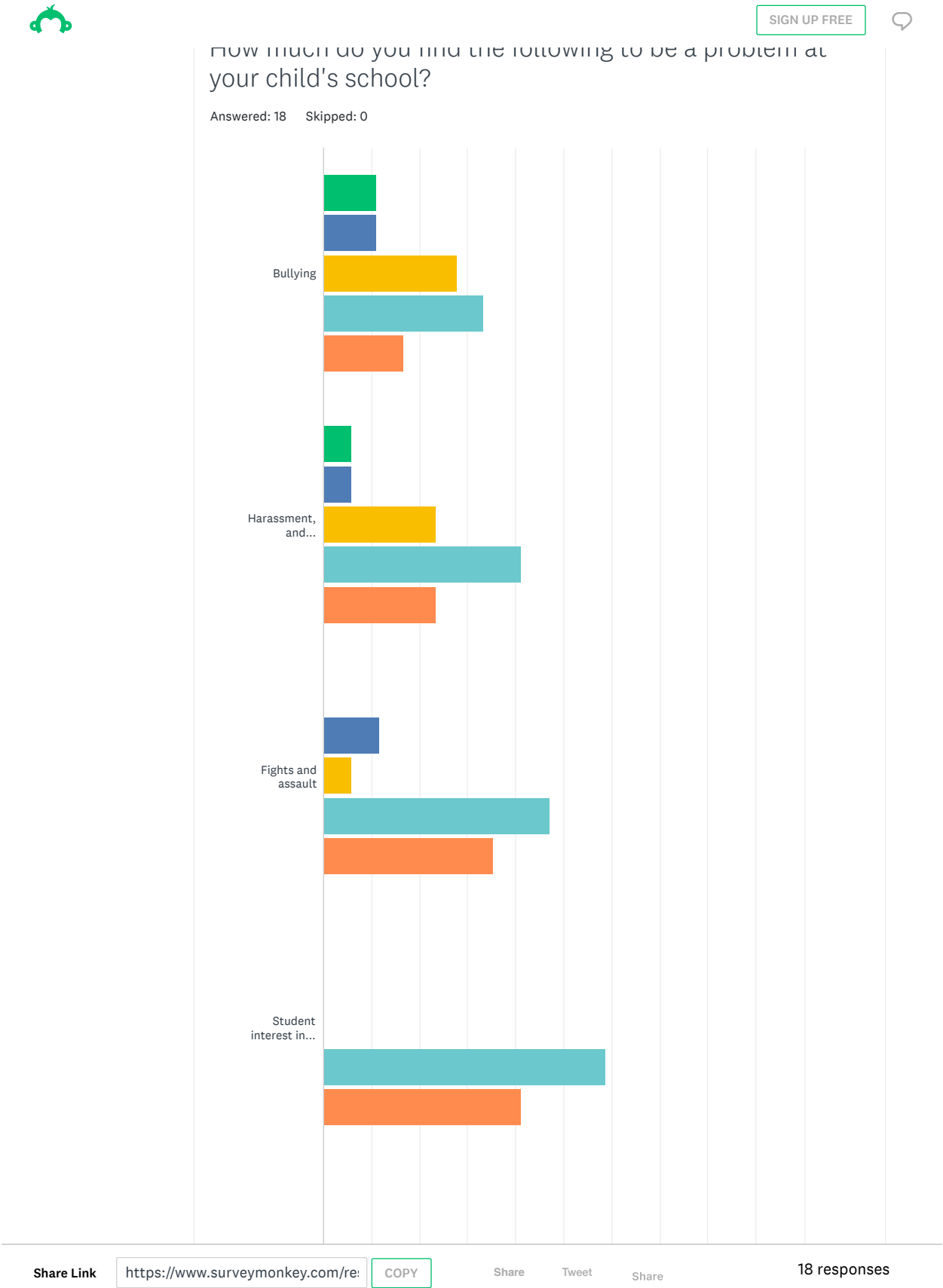
What grade is your child in?

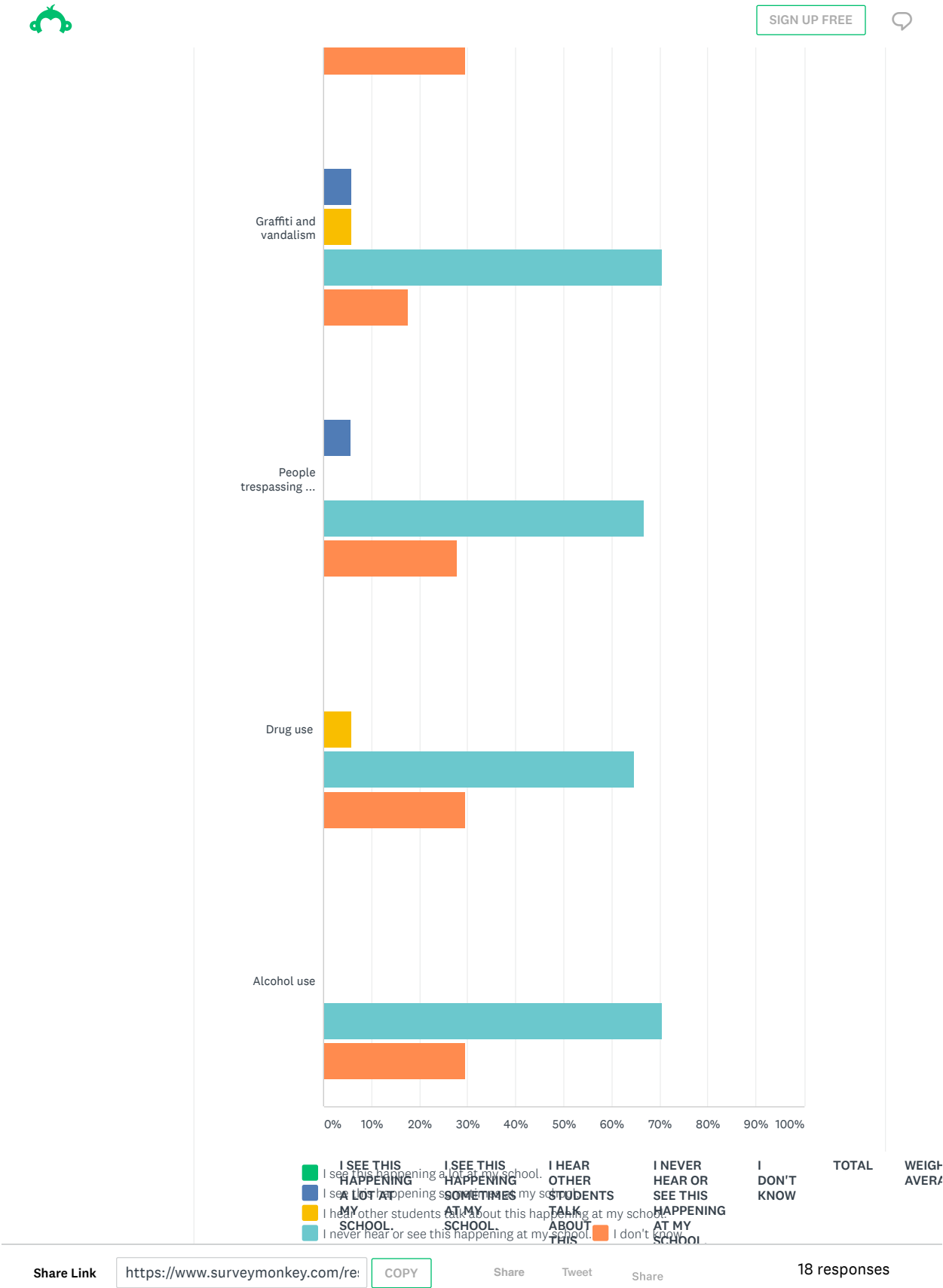
Add a c

Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
T-K	11.11%	2
Kindergarten	5.56%	1
1st Grade	11.11%	2
2nd Grade	22.22%	4
3rd Grade	11.11%	2
4th Grade	11.11%	2
5th Grade	16.67%	3
6th Grade	11.11%	2
7th Grade	0.00%	0
TOTAL		18







SIGN UP FREE



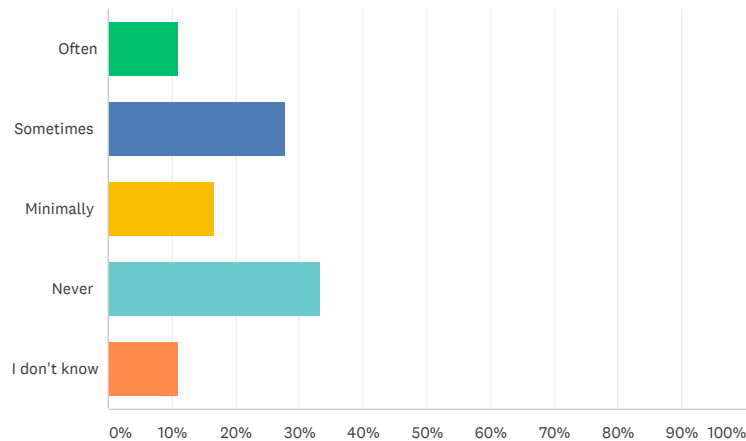
	SCHOOL.	SCHOOL.	ABOUT THIS HAPPENING AT MY SCHOOL.	AT MY SCHOOL.		
Bullying	11.11% 2	11.11% 2	27.78% 5	33.33% 6	16.67% 3	18
Harassment, and intimidation	5.88% 1	5.88% 1	23.53% 4	41.18% 7	23.53% 4	17
Fights and assault	0.00% 0	11.76% 2	5.88% 1	47.06% 8	35.29% 6	17
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	58.82% 10	41.18% 7	17
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	70.59% 12	29.41% 5	17
Graffiti and vandalism	0.00% 0	5.88% 1	5.88% 1	70.59% 12	17.65% 3	17
People trespassing on campus	0.00% 0	5.56% 1	0.00% 0	66.67% 12	27.78% 5	18
Drug use	0.00% 0	0.00% 0	5.88% 1	64.71% 11	29.41% 5	17
Alcohol use	0.00% 0	0.00% 0	0.00% 0	70.59% 12	29.41% 5	17

Q3



How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 18 Skipped: 0



Share Link

<https://www.surveymonkey.com/re:>

COPY

Share

Tweet

Share

18 responses



SIGN UP FREE



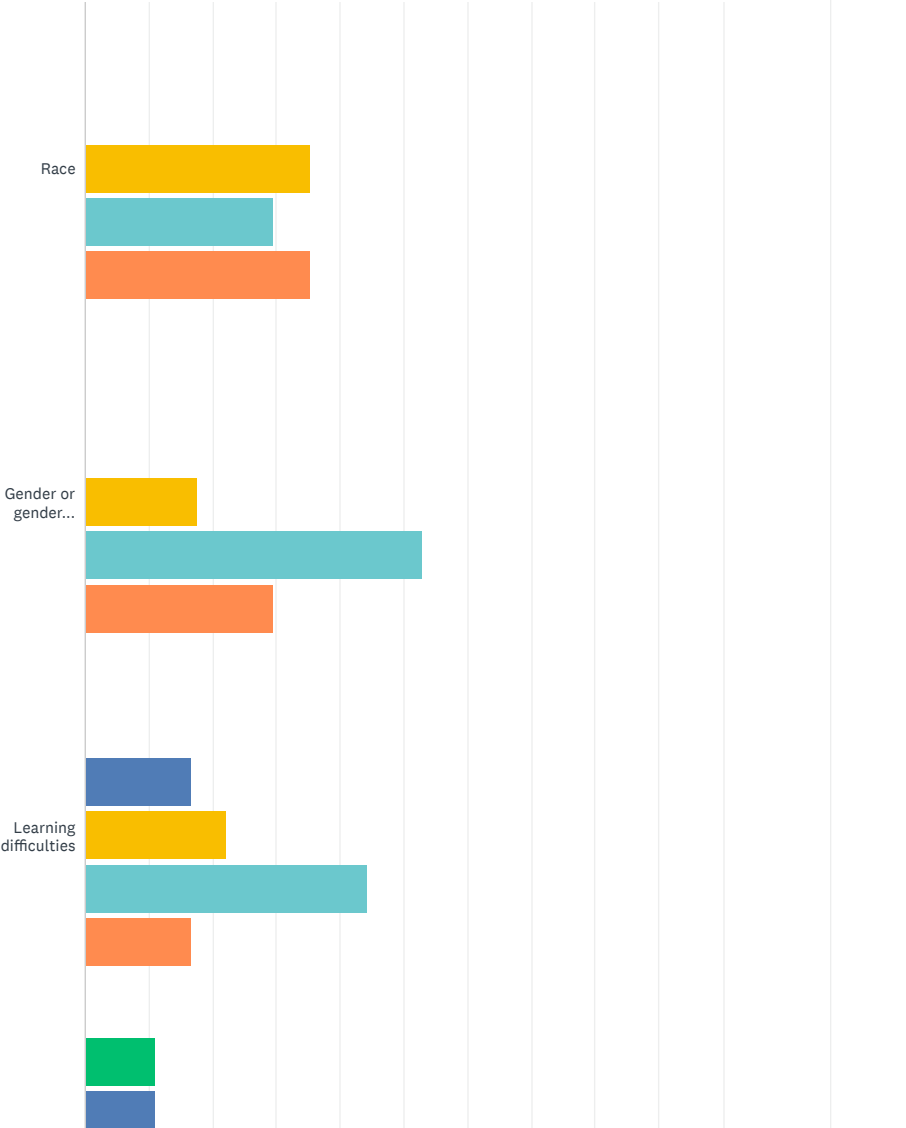
Sometimes	27.78%	5
Minimally	16.67%	3
Never	33.33%	6
I don't know	11.11%	2
TOTAL		18

Q4



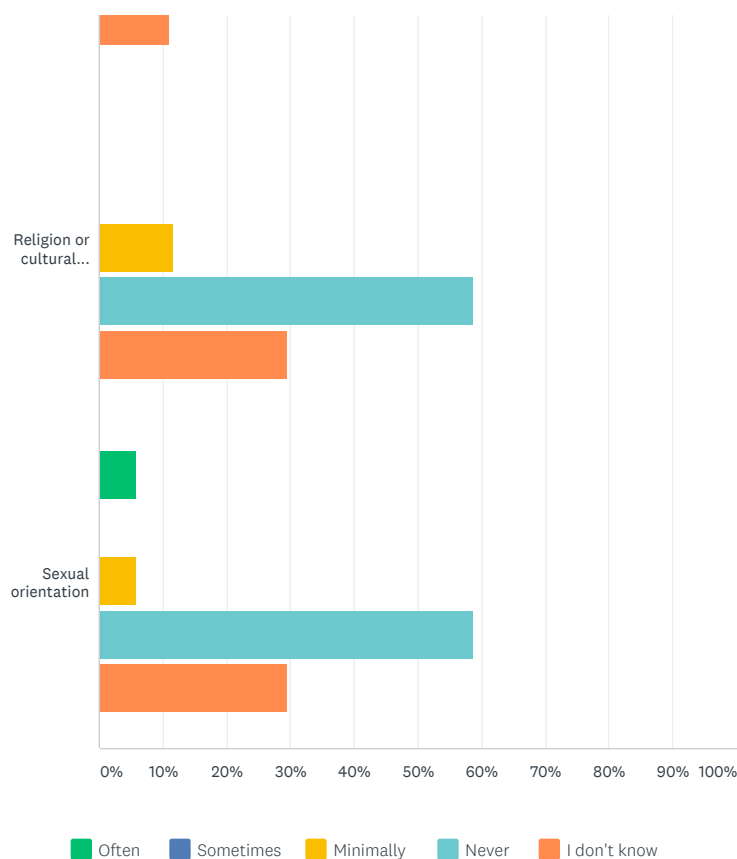
Students at my child's school get put down because of their...

Answered: 18 Skipped: 0





SIGN UP FREE



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	35.29% 6	29.41% 5	35.29% 6	17	4.00
Gender or gender identification	0.00% 0	0.00% 0	17.65% 3	52.94% 9	29.41% 5	17	4.12
Learning difficulties	0.00% 0	16.67% 3	22.22% 4	44.44% 8	16.67% 3	18	3.61
Clothing or physical appearance	11.11% 2	11.11% 2	22.22% 4	44.44% 8	11.11% 2	18	3.33
Religion or cultural practices	0.00% 0	0.00% 0	11.76% 2	58.82% 10	29.41% 5	17	4.18
Sexual orientation	5.88% 1	0.00% 0	5.88% 1	58.82% 10	29.41% 5	17	4.06

Q

How often do you hear ADULTS at your child's school make fun of differences such as...

Share Link

<https://www.surveymonkey.com/re:>

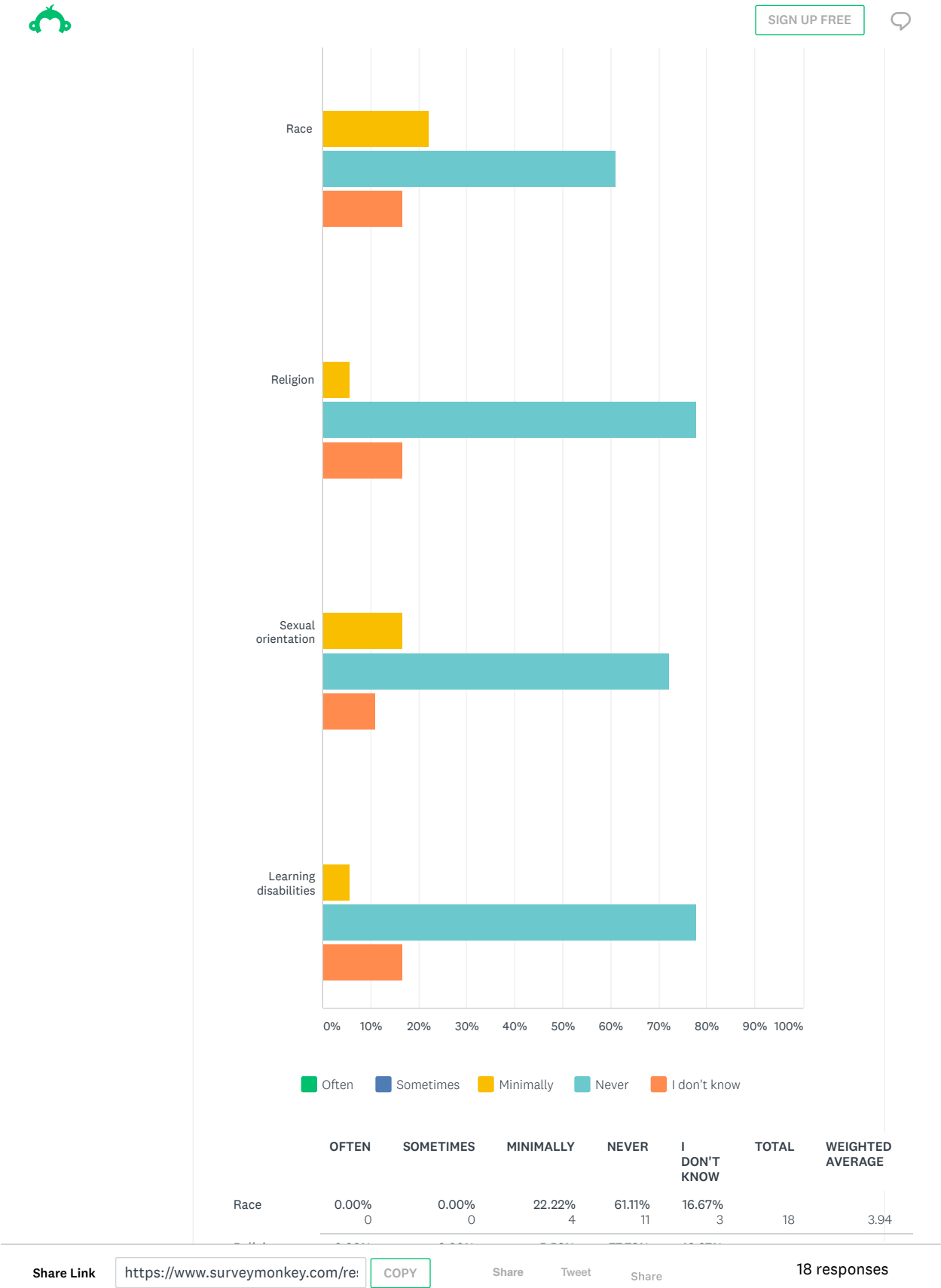
COPY

Share

Tweet

Share

18 responses





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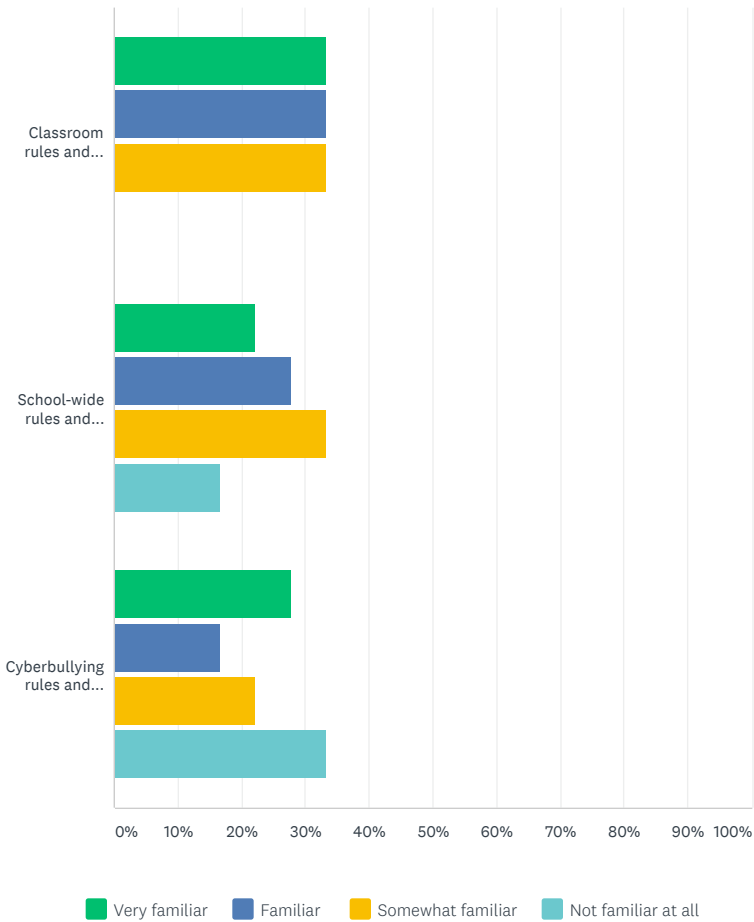


Q6



How familiar are you with the following at your child's school?

Answered: 18 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	33.33% 6	33.33% 6	33.33% 6	0.00% 0	18	2.00
School-wide rules and consequences when those rules are broken.	22.22% 4	27.78% 5	33.33% 6	16.67% 3	18	2.44
Cyberbullying rules and consequences when those rules are broken.	27.78% 5	16.67% 3	22.22% 4	33.33% 6	18	2.61



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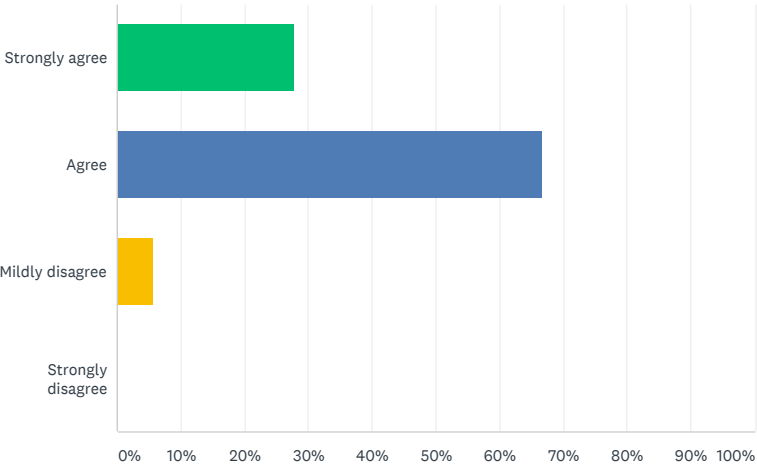


Q7



The rules and expectations of the school are clear and well known to me.

Answered: 18 Skipped: 0



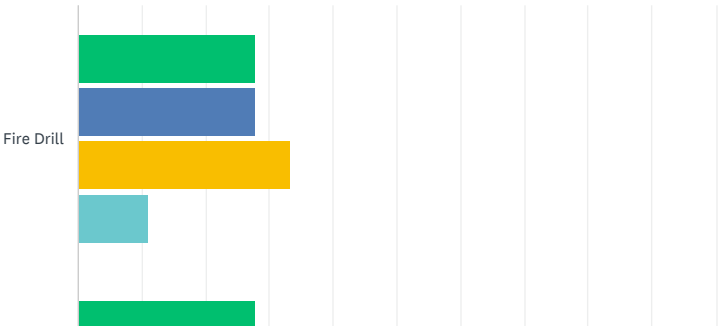
ANSWER CHOICES	RESPONSES	
Strongly agree	27.78%	5
Agree	66.67%	12
Mildly disagree	5.56%	1
Strongly disagree	0.00%	0
TOTAL		18

Q8



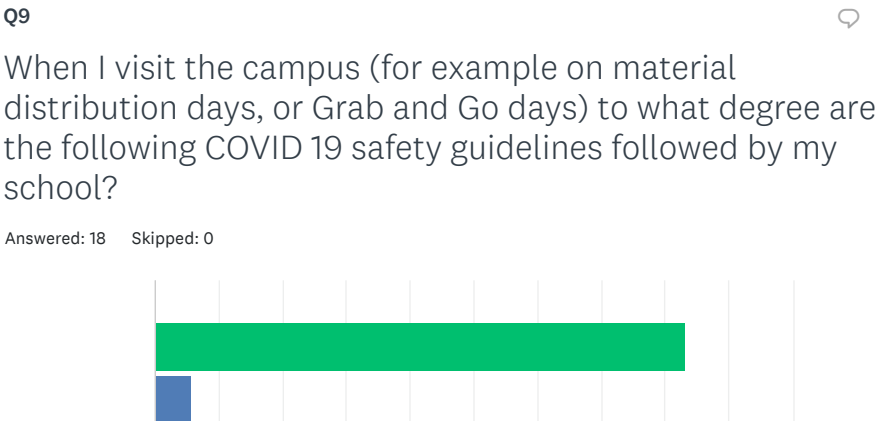
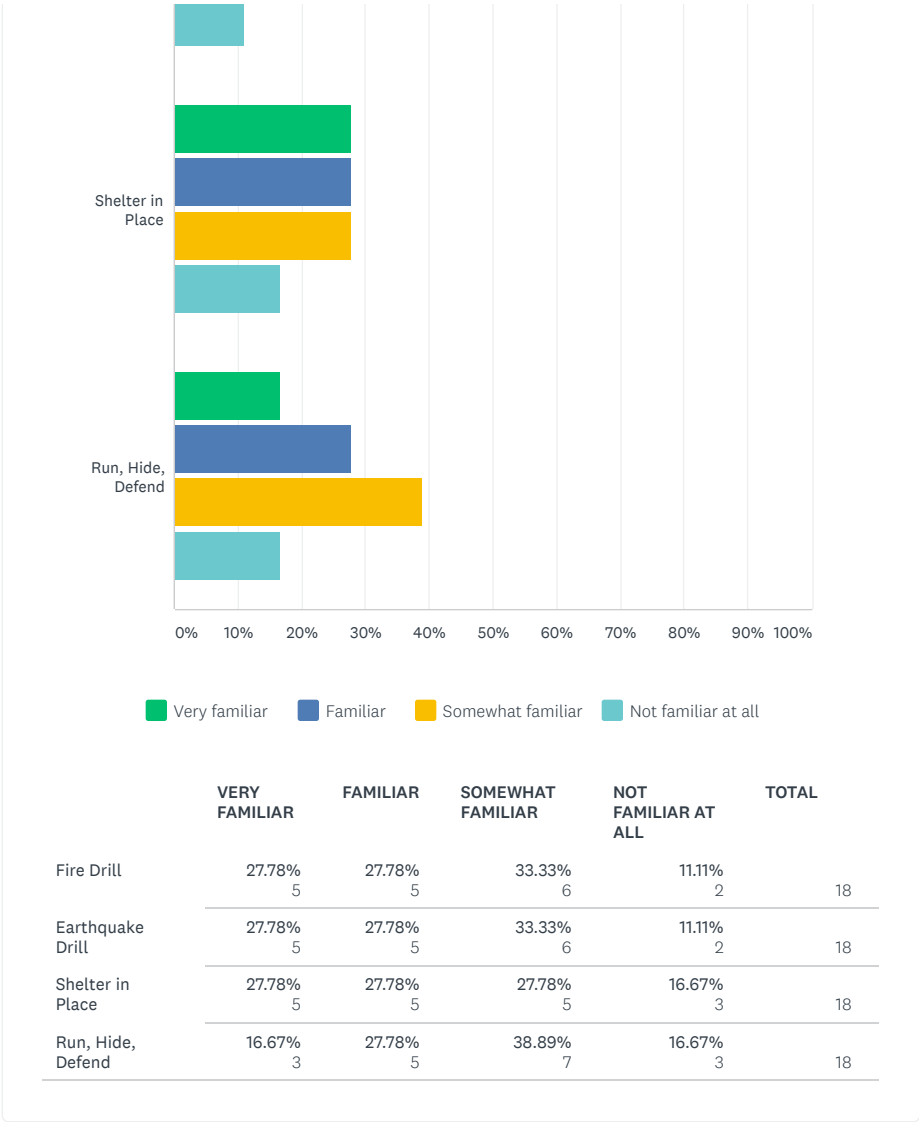
How well do you understand the Emergency procedures at your child's school?

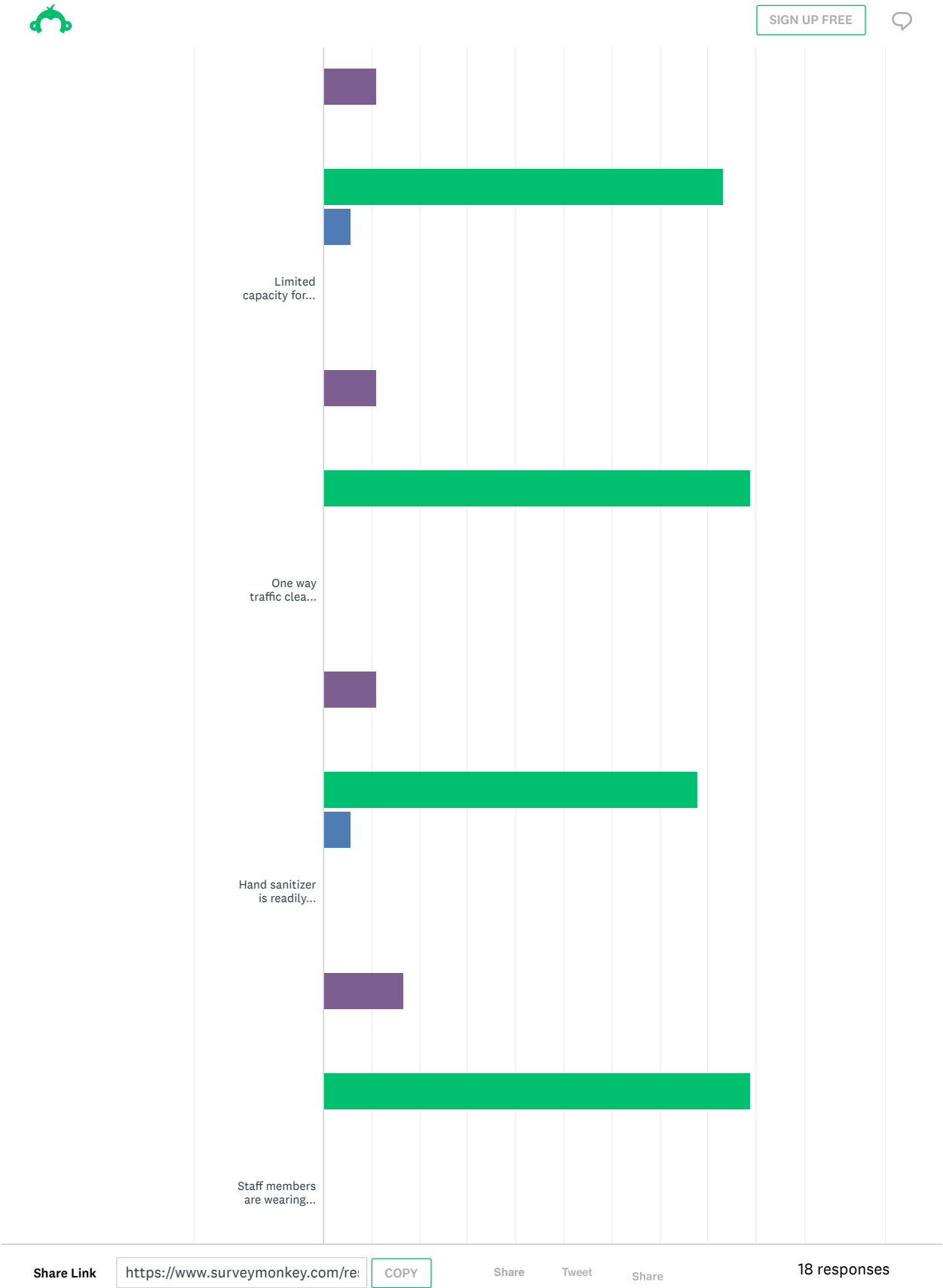
Answered: 18 Skipped: 0





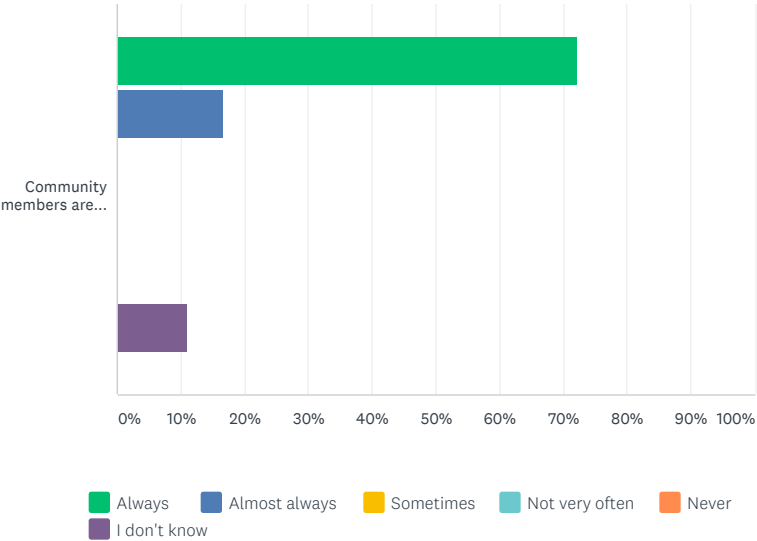
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SIGN UP FREE



	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	I DON'T KNOW	TOTAL
Proper social distancing is maintained	83.33% 15	5.56% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 2	18
Limited capacity for entering buildings	83.33% 15	5.56% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 2	18
One way traffic clearly marked	88.89% 16	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 2	18
Hand sanitizer is readily available	77.78% 14	5.56% 1	0.00% 0	0.00% 0	0.00% 0	16.67% 3	18
Staff members are wearing protective masks	88.89% 16	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 2	18
Community members are wearing protective masks	72.22% 13	16.67% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 2	18

Q10

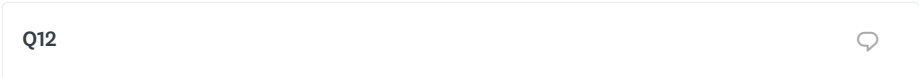
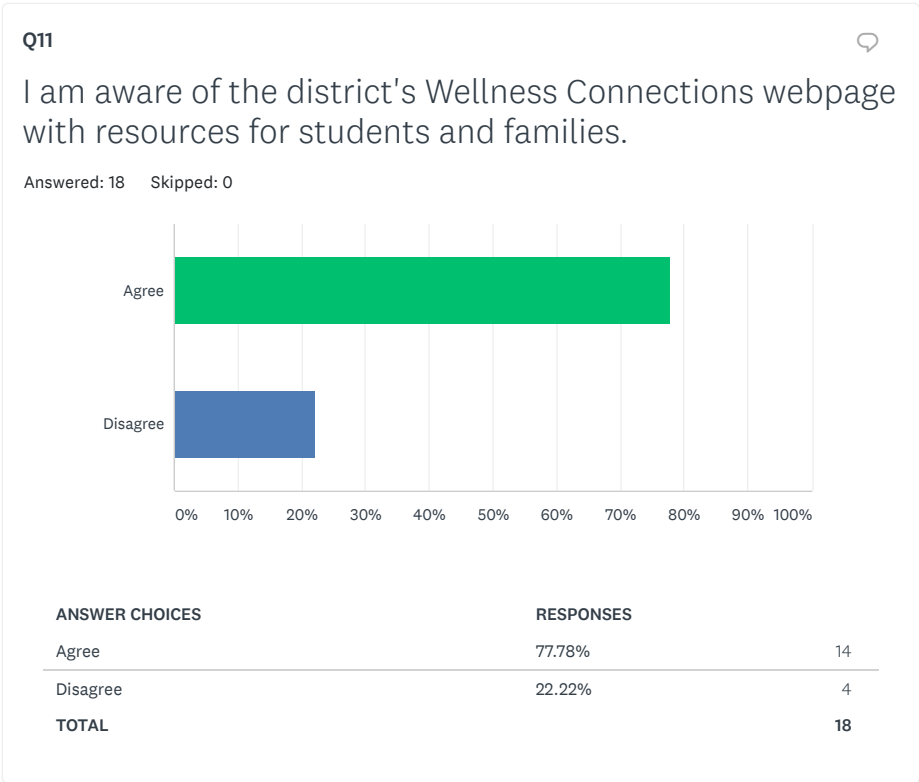
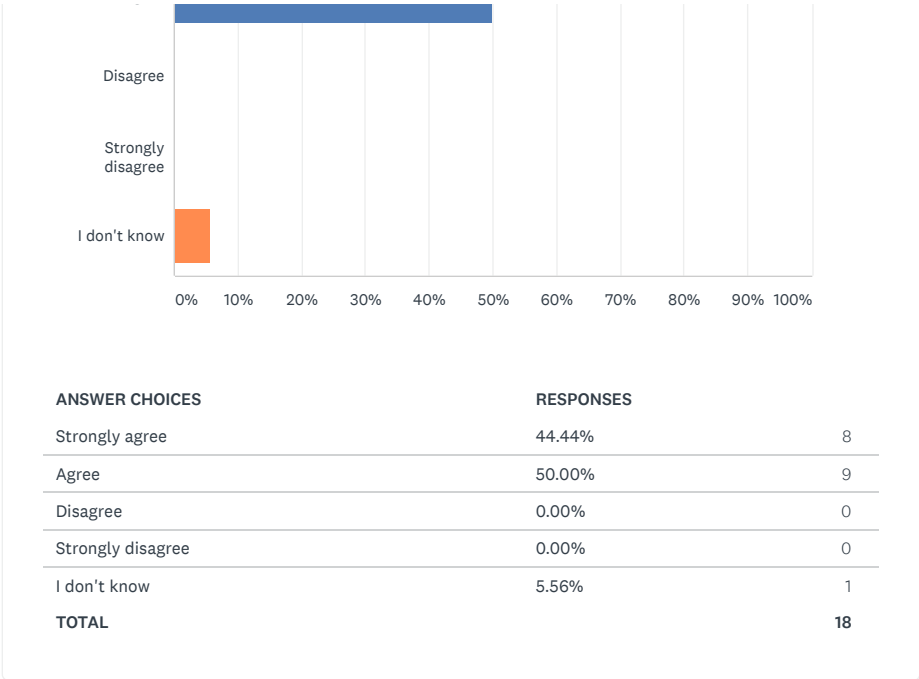


The facilities and grounds are well maintained at my child's school.

Answered: 18 Skipped: 0

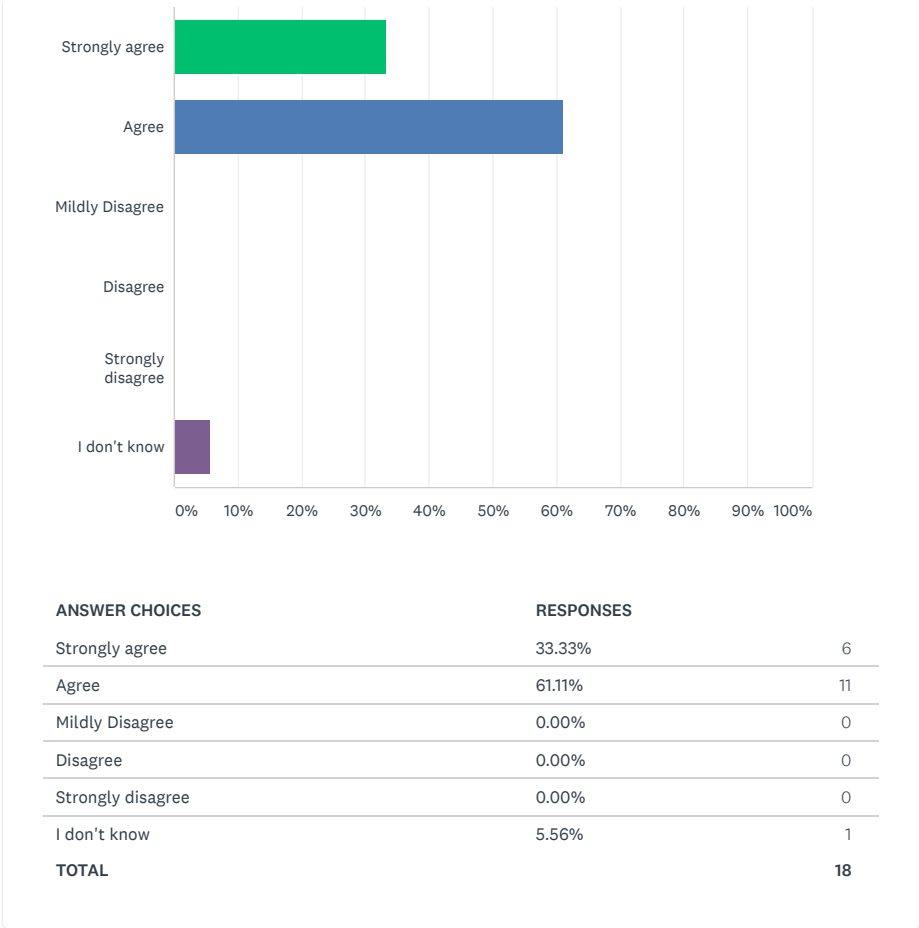


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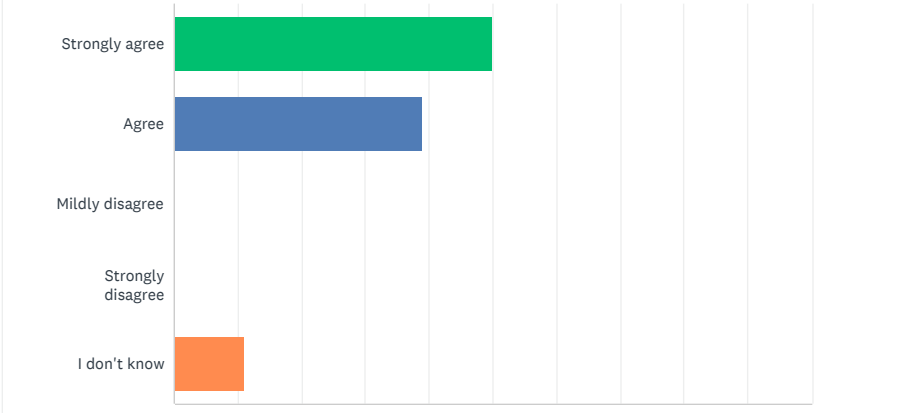
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Q13

My child's school has a way to recognize positive behavior among students.

Answered: 18 Skipped: 0





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Strongly agree	50.00%	9
Agree	38.89%	7
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know	11.11%	2
TOTAL		18

Q14



What is something you would like to see improved regarding safety at your school?

Answered: 11 Skipped: 7

newsletters regarding safety of covid-19 11/3/2020 11:30 PM
No dog's pooping in the play ground or grass area in school. 11/3/2020 8:38 AM
If a could make a suggestion, is that staff during reassess is more aware of kids in general. Also that they can address each problem, specially between students, in a better way. 11/2/2020 7:41 PM
Nothing at this time. 11/2/2020 6:59 PM

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Q1

Add a c

Bullying

Harassment,
and...

Fights and assault

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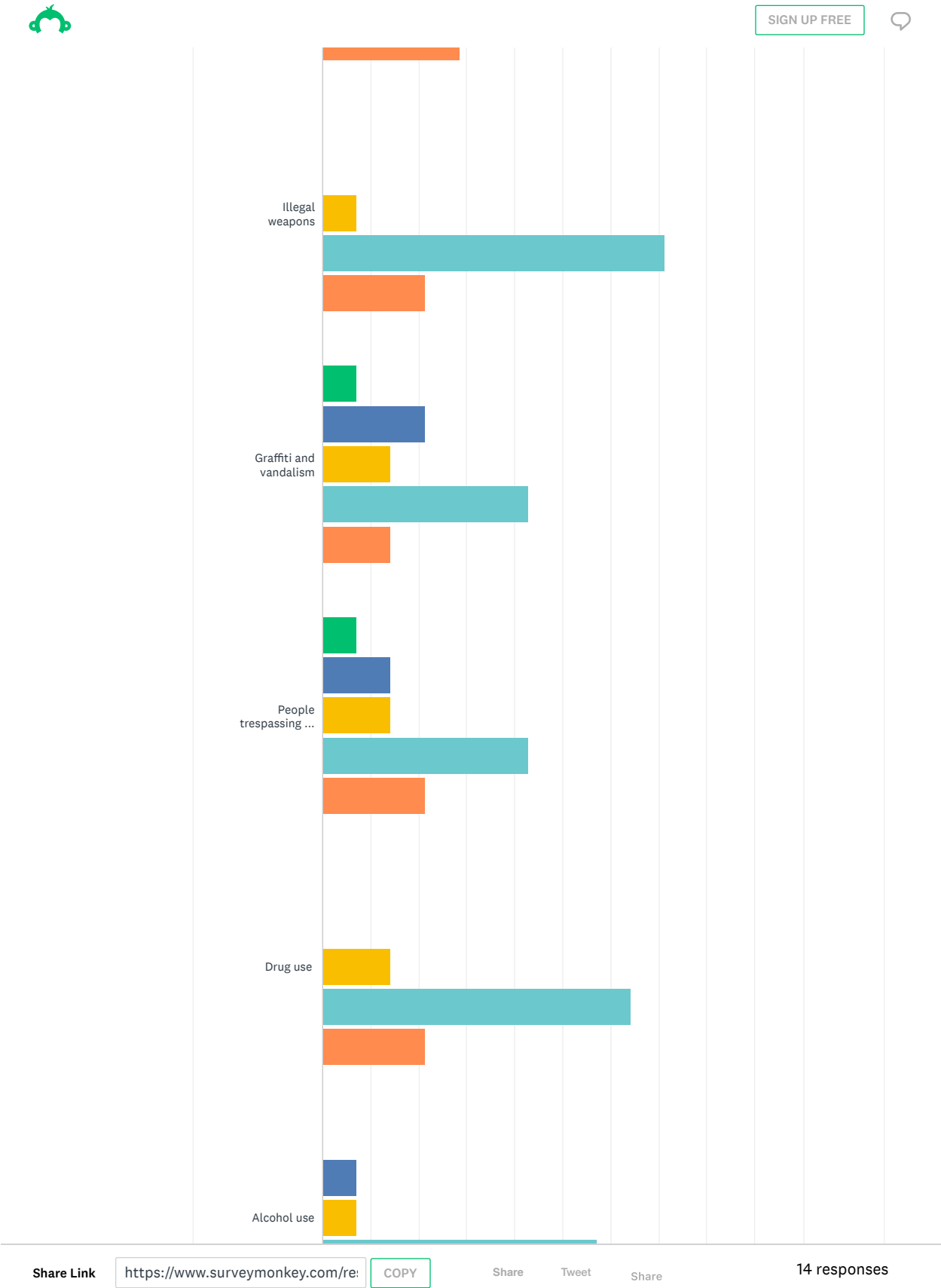
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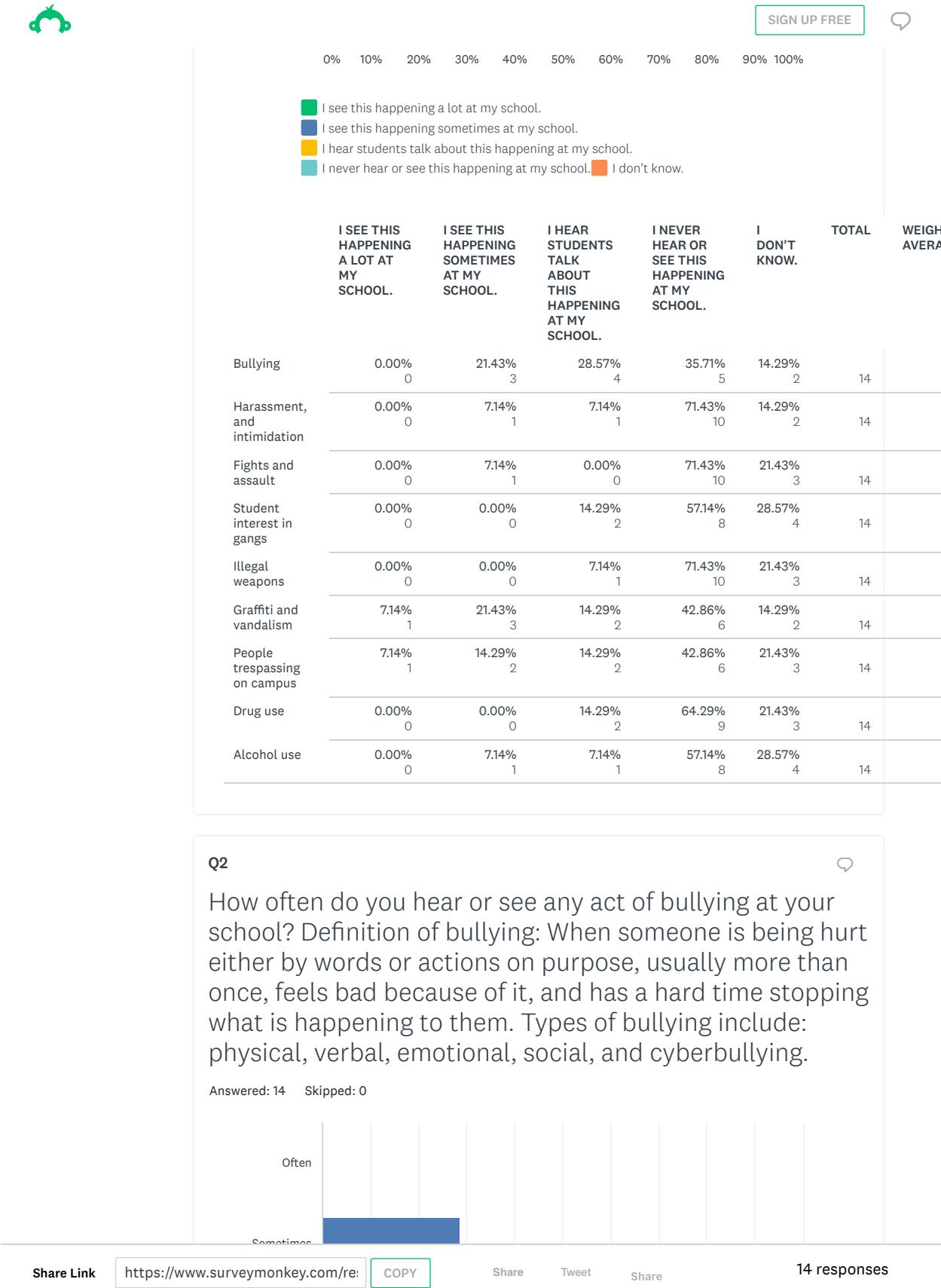
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14 responses





0%10%20%30%40%50%60%70%80%90%100%

I see this happening a lot at my school.

I see this happening sometimes at my school.

I hear students talk about this happening at my school.

I never hear or see this happening at my school.

I don't know.

	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGH AVERA
Bullying	0.00% 0	21.43% 3	28.57% 4	35.71% 5	14.29% 2	14	
Harassment, and intimidation	0.00% 0	7.14% 1	7.14% 1	71.43% 10	14.29% 2	14	
Fights and assault	0.00% 0	7.14% 1	0.00% 0	71.43% 10	21.43% 3	14	
Student interest in gangs	0.00% 0	0.00% 0	14.29% 2	57.14% 8	28.57% 4	14	
Illegal weapons	0.00% 0	0.00% 0	7.14% 1	71.43% 10	21.43% 3	14	
Graffiti and vandalism	7.14% 1	21.43% 3	14.29% 2	42.86% 6	14.29% 2	14	
People trespassing on campus	7.14% 1	14.29% 2	14.29% 2	42.86% 6	21.43% 3	14	
Drug use	0.00% 0	0.00% 0	14.29% 2	64.29% 9	21.43% 3	14	
Alcohol use	0.00% 0	7.14% 1	7.14% 1	57.14% 8	28.57% 4	14	

Q2

How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 14 Skipped: 0

Often

Sometimes



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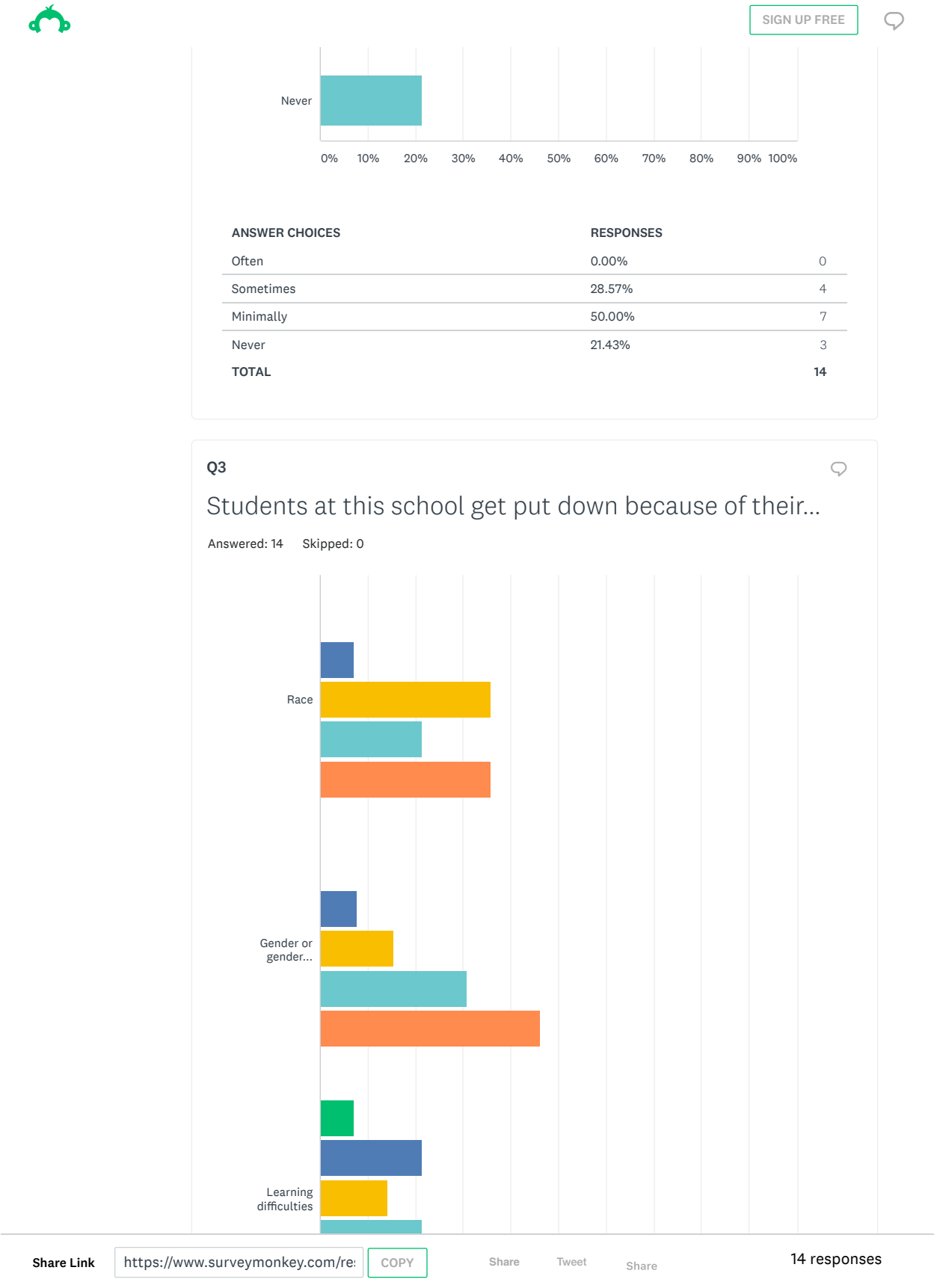
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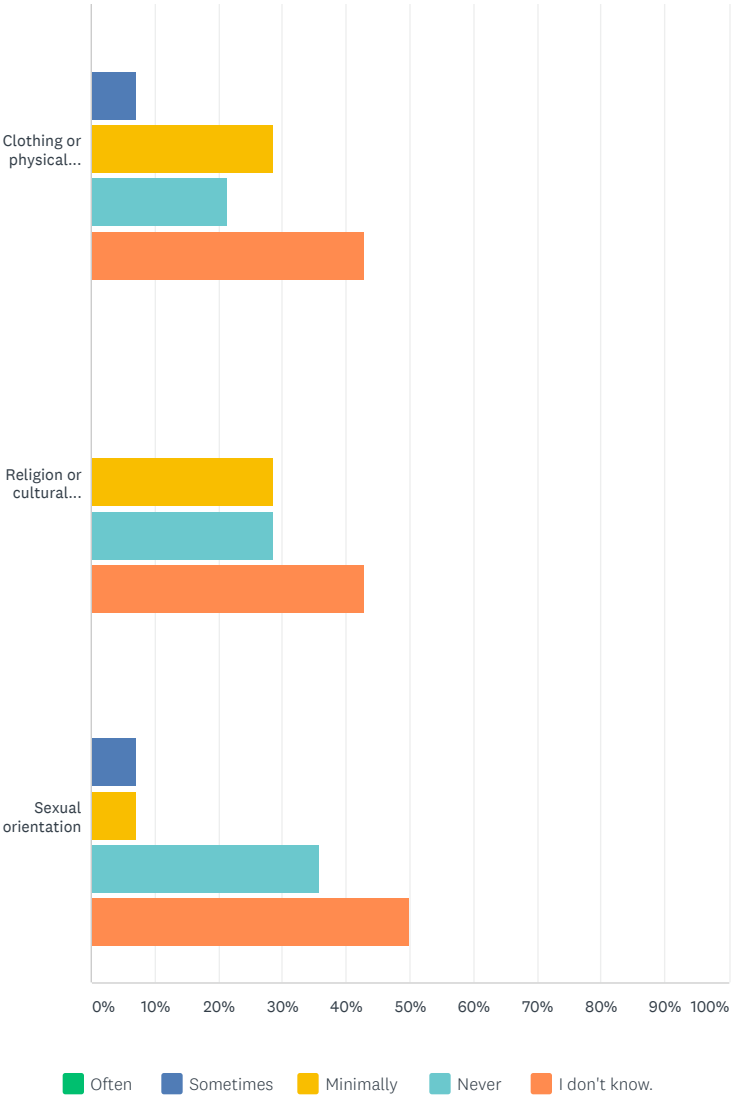
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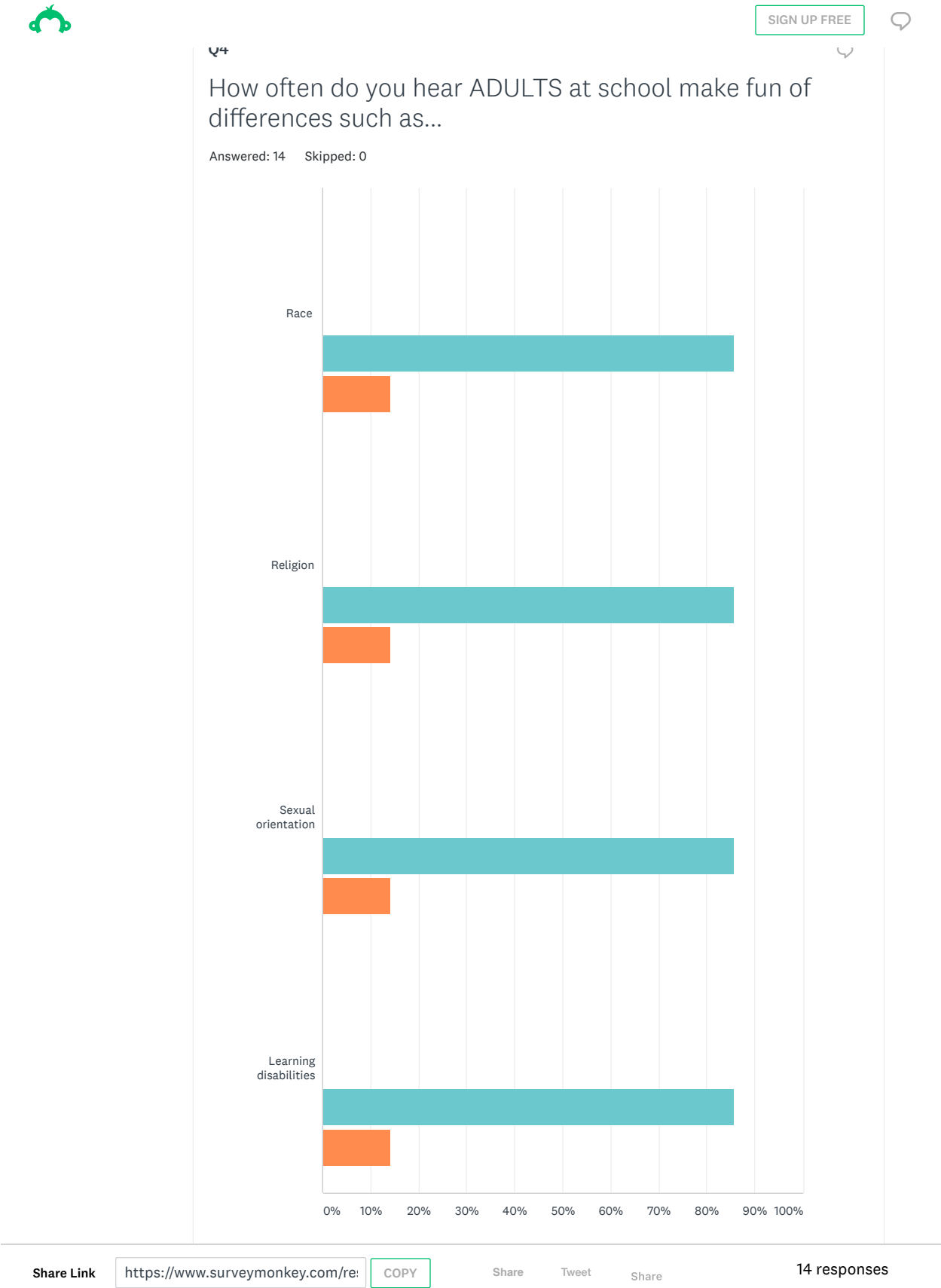




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	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	7.14% 1	35.71% 5	21.43% 3	35.71% 5	14	3.86
Gender or gender identification	0.00% 0	7.69% 1	15.38% 2	30.77% 4	46.15% 6	13	4.15
Learning difficulties	7.14% 1	21.43% 3	14.29% 2	21.43% 3	35.71% 5	14	3.57
Clothing or physical appearance	0.00% 0	7.14% 1	28.57% 4	21.43% 3	42.86% 6	14	4.00
Religion or cultural practices	0.00% 0	0.00% 0	28.57% 4	28.57% 4	42.86% 6	14	4.14
Sexual orientation	0.00% 0	7.14% 1	7.14% 1	35.71% 5	50.00% 7	14	3.57





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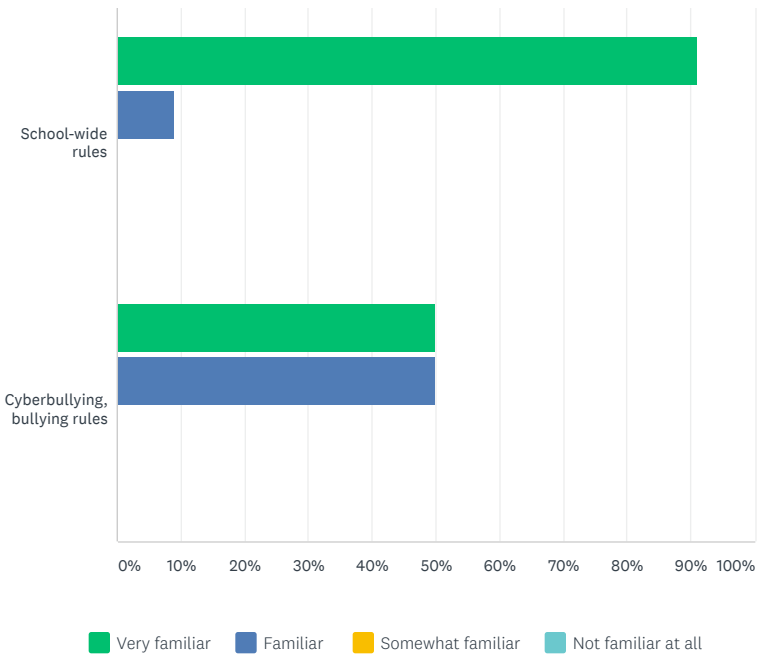
	KNOW.					
Race	0.00% 0	0.00% 0	0.00% 0	85.71% 12	14.29% 2	14 4.14
Religion	0.00% 0	0.00% 0	0.00% 0	85.71% 12	14.29% 2	14 4.14
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	85.71% 12	14.29% 2	14 4.14
Learning disabilities	0.00% 0	0.00% 0	0.00% 0	85.71% 12	14.29% 2	14 4.14

Q5



How familiar are you with the following?

Answered: 14 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	90.91% 10	9.09% 1	0.00% 0	0.00% 0	11	1.09
Cyberbullying, bullying rules	50.00% 7	50.00% 7	0.00% 0	0.00% 0	14	1.50

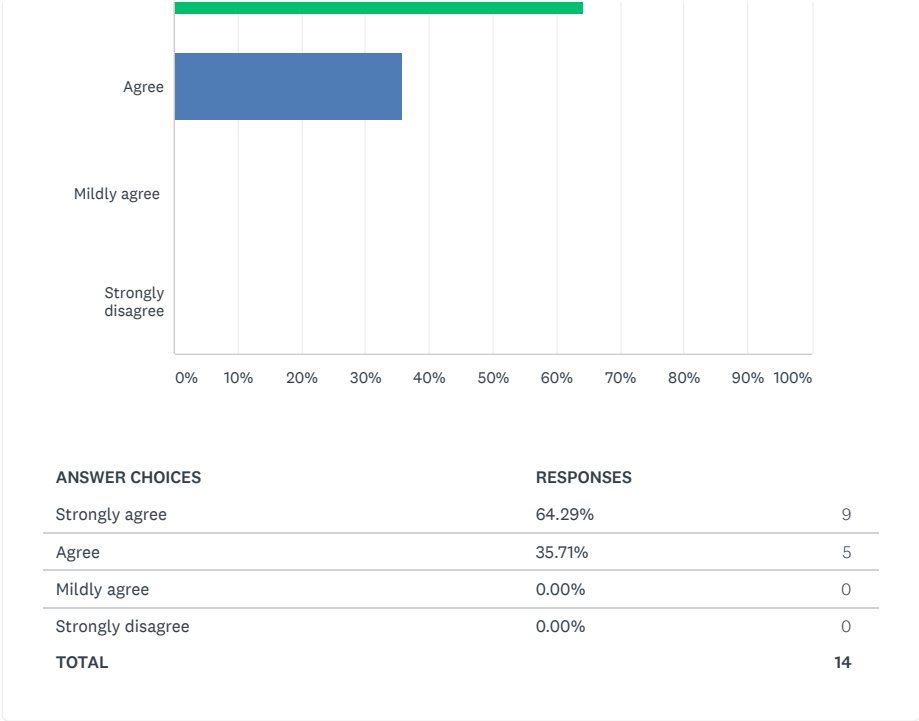
Q6



Staff enforces school rules fairly and appropriately?



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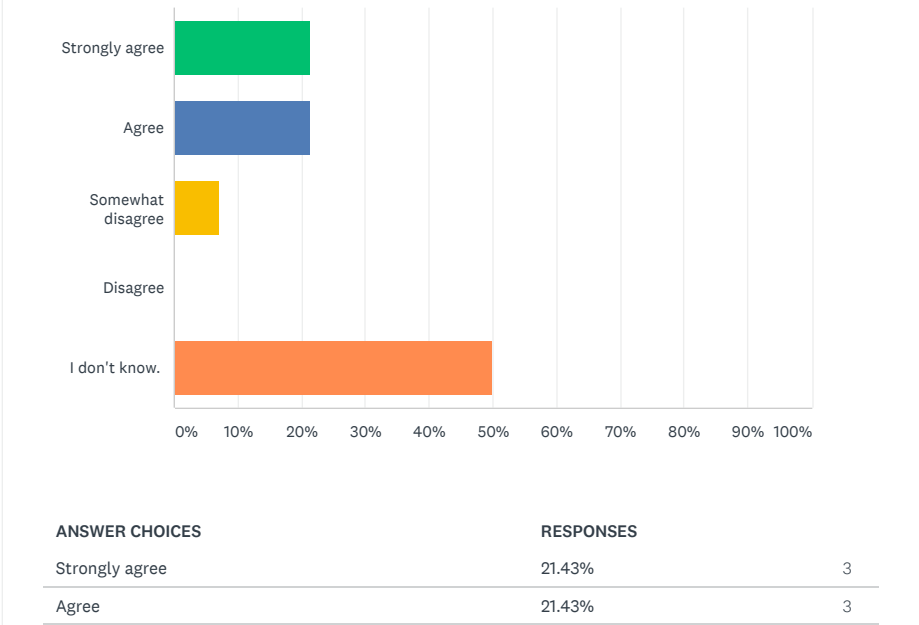


Q7



I think that suspensions and expulsions are assigned to students when necessary.

Answered: 14 Skipped: 0





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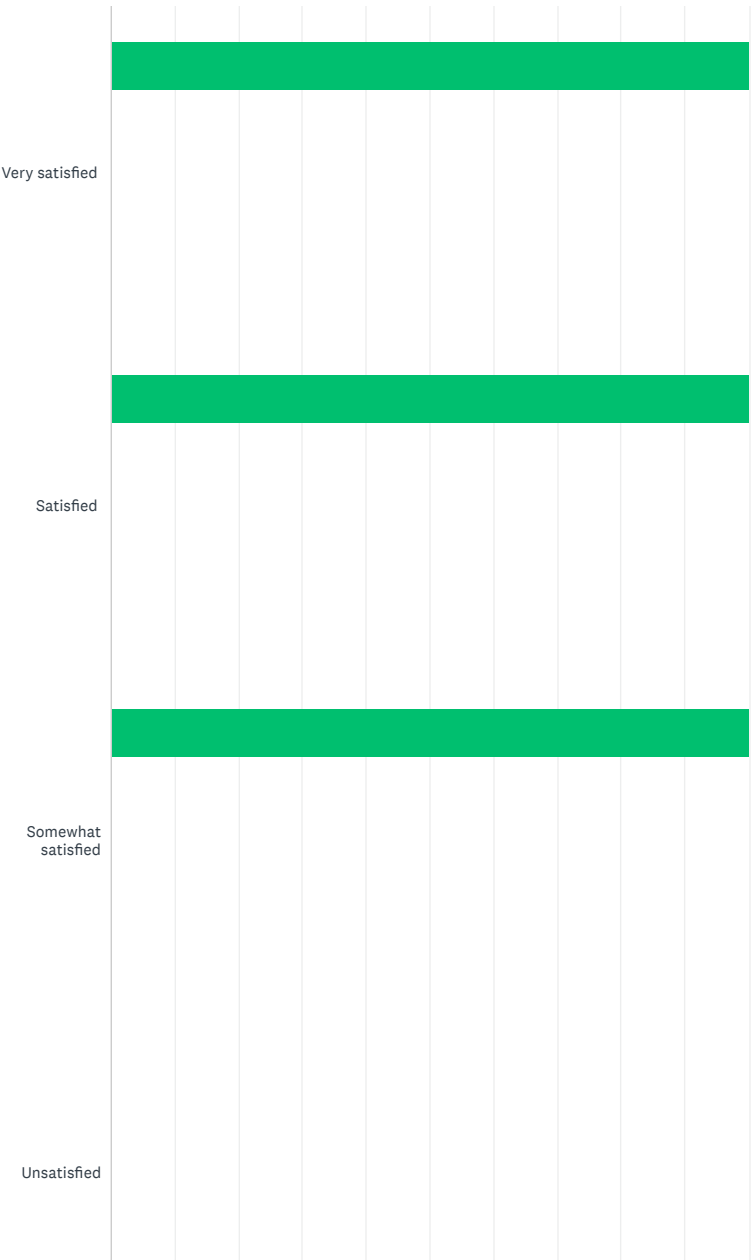


Q8



How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 14 Skipped: 0





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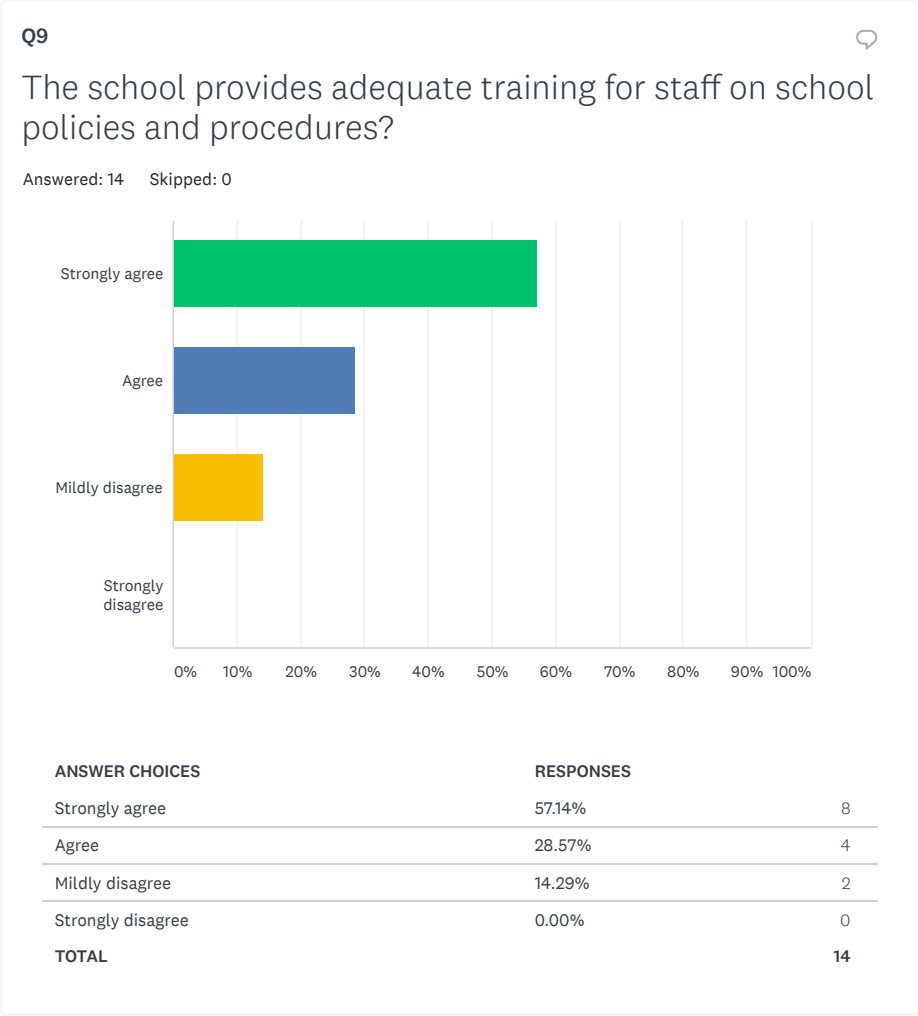
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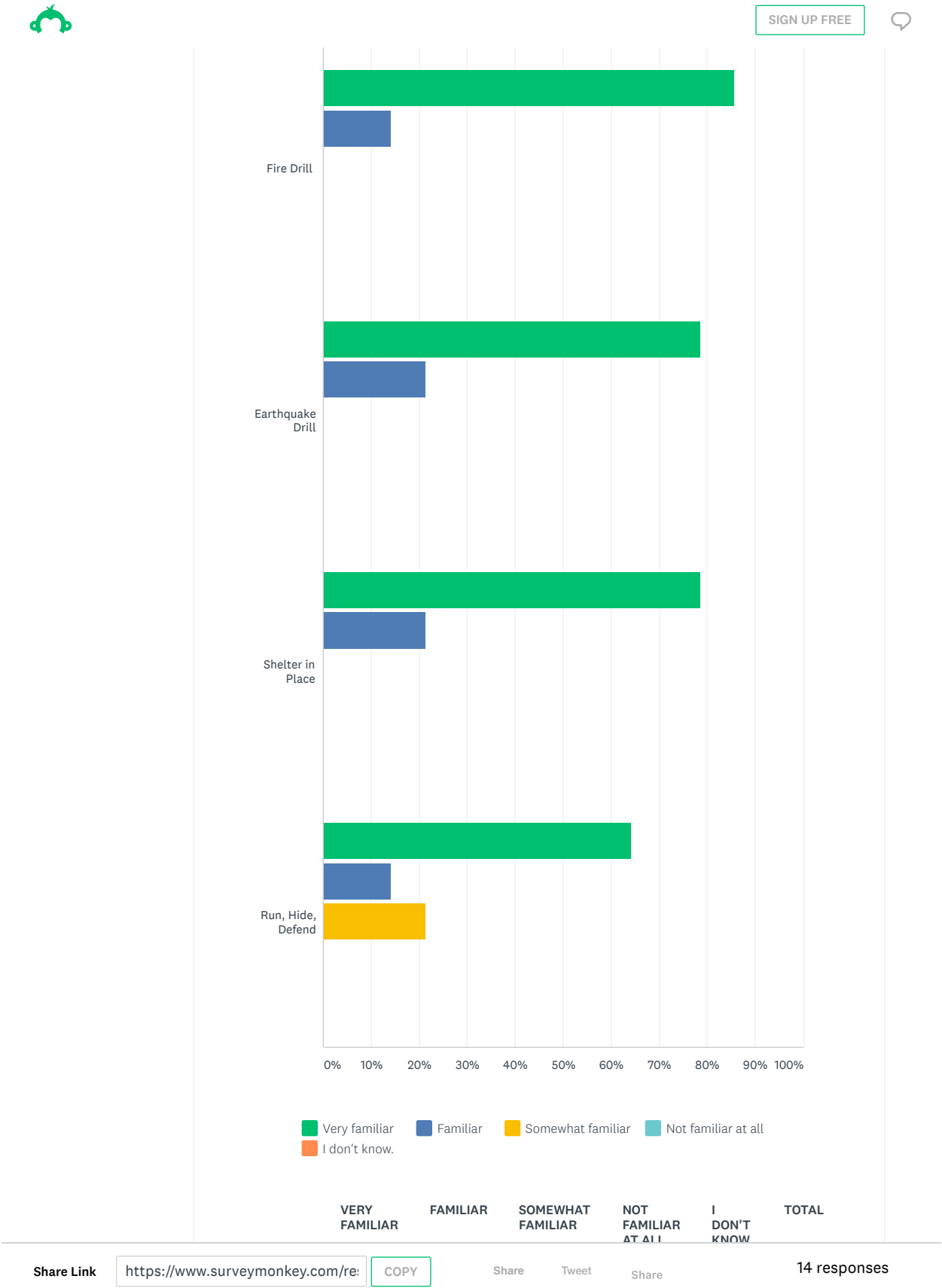
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	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
Very satisfied	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	1.00
Satisfied	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3	1.00
Somewhat satisfied	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3	1.00
Unsatisfied	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00





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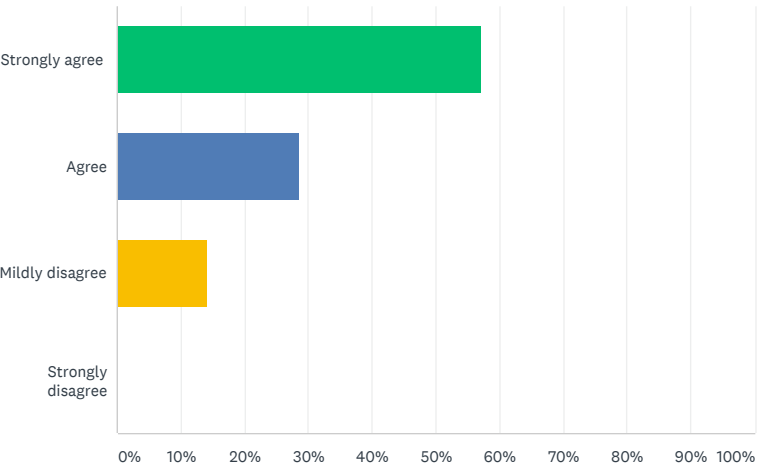


Shelter in Place	78.57% 11	21.43% 3	0.00% 0	0.00% 0	0.00% 0	14
Run, Hide, Defend	64.29% 9	14.29% 2	21.43% 3	0.00% 0	0.00% 0	14

Q11

Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

Answered: 14 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	57.14%	8
Agree	28.57%	4
Mildly disagree	14.29%	2
Strongly disagree	0.00%	0
TOTAL		14

Q12

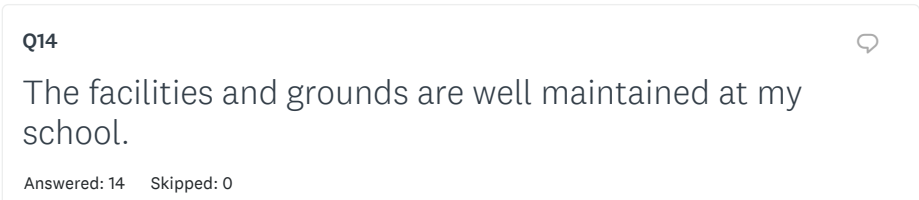
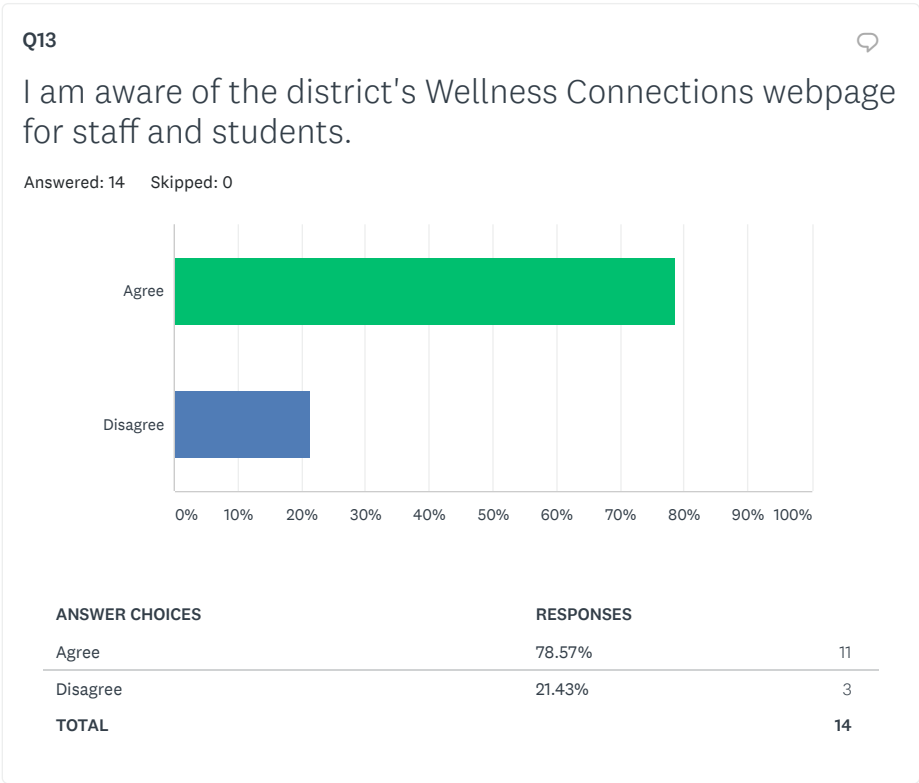
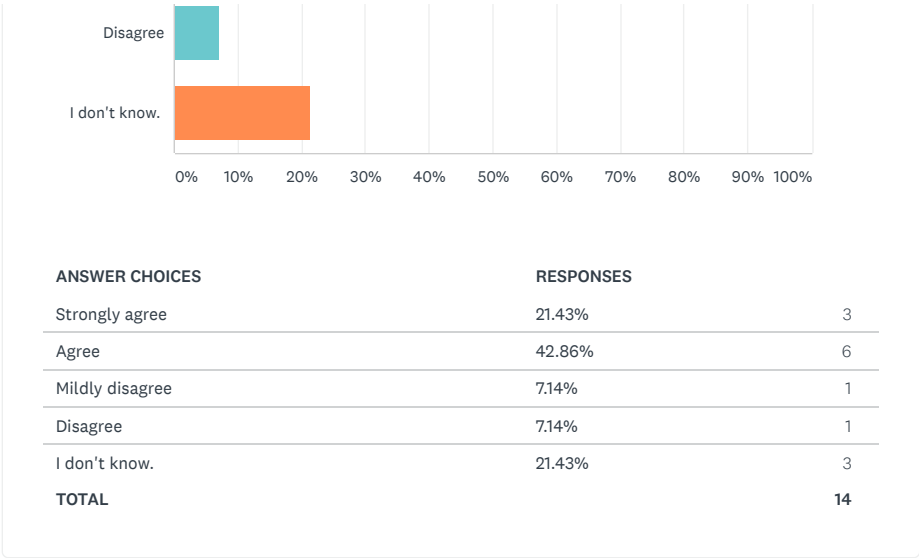
The school has adequate resources to help students in an emergency or crisis, even during distance learning.

Answered: 14 Skipped: 0



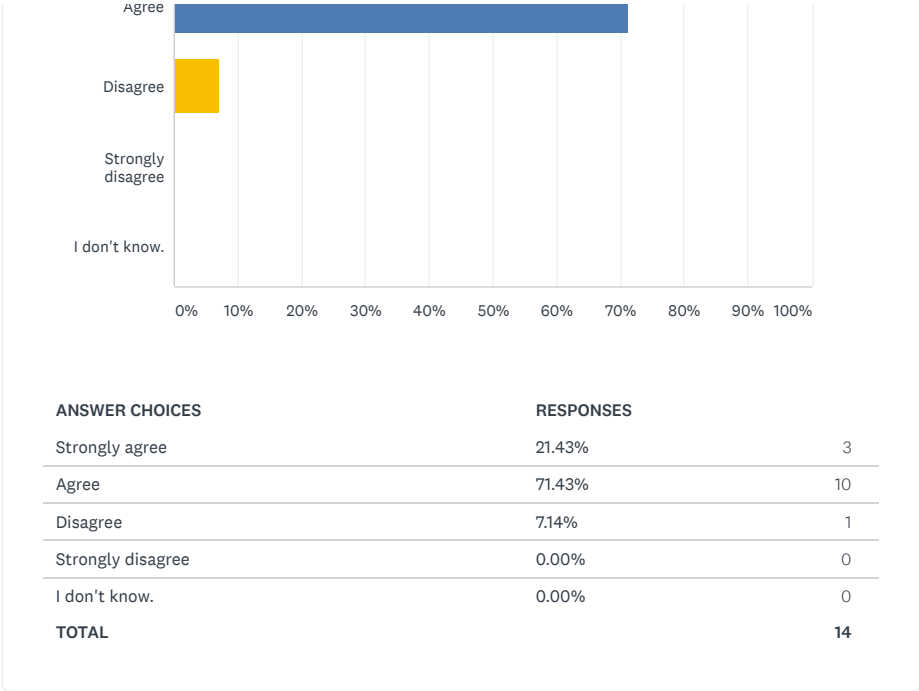


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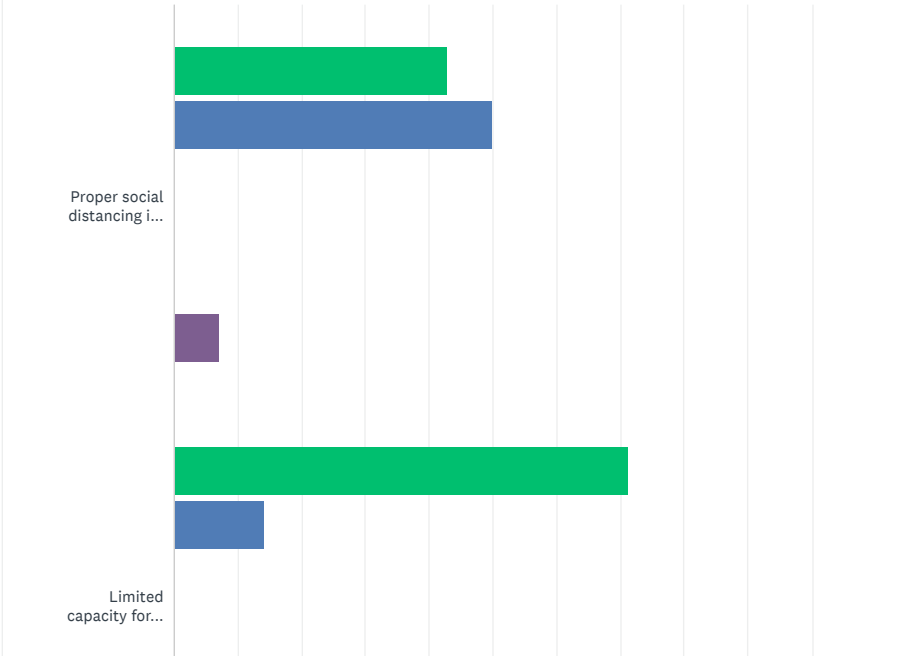
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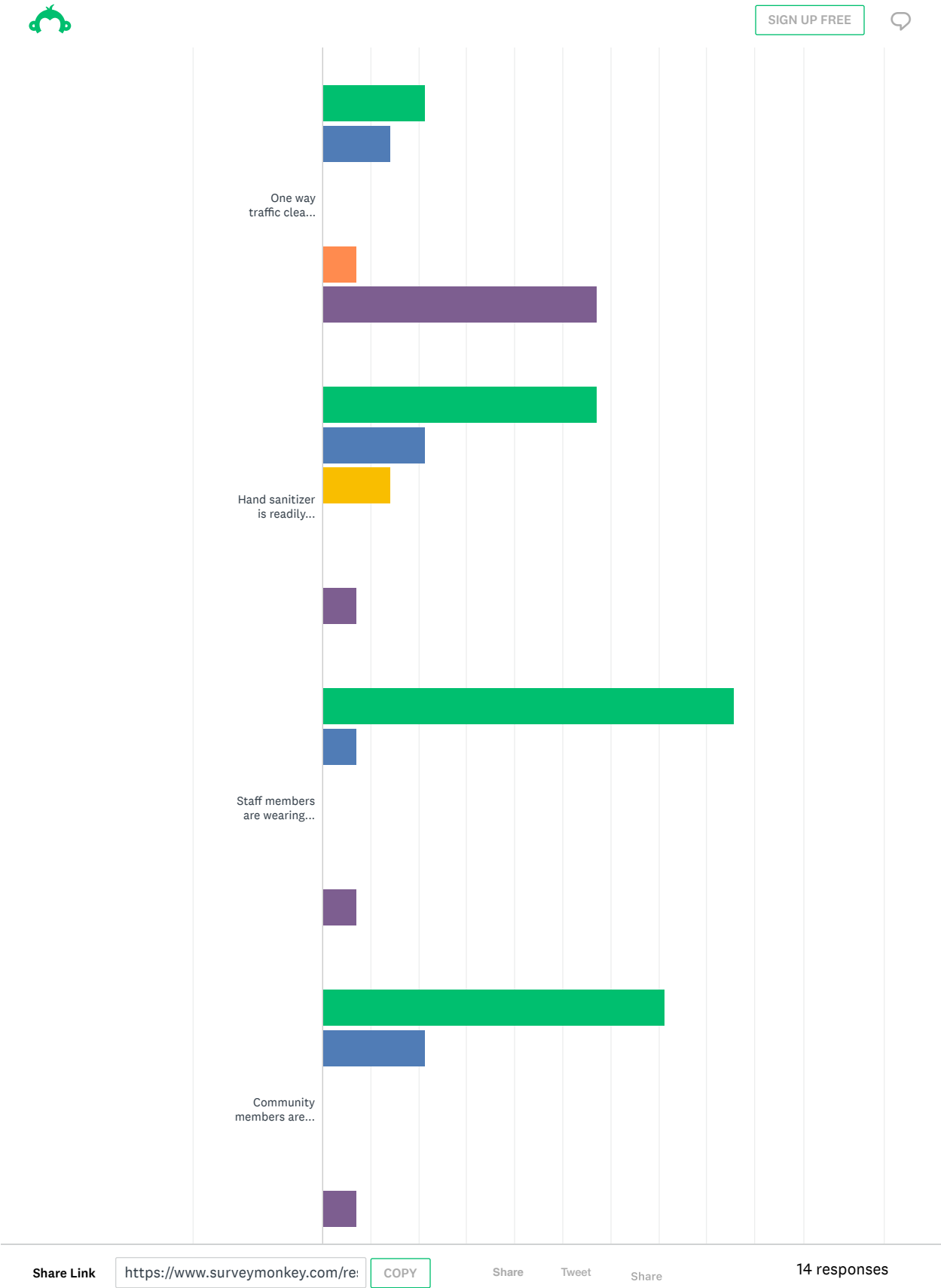


Q15

When I visit the campus, to what degree are the following COVID 19 safety guidelines followed by my school?

Answered: 14 Skipped: 0







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I don't know.

	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	I DON'T KNOW.	TOTAL
Proper social distancing is maintained	42.86% 6	50.00% 7	0.00% 0	0.00% 0	0.00% 0	7.14% 1	14
Limited capacity for entering buildings	71.43% 10	14.29% 2	0.00% 0	0.00% 0	0.00% 0	14.29% 2	14
One way traffic clearly marked	21.43% 3	14.29% 2	0.00% 0	0.00% 0	7.14% 1	57.14% 8	14
Hand sanitizer is readily available	57.14% 8	21.43% 3	14.29% 2	0.00% 0	0.00% 0	7.14% 1	14
Staff members are wearing protective masks	85.71% 12	7.14% 1	0.00% 0	0.00% 0	0.00% 0	7.14% 1	14
Community members are wearing protective masks	71.43% 10	21.43% 3	0.00% 0	0.00% 0	0.00% 0	7.14% 1	14

Q16



What is something you would like to see improved regarding safety at your school?

Answered: 4 Skipped: 10

The grass area not flooding with mud and water everywhere during rainy season

10/29/2020 12:29 PM

Plan for dispersing students to family in an emergency so we know who picked up the kids.

10/29/2020 7:06 AM

How do we distance kids when we have tables in our rooms?

10/28/2020 10:58 PM

Different entry and exit for the Second Harvest Food Pickup. The front entrance gets busy when parents are waiting outside to talk to office staff and when the members of the community come to school to pick up groceries at the same time.



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Katherine Smith Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

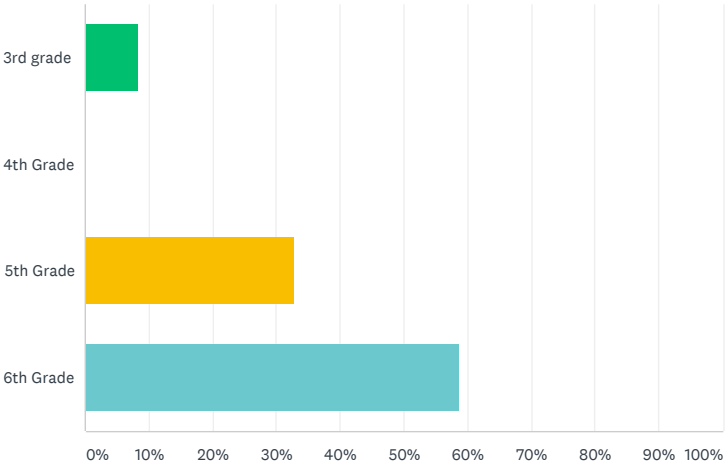
Q1



What is your current grade?

Add a comment

Answered: 119 Skipped: 1



ANSWER CHOICES	RESPONSES	
3rd grade	8.40%	10
4th Grade	0.00%	0
5th Grade	32.77%	39
6th Grade	58.82%	70
TOTAL		119

Q2



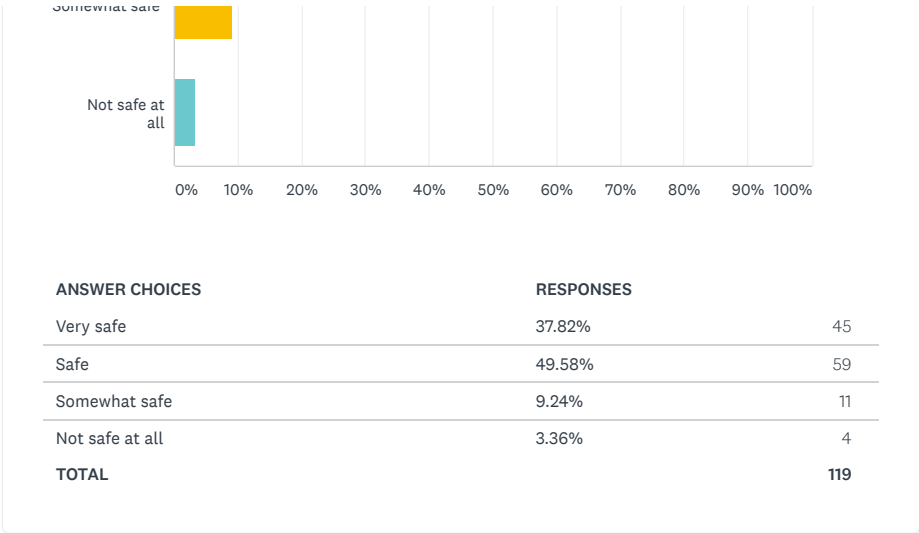
How safe do you feel at school?

Answered: 119 Skipped: 1





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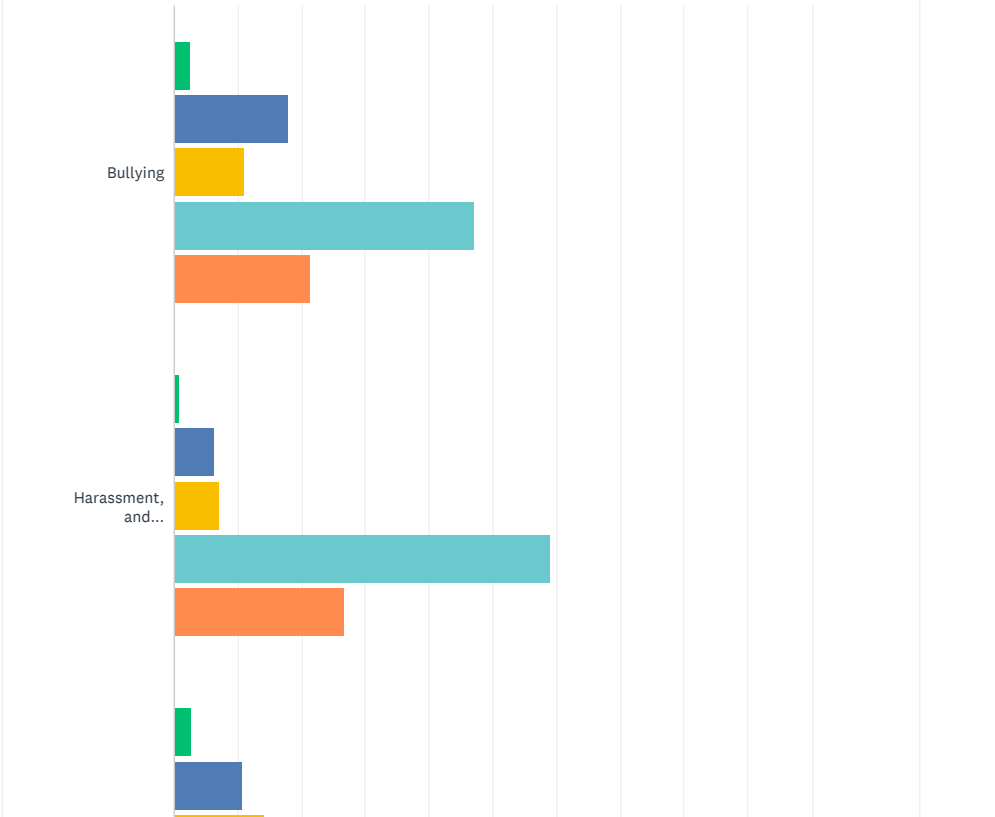


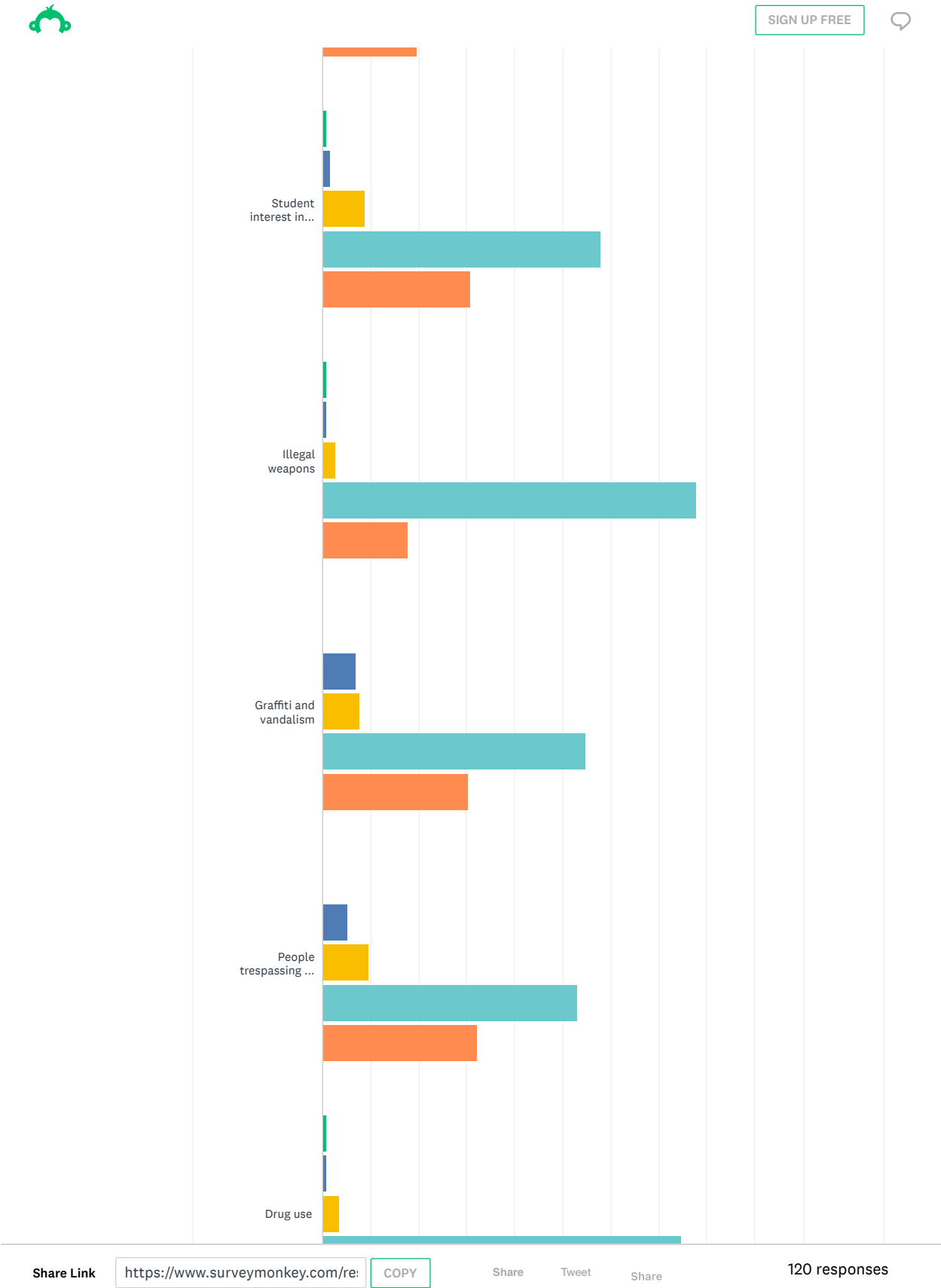
Q3

How much do you find the following to be a problem at your school?

Answered: 120

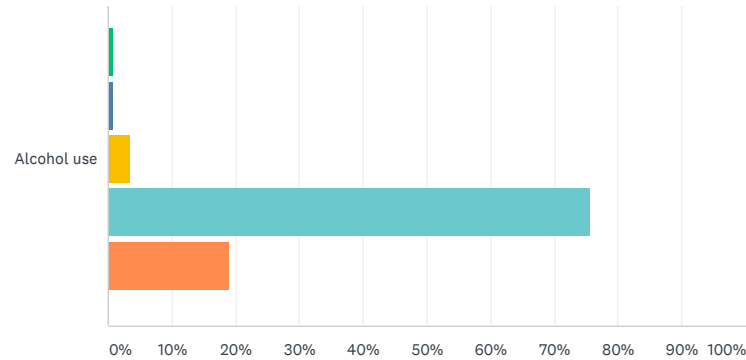
Skipped: 0







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- I see this happening a lot at my school.
- I see this happening sometimes at my school.
- I hear other students talk about this happening at my school.
- I never hear or see this happening at my school.
- I don't know

	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	2.56% 3	17.95% 21	11.11% 13	47.01% 55	21.37% 25	117
Harassment, and intimidation	0.89% 1	6.25% 7	7.14% 8	58.93% 66	26.79% 30	112
Fights and assault	2.68% 3	10.71% 12	14.29% 16	52.68% 59	19.64% 22	112
Student interest in gangs	0.88% 1	1.75% 2	8.77% 10	57.89% 66	30.70% 35	114
Illegal weapons	0.88% 1	0.88% 1	2.65% 3	77.88% 88	17.70% 20	113
Graffiti and vandalism	0.00% 0	6.96% 8	7.83% 9	54.78% 63	30.43% 35	115
People trespassing on campus	0.00% 0	5.22% 6	9.57% 11	53.04% 61	32.17% 37	115
Drug use	0.87% 1	0.87% 1	3.48% 4	74.78% 86	20.00% 23	115
Alcohol use	0.87% 1	0.87% 1	3.48% 4	75.65% 87	19.13% 22	115

Q4



How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than

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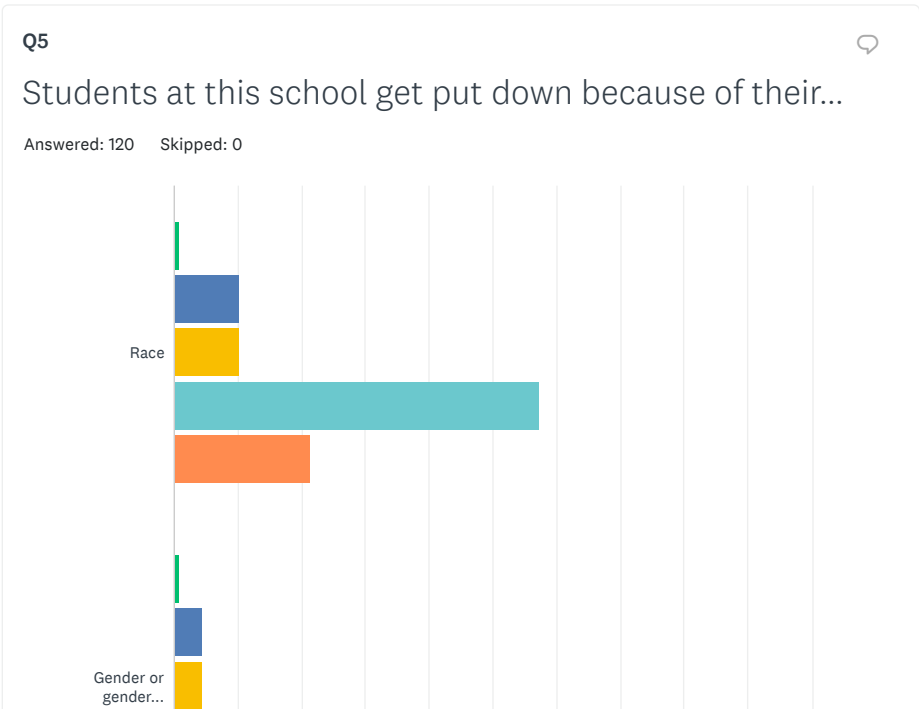
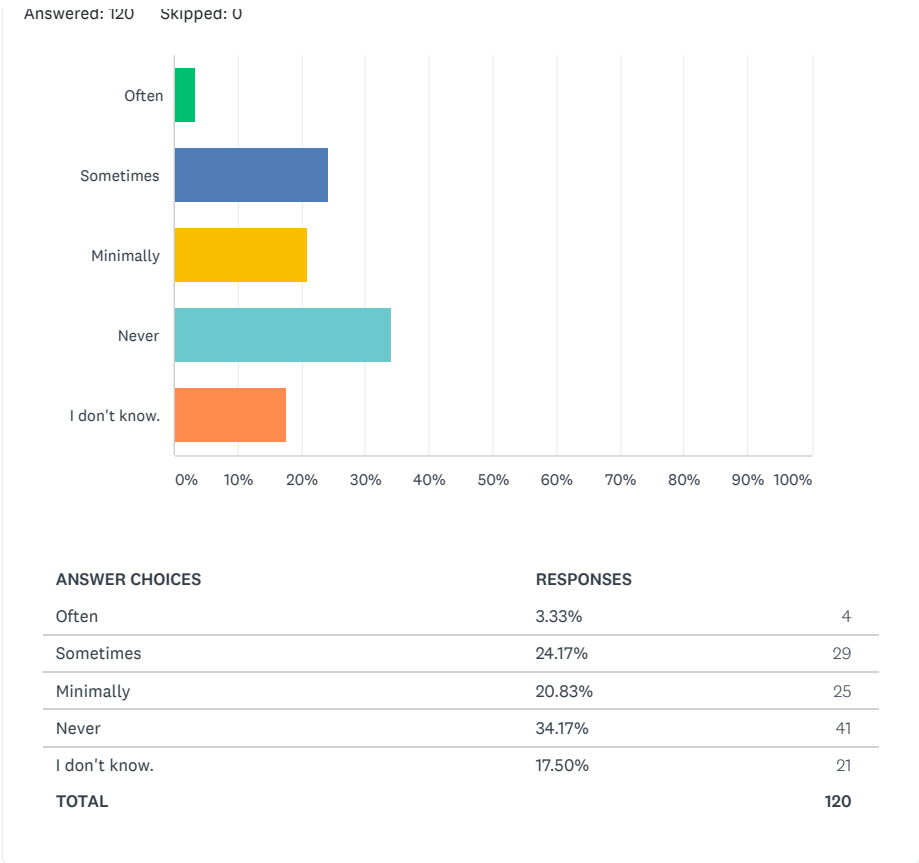
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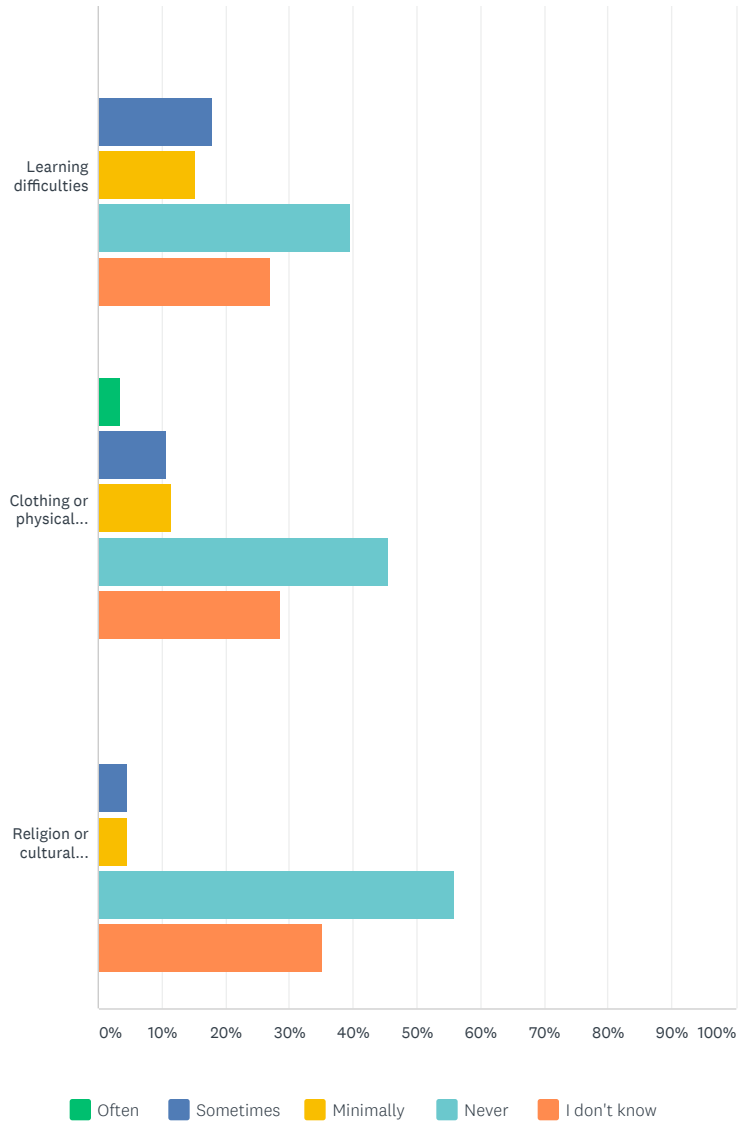


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SIGN UP FREE



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.85% 1	10.26% 12	10.26% 12	57.26% 67	21.37% 25	117	3.88
Gender or gender identification	0.89% 1	4.46% 5	4.46% 5	61.61% 69	28.57% 32	112	4.13
Learning difficulties	0.00% 0	18.02% 20	15.32% 17	39.64% 44	27.03% 30	111	3.76
Clothing or physical appearance	3.57% 4	10.71% 12	11.61% 13	45.54% 51	28.57% 32	112	3.85
Religion or cultural practices	0.00% 0	4.50% 5	4.50% 5	55.86% 62	35.14% 39	111	4.22

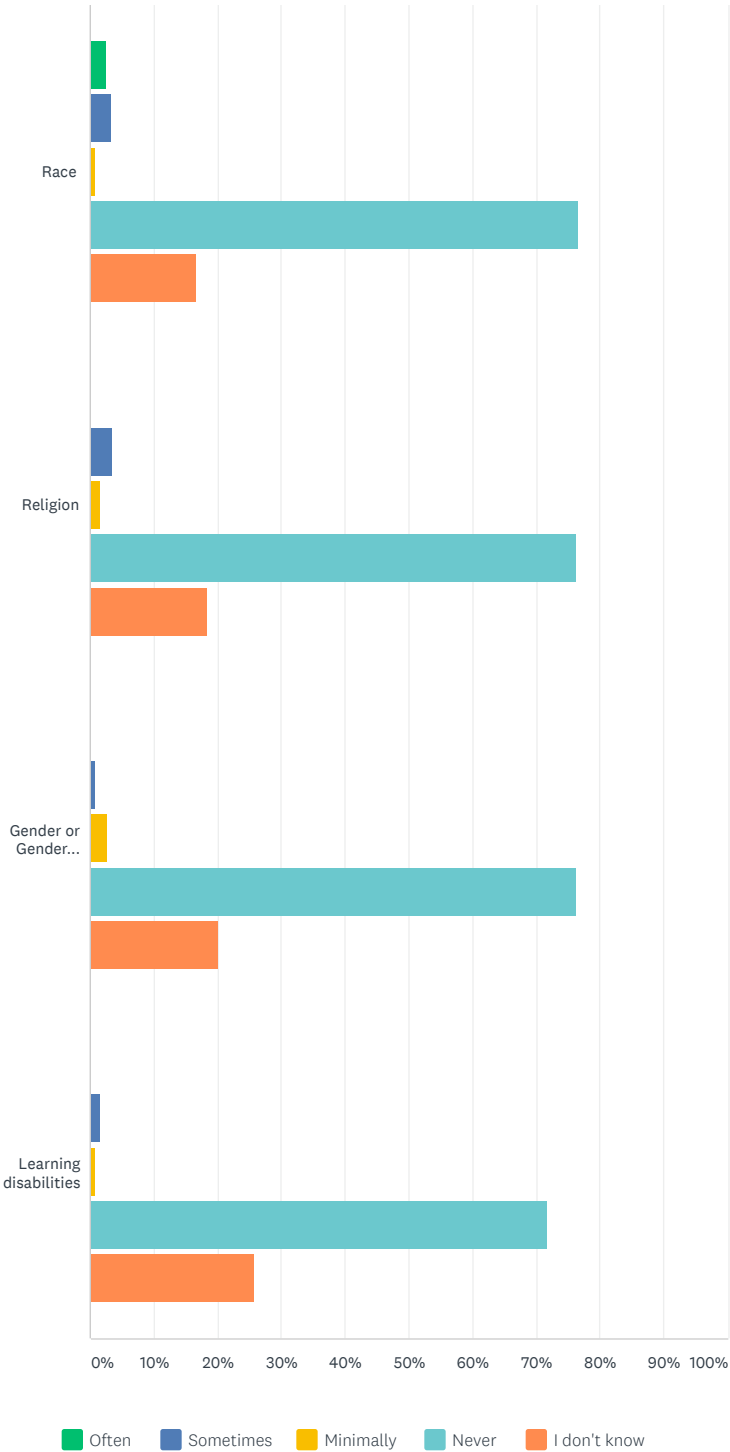


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ADULTS at school make fun of differences such as...

Answered: 120 Skipped: 0





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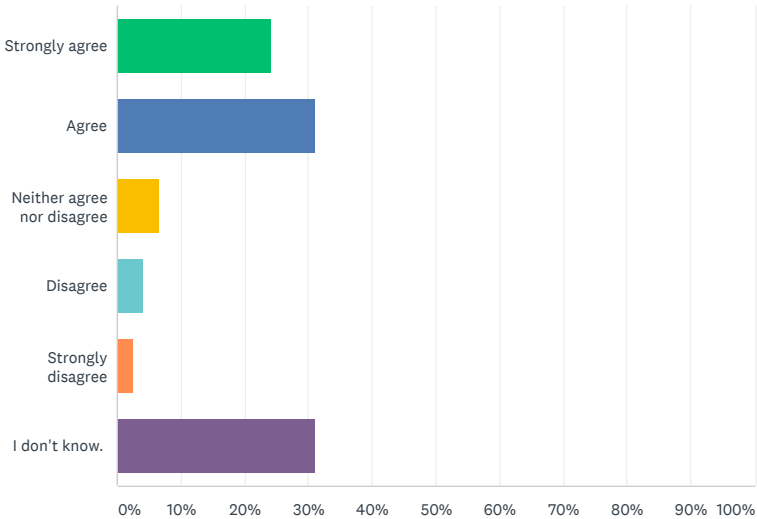
	0	1	2	3	4	5	Average
Religion	0.00% 0	3.51% 4	1.75% 2	76.32% 87	18.42% 21	114	4.10
Gender or Gender Identification	0.00% 0	0.88% 1	2.63% 3	76.32% 87	20.18% 23	114	4.16
Learning disabilities	0.00% 0	1.77% 2	0.88% 1	71.68% 81	25.66% 29	113	4.21

Q7



If you experience a peer issue during distance learning, you know how to report it and get any necessary help.

Answered: 119 Skipped: 1



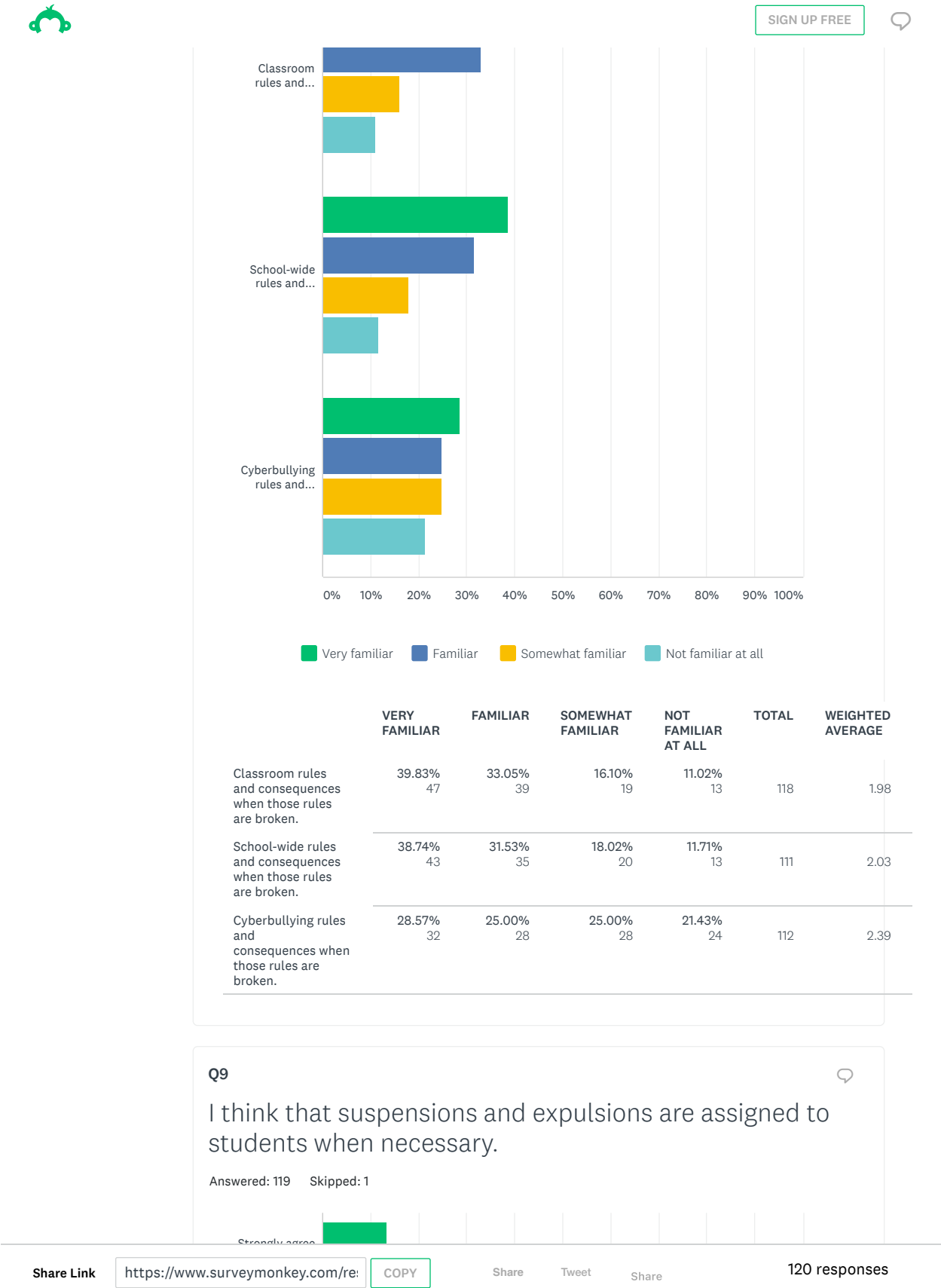
ANSWER CHOICES	RESPONSES	
Strongly agree	24.37%	29
Agree	31.09%	37
Neither agree nor disagree	6.72%	8
Disagree	4.20%	5
Strongly disagree	2.52%	3
I don't know.	31.09%	37
TOTAL		119

Q8



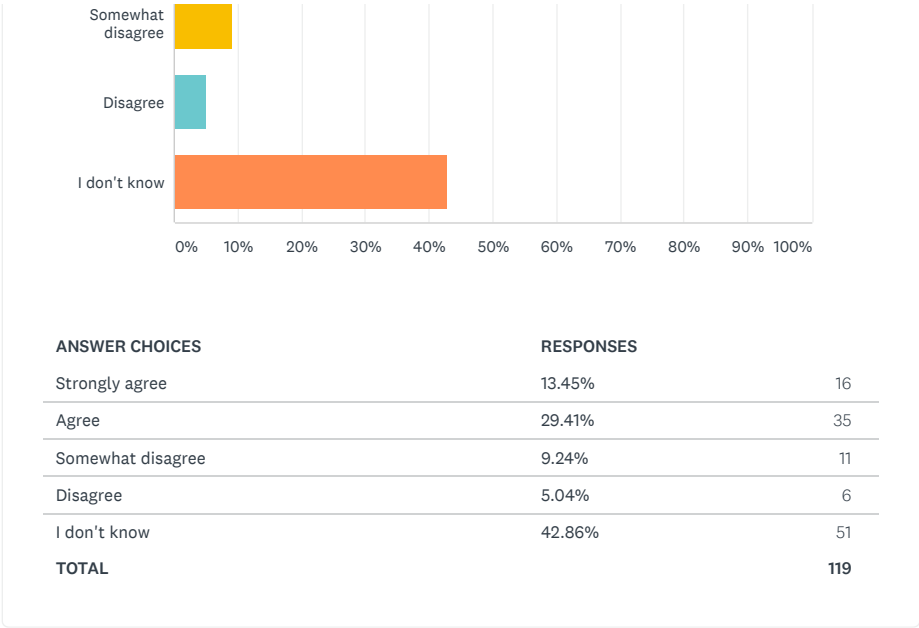
How familiar are you with the following?

Answered: 119 Skipped: 1





SIGN UP FREE

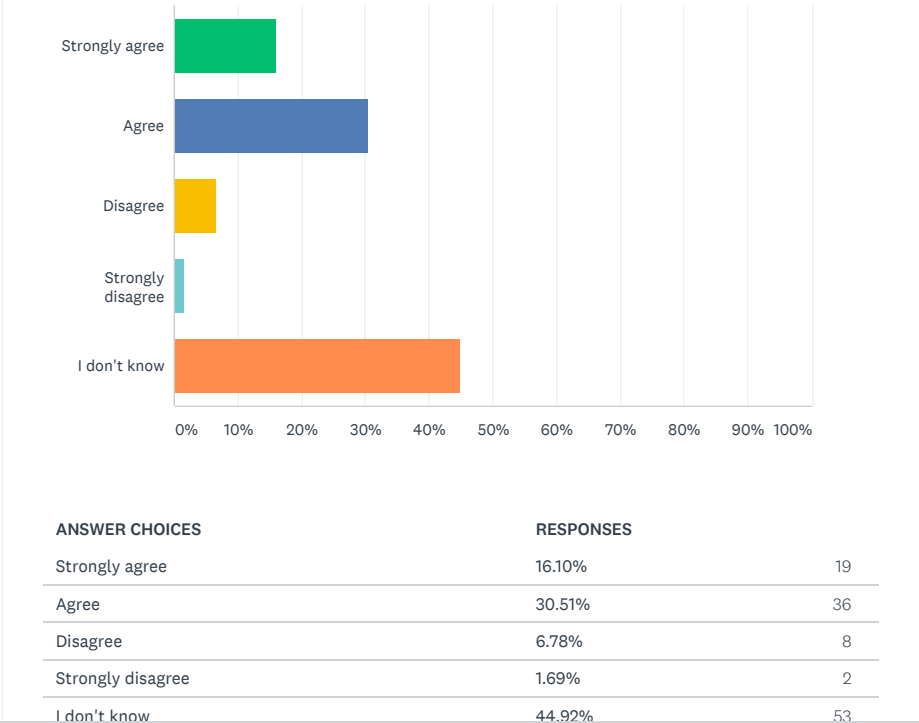


Q10



The facilities and grounds are well maintained at my school.

Answered: 118 Skipped: 2





SIGN UP FREE

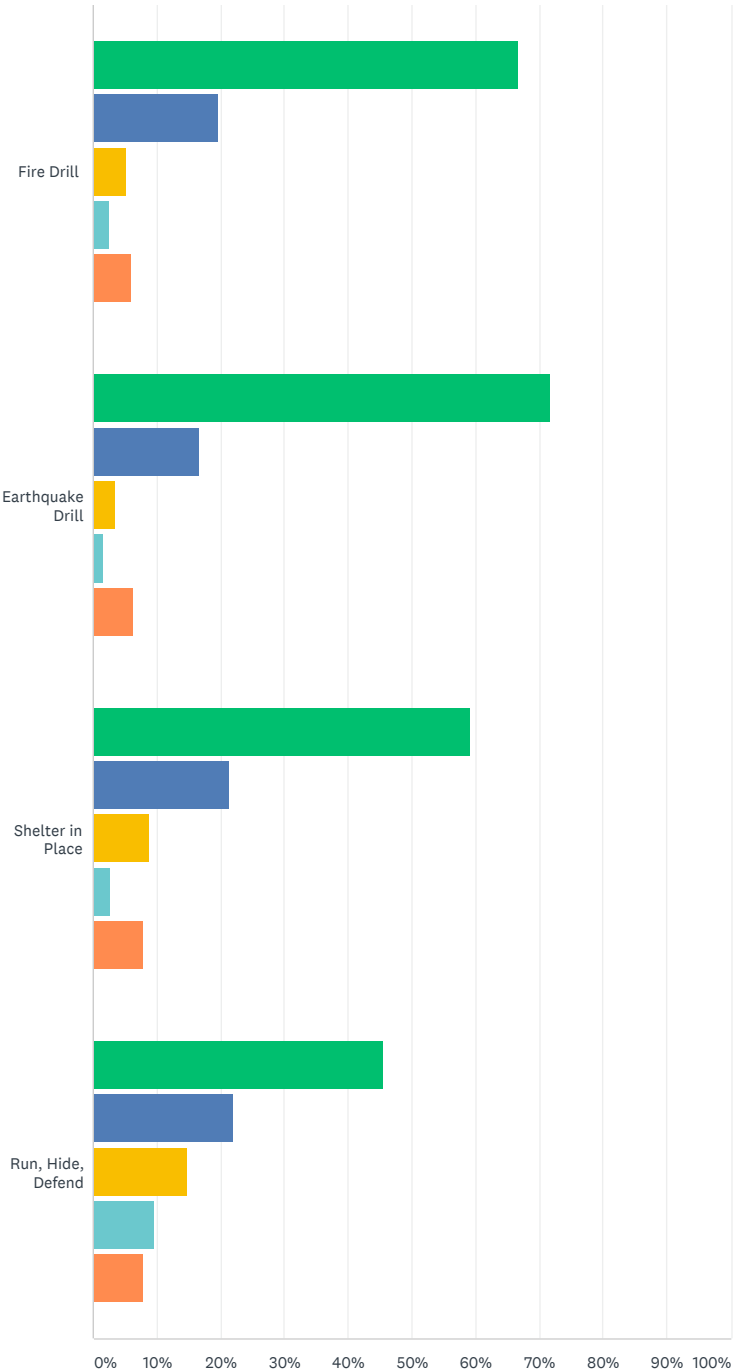


Q11



How well do you understand your schools Emergency procedures?

Answered: 118 Skipped: 2



Share Link

<https://www.surveymonkey.com/re:>

COPY

Share

Tweet

Share

120 responses



SIGN UP FREE



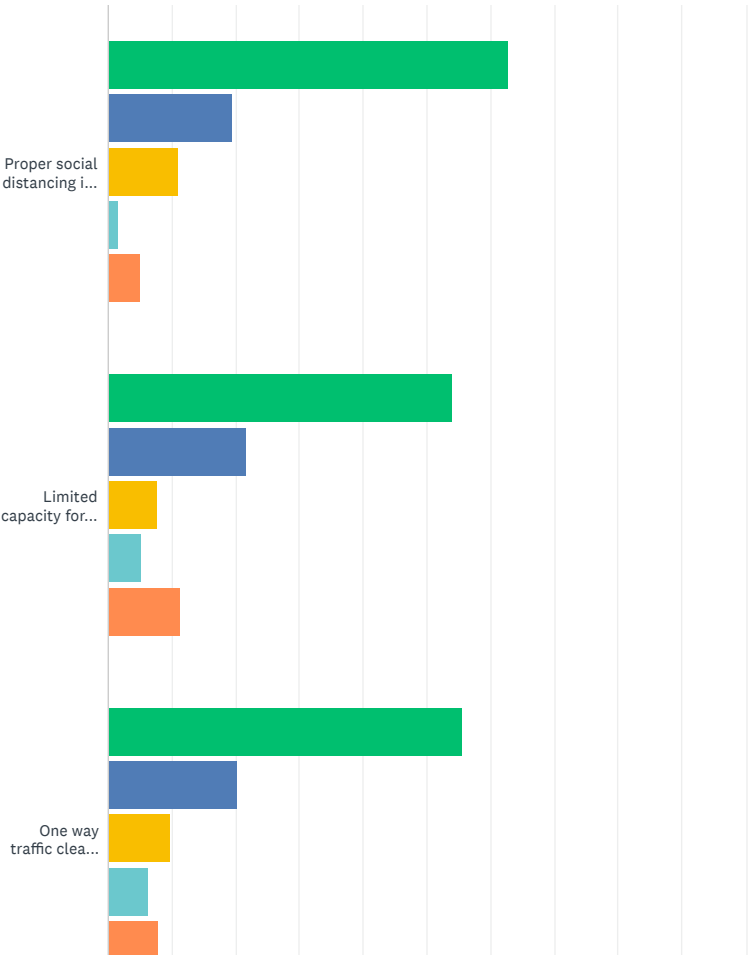
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	66.67% 78	19.66% 23	5.13% 6	2.56% 3	5.98% 7	117
Earthquake Drill	71.68% 81	16.81% 19	3.54% 4	1.77% 2	6.19% 7	113
Shelter in Place	59.29% 67	21.24% 24	8.85% 10	2.65% 3	7.96% 9	113
Run, Hide, Defend	45.61% 52	21.93% 25	14.91% 17	9.65% 11	7.89% 9	114

Q12



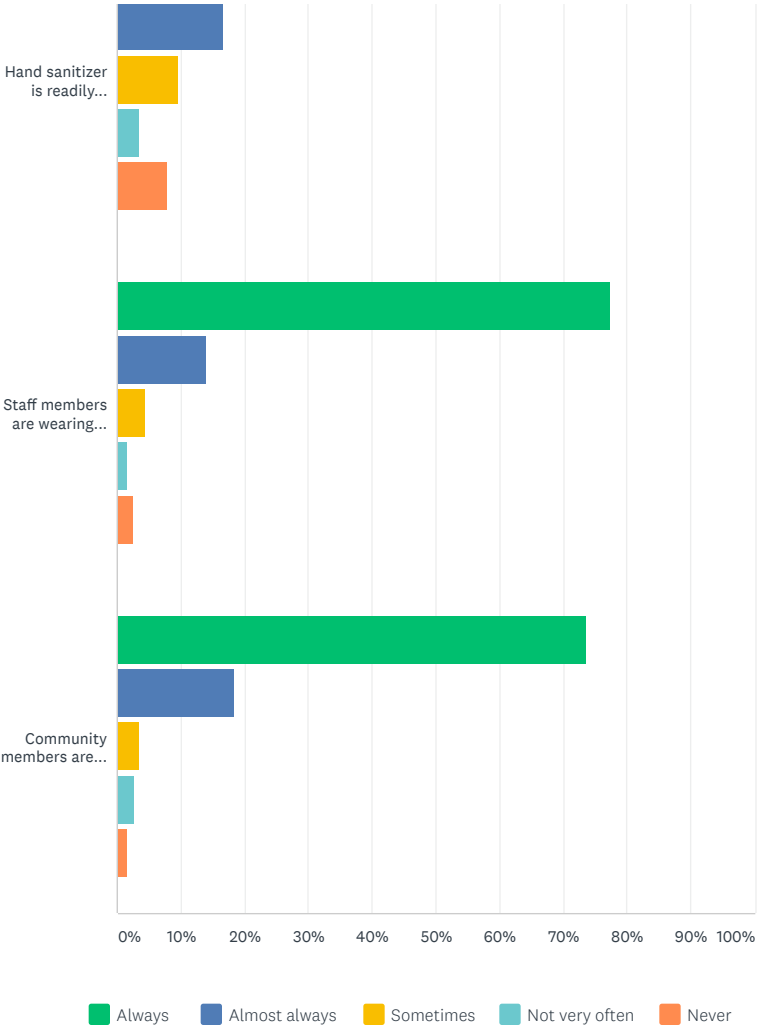
When I visit the campus (for example on Grab and Go days) to what degree are the following COVID 19 safety guidelines followed by my school?

Answered: 119 Skipped: 1





SIGN UP FREE



	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	TOTAL
Proper social distancing is maintained	62.71% 74	19.49% 23	11.02% 13	1.69% 2	5.08% 6	118
Limited capacity for entering buildings	53.91% 62	21.74% 25	7.83% 9	5.22% 6	11.30% 13	115
One way traffic clearly marked	55.75% 63	20.35% 23	9.73% 11	6.19% 7	7.96% 9	113
Hand sanitizer is readily available	62.28% 71	16.67% 19	9.65% 11	3.51% 4	7.89% 9	114
Staff members are wearing protective masks	77.39% 89	13.91% 16	4.35% 5	1.74% 2	2.61% 3	115
Community	73.68%	18.42%	3.51%	2.63%	1.75%	



SIGN UP FREE

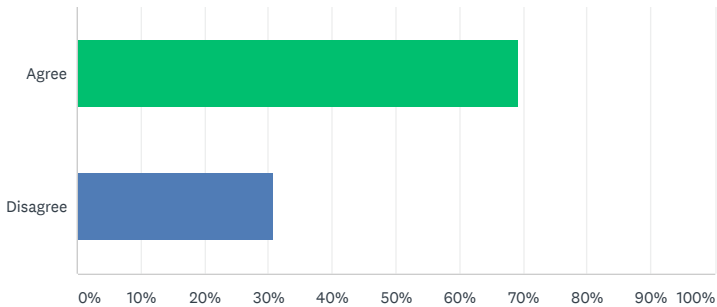


Q13



I am aware of the district's Wellness Connections webpage.

Answered: 117 Skipped: 3



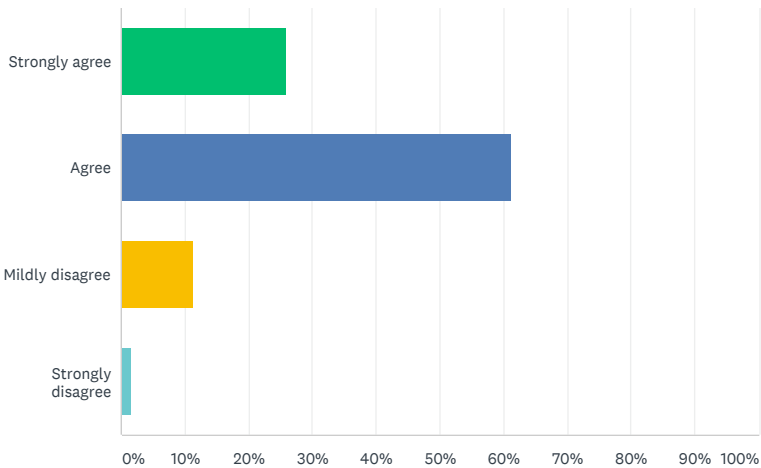
ANSWER CHOICES	RESPONSES	
Agree	69.23%	81
Disagree	30.77%	36
TOTAL		117

Q14



The school has a way to recognize and reinforce positive behavior among students.

Answered: 116 Skipped: 4





SIGN UP FREE

Strongly disagree	1.72%	2
TOTAL		116

Q15

What is something you would like to see improved regarding safety at your school?

Answered: 79 Skipped: 41

I don't know?

11/3/2020 2:03 PM

Go to our activetys like YMSC on zoom/vertreality.

11/3/2020 1:49 PM

I would like my school to stop the fighting

11/3/2020 1:47 PM

being fast for emergencies

11/3/2020 1:47 PM

Powered by SurveyMonkey

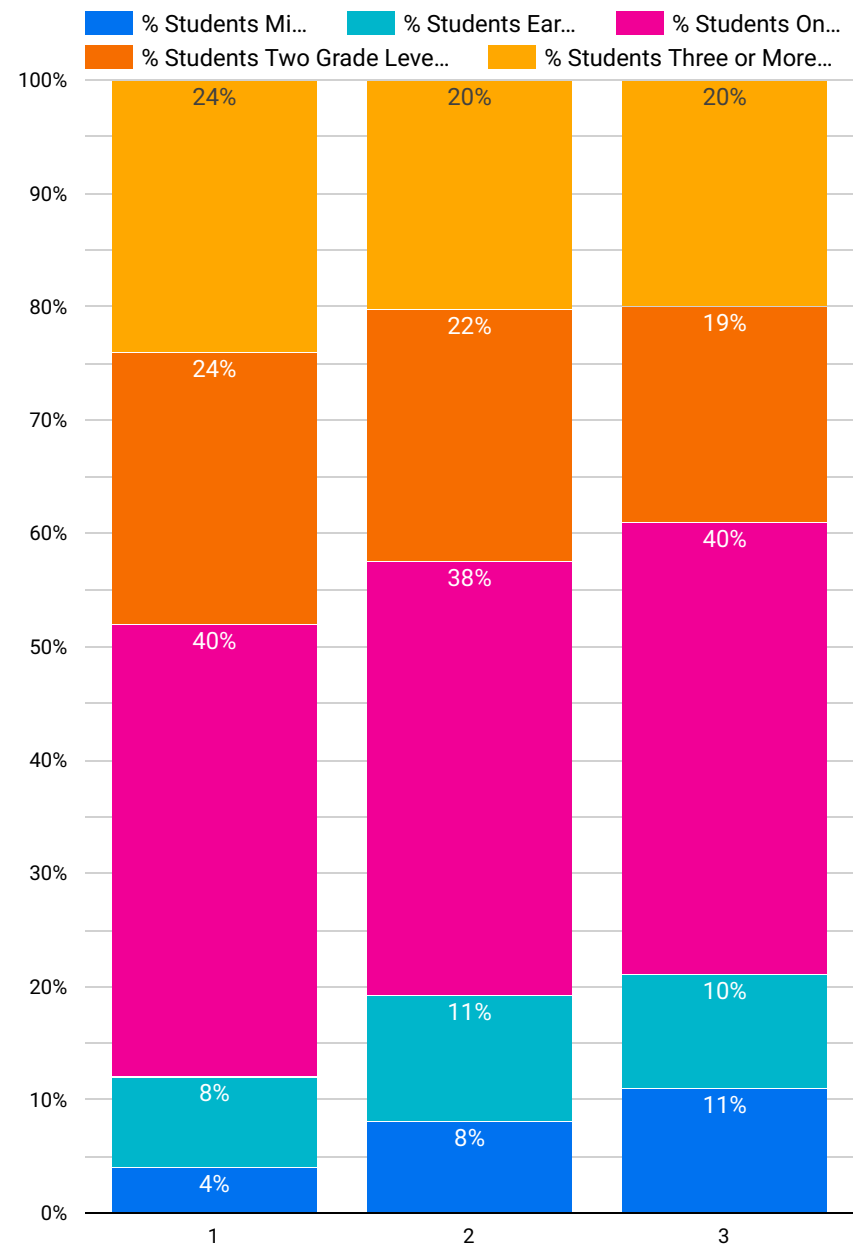
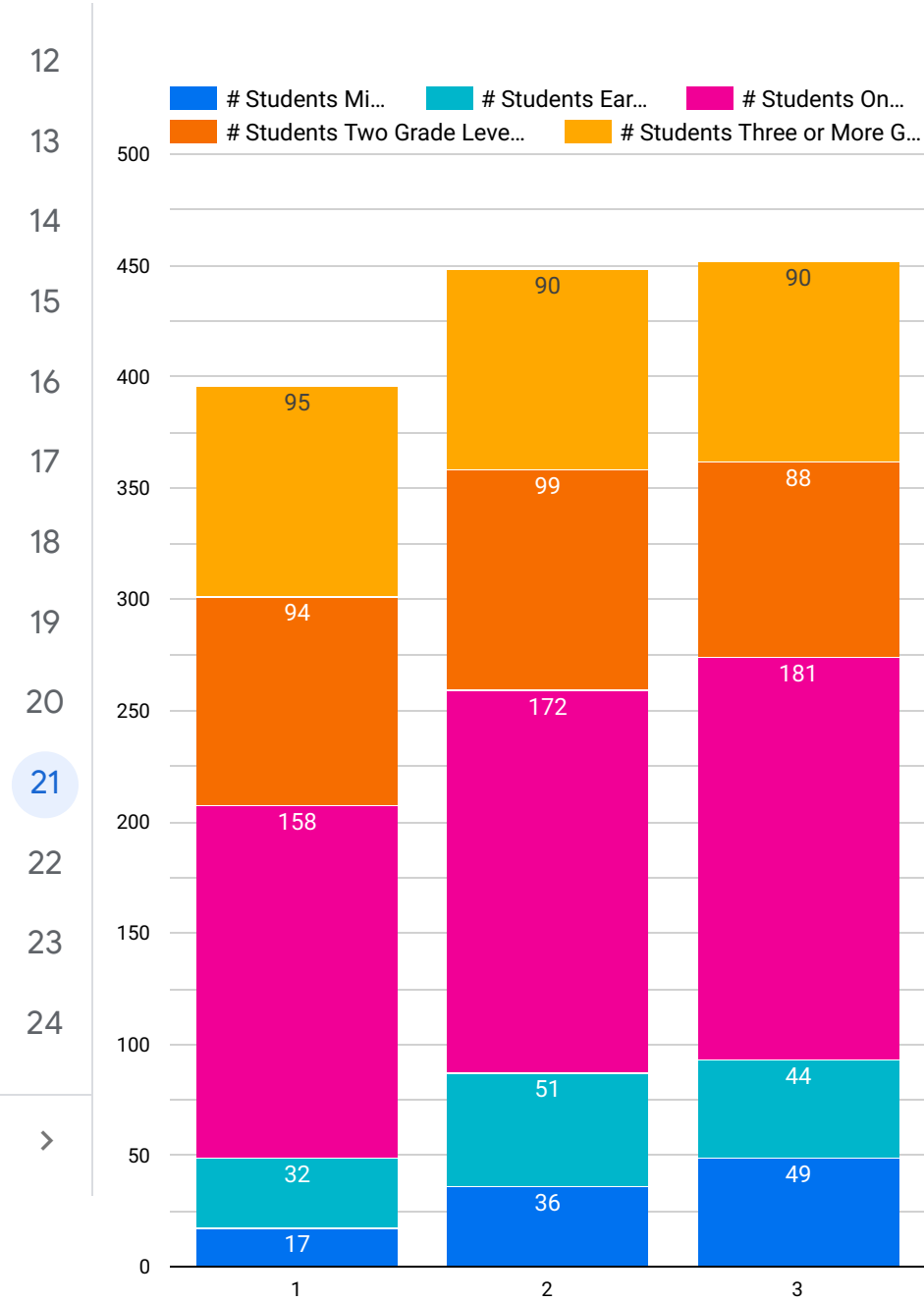
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	2021-22
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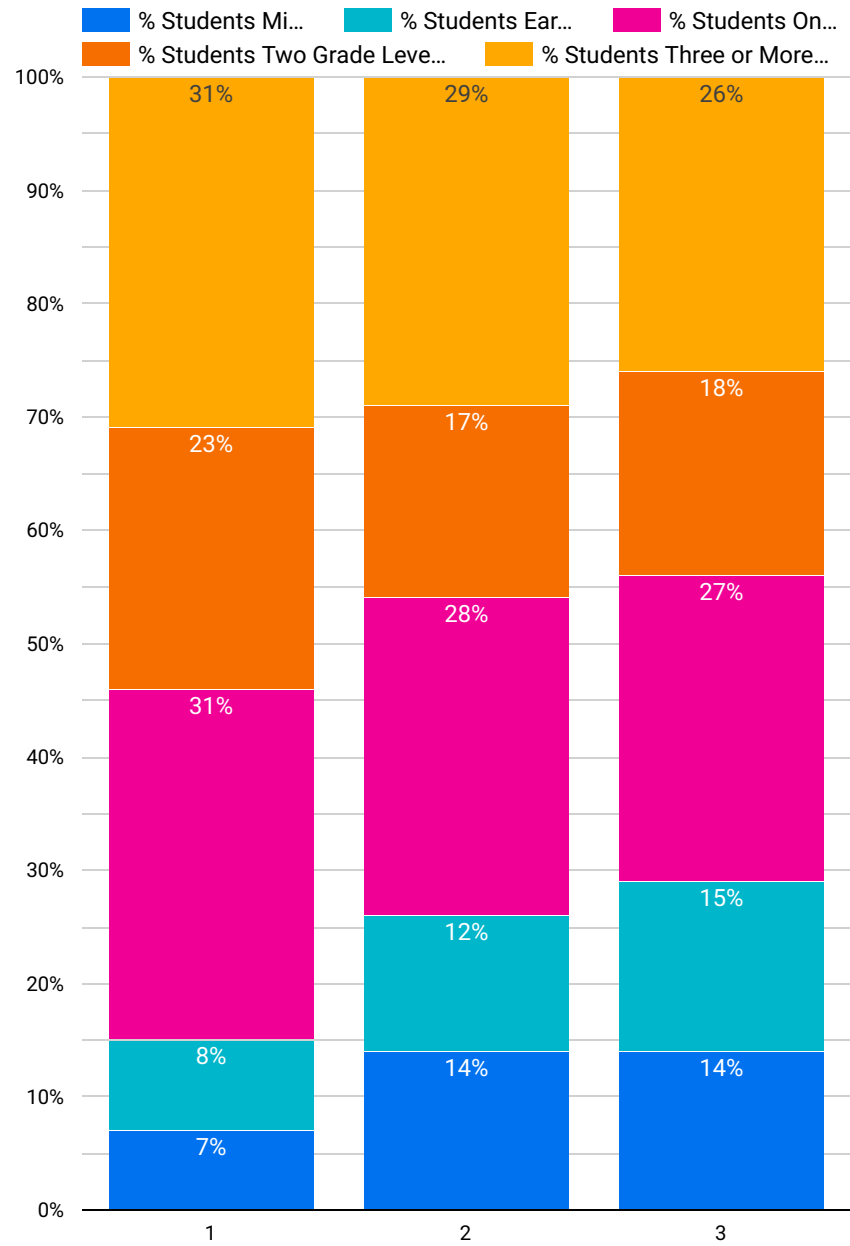
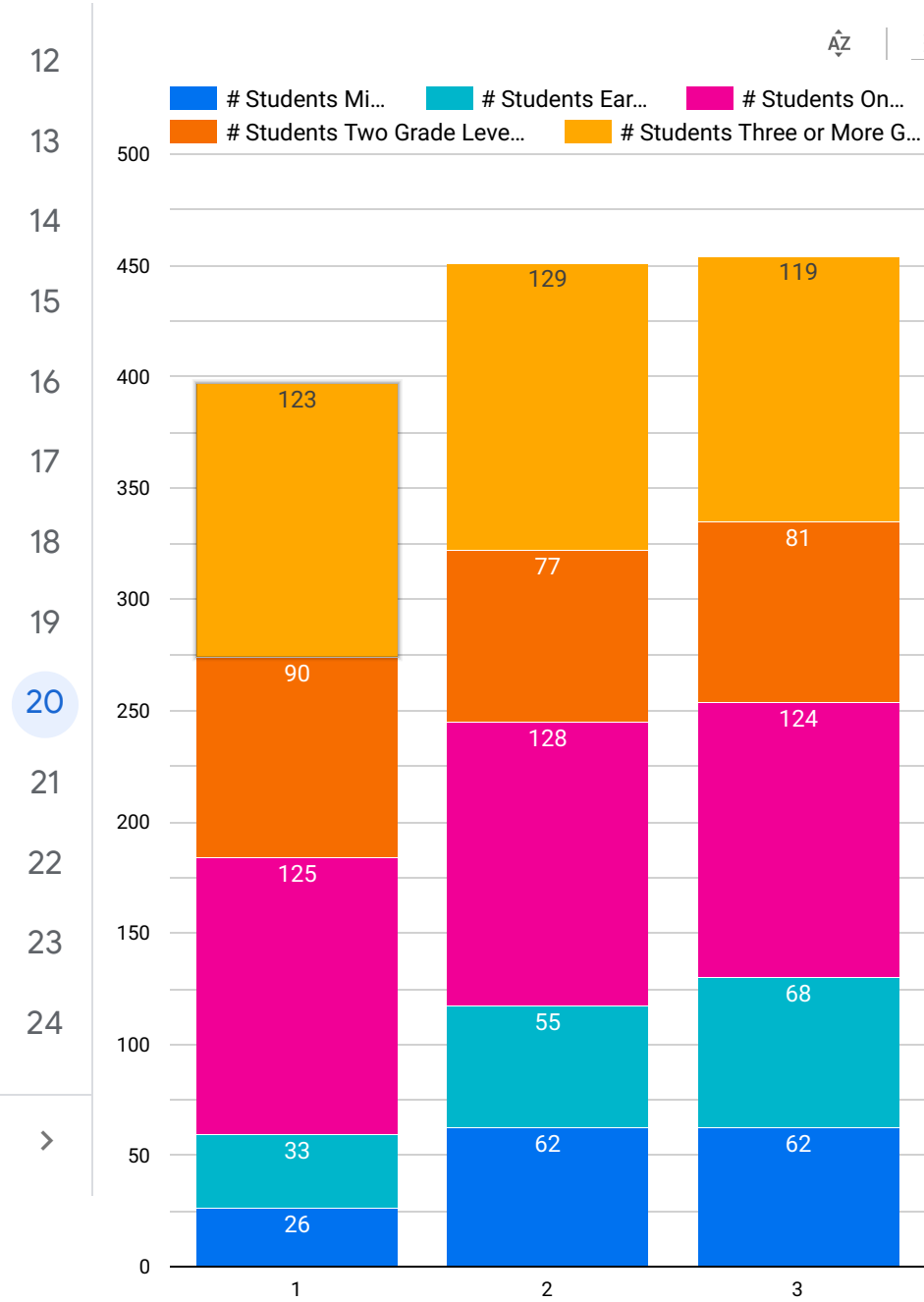
Principal: Kevin Armstrong

CLASSROOM		FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT	
Hourly Teacher		010-0000-0	1120	00-1170-1000		
Substitute Teachers		010-0000-0	1150	00-1170-1000	\$6,000.00	
Consultant/District Employees (Non-Instruc.)		010-0000-0	1910	00-1170-2110		
Project Specialist		010-0000-0	1940	00-1170-2110		
Instructional Aides		010-0000-0	2110	00-1170-1000		
Reg. Maintenance Operations		010-0000-0	2210	00-1170-8110		
Regular Clerical		010-0000-0	2410	00-1170-2110		
Office Aides		010-0000-0	2430	00-1170-2110		
Benefits		010-0000-0	3000	00-1170-1000		
Instructional Supplies		010-0000-0	4310	00-1170-1000	\$8,000.00	
Computer Software		010-0000-0	4312	00-1170-1000	\$1,971.00	
General Supplies		010-0000-0	4351	00-1170-1000		
Periodicals & Publications		010-0000-0	4360	00-1170-1000		
Parts/Supplies M.O.T.		010-0000-0	4365	00-1170-1000		
Equipment Non-Depreciated (Valued at \$500 -\$4,999)		010-0000-0	4400	00-1170-1000		
Computer Equipment (Valued at \$500-\$4,999)		010-0000-0	4401	00-1170-1000		
Travel/Conference		010-0000-0	5210	00-1170-1000		
Conference Registration Fees		010-0000-0	5220	00-1170-1000		
Mileage Reimbursement		010-0000-0	5299	00-1170-1000		
Contracted Maintenance Repair		010-0000-0	5610	00-1170-1000	\$3,000.00	Gym
Contracted Computer Repairs		010-0000-0	5611	00-1170-1000		
Copier Maintenance		010-0000-0	5615	00-1170-1000		
Field Trips (District Buses)		010-0000-0	5720	00-1170-1000		
Consultant/Contractors		010-0000-0	5815	00-1170-1000	\$7,600.00	
Other Services (Field Trips/Entrance Fees)		010-0000-0	5840	00-1170-1000		
Field Trips (Outside Buses)		010-0000-0	5841	00-1170-1000		
CLASSROOM TOTAL					\$26,571.00	
AUDIO VISUAL (9451)						
General Supplies		010-0000-0	4351	00-9451-2420		
Contracted Maintenance Repair		010-0000-0	5610	00-9451-2420		
AUDIO VISUAL TOTAL						
NON CLASSROOM EXPENSES (9485)		(OFFICE SUPPLIES)				
General Supplies		010-0000-0	4351	00-9485-2700	\$4,000.00	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)		010-0000-0	4400	00-9485-2700		
Computer Equipment (Valued at \$500-\$4,999)		010-0000-0	4401	00-9485-2700		
Telephone Lines		010-0000-0	5930	00-9485-2700		
NON CLASSROOM TOTAL					\$4,000.00	
CUSTODIAL (9855)						
Parts and Supplies M.O.T.		010-0000-0	4365	00-9856-8200	\$8,394.00	
Contracted Maintenance Repair		010-0000-0	5610	00-9856-8200		
CUSTODIAL TOTAL					\$8,394.00	
COPIER MAINTENANCE (1175)						
Copier Maintenance		010-0000-0	5615	00-1175-1000	\$1,000.00	
COPIER MAINTENANCE TOTAL					\$1,000.00	
TOTAL GENERAL SITE BUDGET					\$39,965.00	

Katherine Smith: Math



Katherine Smith: Reading



Parent Involvement Policy

The School wide Program at Katherine Smith Elementary School shall involve parents, community and staff in collaborative activities that assist parents in acquiring a clear understanding of Katherine Smith School's academic expectations, provide opportunities for parents to increase their skills in assisting their child to achieve academic success, and involve parents in important decisions crucial to their child's academic growth and development. Parents will be encouraged to be empowered decision-makers and leaders in our school and community.

1. Ongoing parent informational meetings (Parent Pride) will be held each week to explain the Title 1 school wide program, its objective and student support strategies.
2. The parents of the participating students will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. The Katherine Smith School Site Council will review the Title 1 and other programs each spring and provide input on categorical program needs and assessment data.
4. Title 1 programs will include parent workshops that will enable parents to help their children in the learning process. Workshops will include core curricular subjects. Other conferences will address parent/teacher conferences, report cards, standardized and authentic assessment, the parent school contract, and other requested topics.
5. Every October, Student-Led Conference take place. The parent, student, and teachers will build and sustain a partnership to help the students achieve high standards.
6. Notices and newsletters will be offered in English, Spanish, and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed and when available. Additional languages will be accommodated as needed.
7. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, letters, and year-end assessment reports.
8. The school has a community liaison who helps connect parents to needed resources. Consumable pamphlets and materials as well as copies of district policies are available for parents.
9. Katherine Smith Elementary School English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.
10. ELAC members will elect parent representative to District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
11. Parents will continue to be a major part of the decision-making process during the Student Study Team meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.
12. An annual needs assessment will be conducted in May of each year that includes feedback from staff, parents and students about the effectiveness of the Title 1 program.

Parent Involvement Policy 2021-2022

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Chính sách tham gia của phụ huynh

Chương trình toàn trường tại Trường tiểu học Kinda Smith sẽ có sự tham gia của phụ huynh, cộng đồng và nhân viên trong các hoạt động hợp tác giúp phụ huynh hiểu rõ hơn về kỳ vọng học tập của Trường Kinda Smith, tạo cơ hội cho phụ huynh tăng kỹ năng giúp con họ đạt được thành công trong học tập và liên quan đến cha mẹ trong các quyết định quan trọng đối với sự tăng trưởng và phát triển học tập của con họ. Phụ huynh sẽ được khuyến khích để trao quyền cho những người ra quyết định và lãnh đạo trong trường và cộng đồng của chúng tôi.

1. Các cuộc họp thông tin phụ huynh đang diễn ra (Pride Parent) sẽ được tổ chức mỗi tuần để giải thích về chương trình toàn trường của Title 1, mục tiêu của nó và các chiến lược hỗ trợ học sinh.
2. Phụ huynh của các học sinh tham gia sẽ bầu một đại diện phụ huynh vào Ủy ban Cố vấn của Học khu (DAC). Tất cả các đại diện của DAC sẽ nhận được thông báo bằng văn bản về thời gian và địa điểm của các cuộc họp.
3. Hội đồng trường Kinda Smith sẽ xem xét Tiêu đề 1 và các chương trình khác mỗi mùa xuân và cung cấp đầu vào về nhu cầu chương trình phân loại và dữ liệu đánh giá.
4. Các chương trình Tiêu đề 1 sẽ bao gồm các hội thảo dành cho phụ huynh cho phép phụ huynh giúp con cái họ trong quá trình học tập. Hội thảo sẽ bao gồm các môn học ngoại khóa cốt lõi. Các hội nghị khác sẽ giải quyết các hội nghị phụ huynh / giáo viên, thẻ báo cáo, đánh giá tiêu chuẩn và xác thực, hợp đồng trường phụ huynh và các chủ đề được yêu cầu khác.
5. Mỗi tháng 10, Hội nghị do sinh viên lãnh đạo diễn ra. Phụ huynh, học sinh và giáo viên sẽ xây dựng và duy trì mối quan hệ đối tác để giúp học sinh đạt được các tiêu chuẩn cao.
6. Thông báo và bản tin sẽ được cung cấp bằng tiếng Anh, tiếng Tây Ban Nha và tiếng Việt bất cứ khi nào có thể. Tất cả các hội thảo sẽ cung cấp dịch sang tiếng Tây Ban Nha và tiếng Việt, khi cần thiết và khi có sẵn. Ngôn ngữ bổ sung sẽ được cung cấp khi cần thiết.
7. Một quá trình liên tục đánh giá sự tiến bộ của học sinh trong năm học và giao tiếp với phụ huynh sẽ diễn ra thông qua các hội nghị phụ huynh, thư và báo cáo đánh giá cuối năm.
8. Trường có một liên lạc cộng đồng giúp kết nối phụ huynh với các nguồn lực cần thiết. Tờ rơi và tài liệu tiêu thụ cũng như các bản sao của chính sách quận có sẵn cho phụ huynh.
9. Ủy ban tư vấn cho người học tiếng Anh của trường tiểu học Kinda Smith (ELAC) sẽ được thành lập với phần lớn các đại diện phụ huynh được bầu bởi phụ huynh của các học sinh tham gia chương trình ELD. Ủy ban này sẽ tiếp tục liên quan đến phụ huynh với các cơ hội lập kế hoạch và đánh giá liên tục cho học sinh EL. Thành viên mới sẽ được tuyển dụng và đào tạo thường xuyên để giúp đỡ trong quá trình ra quyết định. Ủy ban sẽ họp tối thiểu bốn lần mỗi năm.
10. Thành viên ELAC sẽ bầu đại diện phụ huynh vào Ủy ban Cố vấn cho người học tiếng Anh quận (DELAC.) Tất cả các đại diện phụ huynh DELAC sẽ nhận được thông báo bằng văn bản về thời gian và địa điểm của các cuộc họp DELAC.
11. Phụ huynh sẽ tiếp tục là một phần chính của quá trình ra quyết định trong các cuộc họp của Nhóm nghiên cứu sinh viên. Phụ huynh sẽ được yêu cầu tham dự và cung cấp thông tin đầu vào liên quan đến tiến bộ của con họ và sẽ giúp lập kế hoạch cho các chiến lược và hoạt động để đảm bảo thành công cho con của họ ở trường.
12. Đánh giá nhu cầu hàng năm sẽ được thực hiện vào tháng 5 hàng năm bao gồm phản hồi từ nhân viên, phụ huynh và học sinh về hiệu quả của chương trình Tiêu đề 1.

Política de participación de los padres

El Programa a nivel escolar en la Escuela Primaria Katherine Smith involucrará a los padres, la comunidad y el personal en actividades de colaboración que ayuden a los padres a adquirir una comprensión clara de las expectativas académicas de la Escuela Katherine Smith, brinden oportunidades para que los padres aumenten sus habilidades para ayudar a sus hijos a alcanzar el éxito académico e involucrar a los padres en decisiones importantes cruciales para el crecimiento y desarrollo académico de sus hijos. Se alentará a los padres a tomar decisiones y líderes con poder en nuestra escuela y comunidad.

1. Se llevarán a cabo reuniones informativas continuas para padres (Orgullo de padres) cada semana para explicar el programa escolar Título 1, sus objetivos y estrategias de apoyo estudiantil.
2. Los padres de los estudiantes participantes y elegirán un representante de los padres para el Comité Asesor del Distrito (DAC). Todos los representantes del DAC recibirán una notificación por escrito sobre la hora y el lugar de las reuniones.
3. El Consejo Escolar de Katherine Smith revisará el Título 1 y otros programas cada primavera y proporcionará información sobre las necesidades categóricas del programa y los datos de evaluación.
4. Los programas del Título 1 incluirán talleres para padres que permitirán a los padres ayudar a sus hijos en el proceso de aprendizaje. Los talleres incluirán materias curriculares centrales. Otras conferencias abordarán conferencias de padres / maestros, boletas de calificaciones, evaluación estandarizada y auténtica, el contrato escolar de los padres y otros temas solicitados.
5. Cada octubre, se llevan a cabo conferencias dirigidas por estudiantes. Los padres, estudiantes y maestros crearán y mantendrán una asociación para ayudar a los estudiantes a alcanzar altos estándares.
6. Se ofrecerán avisos y boletines en inglés, español y vietnamita siempre que sea posible. Todos los talleres ofrecerán traducción al español y al vietnamita, según sea necesario y cuando estén disponibles. Se acomodarán idiomas adicionales según sea necesario.
7. Un proceso continuo que evalúa el progreso del estudiante durante el año escolar y la comunicación con los padres ocurrirá a través de conferencias de padres, cartas e informes de evaluación de fin de año.
8. La escuela tiene un enlace comunitario que ayuda a conectar a los padres con los recursos necesarios. Folletos y materiales de consumo, así como copias de las políticas del distrito están disponibles para los padres.
9. El Comité Asesor de Aprendices de Inglés (ELAC) de la Escuela Primaria Katherine Smith se formará con la mayoría de sus padres representantes elegidos por los padres de los estudiantes participantes en el programa ELD. Este comité continuará involucrando a los padres con oportunidades continuas de planificación y evaluación para los estudiantes EL. Nuevos miembros serán reclutados y entrenados regularmente para ayudar en el proceso de toma de decisiones. El comité se reunirá un mínimo de cuatro veces al año.
10. Los miembros de ELAC elegirán a los representantes de los padres para el Comité Asesor de Aprendices de Inglés del Distrito (DELAC). Todos los representantes de padres de DELAC recibirán una notificación por escrito sobre la hora y el lugar de las reuniones de DELAC.
11. Los padres continuarán siendo una parte importante del proceso de toma de decisiones durante las reuniones del Equipo de Estudio del Estudiante. Se les solicitará a los padres que asistan y brinden su

opinión sobre el progreso de sus hijos y ayudarán a planificar estrategias y actividades para asegurar el éxito de sus hijos en la escuela.

12. Se realizará una evaluación anual de necesidades en mayo de cada año que incluye comentarios del personal, padres y estudiantes sobre la efectividad del programa Título 1.

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:

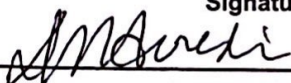
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 4/28/2021.

Attested:



Principal, Kevin Armstrong on 4/28/21



SSC Chairperson, Carmen Resendiz on 4/28/21

	Title III Site Budget (1551)				
		2021-22			
School:	Katherine Smith Elementary				
Principal:	Kevin Armstrong				
	TITLE I (1510)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-4203-0	1120	00-1551-1000		
Substitute Teachers	010-4203-0	1150	00-1551-1000		
Directors/Instructional	010-4203-0	1330	00-1551-1000		
Consultant/District Employee	010-4203-0	1910	00-1551-2110		
Project Specialist	010-4203-0	1940	00-1551-2110		
Other Consult./Resource Teacher/Not in Classrm.	010-4203-0	1950	00-1551-2110		
Instructional Aides	010-4203-0	2110	00-1551-1000		10,072.00
Non-Reg. Main./Oper.Staff	010-4203-0	2224	00-1551-8200		
Regular Clerical	010-4203-0	2410	00-1551-2110		
Clerical Assistant	010-4203-0	2430	00-1551-2110		
Sub Clerical	010-4203-0	2460	00-1551-2110		
Noon Duty & Health Aide	010-4203-0	2910	00-1551-1000		
Consultant Employee	010-4203-0	2920	00-1551-1000		
Benefits	010-4203-0	3000	00-1551-XXXX		
Instructional Supplies	010-4203-0	4310	00-1551-1000		
Computer Software	010-4203-0	4312	00-1551-1000		4,750.00
General Supplies	010-4203-0	4351	00-1551-1000		
Periodicals & Publications	010-4203-0	4360	00-1551-1000		
Equipment Non-Depreciated (Valued at \$500 - \$4,999)	010-4203-0	4400	00-1551-1000		
Computer Equipment (Valued at \$500-\$4,999)	010-4203-0	4401	00-1551-1000		
Travel/Conference	010-4203-0	5210	00-1551-1000		
Conference Registration Fees	010-4203-0	5220	00-1551-1000		
Mileage Reimbursement	010-4203-0	5299	00-1551-1000		
Dues And Membership	010-4203-0	5310	00-1551-1000		
Contracted Maintenance Repair	010-4203-0	5610	00-1551-1000		
Contracted Computer Repair	010-4203-0	5611	00-1551-1000		
Equipment/Rental/Materials	010-4203-0	5635	00-1551-1000		
Field Trips (District Buses)	010-4203-0	5720	00-1551-1000		
Consultant/Contractors	010-4203-0	5815	00-1551-1000		
Other Services (Field Trips/Entrance Fees)	010-4203-0	5840	00-1551-1000		
Field Trips (Outside Buses)	010-4203-0	5841	00-1551-1000		
Audit Expenses	010-4203-0	5894	00-1551-1000		
TOTAL TITLE III (1551)					\$14,822.00

Title I Site Budget (1510,1511 & 1512)					
2021-22					
School: Katherine Smith Elementary					
Principal: Kevin Armstrong					
TITLE I (1510)		FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-3010-0	1120	00-1510-1000		3,450.00
Substitute Teachers	010-3010-0	1150	00-1510-1000		11,000.00
Directors/Instructional	010-3010-0	1330	00-1510-1000		
Consultant/District Employee	010-3010-0	1910	00-1510-2110		60,000.00
Project Specialist	010-3010-0	1940	00-1510-2110		65,500.00
Other Consult./Resource Teacher/Not in Classrm.	010-3010-0	1950	00-1510-2110		
Instructional Aides	010-3010-0	2110	00-1510-1000		
Non-Reg. Main./Oper.Staff	010-3010-0	2224	00-1510-8200		
Regular Clerical	010-3010-0	2410	00-1510-2110		1,500.00
Clerical Assistant	010-3010-0	2430	00-1510-2110		
Sub Clerical	010-3010-0	2460	00-1510-2110		
Noon Duty & Health Aide	010-3010-0	2910	00-1510-1000		6,000.00
Consultant Employee	010-3010-0	2920	00-1510-1000		
Benefits	010-3010-0	3000	00-1510-XXXX		
Instructional Supplies	010-3010-0	4310	00-1510-1000		3,914.00
Computer Software	010-3010-0	4312	00-1510-1000		
General Supplies	010-3010-0	4351	00-1510-1000		
Periodicals & Publications	010-3010-0	4360	00-1510-1000		
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-3010-0	4400	00-1510-1000		
Computer Equipment (Valued at \$500-\$4,999)	010-3010-0	4401	00-1510-1000		
Travel/Conference	010-3010-0	5210	00-1510-1000		
Conference Registration Fees	010-3010-0	5220	00-1510-1000		4,000.00
Mileage Reimbursement	010-3010-0	5299	00-1510-1000		
Dues And Membership	010-3010-0	5310	00-1510-1000		
Contracted Maintenance Repair	010-3010-0	5610	00-1510-1000		
Contracted Computer Repair	010-3010-0	5611	00-1510-1000		
Equipment/Rental/Materials	010-3010-0	5635	00-1510-1000		
Field Trips (District Buses)	010-3010-0	5720	00-1510-1000		
Consultant/Contractors	010-3010-0	5815	00-1510-1000		54,716.00
Other Services (Field Trips/Entrance Fees)	010-3010-0	5840	00-1510-1000		
Field Trips (Outside Buses)	010-3010-0	5841	00-1510-1000		
Audit Expenses	010-3010-0	5894	00-1510-1000		
TITLE I BUDGET (1510)					\$210,080.00
PARENT INVOLVEMENT (1511)					
Noon Duty & Health Aide	010-3010-0	2910	00-1511-1000		
Benefits	010-3010-0	3000	00-1511-1000		
General Supplies	010-3010-0	4351	00-1511-1000		
TITLE I PARENT INVOLVEMENT (1511)					\$0.00
SUPPLEMENTAL EDUCATION SERVICE (SES) (1512)					
Instructional Supplies	010-3010-0	4310	00-1510-1000		4,500.00
Travel/Conference	010-3010-0	5210	00-1510-1000		
Conference Registration Fees	010-3010-0	5220	00-1510-1000		
Consultant/Contractors	010-3010-0	5815	00-1510-1000		
TITLE I SUPPLEMENTAL EDUCATION SERVICE (1512)					\$4,500.00
TOTAL TITLE I, PARENT INVOLVEMENT & SES					\$214,580.00

	Title III Site Budget (1551)				
		2021-22			
School:	Katherine Smith Elementary				
Principal:	Kevin Armstrong				
	TITLE I (1510)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-4203-0	1120	00-1551-1000		
Substitute Teachers	010-4203-0	1150	00-1551-1000		
Directors/Instructional	010-4203-0	1330	00-1551-1000		
Consultant/District Employee	010-4203-0	1910	00-1551-2110		
Project Specialist	010-4203-0	1940	00-1551-2110		
Other Consult./Resource Teacher/Not in Classrm.	010-4203-0	1950	00-1551-2110		
Instructional Aides	010-4203-0	2110	00-1551-1000		10,072.00
Non-Reg. Main./Oper.Staff	010-4203-0	2224	00-1551-8200		
Regular Clerical	010-4203-0	2410	00-1551-2110		
Clerical Assistant	010-4203-0	2430	00-1551-2110		
Sub Clerical	010-4203-0	2460	00-1551-2110		
Noon Duty & Health Aide	010-4203-0	2910	00-1551-1000		
Consultant Employee	010-4203-0	2920	00-1551-1000		
Benefits	010-4203-0	3000	00-1551-XXXX		
Instructional Supplies	010-4203-0	4310	00-1551-1000		
Computer Software	010-4203-0	4312	00-1551-1000		4,750.00
General Supplies	010-4203-0	4351	00-1551-1000		
Periodicals & Publications	010-4203-0	4360	00-1551-1000		
Equipment Non-Depreciated (Valued at \$500 - \$4,999)	010-4203-0	4400	00-1551-1000		
Computer Equipment (Valued at \$500-\$4,999)	010-4203-0	4401	00-1551-1000		
Travel/Conference	010-4203-0	5210	00-1551-1000		
Conference Registration Fees	010-4203-0	5220	00-1551-1000		
Mileage Reimbursement	010-4203-0	5299	00-1551-1000		
Dues And Membership	010-4203-0	5310	00-1551-1000		
Contracted Maintenance Repair	010-4203-0	5610	00-1551-1000		
Contracted Computer Repair	010-4203-0	5611	00-1551-1000		
Equipment/Rental/Materials	010-4203-0	5635	00-1551-1000		
Field Trips (District Buses)	010-4203-0	5720	00-1551-1000		
Consultant/Contractors	010-4203-0	5815	00-1551-1000		
Other Services (Field Trips/Entrance Fees)	010-4203-0	5840	00-1551-1000		
Field Trips (Outside Buses)	010-4203-0	5841	00-1551-1000		
Audit Expenses	010-4203-0	5894	00-1551-1000		
TOTAL TITLE III (1551)					\$14,822.00