



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James F. Smith Elementary School	43-69435-6117956	May 21, 2024	June 20, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by James F. Smith Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by James F. Smith Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

To provide all students with a high quality education that is grounded in high expectations and is personalized to meet all student's learning needs.

Educational Partner Involvement

How, when, and with whom did James F. Smith Elementary 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

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. At James Franklin Smith, these stakeholders are referred to as educational partners. At JFS, the data is reviewed with many stakeholders: School Staff, School Site Council, English Language Advisory Committee along with parents at a variety of meetings held throughout the school year. The input provided is discussed with all stakeholders and recommendations are made and implemented in the SPSA. A draft SPSA is reviewed and ultimately approved by the School Site Council in May.

The Educational Partner Engagement process is an ongoing, annual process. The School site council, ELAC, DAC, and faculty members reviewed and provided feedback on the proposed goals on April 23, 2024. The approval for the School Site Plan occurred on May 21, 2024.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

James Franklin Smith academically performs in the high; however, chronic absenteeism is an area for targeted improvement. At James Franklin Smith, Chronic Absenteeism increased 7.9% for all students placing us in the orange on the California Dashboard. Hispanic Students, SED, and SWD students had the greatest increase in chronic absenteeism. SWD students had an increase of 25%. This year, extra emphasis has been placed on providing enrichment opportunities throughout the school day and after school, PBIS supports, Attendance workshops and the Attendance Re-engagement plan.

At JFS, extra attention has also been placed on reengaging Hispanic and SED students with the reengagement plan and attendance workshops as well as enrichment opportunities, PBIS and attendance reengagement workshops.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In ELA, students scored in the Blue according to the Dashboard. Asian, English Learners, Hispanic and Socioeconomically Disadvantaged scored in the green. Activities to support learning include implementation of intervention within the school day to support reading instruction in K-2 classes. In 1st and 2nd grade, students who could benefit from an additional boost, were also provided intervention after school in ELA with phonics and other reading acquisition needs.

In Math, students scored in the Blue according to the Dashboard. Socioeconomically Disadvantaged Students scored in the yellow. Asian, English Learners and Hispanic students scored in the Blue. As with ELA, students that indicated a need for intervention were provided targeted intervention within the school day for 1st and 2nd grade based on teacher recommendation and anecdotal data as well as iReady scores from T1. Students were provided small group instruction.

In Conditions and Climate All Students scored in the Green according to the Dashboard. Two or more races and SED students scored in the Orange. At JFS, student tiered 1 and 2 level supports were implemented along with regular PBIS strategies and intervention. Additionally, JFS students participate in Soul Shoppe, Second Step Lessons as well as other behavior support assemblies. The PBIS team met monthly to review behavior and worked to implement corrective course of action in collaboration with the school staff. The Peacemaker staff worked to facilitate "No Child Eats Alone" and a Peacemaker day with a variety of games and activities that all students can participate during lunchtime. Students also implemented lunchtime clubs to minimize conflicts and unkind behavior.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady diagnostic assessment is administered 3 times per year in both English and Mathematics

All students have grown from 63% to 83% proficiency in reading

In mathematics all students have grown from 56% to 81% proficient in mathematics

English Learners were 11% proficient at T1 and T3 45% were proficient in Reading

English Learners were 13% proficient at T1 and T3 40% were proficient in Mathematics

Hispanic Students were were 31% proficient at T1 and t# were 49 % proficient in Reading

Hispanic Students were were 22% proficient at T1 and t# were 55% proficient in Mathematics

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for James F. Smith Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.12%	0.96%	1.79%	7	6	11
Asian	70.45%	71.54%	70.31%	441	445	431
Filipino	3.83%	4.34%	4.40%	24	27	27
Hispanic/Latino	10.70%	10.13%	11.42%	67	63	70
Pacific Islander	%	0%	%		0	
White	6.71%	5.31%	5.38%	42	33	33
Multiple/No Response	6.23%	7.56%	6.69%	39	47	41
Total Enrollment				626	622	613

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	70	83	68
Grade 1	75	81	68
Grade 2	90	72	87
Grade3	98	88	75
Grade 4	101	99	97
Grade 5	89	103	101
Grade 6	103	96	100
Total Enrollment	626	622	613

Conclusions based on this data:

1. All student subgroups have remained status quo for the last few years, with the Asian population remaining at greater than 70% of student population.
2. JFS grade level distribution remains fairly constant; however, there are decreases in overall enrollment for the 2023-2024 school year.
3. Class enrollment remains fairly consistent

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	87	90	68	11.90%	13.9%	11.1%
Fluent English Proficient (FEP)	202	166	172	31.60%	32.3%	28.1%
Reclassified Fluent English Proficient (RFEP)	7	43	13	15.2%	8.0%	19.1%

Conclusions based on this data:

1. English Learners represent 11% of the school enrollment.
2. During the 23-24 school year, 28.1% of our students were considered Fluent English Speakers
3. Since 21-22, the number of FEP students has declined

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	98	92	0	97	89	0	97	89	0.0	99.0	96.7
Grade 4	94	103	99	0	101	99	0	101	99	0.0	98.1	100.0
Grade 5	114	91	103	0	91	102	0	91	102	0.0	100.0	99.0
Grade 6	109	103	101	0	102	100	0	102	100	0.0	99.0	99.0
All Grades	410	395	395	0	391	390	0	391	390	0.0	99.0	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2508.	2489.		59.79	51.69		25.77	30.34		9.28	14.61		5.15	3.37
Grade 4		2540.	2547.		59.41	65.66		23.76	17.17		8.91	7.07		7.92	10.10
Grade 5		2620.	2600.		71.43	66.67		19.78	19.61		7.69	6.86		1.10	6.86
Grade 6		2606.	2615.		49.02	58.00		30.39	23.00		15.69	16.00		4.90	3.00
All Grades	N/A	N/A	N/A		59.59	60.77		25.06	22.31		10.49	11.03		4.86	5.90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.33	34.83		50.52	64.04		5.15	1.12
Grade 4		43.56	51.52		52.48	42.42		3.96	6.06
Grade 5		61.54	52.94		36.26	44.12		2.20	2.94
Grade 6		46.08	45.00		50.00	47.00		3.92	8.00
All Grades		48.59	46.41		47.57	48.97		3.84	4.62

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.42	35.96		47.42	60.67		5.15	3.37
Grade 4		40.59	36.36		52.48	55.56		6.93	8.08
Grade 5		59.34	48.04		38.46	46.08		2.20	5.88
Grade 6		43.14	48.00		47.06	44.00		9.80	8.00
All Grades		47.31	42.31		46.55	51.28		6.14	6.41

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.74	19.10		70.10	74.16		5.15	6.74
Grade 4		26.73	31.31		63.37	62.63		9.90	6.06
Grade 5		40.66	34.31		54.95	62.75		4.40	2.94
Grade 6		24.51	30.00		70.59	66.00		4.90	4.00
All Grades		28.90	28.97		64.96	66.15		6.14	4.87

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.30	38.20		52.58	53.93		4.12	7.87
Grade 4		30.69	42.42		61.39	49.49		7.92	8.08
Grade 5		56.04	50.98		42.86	45.10		1.10	3.92
Grade 6		38.24	45.00		55.88	50.00		5.88	5.00
All Grades		41.69	44.36		53.45	49.49		4.86	6.15

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Conclusions based on this data:

1. Overall reading scores increased for every grade level, 3-6
2. Writing is a relative area of strength. Growth was noted in all grades with a slight dip in 6th grade for writing

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	98	92	0	97	92	0	97	92	0.0	99.0	100.0
Grade 4	94	103	99	0	102	99	0	102	99	0.0	99.0	100.0
Grade 5	114	91	103	0	91	103	0	91	103	0.0	100.0	100.0
Grade 6	109	103	101	0	102	100	0	102	100	0.0	99.0	99.0
All Grades	410	395	395	0	392	394	0	392	394	0.0	99.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2509.	2503.		55.67	47.83		32.99	32.61		8.25	15.22		3.09	4.35
Grade 4		2540.	2566.		49.02	65.66		26.47	21.21		19.61	7.07		4.90	6.06
Grade 5		2595.	2576.		59.34	50.49		18.68	23.30		16.48	18.45		5.49	7.77
Grade 6		2599.	2640.		49.02	62.00		24.51	20.00		15.69	15.00		10.78	3.00
All Grades	N/A	N/A	N/A		53.06	56.60		25.77	24.11		15.05	13.96		6.12	5.33

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		59.79	59.78		35.05	39.13		5.15	1.09
Grade 4		55.88	69.70		36.27	24.24		7.84	6.06
Grade 5		63.74	55.34		30.77	35.92		5.49	8.74
Grade 6		47.06	66.00		43.14	29.00		9.80	5.00
All Grades		56.38	62.69		36.48	31.98		7.14	5.33

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.64	47.83		41.24	46.74		4.12	5.43
Grade 4		42.16	52.53		48.04	40.40		9.80	7.07
Grade 5		50.55	40.78		46.15	49.51		3.30	9.71
Grade 6		36.27	47.00		53.92	45.00		9.80	8.00
All Grades		45.66	46.95		47.45	45.43		6.89	7.61

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.64	47.83		41.24	46.74		4.12	5.43
Grade 4		48.04	57.58		47.06	35.35		4.90	7.07
Grade 5		45.05	46.60		49.45	44.66		5.49	8.74
Grade 6		38.24	49.00		54.90	48.00		6.86	3.00
All Grades		46.43	50.25		48.21	43.65		5.36	6.09

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Conclusions based on this data:

1. 93% proficiency or close to standard for mathematics achievement
2. Remained constant over the last couple of years
3. We still have students that are not succeeding and need to find ways to meet students where they are

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1462.9	*	*	1462.1	*	*	1464.6	10	9	18
1	1483.3	1522.2	*	1483.7	1518.5	*	1482.5	1525.3	*	20	11	7
2	1525.0	1554.0	*	1512.5	1531.4	*	1536.9	1576.3	*	16	22	6
3	*	1535.5	*	*	1545.3	*	*	1525.5	*	10	11	9
4	*	1536.2	*	*	1528.1	*	*	1543.8	*	8	11	5
5	*	*	*	*	*	*	*	*	*	9	8	8
6	1551.7	*	*	1551.7	*	*	1551.1	*	*	11	8	8
All Grades										84	80	61

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	33.33	*	*	16.67	*	*	44.44	*	*	5.56	*	*	18
1	30.00	63.64	*	45.00	18.18	*	25.00	9.09	*	0.00	9.09	*	20	11	*
2	56.25	72.73	*	18.75	9.09	*	18.75	9.09	*	6.25	9.09	*	16	22	*
3	*	63.64	*	*	18.18	*	*	18.18	*	*	0.00	*	*	11	*
4	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	45.45	*	*	27.27	*	*	18.18	*	*	9.09	*	*	11	*	*
All Grades	40.48	65.00	24.59	34.52	18.75	26.23	21.43	11.25	32.79	3.57	5.00	16.39	84	80	

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	33.33	*	*	27.78	*	*	33.33	*	*	5.56	*	*	18
1	45.00	63.64	*	35.00	18.18	*	20.00	18.18	*	0.00	0.00	*	20	11	*
2	50.00	63.64	*	37.50	13.64	*	12.50	9.09	*	0.00	13.64	*	16	22	*
3	*	81.82	*	*	18.18	*	*	0.00	*	*	0.00	*	*	11	*
4	*	54.55	*	*	27.27	*	*	9.09	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	54.55	*	*	36.36	*	*	0.00	*	*	9.09	*	*	11	*	*
All Grades	52.38	65.00	27.87	32.14	18.75	34.43	13.10	11.25	22.95	2.38	5.00	14.75	84	80	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	22.22	*	*	27.78	*	*	38.89	*	*	11.11	*	*	18
1	20.00	45.45	*	50.00	36.36	*	30.00	9.09	*	0.00	9.09	*	20	11	*
2	50.00	63.64	*	25.00	22.73	*	12.50	0.00	*	12.50	13.64	*	16	22	*
3	*	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11	*
4	*	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11	*	*
All Grades	27.38	46.25	18.03	36.90	32.50	24.59	32.14	12.50	36.07	3.57	8.75	21.31	84	80	61

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	38.89	*	*	55.56	*	*	5.56	*	*	18
1	75.00	72.73	*	25.00	27.27	*	0.00	0.00	*	20	11	*
2	50.00	77.27	*	50.00	13.64	*	0.00	9.09	*	16	22	*
3	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
4	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
All Grades	57.14	63.75	36.07	33.33	32.50	45.90	9.52	3.75	18.03	84	80	61

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	27.78	*	*	50.00	*	*	22.22	*	*	18
1	20.00	45.45	*	75.00	45.45	*	5.00	9.09	*	20	11	*
2	43.75	59.09	*	50.00	27.27	*	6.25	13.64	*	16	22	*
3	*	90.91	*	*	9.09	*	*	0.00	*	*	11	*
4	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	70.00	*	*	20.00	*	*	10.00	*	*	10	*	*
All Grades	46.99	65.00	27.87	45.78	26.25	52.46	7.23	8.75	19.67	83	80	61

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	27.78	*	*	66.67	*	*	5.56	*	*	18
1	45.00	72.73	*	55.00	18.18	*	0.00	9.09	*	20	11	*
2	75.00	59.09	*	18.75	31.82	*	6.25	9.09	*	16	22	*
3	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
4	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
All Grades	39.29	47.50	22.95	52.38	42.50	50.82	8.33	10.00	26.23	84	80	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	55.56	*	*	27.78	*	*	16.67	*	*	18
1	5.00	27.27	*	75.00	63.64	*	20.00	9.09	*	20	11	*
2	50.00	72.73	*	37.50	18.18	*	12.50	9.09	*	16	22	*
3	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
4	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	90.91	*	*	0.00	*	*	11	*	*
All Grades	28.57	53.75	34.43	63.10	38.75	45.90	8.33	7.50	19.67	84	80	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Sixty-one students were tested for ELPAC in 22-23 with the highest number of students representing kindergarten at 18 students.
- Of those 18 students, 60% of those students are EL2 and EL 3
- In Oral Language, 60% of those students are at the EL3 and EL4 level

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
622	9.6	14.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in James F. Smith Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	14.5
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	60	9.6
Students with Disabilities	31	5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1
Asian	445	71.5
Filipino	27	4.3
Hispanic	63	10.1
Two or More Races	47	7.6
White	33	5.3

Conclusions based on this data:

1. JFS EL and SED students are a significant subgroup
2. Nearly 10% of students are identified as socially, economically disadvantaged.

3. JFS' largest race/ethnic population remains Asian, followed by Hispanic, White, and two or more races. All other groups are less than four percent.

School and Student Performance Data

Overall Performance





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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. JFS' academic strength is Language Arts scoring in the highest range. Math is in the above or meets range.
2. JFS has low suspension rate.
3. Chronic absenteeism is a relative challenge at JFS due to holiday travel

School and Student Performance Data

Academic Performance English Language Arts

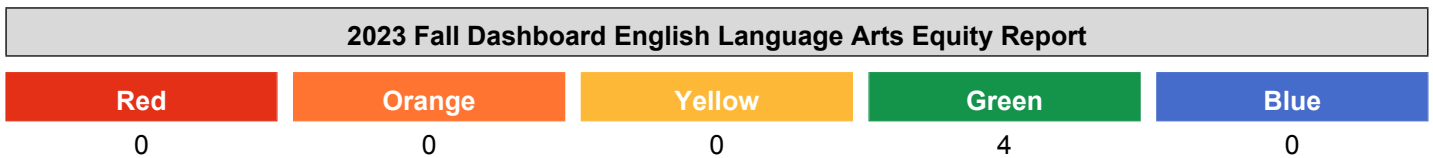
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>81.5 points above standard</p> <p>Maintained -2.2 points</p> <p>382 Students</p>	<p>English Learners</p>  <p>Green</p> <p>40.6 points above standard</p> <p>Decreased -12.5 points</p> <p>64 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>12.1 points above standard</p> <p>Decreased Significantly -27 points</p> <p>37 Students</p>	<p>Students with Disabilities</p> <p>17.9 points below standard</p> <p>Decreased -10.4 points</p> <p>25 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 90 points above standard Decreased -4.5 points 282 Students	57.4 points above standard Increased +7 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 37 points above standard Increased +8.7 points 36 Students	67.2 points above standard Decreased Significantly - 38.6 points 24 Students	 No Performance Color 0 Students	82.7 points above standard Increased Significantly +23.1 points 21 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
42.6 points below standard Decreased Significantly -55.2 points 18 Students	73.1 points above standard Decreased Significantly -21.7 points 46 Students	79.8 points above standard Maintained +2.8 points 212 Students

Conclusions based on this data:

- English Learners continue to perform in the meet standards range for achievement in ELA
- SED students also perform relatively well and maintain academic achievement standards
- Hispanic students perform well meeting academic achievement standards.

School and Student Performance Data

Academic Performance Mathematics

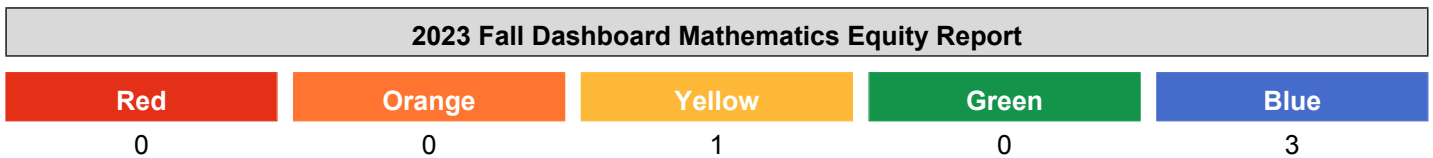
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 74.2 points above standard Increased +12.8 points 382 Students	English Learners  Blue 43.8 points above standard Increased +3.9 points 64 Students	 No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 0.6 points below standard Decreased -6.4 points 37 Students	Students with Disabilities 7.9 points below standard Increased +13.4 points 25 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Blue 86.3 points above standard Increased +9.8 points 282 Students	26.4 points above standard Increased +6.9 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.5 points above standard Increased Significantly +16.6 points 36 Students	70 points above standard Increased +8.2 points 24 Students	 No Performance Color 0 Students	77.1 points above standard Increased Significantly +30.5 points 21 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
25.1 points below standard Decreased Significantly -32.3 points 18 Students	70.7 points above standard Maintained -2.8 points 46 Students	72 points above standard Increased +14.4 points 212 Students

Conclusions based on this data:

1. SED students score a little lower in math relative to ELA and are at or near standard.
2. Hispanic students perform relatively well as compared to ELA and are meeting and/or exceeding standard.
3. Asian students outperform all subgroups scoring 86 points beyond the standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
60.7% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	8	3	14

Conclusions based on this data:

1. JFS' EL students are making progress towards English language proficiency at a very high level with 79% making positive growth.
2. JFS has a relatively small number of EL students with less than 15% of the population.
3. JFS has a minimum number of students who are not making adequate progress. They are identified and interventions are in place.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

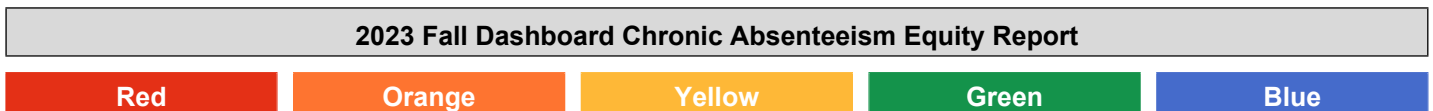
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 9% Chronically Absent Increased Significantly 7.8 644 Students	English Learners Orange 16.8% Chronically Absent Increased 14.6 107 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Red 23.2% Chronically Absent Increased 17.9 69 Students	Students with Disabilities Red 25% Chronically Absent Increased 19.4 48 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 Orange 6.9% Chronically Absent Increased Significantly 6.5 461 Students	14.3% Chronically Absent Increased 14.3 28 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.5% Chronically Absent Increased 14.1 65 Students	 Orange 14% Chronically Absent Increased 11.7 50 Students	 No Performance Color 0 Students	 Yellow 2.9% Chronically Absent Increased 2.9 34 Students

Conclusions based on this data:

1. All students ranked in the Orange with an increase of 7.8%. While the number is relatively low, the increase is high.
2. The subgroup of Socioeconomically Disadvantaged and Students with Disabilities indicates concern as does SED and SWD as they have increased absenteeism of 17% and 19% respectively and remain in the red.
3. Hispanic students remain a concern with a noted rise in absenteeism of 14.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

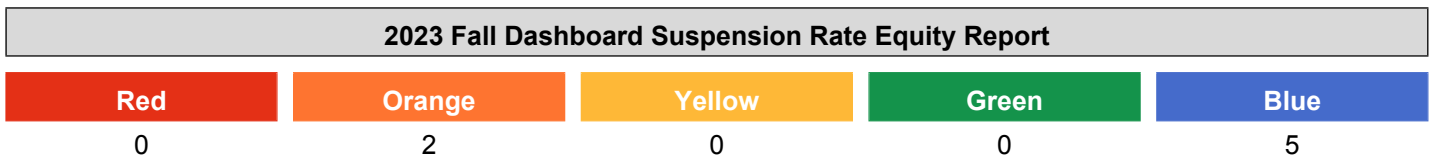
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Blue	 No Performance Color
0.5% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.3 649 Students	Maintained 0 108 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Orange	 Blue
	1.4% suspended at least one day	0% suspended at least one day
	Increased 1.4 70 Students	Maintained 0 48 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0.4% suspended at least one day Maintained 0.2 464 Students</p>	<p align="center">0% suspended at least one day Maintained 0 28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 66 Students</p>	<p align="center"> Orange 2% suspended at least one day Increased 2 50 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 34 Students</p>

Conclusions based on this data:

1. Overall data shows very few suspensions at JFS.
2. Suspensions among the Asian subgroup remain low.
3. English Learners and Students with Disabilities did not have any suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions of Learning

James Franklin Smith will provide the conditions for learning needed to meet the needs of all students for a high quality education

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. James Franklin Smith is rated in the green. While suspensions at James Franklin Smith are very low, the dashboard indicates a need to focus on students that are socially economically disadvantaged.

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At James Franklin Smith, all students scored 81% proficient in Math, and 83% proficient in Language Arts. Proficiency gaps existed for English Learners and Socially Economically Disadvantaged in Math. Proficiency gaps existed for English Language Learners and Socially Economically Disadvantaged in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 60.7% of ELs at James Franklin Smith are making progress towards English language proficiency, putting James Franklin Smith in green. At James Franklin Smith 35% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At James Franklin Smith all students scored 52% proficient. Proficiency gaps existed for Male and Hispanic students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 82% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for students with disabilities, Hispanic and EL. In March of 2024, 79% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for students with disabilities, Hispanic, and EL.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Conditions and Climate	Overall Student Suspension Rate is green with .5% suspended at least one day. 1.4% of Students who are SED were suspended, putting them in orange. 2% of two or more races were suspended, putting them in orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1.4% and 2% respectively.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students. 65% of Hispanic or Latino, a gap of 18% 57% of SED, a gap of 26% Students with Disabilities 48% a gap of 35%.	The proficiency gap of all subgroups will decrease by 3%.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students. 43% of Hispanic or Latino, a gap of 38%. 48% of SED, a gap of 23% 48% of Students with Disabilities, a gap of 23%	The proficiency gap of all subgroups will decrease by 3%.
CAST	Students in the following sub groups achieved proficiency at lower rates than all students. 42% of Hispanic or Latino a gap of 34%.	The proficiency gap of all subgroups will decrease by 3%.
Ready Reading T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 35% of Hispanic or Latino a gap of 31%. 25% of EL students a gap of 41% 49% of SED students a gap of 17%	The proficiency gap of all subgroups will decrease by 3%.
iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 43% of sub-group, a gap of 39%.	The proficiency gap of all subgroups will decrease by 3%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1 Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p>	All Students	<p>3489 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures</p>
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Activities include but are not limited to: after school intervention, intervention, resource supports, additional supplies and enrichment</p>	<p>EL students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>1500 Title III 1000-1999: Certificated Personnel Salaries</p> <p>540 Title III 3000-3999: Employee Benefits</p> <p>1735 Title III 4000-4999: Books And Supplies</p>
1.3	<p>Strategy 1.3 Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, and Science. Activities include but are not limited to: Brain Pop, Mystery Science, Makership, Youth Science Institute, Software subscriptions and licenses</p>	<p>All Students</p> <p>ELs</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>3800 Supplemental Fund 4000-4999: Books And Supplies</p>
1.4	<p>Strategy 1.4 Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition. Activities include but are not limited to: copier maintenance, facilities supplies, office supplies</p>	All Students	<p>5900 General Fund 5800: Professional/Consulting Services And Operating Expenditures</p> <p>4200 Supplemental Fund 5000-5999: Services And Other Operating Expenditures</p> <p>7200 General Fund</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This a new goal. The above information is baseline based on the new goals.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

JFS will engage in programs that provide programs that support positive student and family engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. James Franklin Smith is rated in the red with 9% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic/Latino and SED.

Suspension rate indicates the amount of engagement that students have at school. James Franklin Smith is rated green on the California School Dashboard. While suspensions at James Franklin Smith are very low, the dashboard indicates a need to focus on students that are Hispanic/Latino and SED.

According to the PowerSchool Chronic Absenteeism report 5% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students that are Hispanic with a disproportionate rate at 59.5% of all students who are absent.

According to the PowerSchool Incident Management Report, there were 35 referrals to the office. Other means of correction (OMC) were used as a consequence in 100% of those incidents. The report indicated a need to focus on students that are male.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 99% of staff, 84% of students, and 71% of the community are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is orange with 9% chronically absent. 21% of Students with Hispanic/Latino were chronically absent, putting them in red, SED with 23% putting them in red and SWD with 25% putting them in red	The overall rate of students that are chronically absent will decrease by 5%, with rates for identified groups decreasing by 5%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with .5% suspended at least one day. 2% of Students with two or more races were suspended, putting them in orange 1.4% of SED students were suspended, putting them in color orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by .5%
PowerSchool Chronic Absenteeism Report	16% of all students were identified as Chronically absent from August 2023 to April 2024 in PowerSchool. Student groups of Concern 59.5 % of Hispanic	10% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will be chronically absent at the levels as follows: 40% of Hispanic
PowerSchool Incident Management	100% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included: 89% of mal	Student groups that were referred disproportionately will decrease in office referrals as follows: 5% of male.
EESD Safety Survey	In fall 2023, 99% of staff are familiar or very familiar with the school wide rules. 84% of students are familiar or very familiar with the school wide rules. 85% of community are familiar or very familiar with the school wide rules.	In fall 2024, 100% of staff will be familiar or very familiar with the school wide rules. 100% of students will be familiar or very familiar with the school wide rules. 90% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include	All students	4000 General Fund 1000-1999: Certificated Personnel Salaries

	regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies, Soul Shoppe, Peacemakers, PBIS		1440 General Fund 3000-3999: Employee Benefits 12000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures 680 General Fund 4000-4999: Books And Supplies
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All Students	3,200 General Fund 1000-1999: Certificated Personnel Salaries 5300 General Fund 1000-1999: Certificated Personnel Salaries 1151 General Fund 3000-3999: Employee Benefits
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	6000 General Fund 4000-4999: Books And Supplies 1500 General Fund 2000-2999: Classified Personnel Salaries 540 General Fund 3000-3999: Employee Benefits
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs, Peacemakers,	All Students	3967 General Fund 5800: Professional/Consulting Services And Operating Expenditures

	Project Cornerstone, Lunchtime clubs, Music Club, STEM activities		
2.5	Strategy 2.5 Sports	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This a new goal. The above information is baseline based on the new goals.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Students at James Franklin Smith will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

James Franklin Smith scored blue in Math because students increased their proficiency levels. James Franklin Smith scored blue in Language Arts because students maintained their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At James Franklin Smith, all students scored 76% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 82% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 79% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	83% of all students are proficient.	86% of all students will be proficient.
CAASPP Math Results	81% of all students are proficient.	84% of all students will be proficient.

CAST Results	76% of all students are proficient.	79% of all students will be proficient.
iReady Reading T3 Diagnostic	82% of all students are proficient.	85% of all students will be proficient.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	All Students	<p>4596 General Fund 4000-4999: Books And Supplies</p> <p>4800 General Fund 2000-2999: Classified Personnel Salaries</p> <p>1728 General Fund 3000-3999: Employee Benefits</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	All Students	<p>4000 General Fund 1000-1999: Certificated Personnel Salaries</p> <p>1440 General Fund 3000-3999: Employee Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal. The above information is baseline based on the new goals.

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$84,706.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$3,775.00

Subtotal of additional federal funds included for this school: \$3,775.00

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 (\$)
General Fund	\$57,442.00
Supplemental Fund	\$23,489.00

Subtotal of state or local funds included for this school: \$80,931.00

Total of federal, state, and/or local funds for this school: \$84,706.00

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
General Fund	57,442	0.00
Supplemental Fund	23489	0.00
Title III	3775	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	57,442.00
Supplemental Fund	23,489.00
Title III	3,775.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	6,300.00
3000-3999: Employee Benefits	6,839.00
4000-4999: Books And Supplies	16,811.00
5000-5999: Services And Other Operating Expenditures	11,400.00
5800: Professional/Consulting Services And Operating Expenditures	25,356.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	16,500.00
2000-2999: Classified Personnel Salaries	General Fund	6,300.00
3000-3999: Employee Benefits	General Fund	6,299.00
4000-4999: Books And Supplies	General Fund	11,276.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,200.00

5800: Professional/Consulting Services And Operating Expenditures	General Fund	9,867.00
4000-4999: Books And Supplies	Supplemental Fund	3,800.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	15,489.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00
3000-3999: Employee Benefits	Title III	540.00
4000-4999: Books And Supplies	Title III	1,735.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,364.00
Goal 2	39,778.00
Goal 3	16,564.00

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
Linda Mora	Principal
Dr. Sid Dalmia	Parent or Community Member
Kathy Lieu	Parent or Community Member
Gurpreet Singh	Parent or Community Member
Monte Wright	Parent or Community Member
Debjani Goshal	Parent or Community Member
Cynthia Chavez	Other School Staff
Elizabeth Cacciaroni	Classroom Teacher
Brooke Hart	Classroom Teacher
Tennille Jones	Classroom Teacher

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 May 21, 2024.

Attested:

Principal, Linda Mora on 5/21/2024

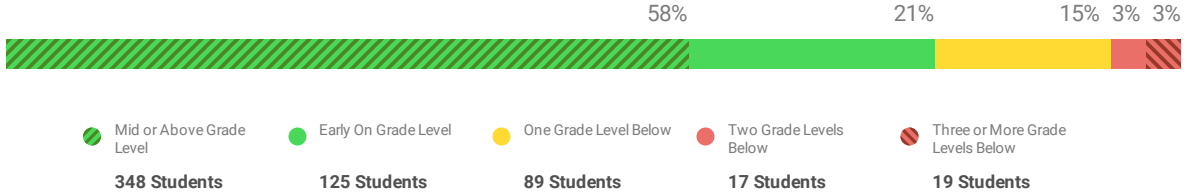
SSC Chairperson, Dr. Sid Dalmia on 5/21/2024

School JAMES FRANKLIN SMITH ELEMENTARY
Subject Math
Academic Year 2023 - 2024
Diagnostic Most Recent
Prior Diagnostic None

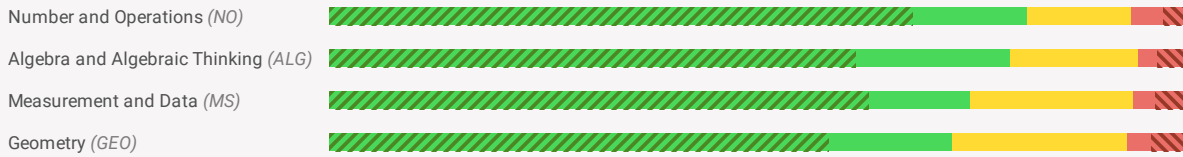
Criterion Referenced

Overall Placement

Students Assessed/Total: 598/616



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		48%	18%	34%	0%	0%	67/84
Grade 1		42%	22%	29%	7%	0%	69/69
Grade 2		66%	12%	16%	6%	0%	86/86
Grade 3		55%	26%	13%	0%	5%	76/76
Grade 4		57%	27%	7%	3%	6%	97/97
Grade 5		67%	17%	9%	3%	5%	103/104

Diagnostic Results



School JAMES FRANKLIN SMITH ELEMENTARY
Subject Math
Academic Year 2023 - 2024
Diagnostic Most Recent
Prior Diagnostic None

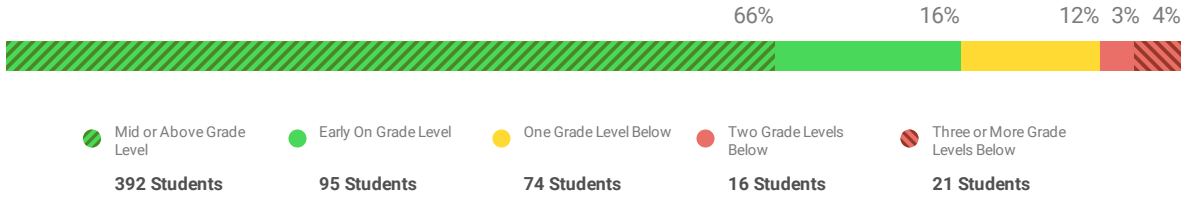
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		64%	25%	6%	1%	4%	100/100

School: JAMES FRANKLIN SMITH ELEMENTARY
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Most Recent
 Prior Diagnostic: None

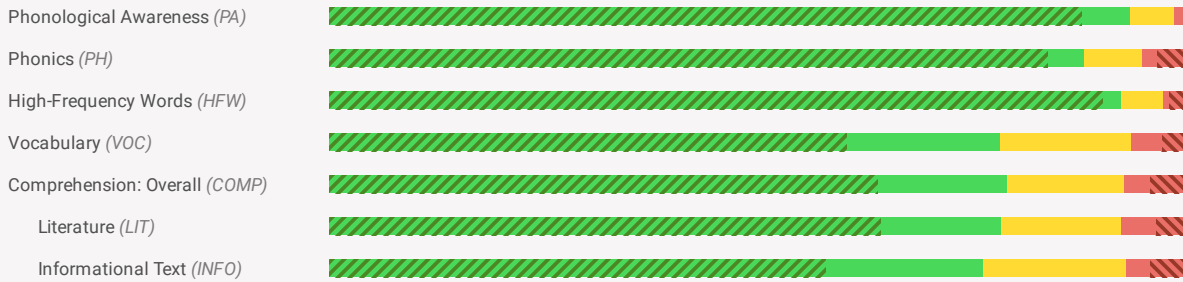
Criterion Referenced

Overall Placement

Students Assessed/Total: 598/616



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		52%	28%	19%	0%	0%	67/84
Grade 1		58%	17%	20%	4%	0%	69/69
Grade 2		78%	7%	9%	6%	0%	86/86
Grade 3		72%	16%	4%	3%	5%	76/76
Grade 4		60%	16%	15%	1%	7%	97/97

Diagnostic Results



School JAMES FRANKLIN SMITH ELEMENTARY
Subject Reading
Academic Year 2023 - 2024
Diagnostic Most Recent
Prior Diagnostic None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		66%	17%	9%	3%	6%	103/104
Grade 6		69%	13%	12%	2%	4%	100/100



EVERGREEN
SCHOOL DISTRICT
Business Services

Supplemental Site Budget

2024-25

SCHOOL: JF SMITH SITE # 018 ALLOCATION: \$ 23,489.85
3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>							AMOUNT
	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE		
Hourly Teacher	010-0159-0	1120	00-1590	1000	018		
Hourly Teacher	010-0159-0	1120	00-1590	1000	018		
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	018		
<i>Subs for absences are charged to the District:</i>	010-0159-0	1150	00-1298	1000	081		
Other*	010-0159-0		00-1590		018		
21.71% Benefits	010-0159-0	3xx1	00-1590		018	-	

<i>Classified Salaries (for timesheets)</i>							AMOUNT
	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE		
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	018		
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	018		
Hourly Clerical	010-0159-0	2460	00-1590	2700	018		
Hourly Health Aide	010-0159-0	2950	00-1590	3140	018		
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	018		
Other*	010-0159-0		00-1590		018		
36.61% Benefits	010-0159-0	3xx2	00-1590			-	

<i>Supplies (for POs & reimbursements)</i>							AMOUNT
	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE		
Books	010-0159-0	4200	00-1590	1000	018		
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	018	3,800	
Office Supplies	010-0159-0	4351	00-1590	2700	018		
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	018		
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		018		
Other*	010-0159-0		00-1590		018		

<i>Other Services & Operating Costs (for POs & reimbursements)</i>							AMOUNT
	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE		
Travel/Conference	010-0159-0	5210	00-1590	1000	018		
Conference Registration Fees	010-0159-0	5220	00-1590	1000	018		
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	018		
Maintenance Repair	010-0159-0	5610	00-1590	8100	018		
Computer Repair	010-0159-0	5611	00-1590	1000	018		
Copier Maintenance	010-0159-0	5615	00-1590	1000	018		
Consultant/Contractors	010-0159-0	5815	00-1590	1000	018	15,489	
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	018	4,200	
Field Trip	010-0159-0	5840	00-1590	1000	018		
Other*	010-0159-0		00-1590		018		

Other* 010-0159-0 00-1590

*Fill out with Business Office - we're happy to help

TOTAL BUDGET **23,489**

should match Allocation
variance: 1

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

21,801 took out the benefit numbers



**EVERGREEN
SCHOOL DISTRICT
Business Services**

Title III Budget

2024-25

SCHOOL: **JF SMITH** SITE # **018** ALLOCATION: **\$ 3,775.28**
3 digits - 0##

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	018	1,500
Hourly Teacher	060-4203-0-	1120	00-1551	1000	018	
Substitute Teachers (paid by site)	060-4203-0-	1150	00-1551	1000	018	
<i>Subs for absences are charged to the District:</i>	060-4203-0-	1150	00-1298	1000	081	
<i>Other*</i>	060-4203-0-		00-1551		018	
21.71% Benefits	060-4203-0-	3xx1	00-1551			326

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	018	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	018	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	018	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	018	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	018	
<i>Other*</i>	060-4203-0-		00-1551		018	
36.61% Benefits	060-4203-0-	3xx2	00-1551			-

Supplies (for POs & reimbursements)

Books	060-4203-0-	4200	00-1551	1000	018	
Classroom Supplies	060-4203-0-	4310	00-1551	1000	018	1,949
Office Supplies	060-4203-0-	4351	00-1551	2700	018	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	018	
Equipment \$500 -4,999 (function depends on use*)	060-4203-0-	4400	00-1551		018	
<i>Other*</i>	060-4203-0-		00-1551		018	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-4203-0-	5210	00-1551	1000	018	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	018	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	018	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	018	
Computer Repair	060-4203-0-	5611	00-1551	1000	018	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	018	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	018	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	018	
Field Trip	060-4203-0-	5840	00-1551	1000	018	
<i>Other*</i>	060-4203-0-		00-1551		018	

<i>Other*</i>	060-4203-0-		00-1551			
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*Fill out with Business Office - we're happy to help

TOTAL BUDGET

3,775

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

859

variance:

0

65

3

54

981



**EVERGREEN
SCHOOL DISTRICT**
Business Services

General Fund Budget

2024-25

SCHOOL: JF SMITH SITE # 018 ALLOCATION: \$ 57,442.27

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	018	16,500
SEAT School Enrichment(required \$53 x 100 hours)	010-0000-0	1120	00-1170	1000	018	5,300
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	018	
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0000-0		00-1170		018	
21.79% Benefits	010-0000-0	3xx1	00-1170		018	4,750

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	018	3,000
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	018	
Hourly Clerical	010-0000-0	2460	00-1170	2700	018	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	018	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	018	
<i>Other*</i>	010-0000-0		00-1170		018	
35.94% Benefits	010-0000-0	3xx2	00-1170		018	1,078

Supplies (for POs & reimbursements)

Books	010-0000-0	4200	00-1170	1000	018	11,276
Classroom Supplies	010-0000-0	4310	00-1170	1000	018	
Office Supplies	010-0000-0	4351	00-1170	2700	018	1,200
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	018	6,000
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		018	4,513
<i>Other*</i>	010-0000-0		00-1170		018	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0000-0	5210	00-1170	1000	018	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	018	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	018	
Maintenance Repair	010-0000-0	5610	00-1170	8100	018	
Computer Repair	010-0000-0	5611	00-1170	1000	018	
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	018	
Consultant/Contractors	010-0000-0	5815	00-1170	1000	018	3,825
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	018	
Field Trip	010-0000-0	5840	00-1170	1000	018	
<i>Other*</i>	010-0000-0		00-1170		018	

<i>Other*</i>	010-0000-0		00-1170			
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*Fill out with Business Office - we're happy to help

TOTAL BUDGET

57,442

should match Allocation

Statutory Benefits Calculation

19.10%	STRS (Certificated only)	3101
27.05%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.19%	Workers Comp (CE & CL)	360X

variance: (0)



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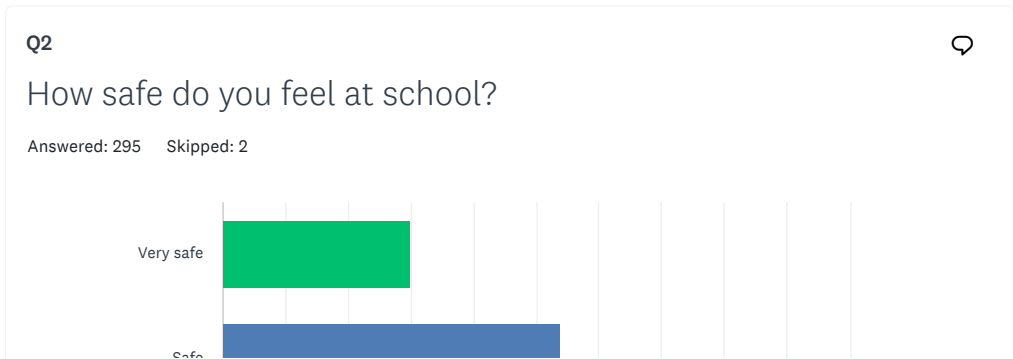
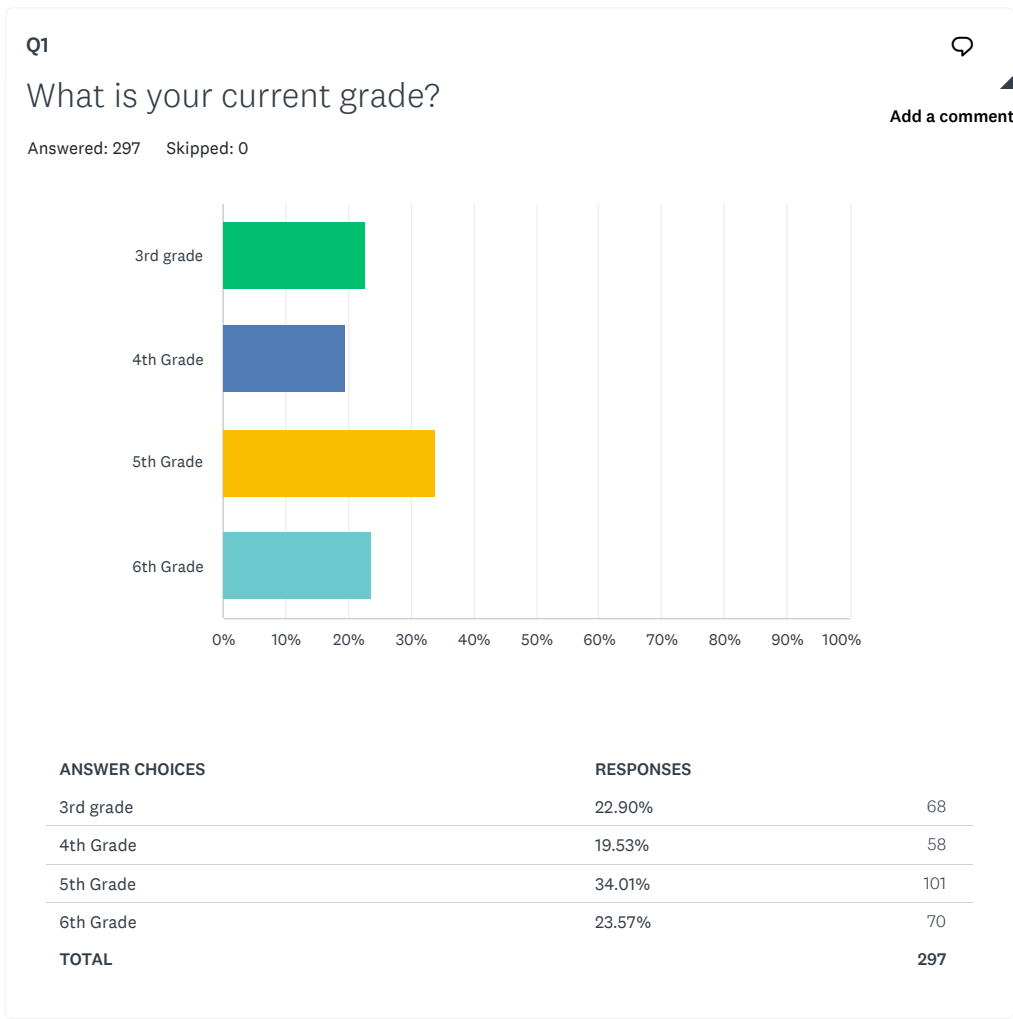


James F. Smith Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

QUESTION SUMMARIES

DATA TRENDS

INDIVIDUAL RESPONSES



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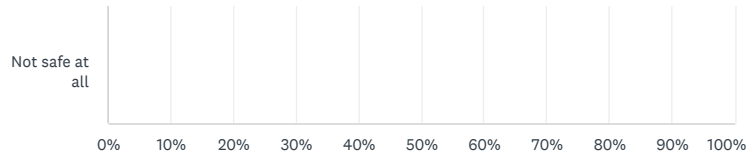
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297 responses



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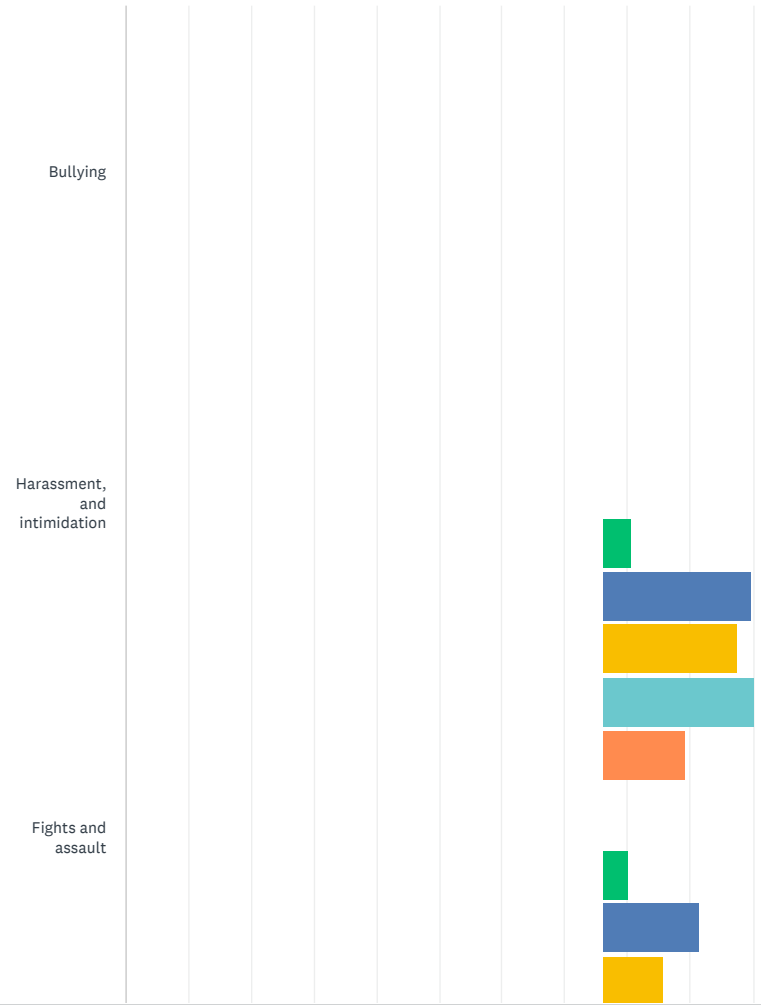
ANSWER CHOICES	RESPONSES	
Very safe	29.83%	88
Safe	53.90%	159
Somewhat safe	15.59%	46
Not safe at all	0.68%	2
TOTAL		295

Q3



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

Answered: 297 Skipped: 0



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297 responses



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Student interest in gangs

Illegal weapons

Graffiti and vandalism

People trespassing on campus

Drug use

Alcohol use

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297 responses



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■ I see this h...
 ■ I see this h...
 ■ I hear other...
 ■ I never hear...
 ■ 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	4.45% 13	23.63% 69	21.23% 62	37.67% 110	13.01% 38	292
Harassment, and intimidation	4.11% 12	15.41% 45	9.59% 28	42.81% 125	28.08% 82	292
Fights and assault	4.90% 14	13.99% 40	16.78% 48	50.70% 145	13.64% 39	286
Student interest in gangs	1.71% 5	4.44% 13	7.51% 22	67.58% 198	18.77% 55	293
Illegal weapons	0.34% 1	1.03% 3	1.03% 3	85.22% 248	12.37% 36	291
Graffiti and vandalism	3.06% 9	18.03% 53	13.27% 39	51.70% 152	13.95% 41	294
People trespassing on campus	2.38% 7	4.76% 14	7.48% 22	64.63% 190	20.75% 61	294
Drug use	0.00% 0	1.71% 5	2.40% 7	79.45% 232	16.44% 48	292
Alcohol use	0.00% 0	0.69% 2	1.74% 5	83.33% 240	14.24% 41	288

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 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: 294 Skipped: 3



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297 responses



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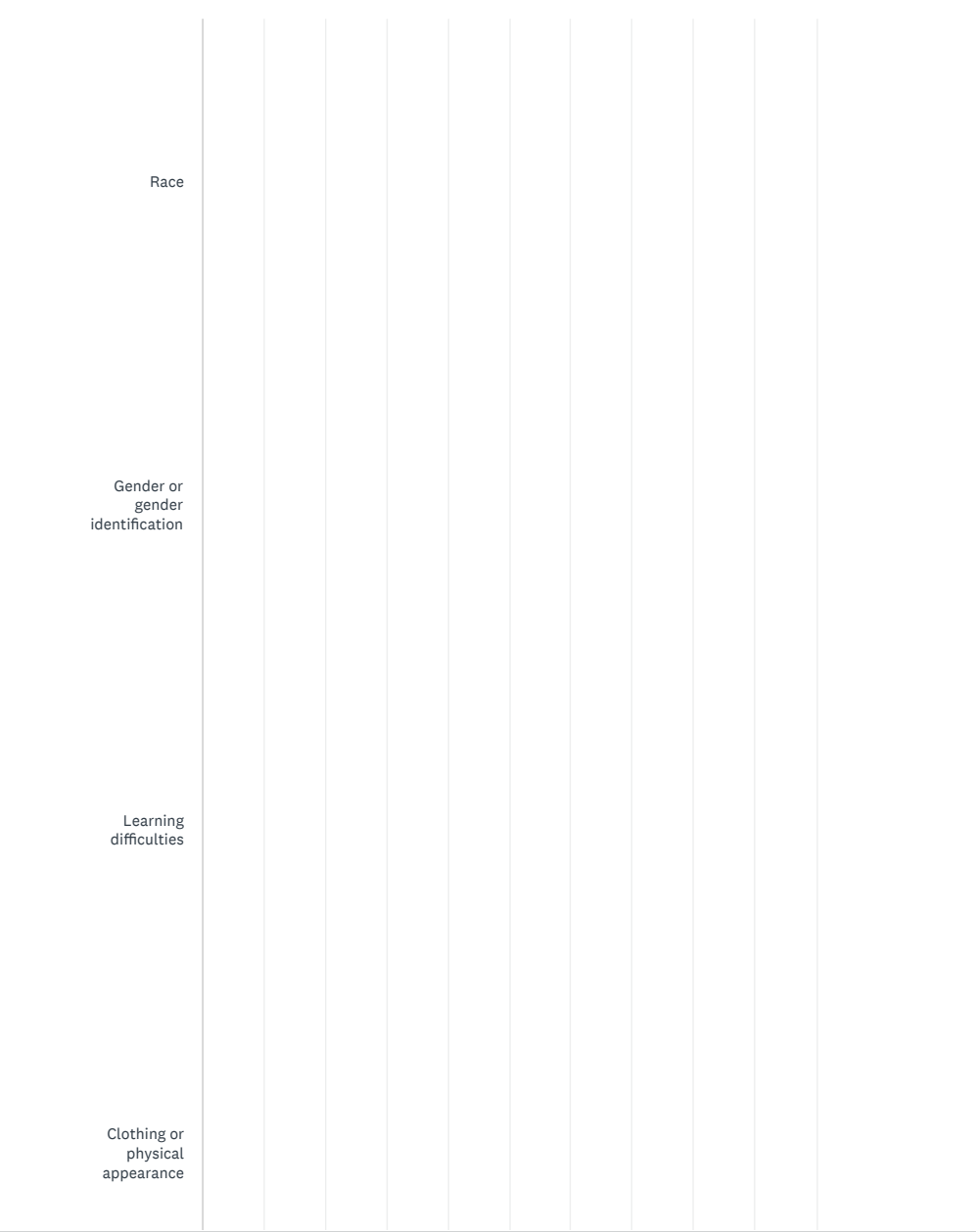
ANSWER CHOICES	RESPONSES	
Often	7.82%	23
Sometimes	23.13%	68
Minimally	33.67%	99
Never	25.17%	74
I don't know.	10.20%	30
TOTAL		294

Q5



Students at this school get put down because of their...

Answered: 297 Skipped: 0



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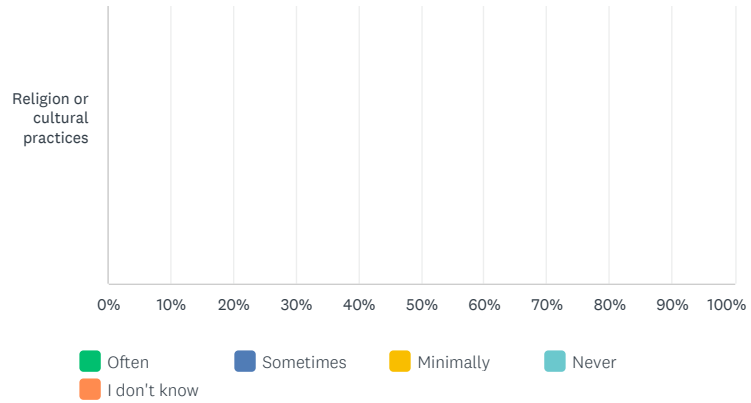
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297 responses



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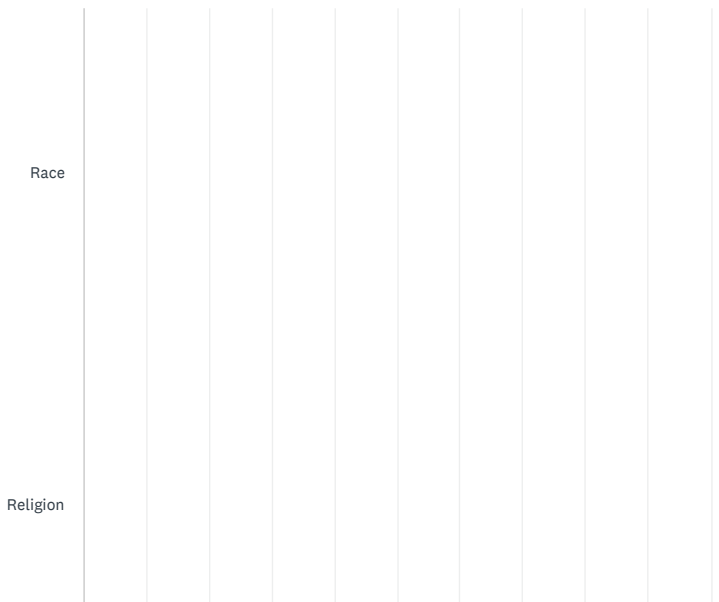
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	3.85% 11	11.54% 33	12.59% 36	57.34% 164	14.69% 42	286	3.67
Gender or gender identification	2.05% 6	9.25% 27	17.47% 51	55.48% 162	15.75% 46	292	3.74
Learning difficulties	9.25% 27	14.73% 43	20.89% 61	37.33% 109	17.81% 52	292	3.40
Clothing or physical appearance	7.24% 21	12.76% 37	21.38% 62	38.97% 113	19.66% 57	290	3.51
Religion or cultural practices	3.79% 11	7.24% 21	10.34% 30	60.00% 174	18.62% 54	290	3.82

Q6



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

Answered: 296 Skipped: 1



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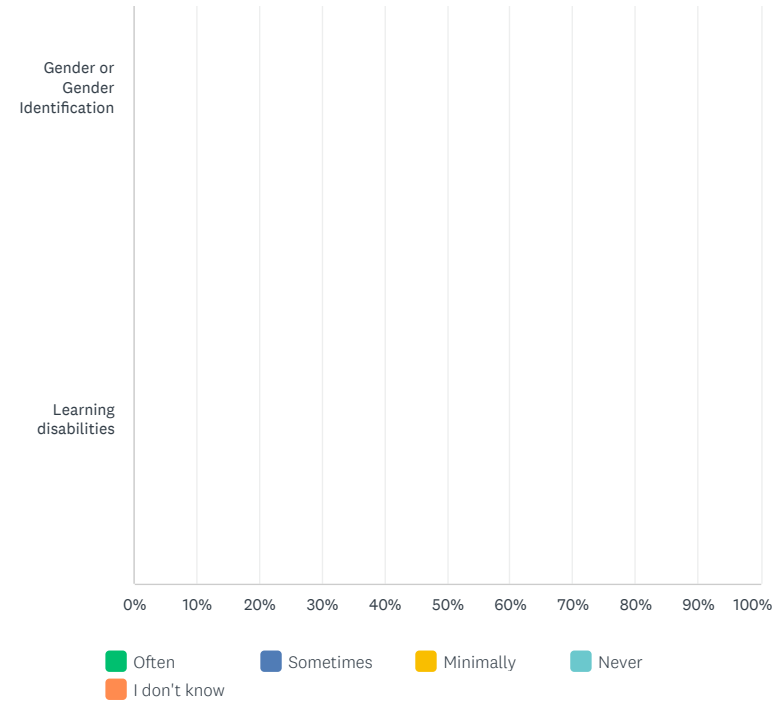
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297 responses



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	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.34% 1	1.36% 4	1.36% 4	83.39% 246	13.56% 40	295	4.08
Religion	0.00% 0	1.36% 4	1.70% 5	81.97% 241	14.97% 44	294	4.11
Gender or Gender Identification	0.34% 1	1.69% 5	2.37% 7	78.64% 232	16.95% 50	295	4.10
Learning disabilities	1.02% 3	2.03% 6	3.73% 11	75.93% 224	17.29% 51	295	4.06

Q7



How familiar are you with the following?

Answered: 297 Skipped: 0



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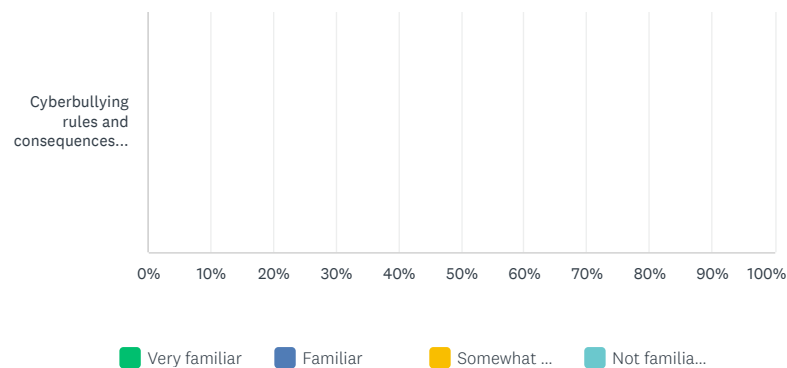
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297 responses



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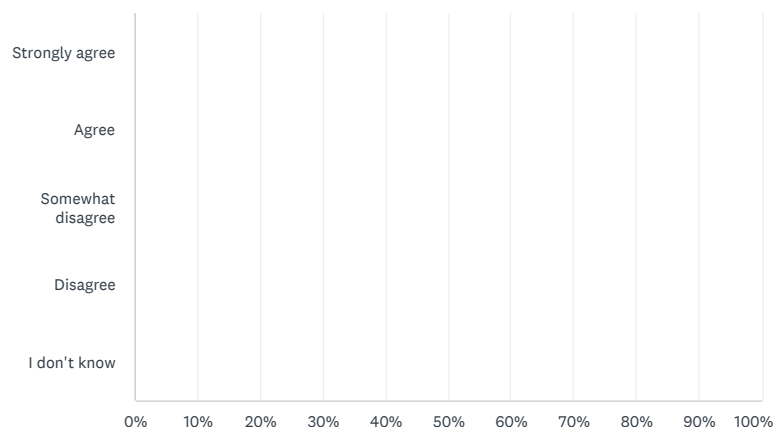
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	55.56% 165	28.96% 86	9.09% 27	6.40% 19	297	1.66
School-wide rules and consequences when those rules are broken.	50.34% 149	26.35% 78	13.18% 39	10.14% 30	296	1.83
Cyberbullying rules and consequences when those rules are broken.	38.31% 113	22.37% 66	20.00% 59	19.32% 57	295	2.20

Q8



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

Answered: 296 Skipped: 1



ANSWER CHOICES

RESPONSES

Strongly agree	17.91%	53
Agree	34.12%	101

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297 responses



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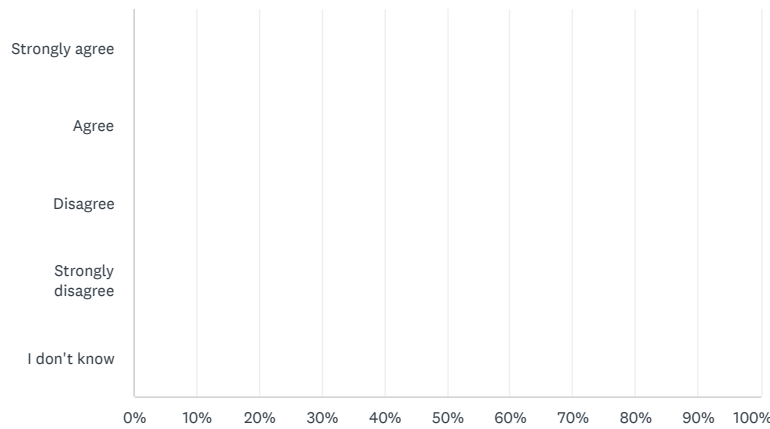


Q9



The facilities and grounds are well maintained at my school.

Answered: 295 Skipped: 2



ANSWER CHOICES

RESPONSES

ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	59
Agree	53.56%	158
Disagree	7.12%	21
Strongly disagree	1.69%	5
I don't know	17.63%	52
TOTAL		295

Q10



How well do you understand your schools Emergency procedures?

Answered: 296 Skipped: 1



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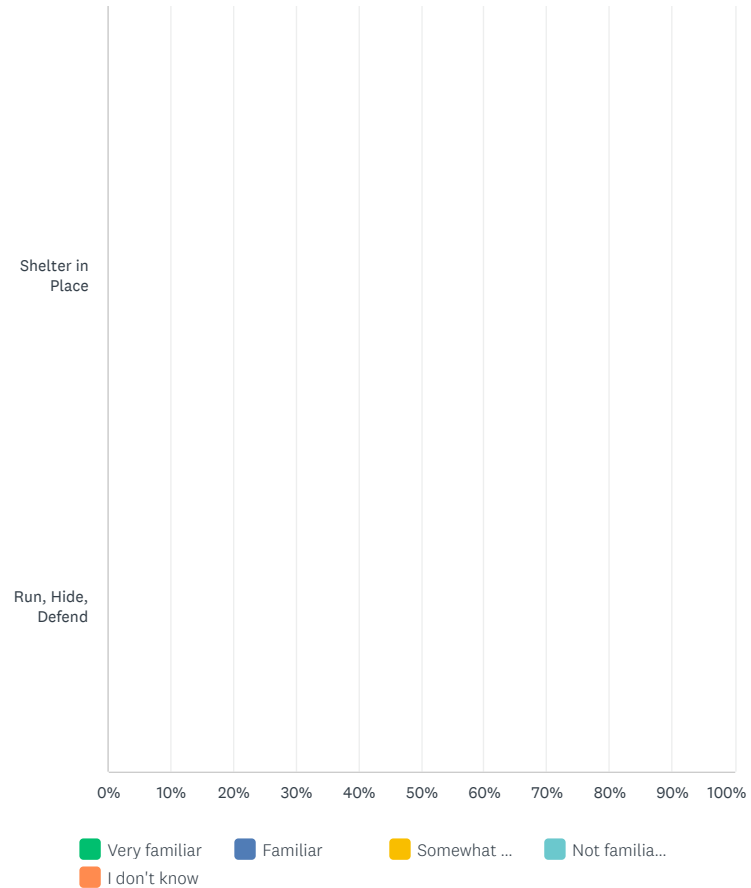
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297 responses



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	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	77.36% 229	19.59% 58	1.35% 4	1.01% 3	0.68% 2	296
Earthquake Drill	76.69% 227	17.23% 51	4.05% 12	1.35% 4	0.68% 2	296
Shelter in Place	62.16% 184	23.65% 70	10.14% 30	2.70% 8	1.35% 4	296
Run, Hide, Defend	42.03% 124	28.14% 83	17.29% 51	9.15% 27	3.39% 10	295

Q11



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

Answered: 297 Skipped: 0



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297 responses



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ANSWER CHOICES	RESPONSES	
Agree	39.39%	117
Disagree	60.61%	180
TOTAL		297

Q12 🗨️

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

Answered: 297 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	26.94%	80
Agree	58.92%	175
Mildly disagree	13.13%	39
Strongly disagree	1.01%	3
TOTAL		297

Q13 🗨️

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

Answered: 267 Skipped: 30

More kindness

10/10/2023 03:48 PM

I think that we don't need any improvement.

10/9/2023 08:53 AM

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297 responses



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Kids are running on the playground.

10/9/2023 08:53 AM

no more falling on the blacktop.

Powered by  SurveyMonkey

Check out our [sample surveys](#) and [create your own now!](#)

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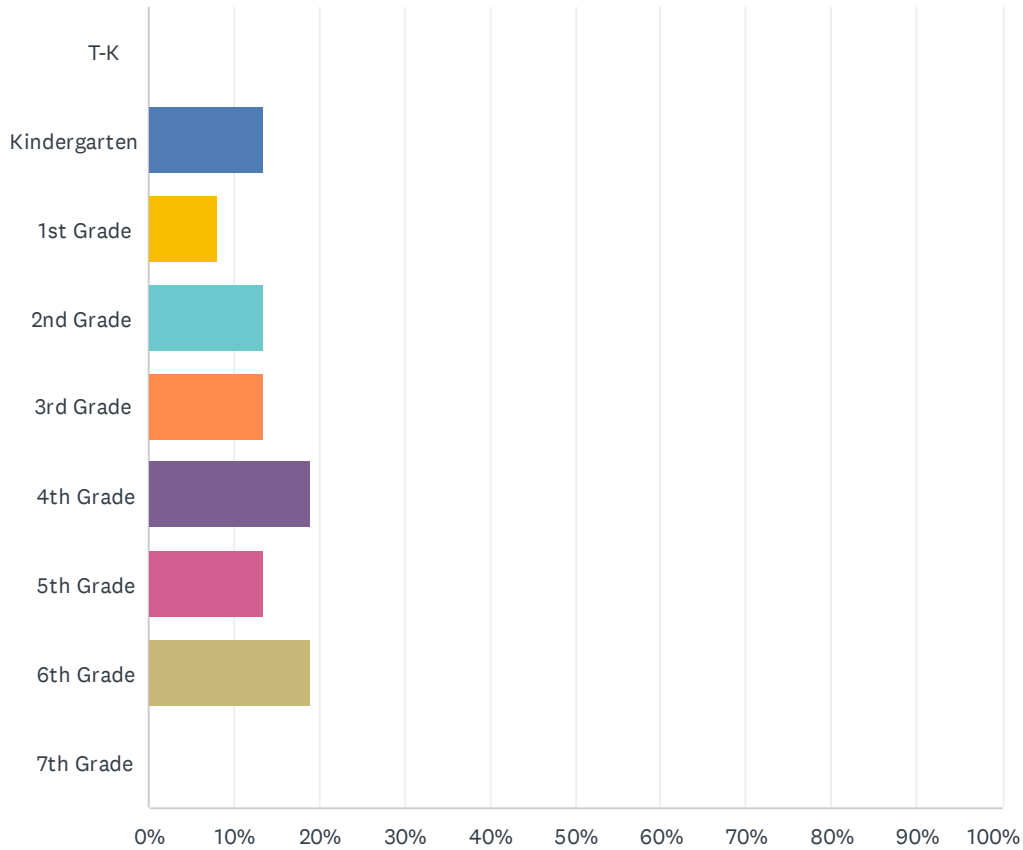
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297 responses

Q1 What grade is your child in?

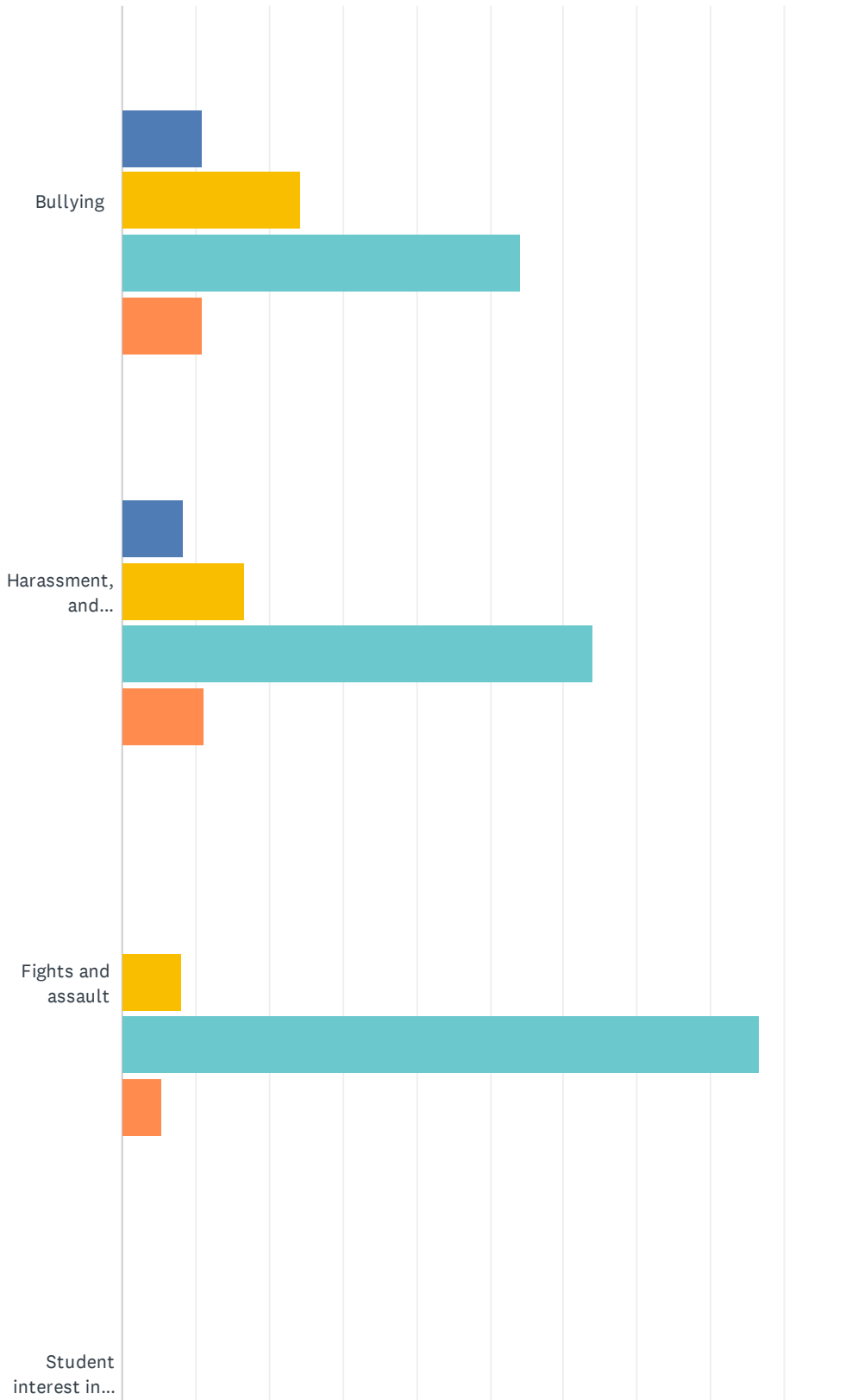
Answered: 37 Skipped: 0



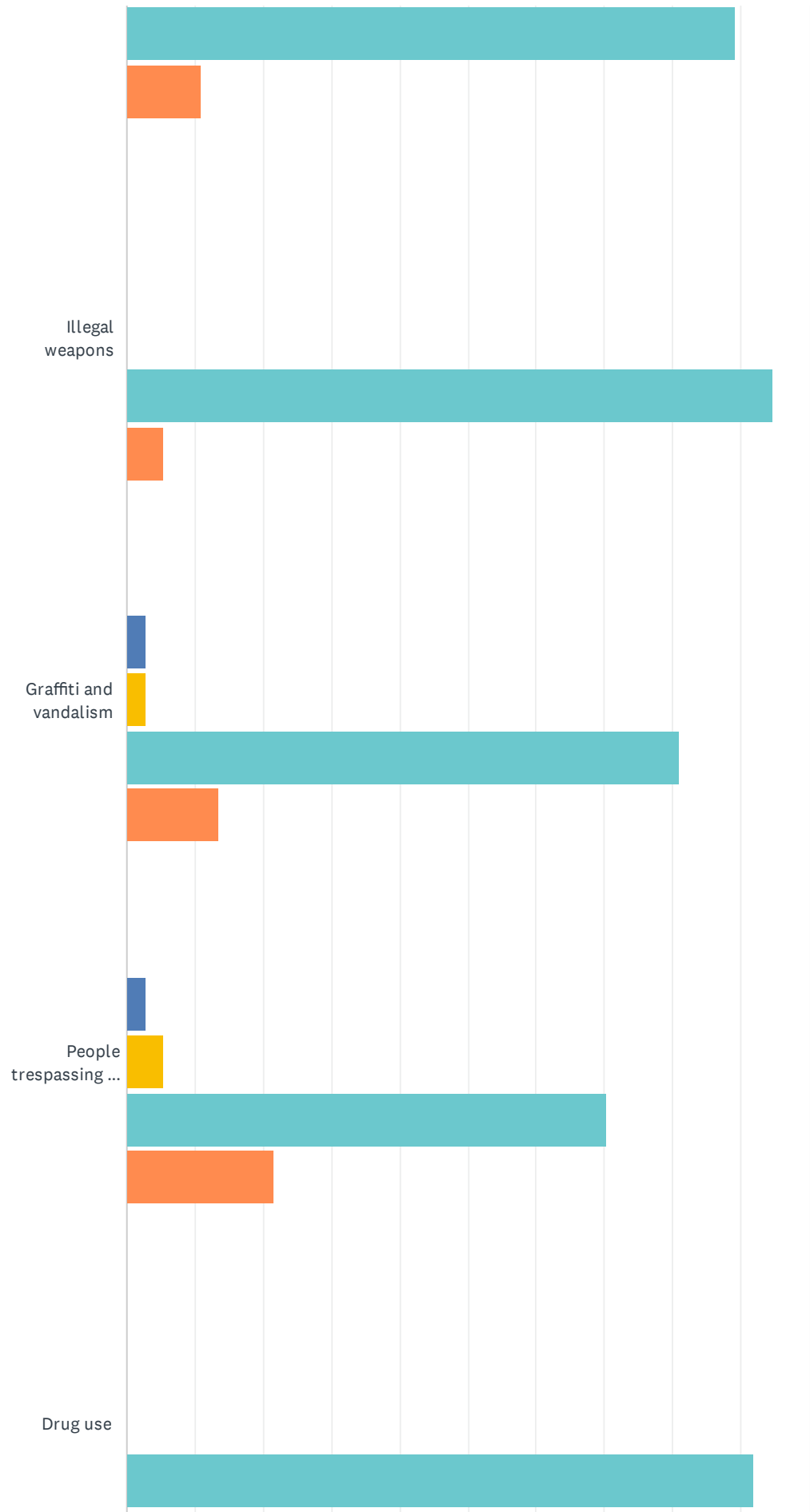
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	13.51%	5
1st Grade	8.11%	3
2nd Grade	13.51%	5
3rd Grade	13.51%	5
4th Grade	18.92%	7
5th Grade	13.51%	5
6th Grade	18.92%	7
7th Grade	0.00%	0
TOTAL		37

Q2 How much do you find the following to be a problem at your child's school?

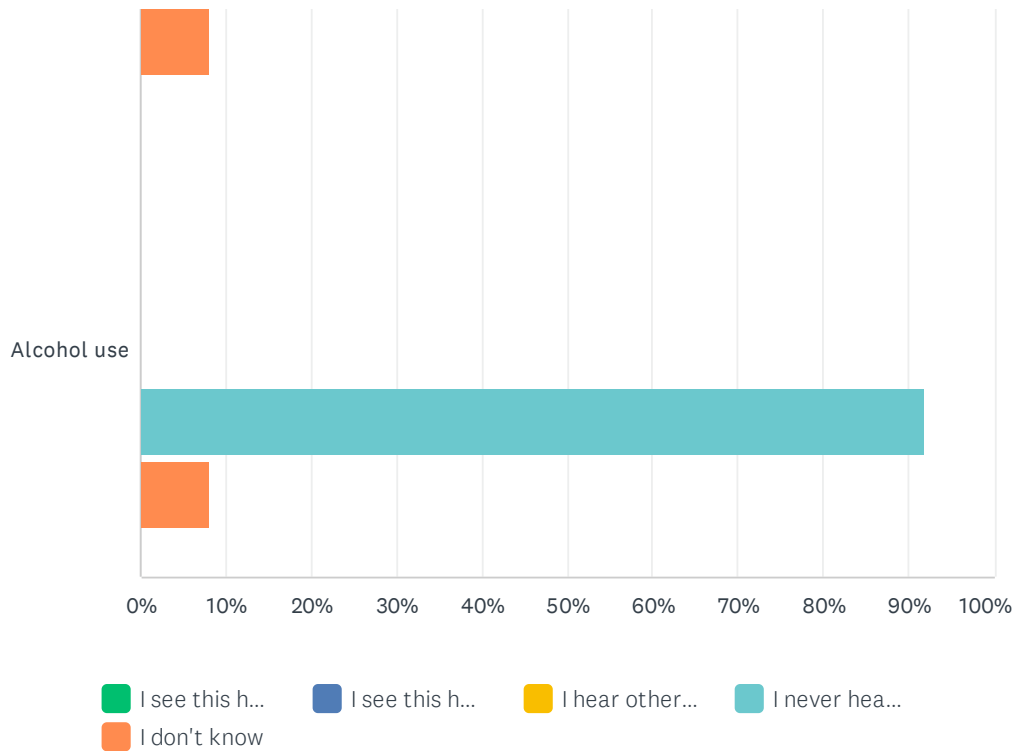
Answered: 37 Skipped: 0



James F. Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



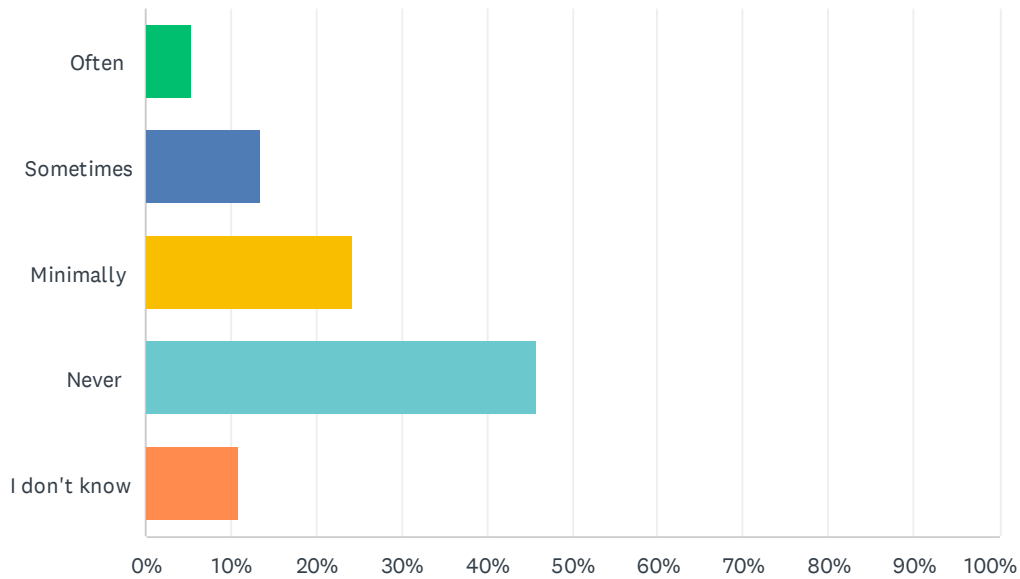
James F. Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	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	WEIGHTED AVERAGE
Bullying	0.00% 0	10.81% 4	24.32% 9	54.05% 20	10.81% 4	37	3.65
Harassment, and intimidation	0.00% 0	8.33% 3	16.67% 6	63.89% 23	11.11% 4	36	3.78
Fights and assault	0.00% 0	0.00% 0	8.11% 3	86.49% 32	5.41% 2	37	3.97
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	89.19% 33	10.81% 4	37	4.11
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	94.59% 35	5.41% 2	37	4.05
Graffiti and vandalism	0.00% 0	2.70% 1	2.70% 1	81.08% 30	13.51% 5	37	4.05
People trespassing on campus	0.00% 0	2.70% 1	5.41% 2	70.27% 26	21.62% 8	37	4.11
Drug use	0.00% 0	0.00% 0	0.00% 0	91.89% 34	8.11% 3	37	4.08
Alcohol use	0.00% 0	0.00% 0	0.00% 0	91.89% 34	8.11% 3	37	4.08

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.

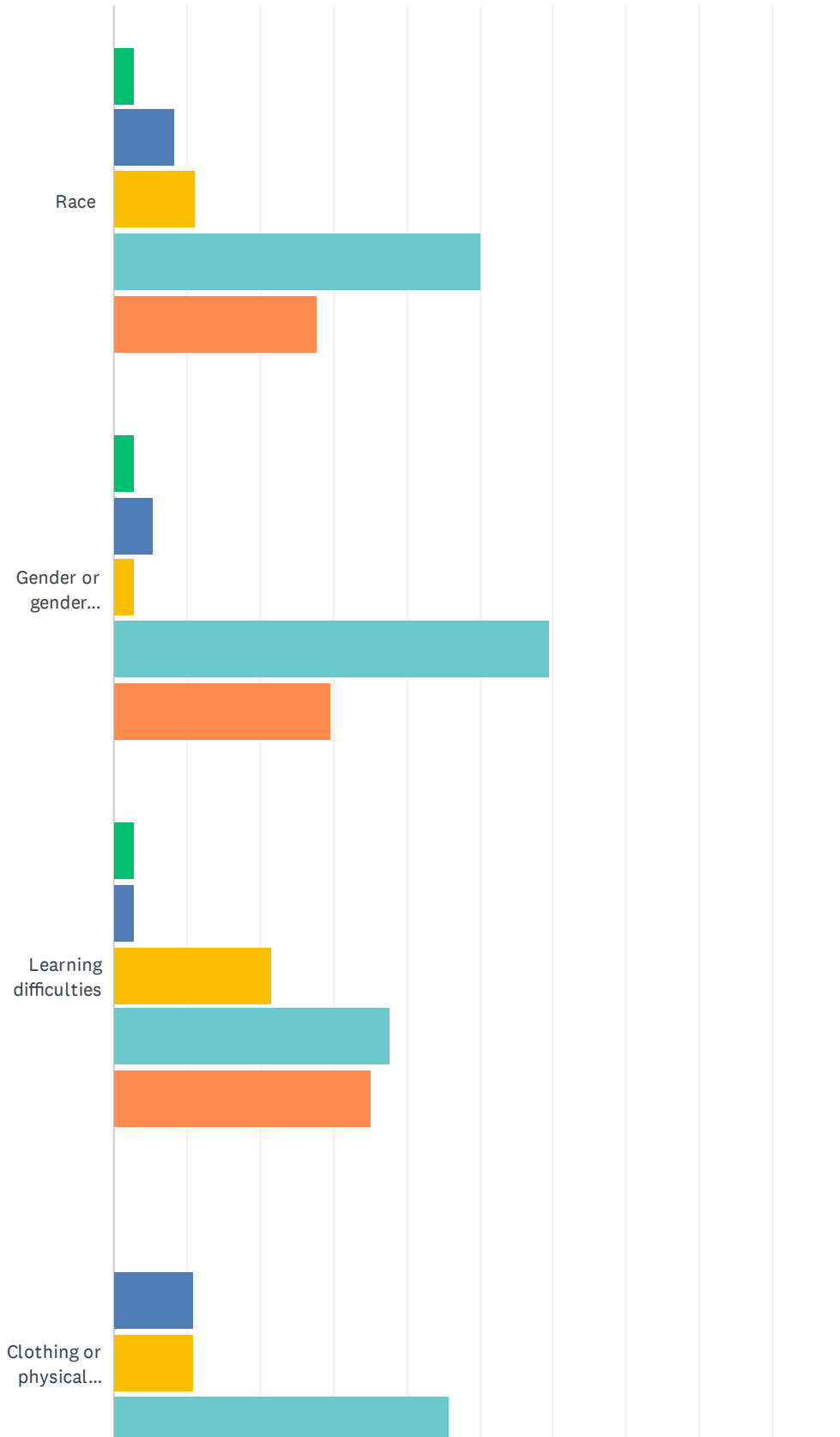
Answered: 37 Skipped: 0



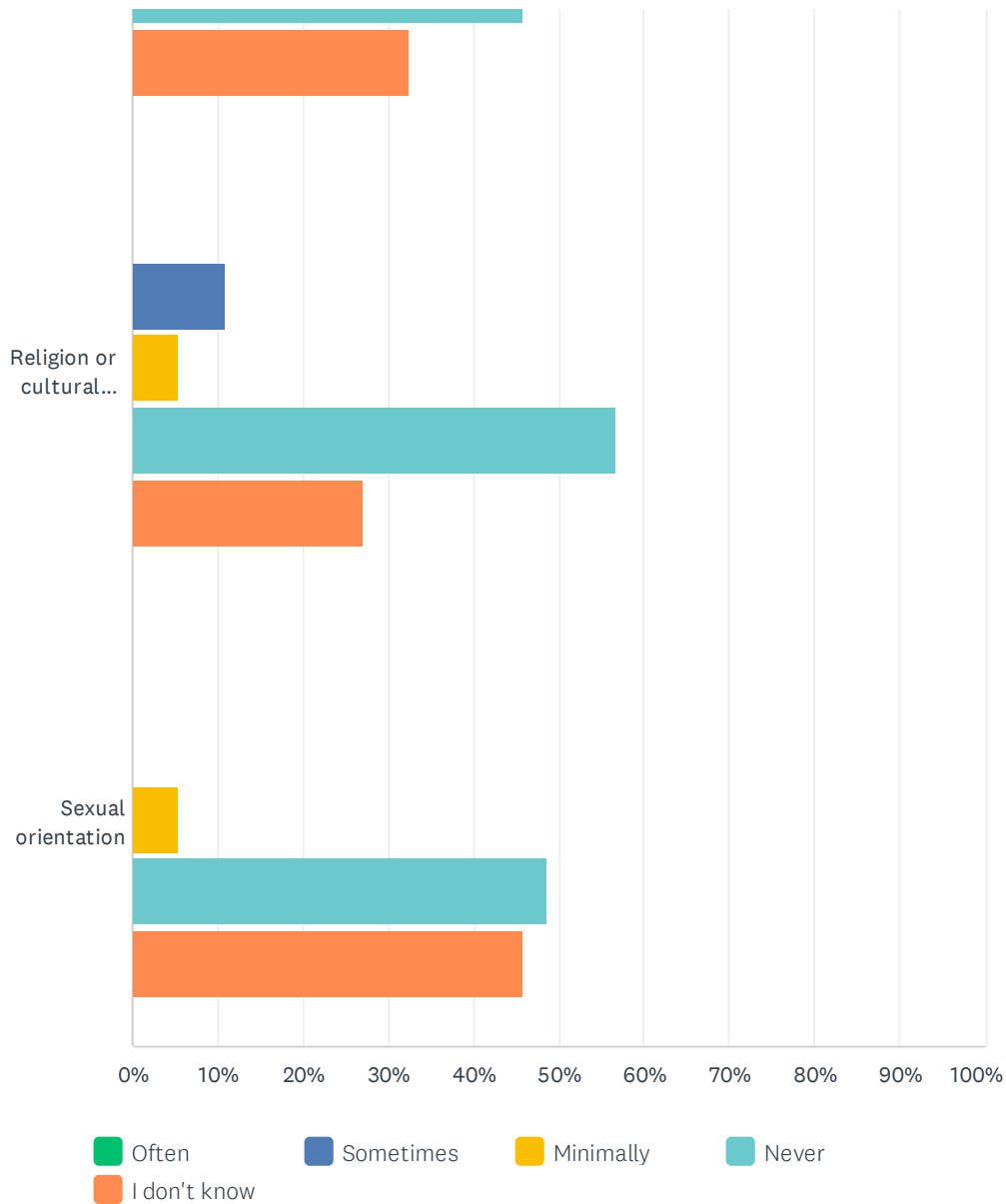
ANSWER CHOICES	RESPONSES
Often	5.41% 2
Sometimes	13.51% 5
Minimally	24.32% 9
Never	45.95% 17
I don't know	10.81% 4
TOTAL	37

Q4 Students at my child's school get put down because of their...

Answered: 37 Skipped: 0



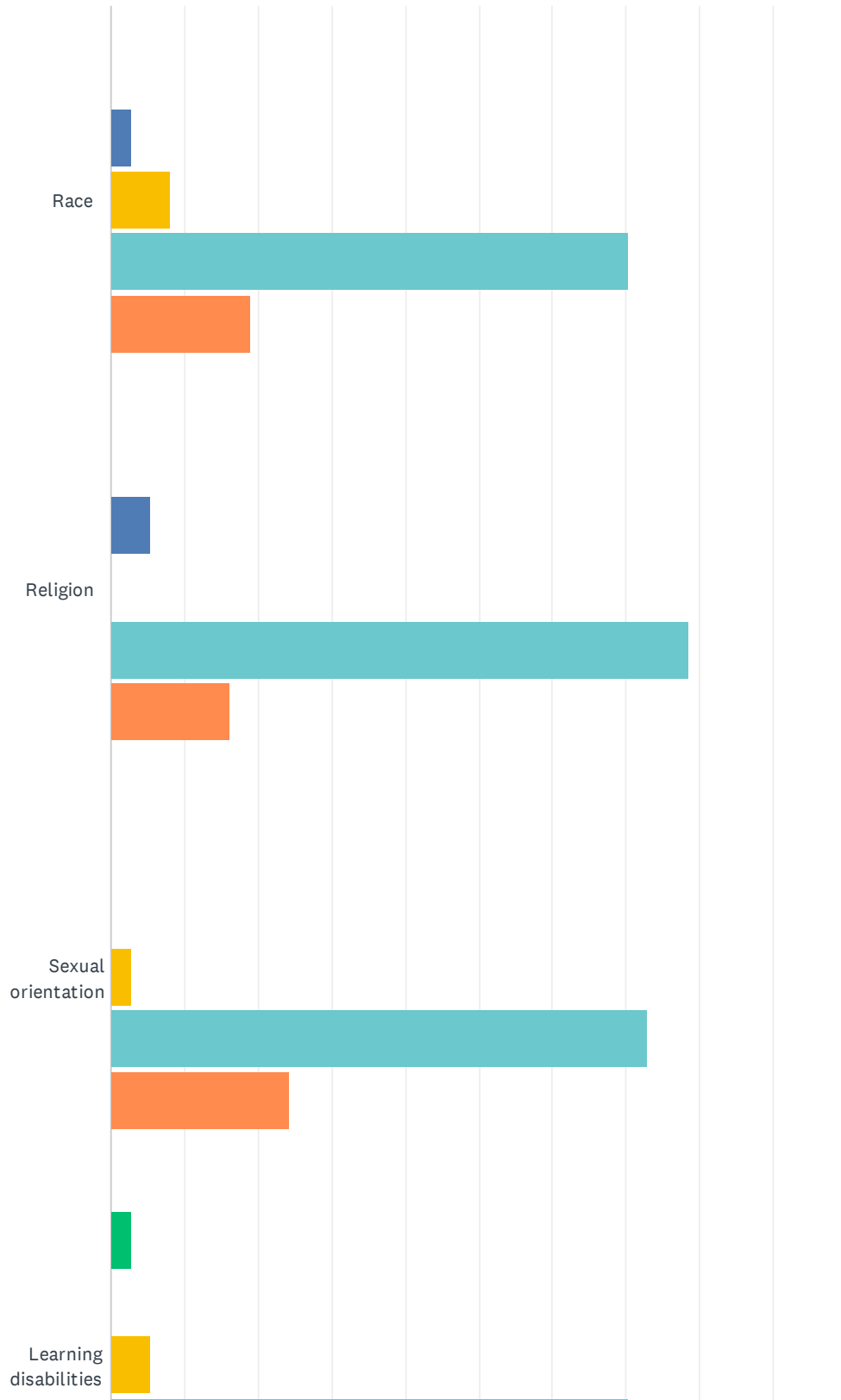
James F. Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



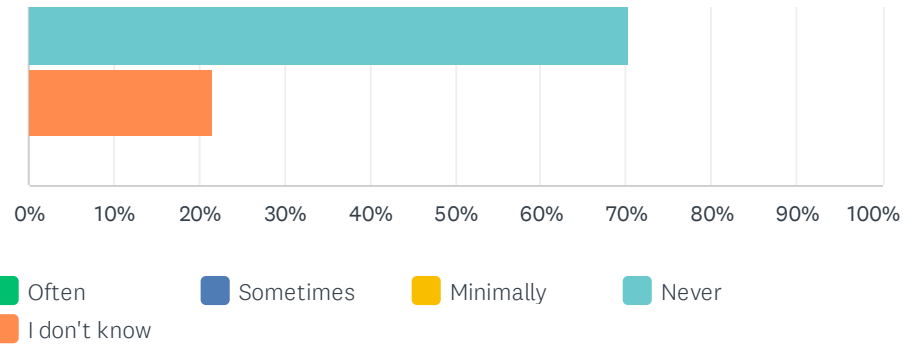
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.78% 1	8.33% 3	11.11% 4	50.00% 18	27.78% 10	36	3.92
Gender or gender identification	2.70% 1	5.41% 2	2.70% 1	59.46% 22	29.73% 11	37	4.08
Learning difficulties	2.70% 1	2.70% 1	21.62% 8	37.84% 14	35.14% 13	37	4.00
Clothing or physical appearance	0.00% 0	10.81% 4	10.81% 4	45.95% 17	32.43% 12	37	4.00
Religion or cultural practices	0.00% 0	10.81% 4	5.41% 2	56.76% 21	27.03% 10	37	4.00
Sexual orientation	0.00% 0	0.00% 0	5.41% 2	48.65% 18	45.95% 17	37	4.41

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 37 Skipped: 0



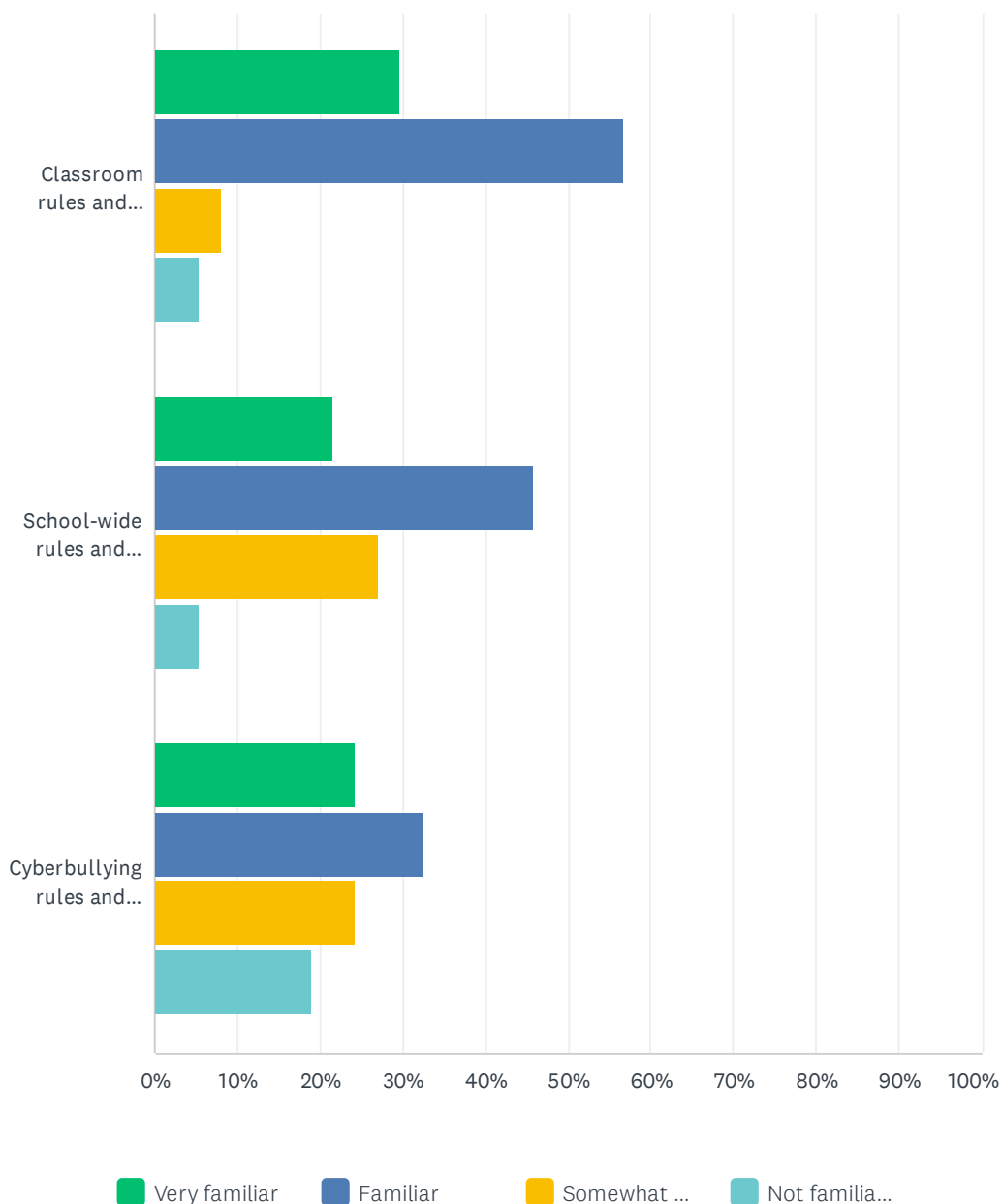
James F. Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	2.70% 1	8.11% 3	70.27% 26	18.92% 7	37	4.05
Religion	0.00% 0	5.41% 2	0.00% 0	78.38% 29	16.22% 6	37	4.05
Sexual orientation	0.00% 0	0.00% 0	2.70% 1	72.97% 27	24.32% 9	37	4.22
Learning disabilities	2.70% 1	0.00% 0	5.41% 2	70.27% 26	21.62% 8	37	4.08

Q6 How familiar are you with the following at your child's school?

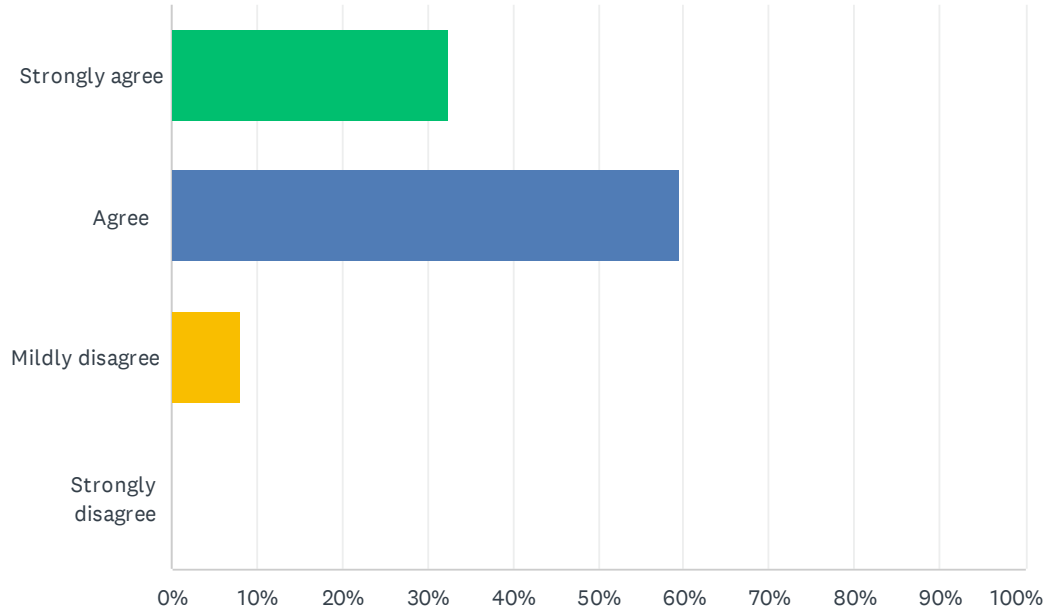
Answered: 37 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	29.73% 11	56.76% 21	8.11% 3	5.41% 2	37	1.89
School-wide rules and consequences when those rules are broken.	21.62% 8	45.95% 17	27.03% 10	5.41% 2	37	2.16
Cyberbullying rules and consequences when those rules are broken.	24.32% 9	32.43% 12	24.32% 9	18.92% 7	37	2.38

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 37 Skipped: 0

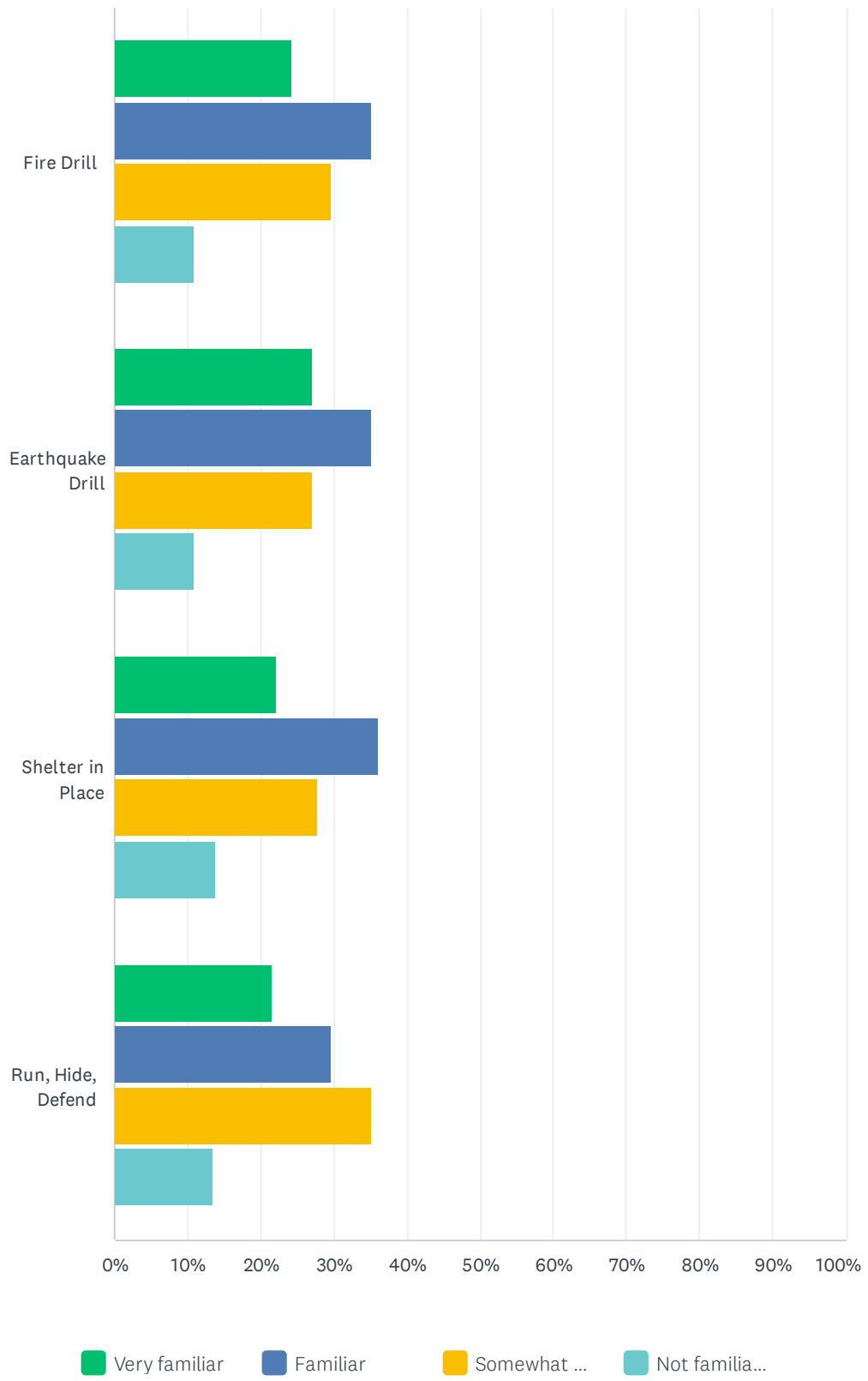


ANSWER CHOICES	RESPONSES	
Strongly agree	32.43%	12
Agree	59.46%	22
Mildly disagree	8.11%	3
Strongly disagree	0.00%	0
TOTAL		37

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 37 Skipped: 0

James F. Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

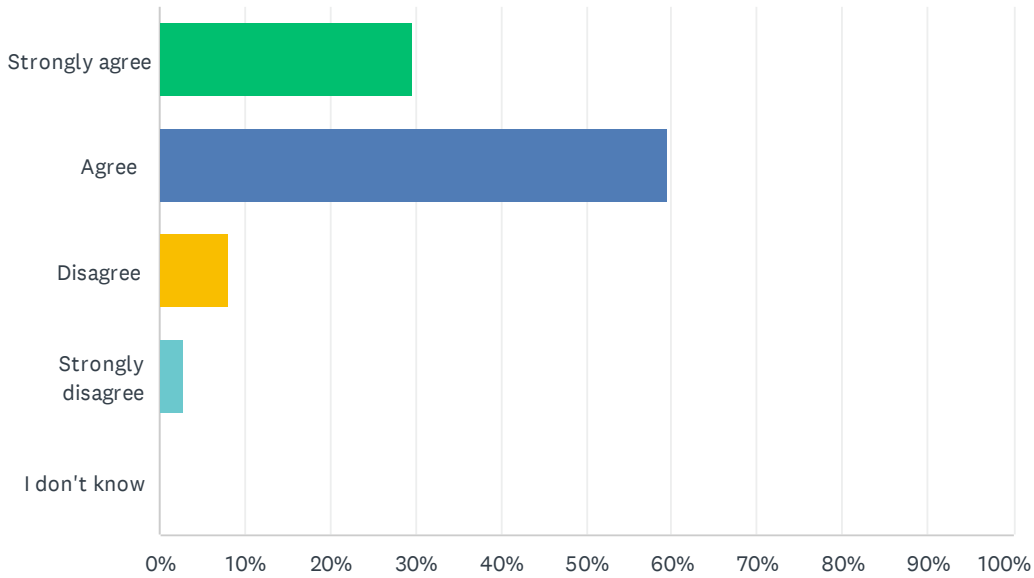


James F. Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	24.32% 9	35.14% 13	29.73% 11	10.81% 4	37
Earthquake Drill	27.03% 10	35.14% 13	27.03% 10	10.81% 4	37
Shelter in Place	22.22% 8	36.11% 13	27.78% 10	13.89% 5	36
Run, Hide, Defend	21.62% 8	29.73% 11	35.14% 13	13.51% 5	37

Q9 The facilities and grounds are well maintained at my child's school.

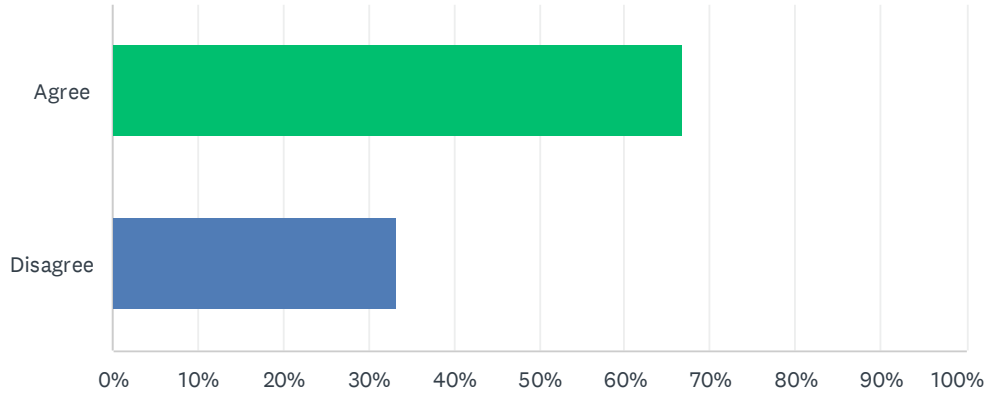
Answered: 37 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	29.73%	11
Agree	59.46%	22
Disagree	8.11%	3
Strongly disagree	2.70%	1
I don't know	0.00%	0
TOTAL		37

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

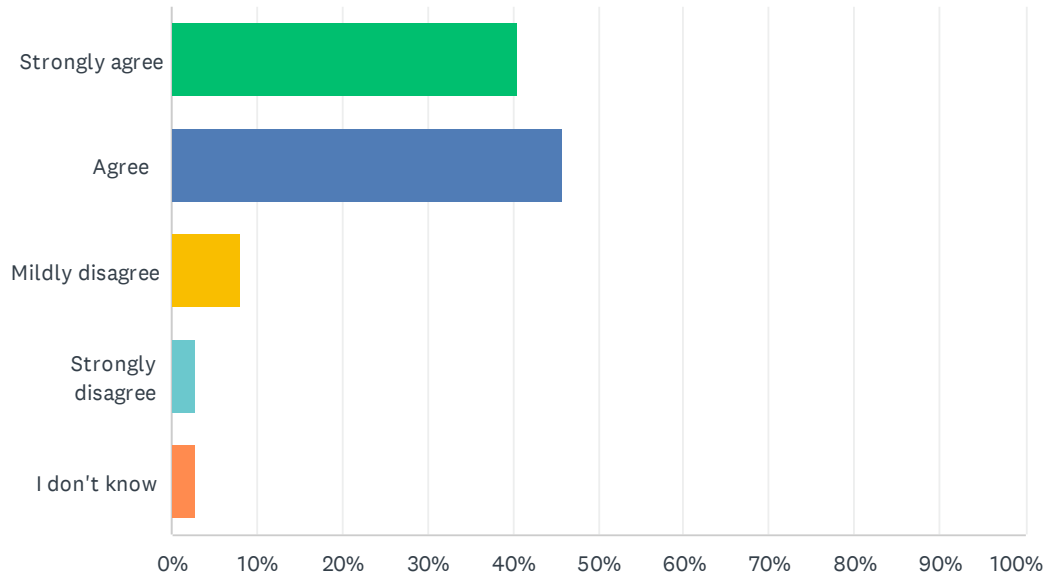
Answered: 36 Skipped: 1



ANSWER CHOICES	RESPONSES	
Agree	66.67%	24
Disagree	33.33%	12
TOTAL		36

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 37 Skipped: 0



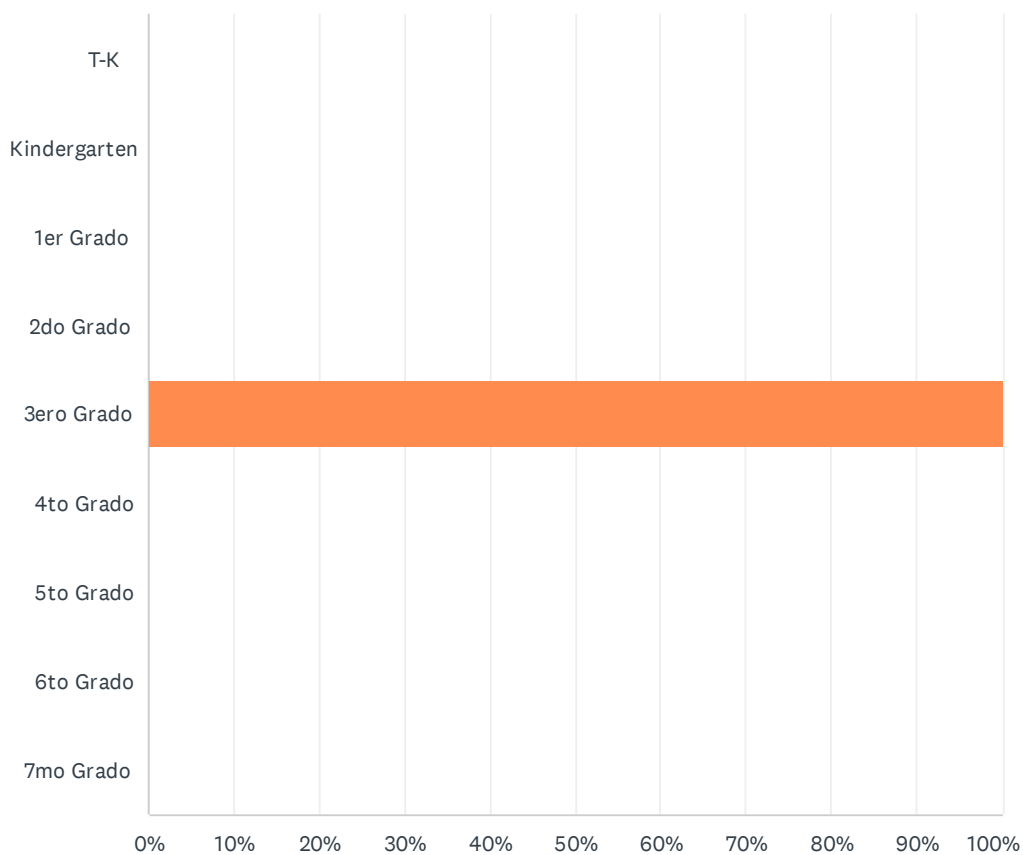
ANSWER CHOICES	RESPONSES	
Strongly agree	40.54%	15
Agree	45.95%	17
Mildly disagree	8.11%	3
Strongly disagree	2.70%	1
I don't know	2.70%	1
TOTAL		37

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 17 Skipped: 20

Q1 1. ¿Cuál es su curso actual?

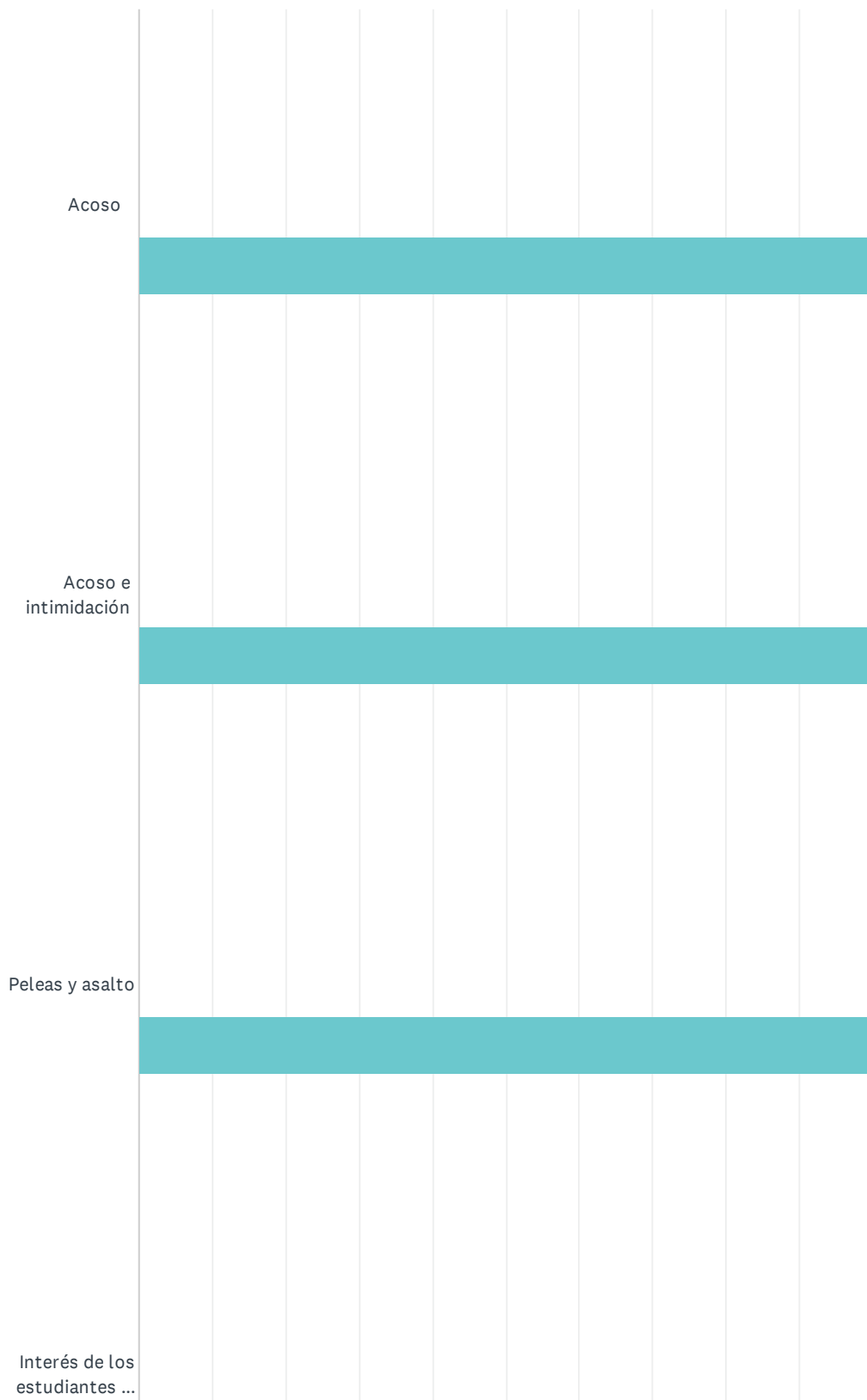
Answered: 1 Skipped: 0

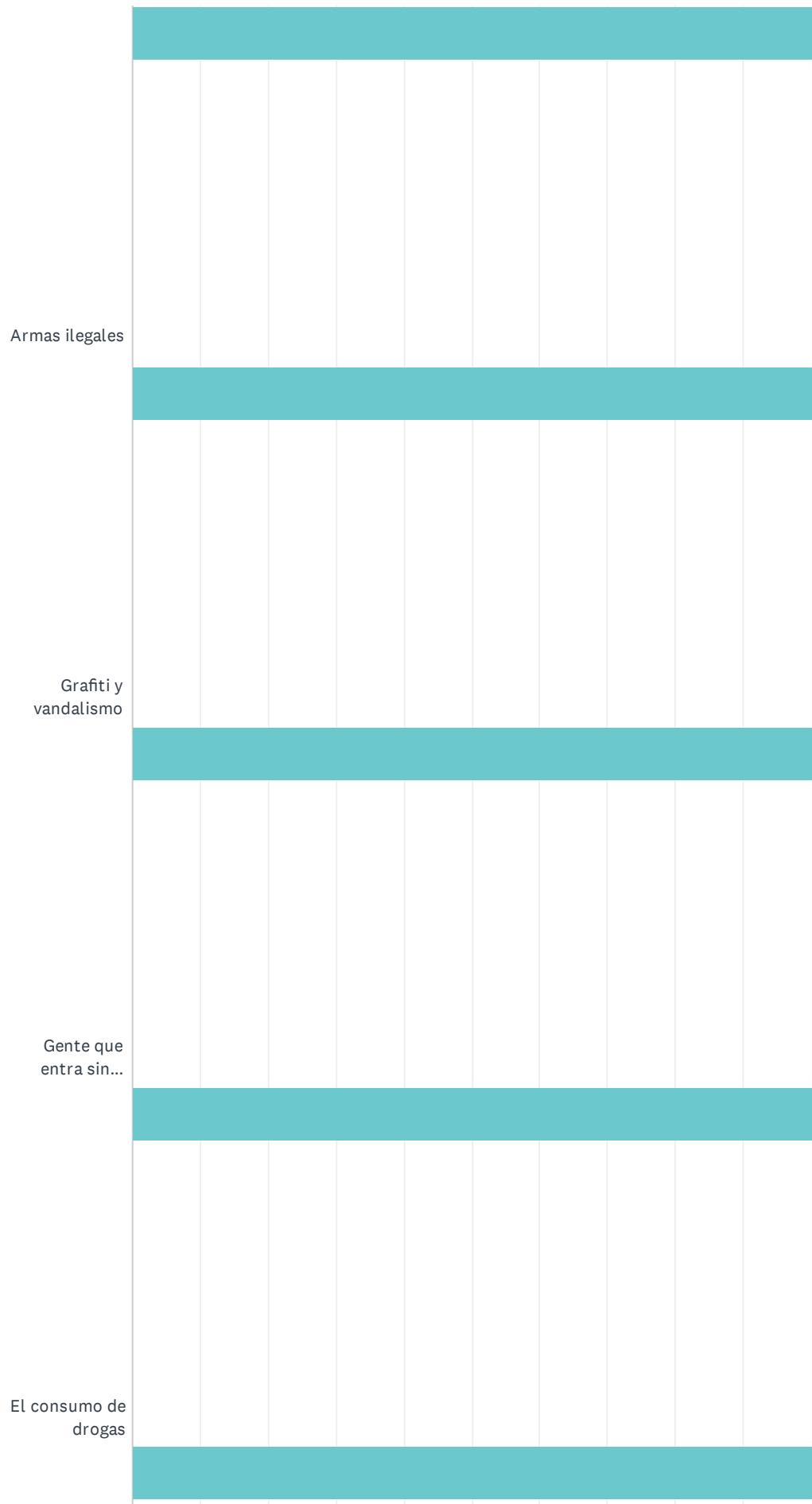


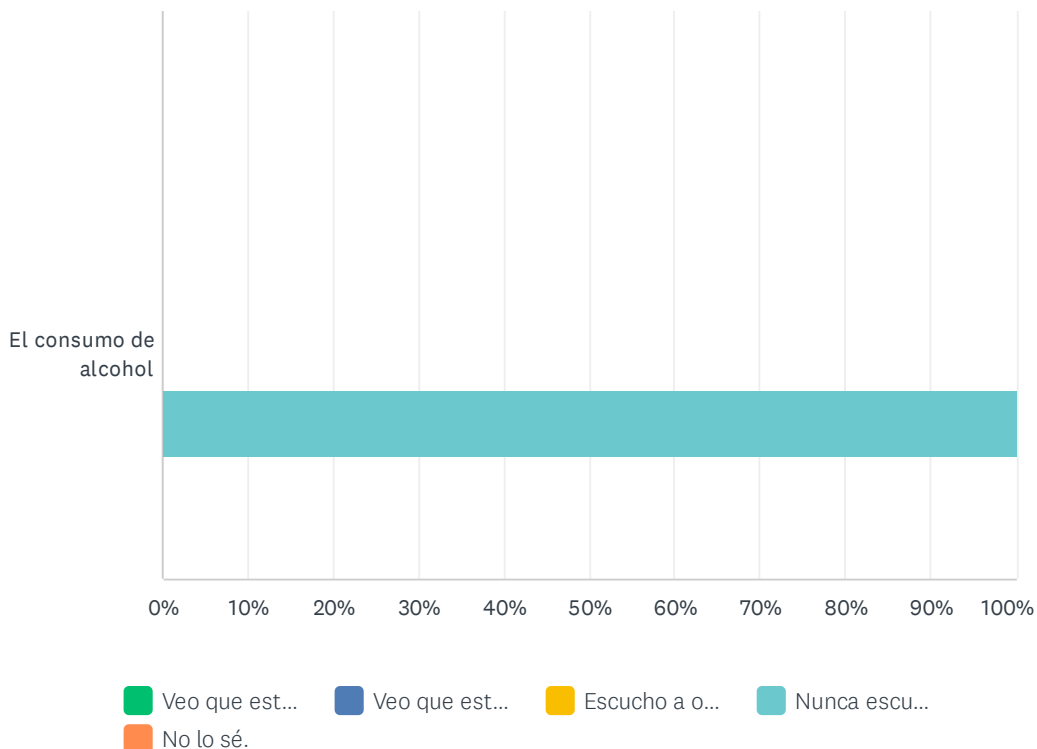
ANSWER CHOICES	RESPONSES
T-K	0.00% 0
Kindergarten	0.00% 0
1er Grado	0.00% 0
2do Grado	0.00% 0
3ero Grado	100.00% 1
4to Grado	0.00% 0
5to Grado	0.00% 0
6to Grado	0.00% 0
7mo Grado	0.00% 0
TOTAL	1

Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 1 Skipped: 0



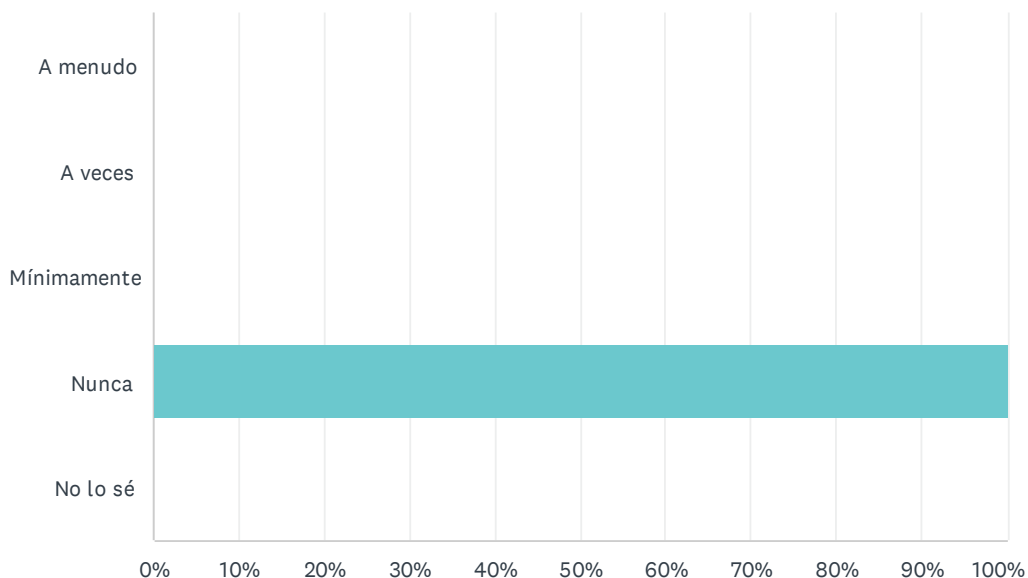




	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Acoso e intimidación	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Peleas y asalto	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Gente que entra sin derecho al campus	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

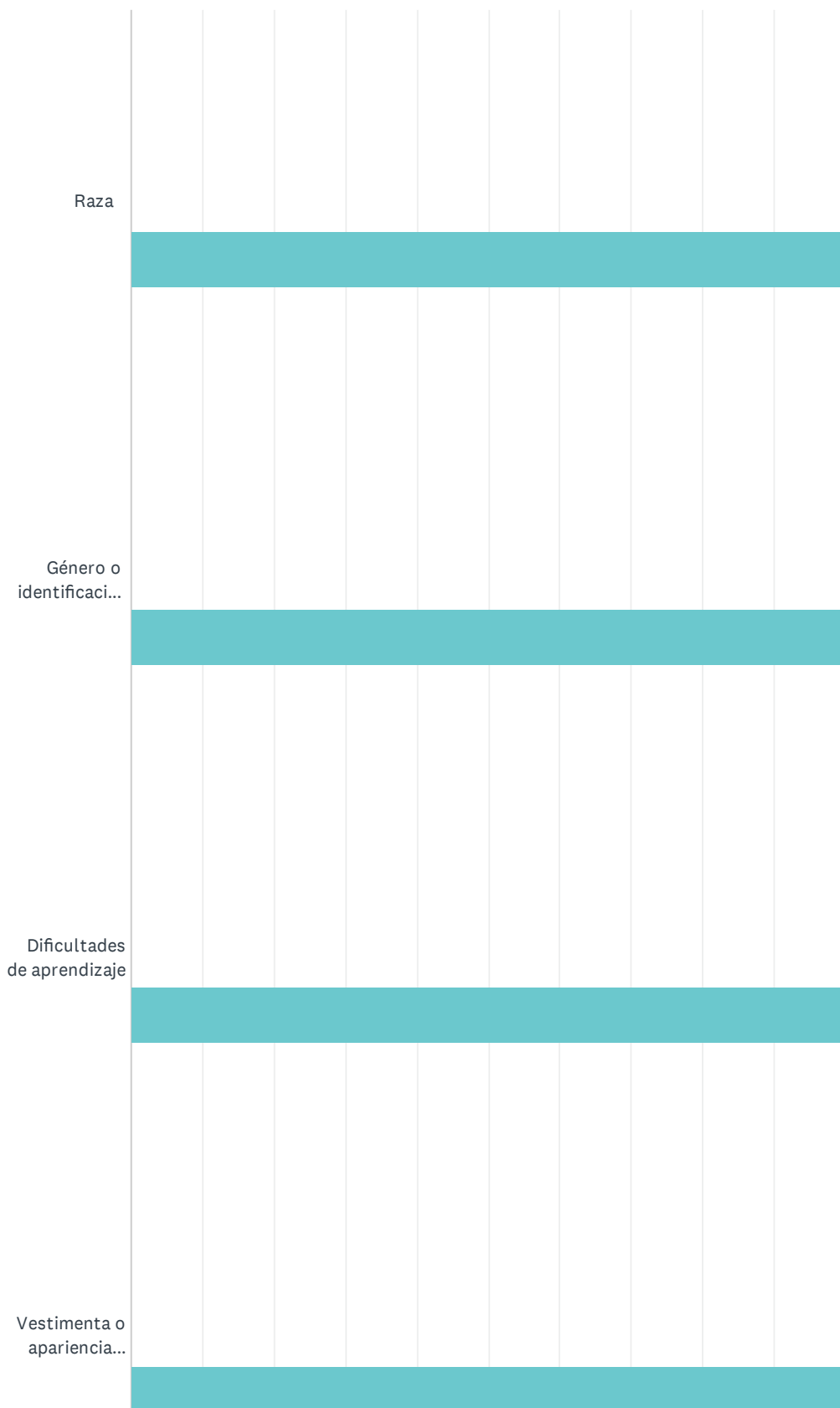
Answered: 1 Skipped: 0

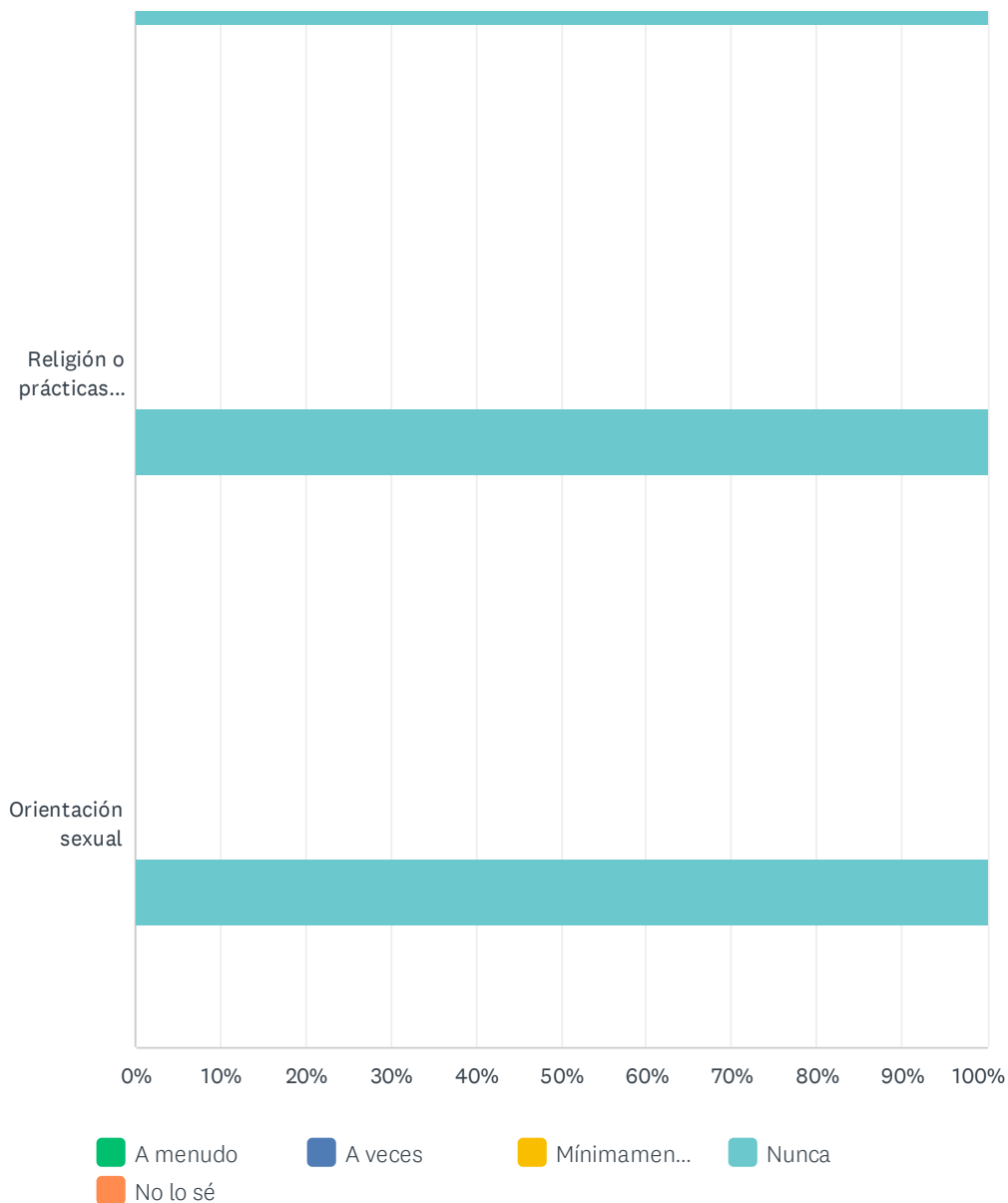


ANSWER CHOICES	RESPONSES
A menudo	0.00% 0
A veces	0.00% 0
Mínimamente	0.00% 0
Nunca	100.00% 1
No lo sé	0.00% 0
TOTAL	1

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 1 Skipped: 0

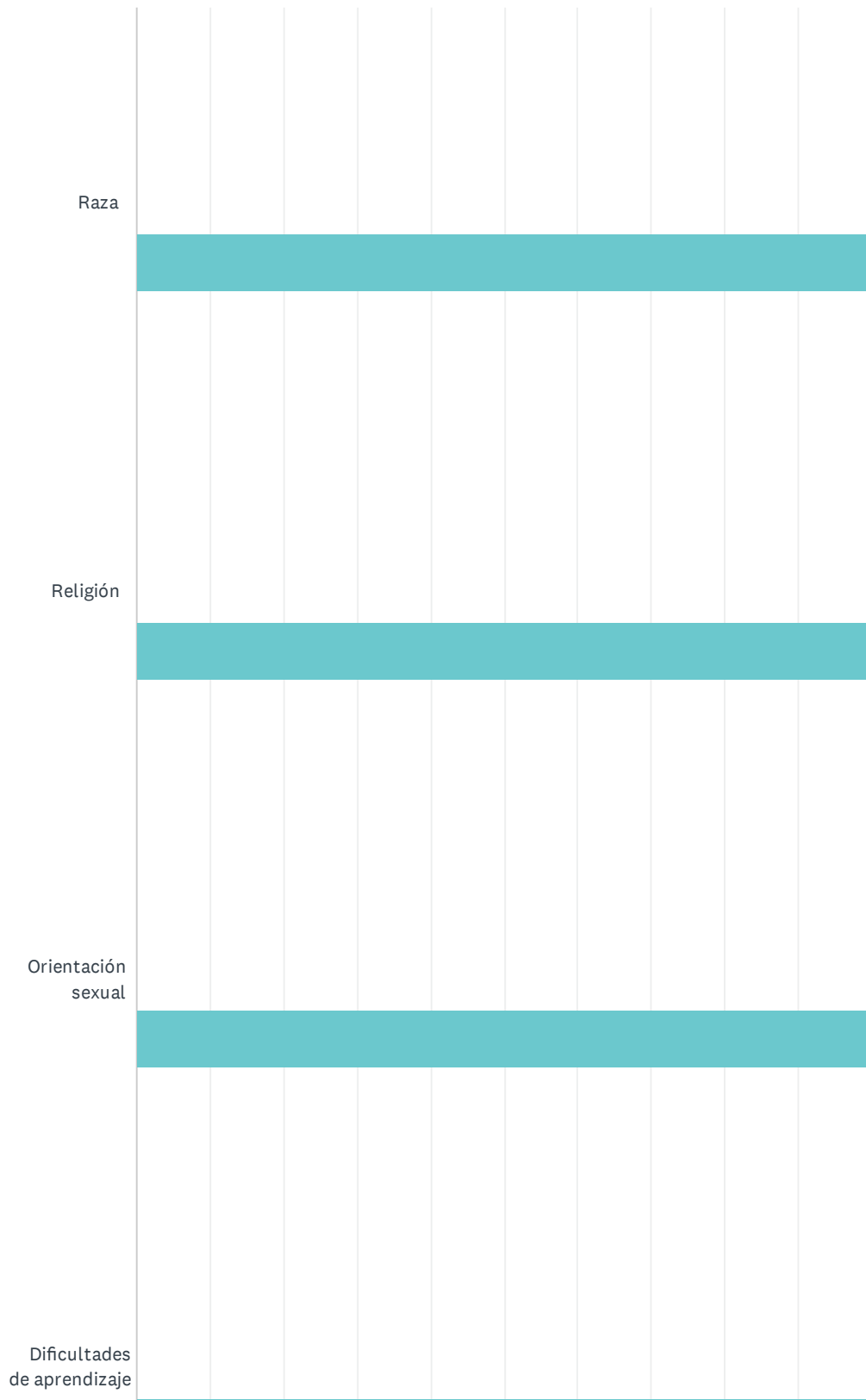


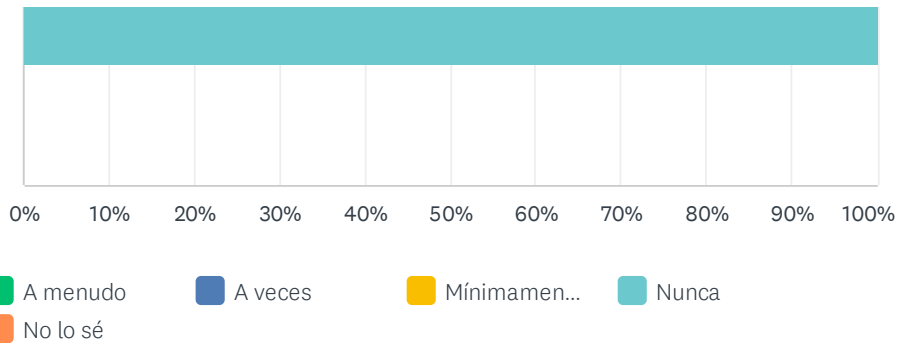


	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Vestimenta o apariencia física	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 1 Skipped: 0

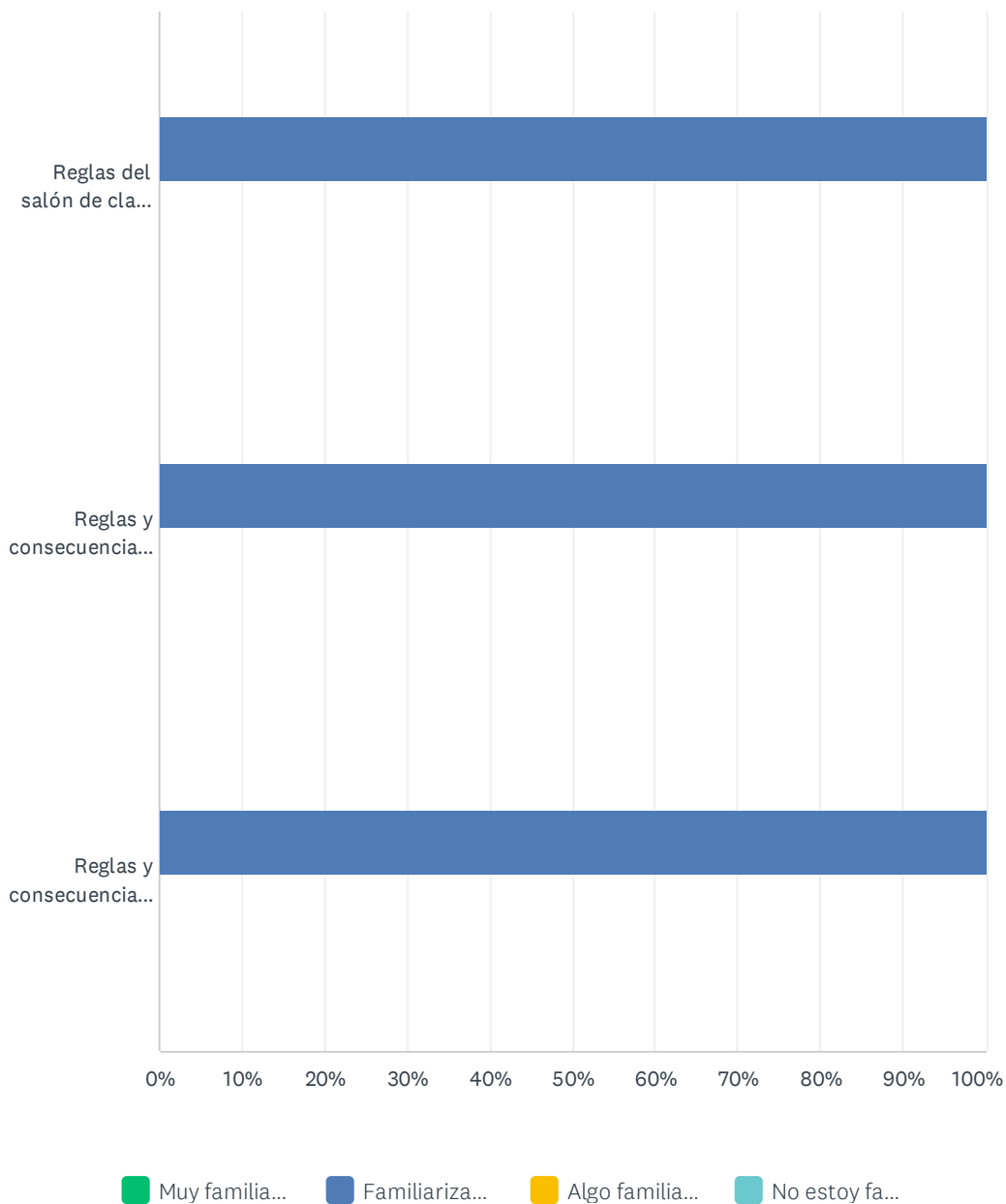




	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Religión	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Answered: 1 Skipped: 0

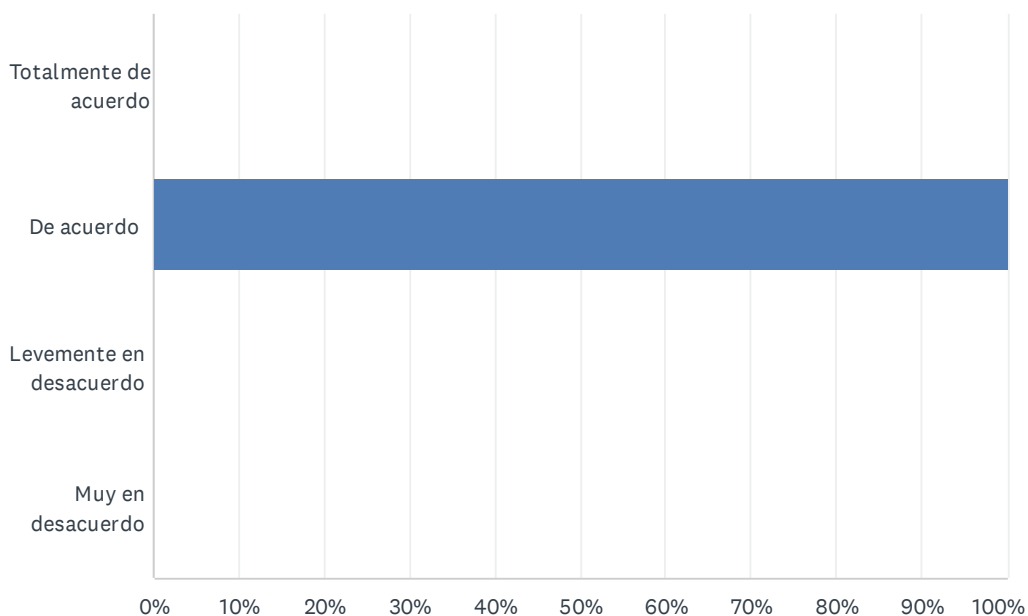


James F. Smith Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

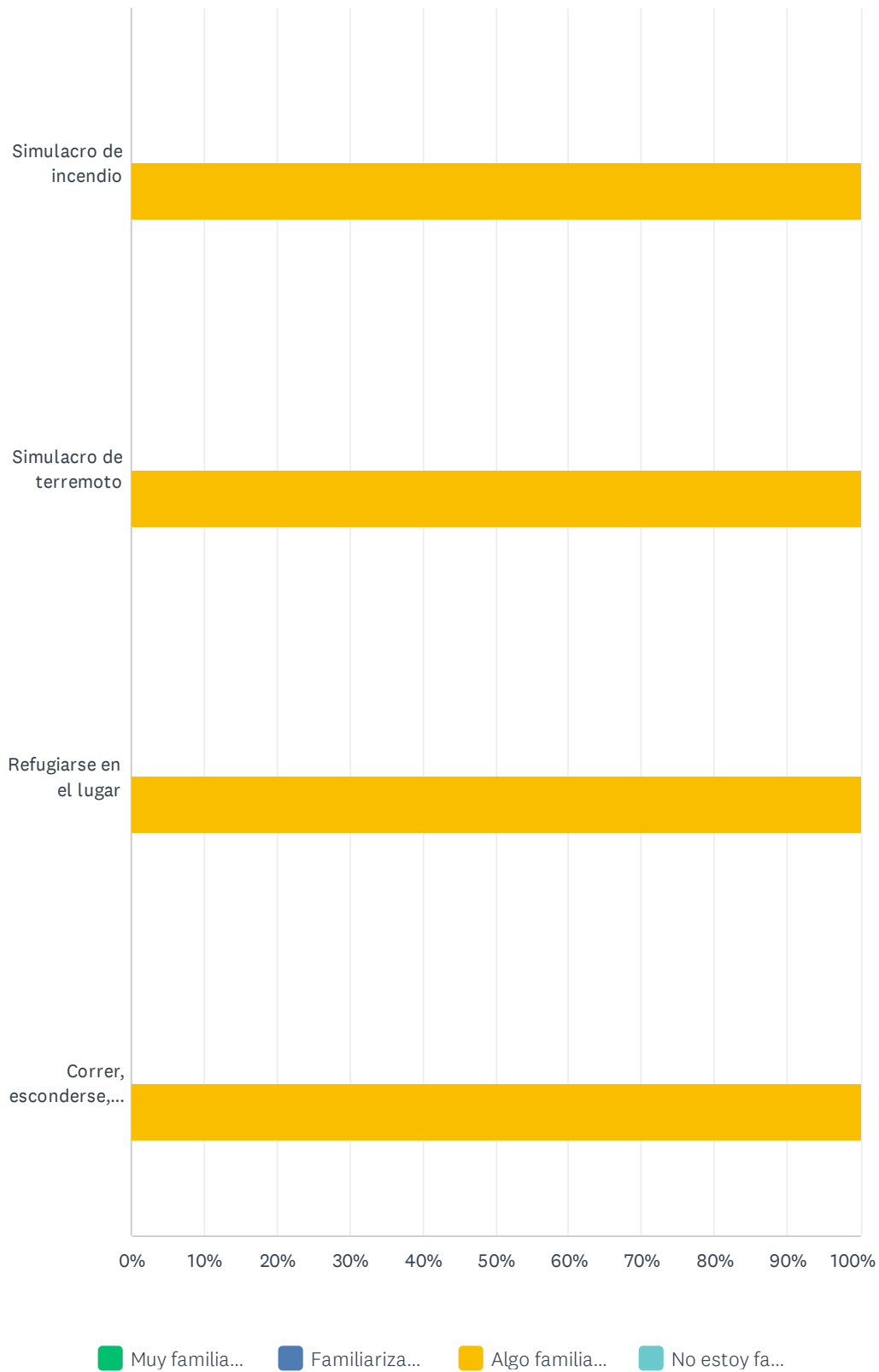
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES
Totalmente de acuerdo	0.00% 0
De acuerdo	100.00% 1
Levemente en desacuerdo	0.00% 0
Muy en desacuerdo	0.00% 0
TOTAL	1

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

Answered: 1 Skipped: 0

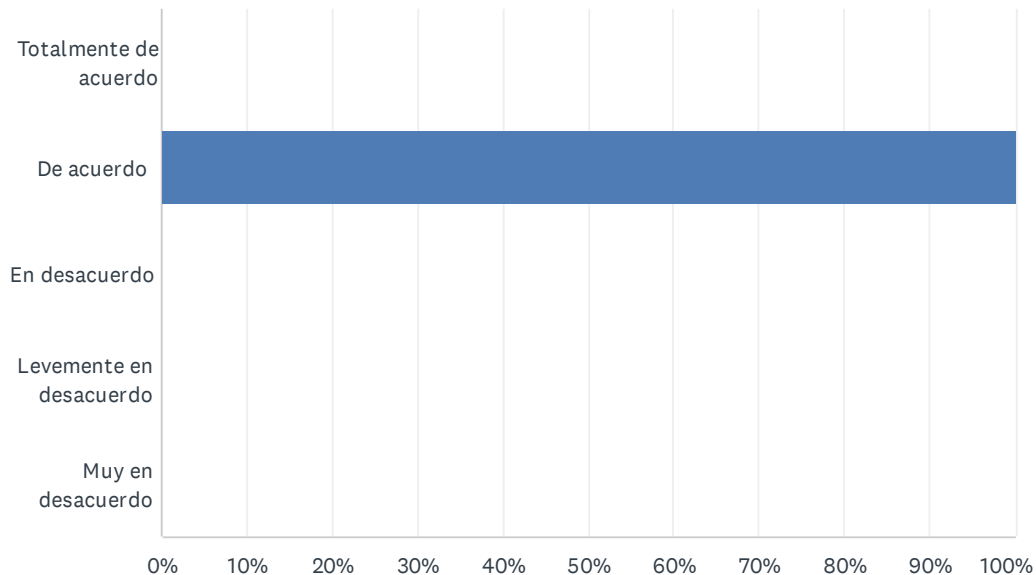


James F. Smith Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Simulacro de terremoto	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Refugiarse en el lugar	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Correr, esconderse, defenderse	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

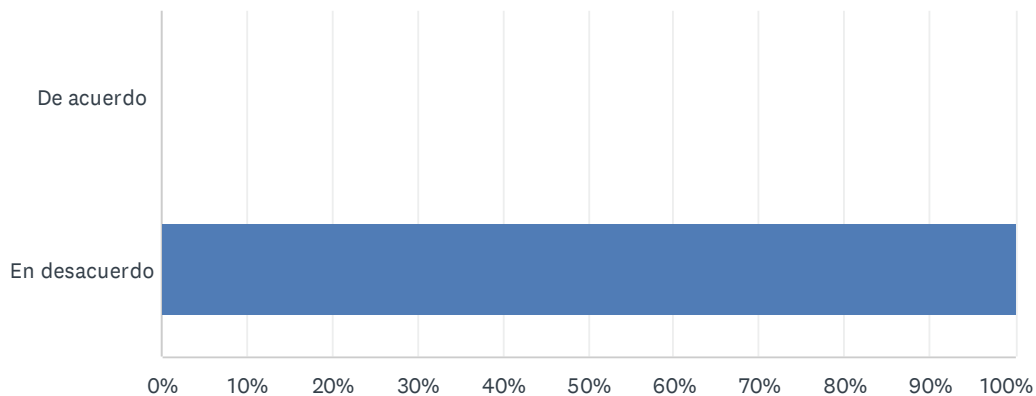
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES
Totalmente de acuerdo	0.00% 0
De acuerdo	100.00% 1
En desacuerdo	0.00% 0
Levemente en desacuerdo	0.00% 0
Muy en desacuerdo	0.00% 0
TOTAL	1

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

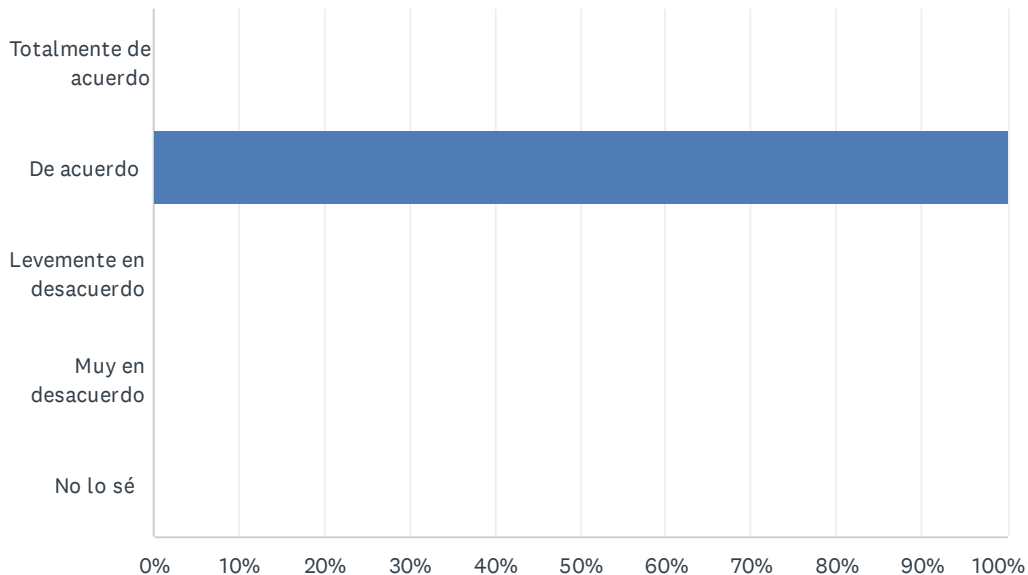
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
De acuerdo	0.00%	0
En desacuerdo	100.00%	1
TOTAL		1

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 1 Skipped: 0



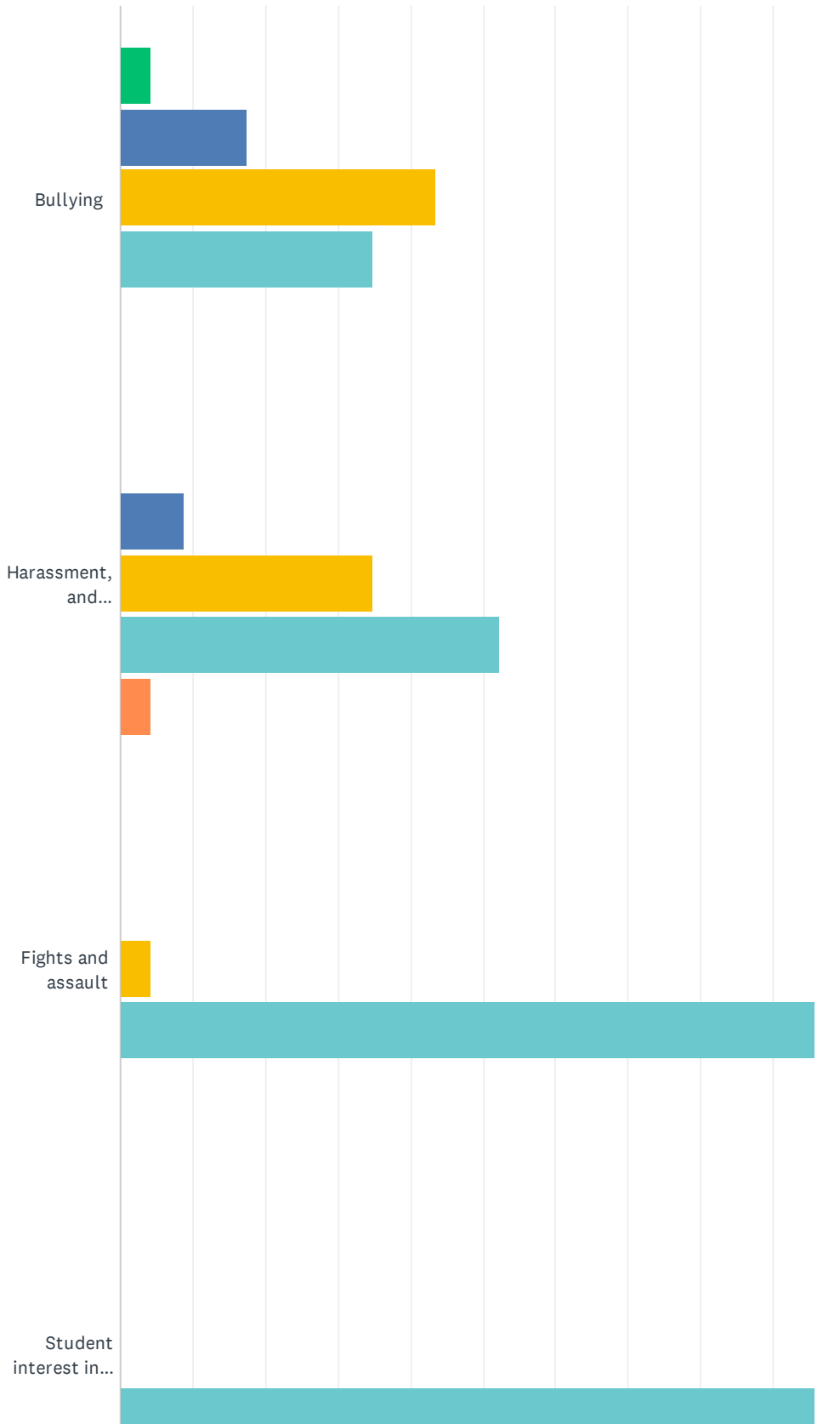
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	0.00%	0
TOTAL		1

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

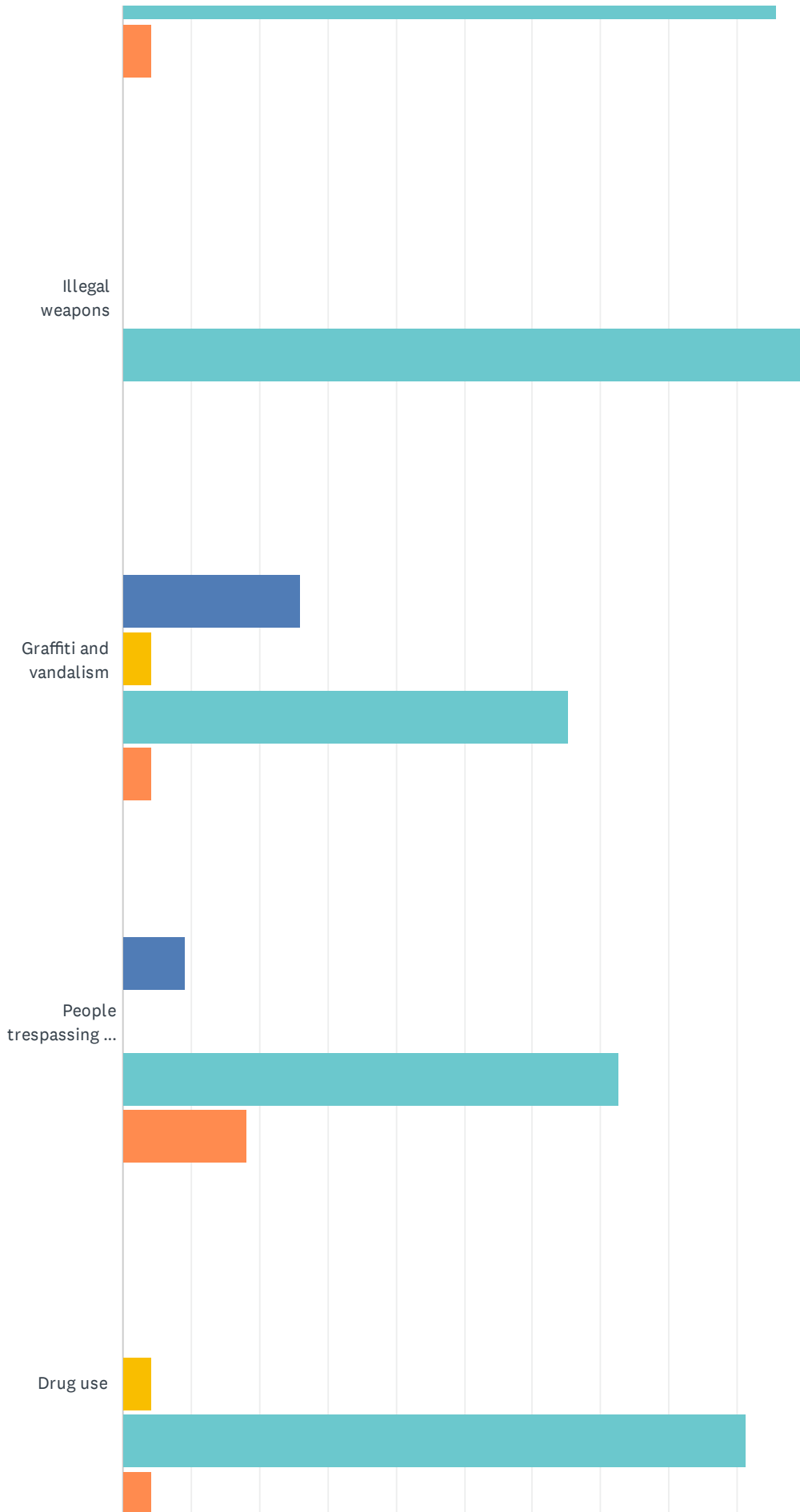
Answered: 0 Skipped: 1

Q1 How much do you find the following to be a problem at your school?

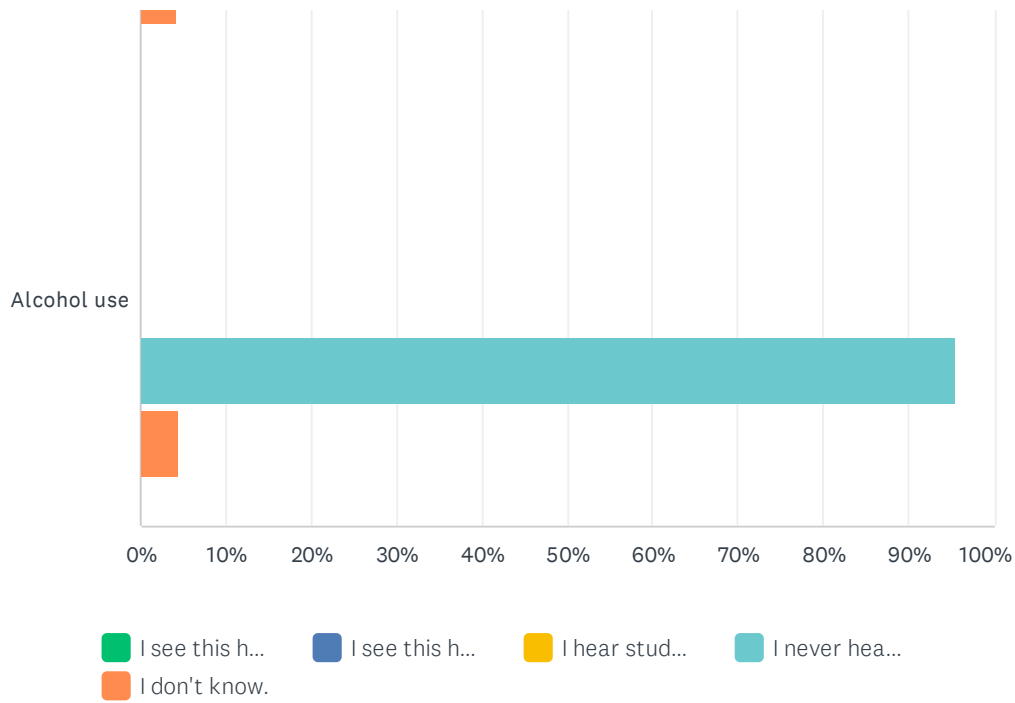
Answered: 23 Skipped: 0



JFS Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



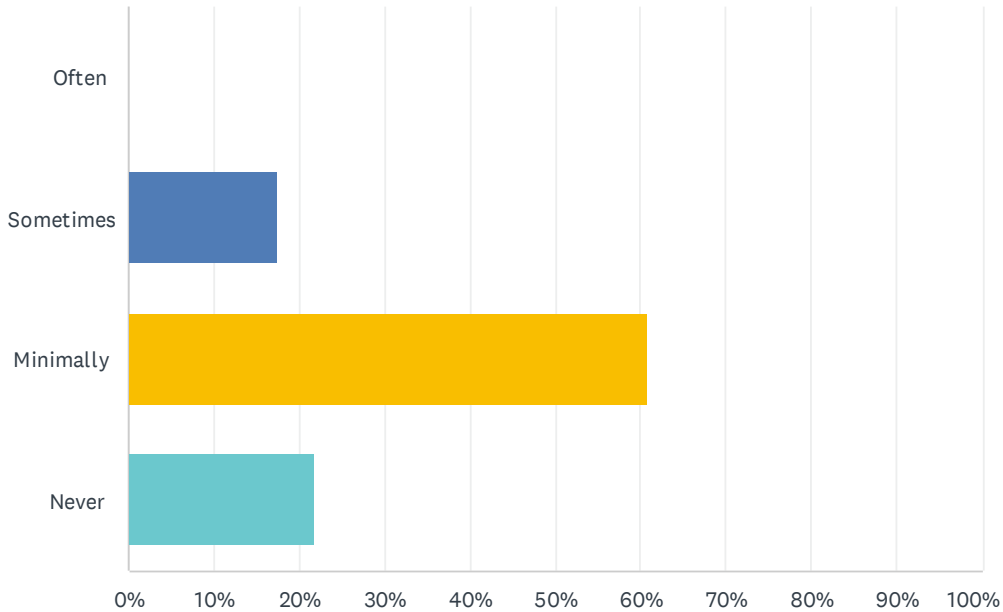
JFS Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	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	WEIGHTED AVERAGE
Bullying	4.35% 1	17.39% 4	43.48% 10	34.78% 8	0.00% 0	23	3.09
Harassment, and intimidation	0.00% 0	8.70% 2	34.78% 8	52.17% 12	4.35% 1	23	3.52
Fights and assault	0.00% 0	0.00% 0	4.35% 1	95.65% 22	0.00% 0	23	3.96
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	95.65% 22	4.35% 1	23	4.04
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	100.00% 22	0.00% 0	22	4.00
Graffiti and vandalism	0.00% 0	26.09% 6	4.35% 1	65.22% 15	4.35% 1	23	3.48
People trespassing on campus	0.00% 0	9.09% 2	0.00% 0	72.73% 16	18.18% 4	22	4.00
Drug use	0.00% 0	0.00% 0	4.35% 1	91.30% 21	4.35% 1	23	4.00
Alcohol use	0.00% 0	0.00% 0	0.00% 0	95.45% 21	4.55% 1	22	4.05

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.

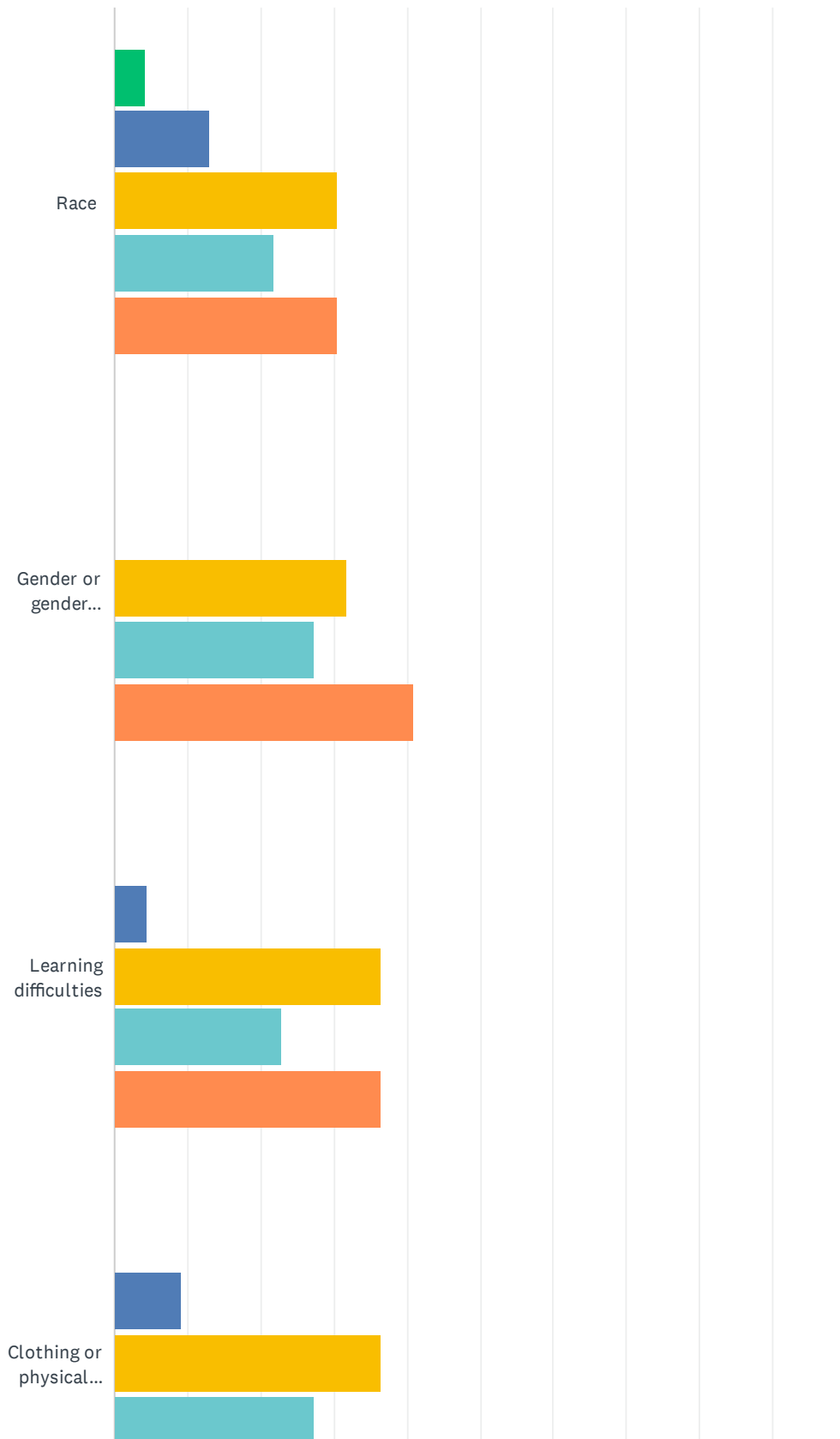
Answered: 23 Skipped: 0



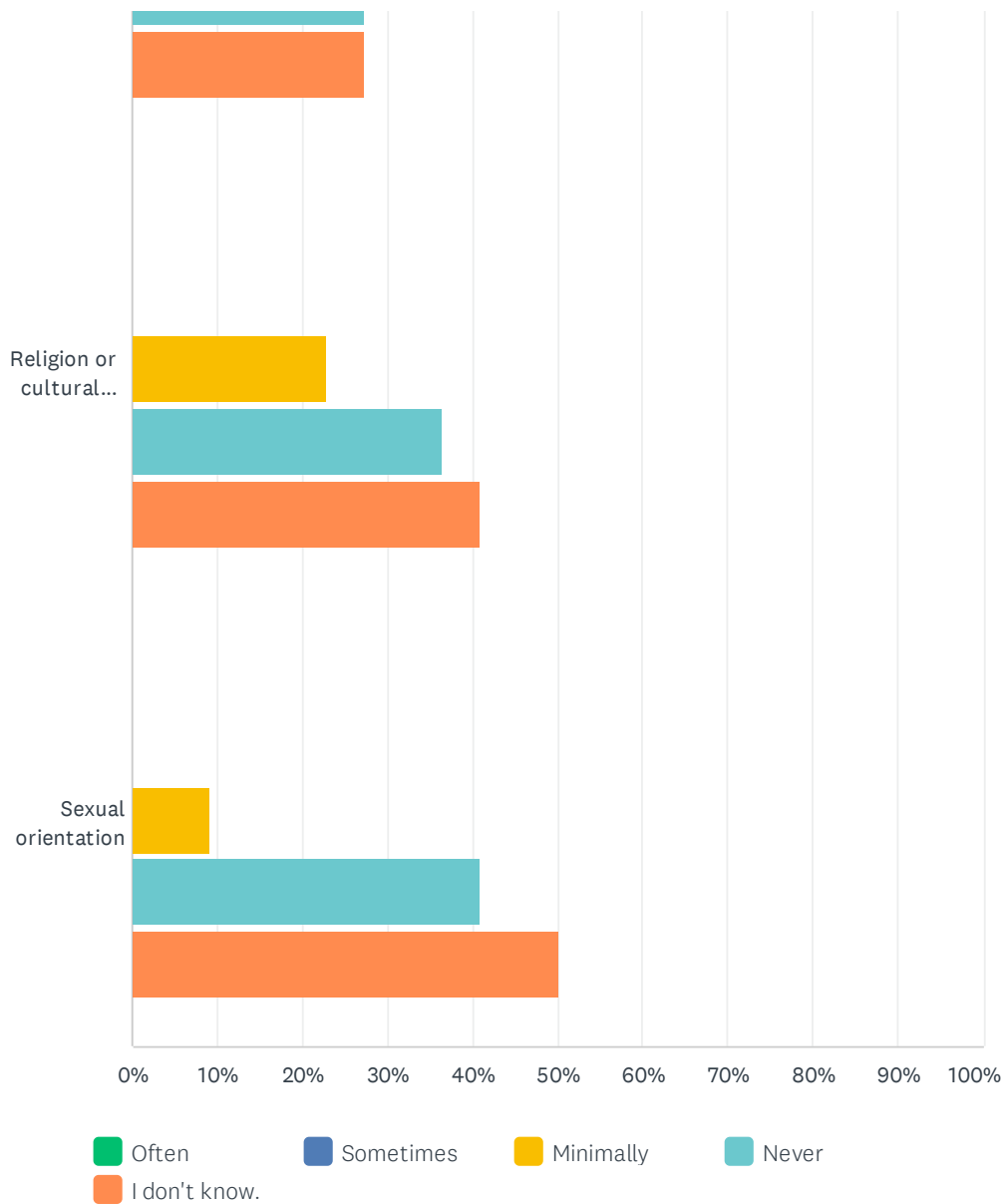
ANSWER CHOICES	RESPONSES
Often	0.00% 0
Sometimes	17.39% 4
Minimally	60.87% 14
Never	21.74% 5
TOTAL	23

Q3 Students at this school get put down because of their...

Answered: 23 Skipped: 0



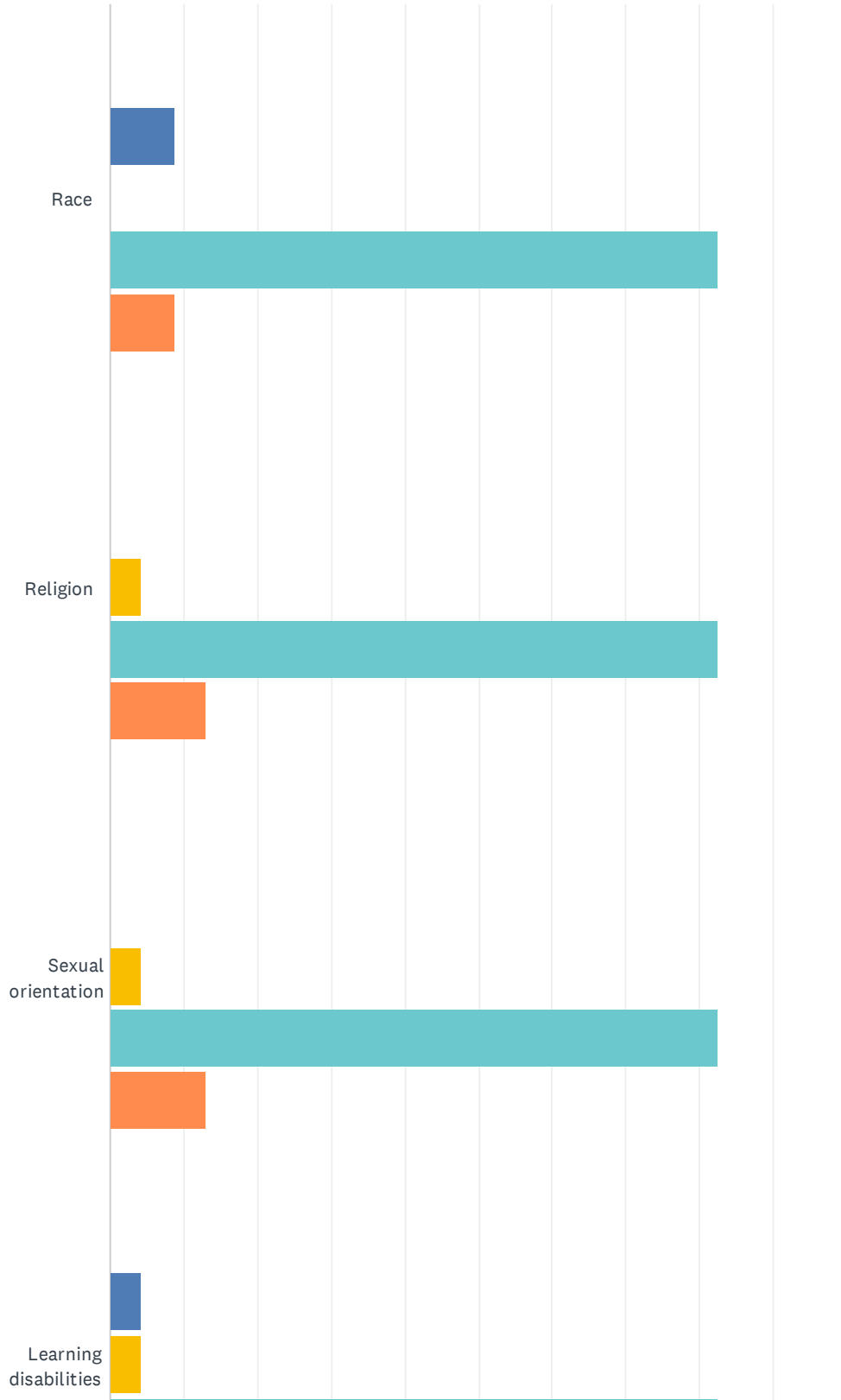
JFS Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



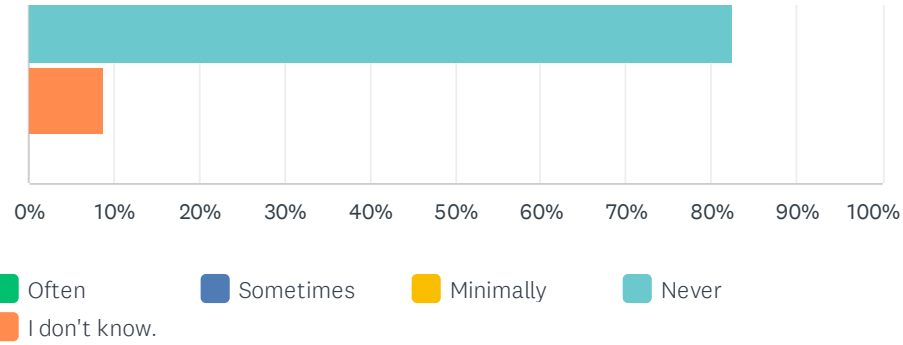
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	4.35% 1	13.04% 3	30.43% 7	21.74% 5	30.43% 7	23	3.61
Gender or gender identification	0.00% 0	0.00% 0	31.82% 7	27.27% 6	40.91% 9	22	4.09
Learning difficulties	0.00% 0	4.55% 1	36.36% 8	22.73% 5	36.36% 8	22	3.91
Clothing or physical appearance	0.00% 0	9.09% 2	36.36% 8	27.27% 6	27.27% 6	22	3.73
Religion or cultural practices	0.00% 0	0.00% 0	22.73% 5	36.36% 8	40.91% 9	22	4.18
Sexual orientation	0.00% 0	0.00% 0	9.09% 2	40.91% 9	50.00% 11	22	4.41

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 23 Skipped: 0



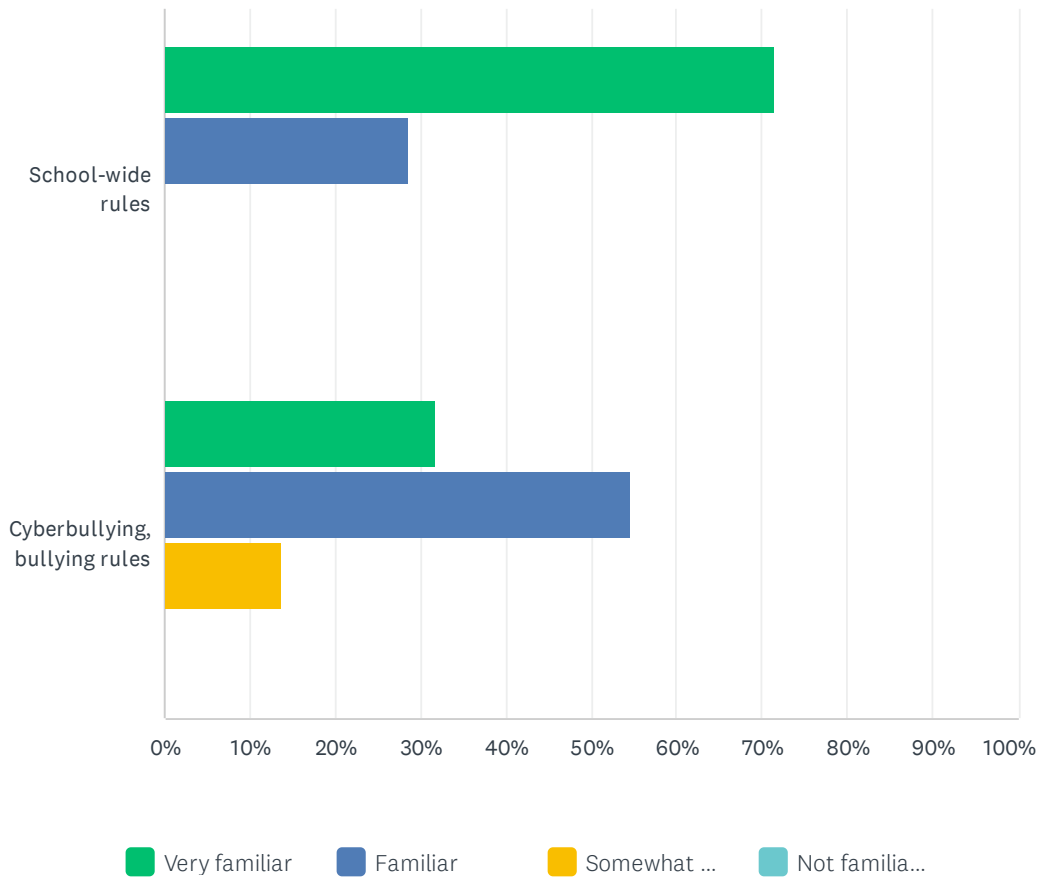
JFS Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	8.70% 2	0.00% 0	82.61% 19	8.70% 2	23	3.91
Religion	0.00% 0	0.00% 0	4.35% 1	82.61% 19	13.04% 3	23	4.09
Sexual orientation	0.00% 0	0.00% 0	4.35% 1	82.61% 19	13.04% 3	23	4.09
Learning disabilities	0.00% 0	4.35% 1	4.35% 1	82.61% 19	8.70% 2	23	3.96

Q5 How familiar are you with the following?

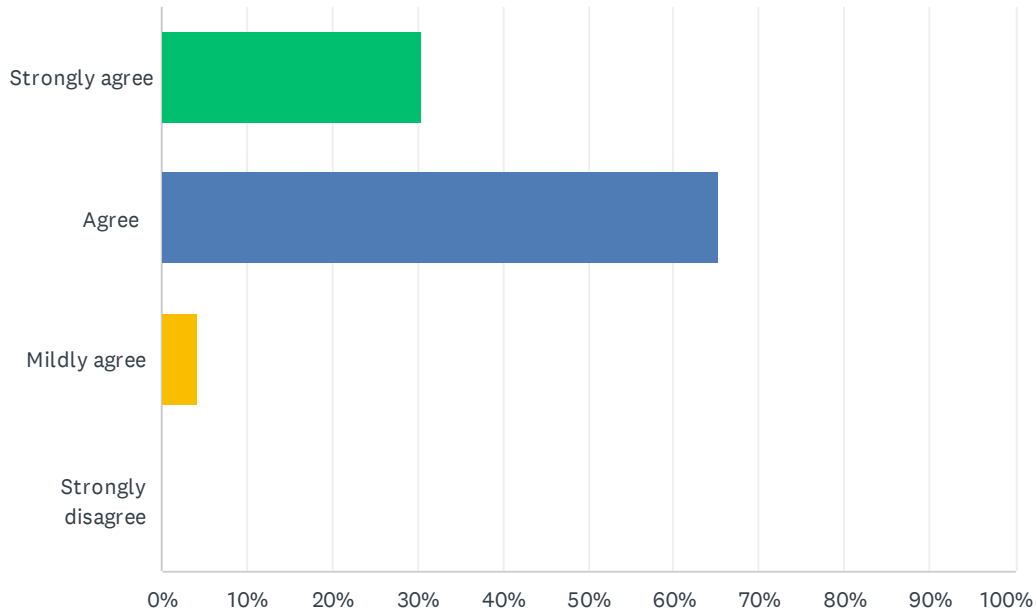
Answered: 23 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	71.43% 15	28.57% 6	0.00% 0	0.00% 0	21	1.29
Cyberbullying, bullying rules	31.82% 7	54.55% 12	13.64% 3	0.00% 0	22	1.82

Q6 Staff enforces school rules fairly and appropriately?

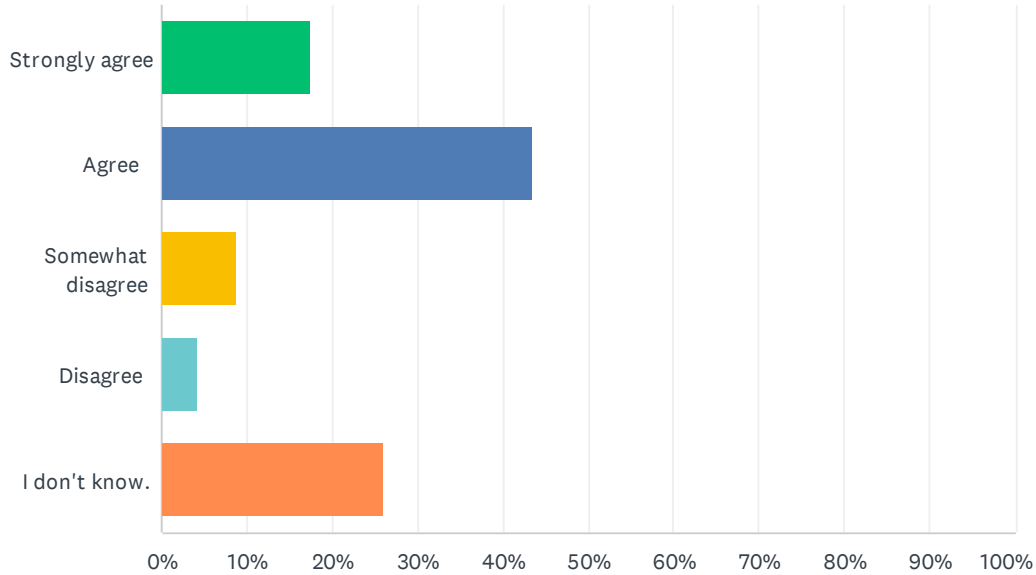
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	30.43% 7
Agree	65.22% 15
Mildly agree	4.35% 1
Strongly disagree	0.00% 0
TOTAL	23

Q7 I think that suspensions and expulsions are assigned to students when necessary.

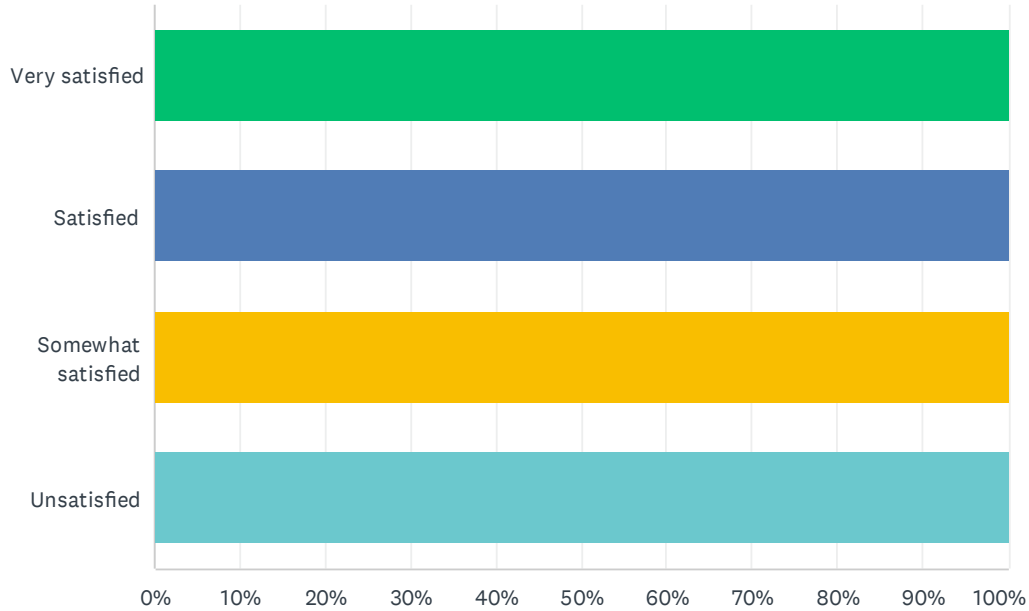
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	17.39%	4
Agree	43.48%	10
Somewhat disagree	8.70%	2
Disagree	4.35%	1
I don't know.	26.09%	6
TOTAL		23

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 23 Skipped: 0

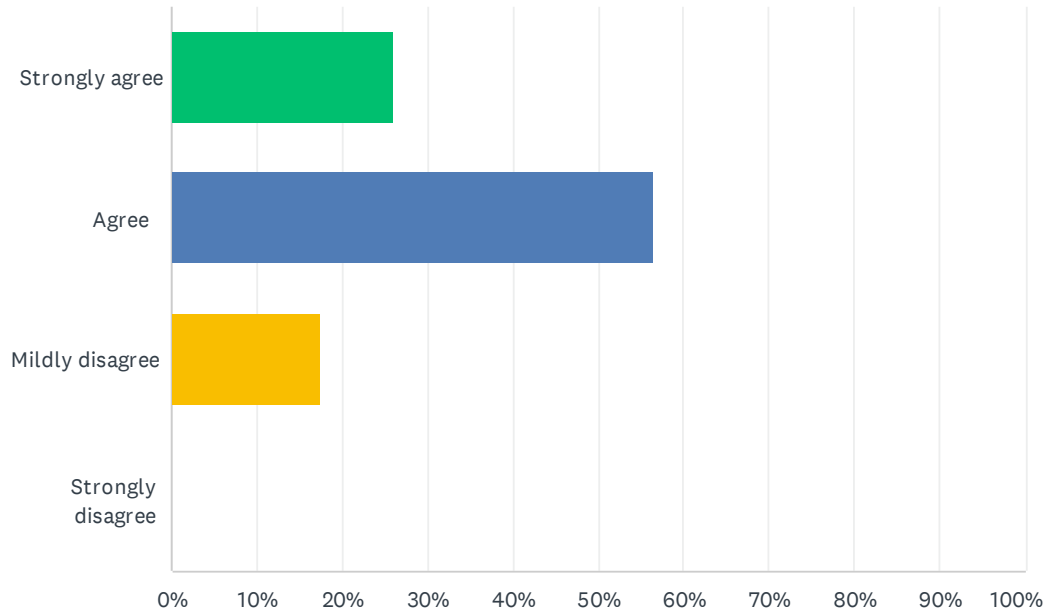


(no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 6	6
Satisfied	100.00% 12	12
Somewhat satisfied	100.00% 4	4
Unsatisfied	100.00% 1	1

Q9 The school provides adequate training for staff on school policies and procedures?

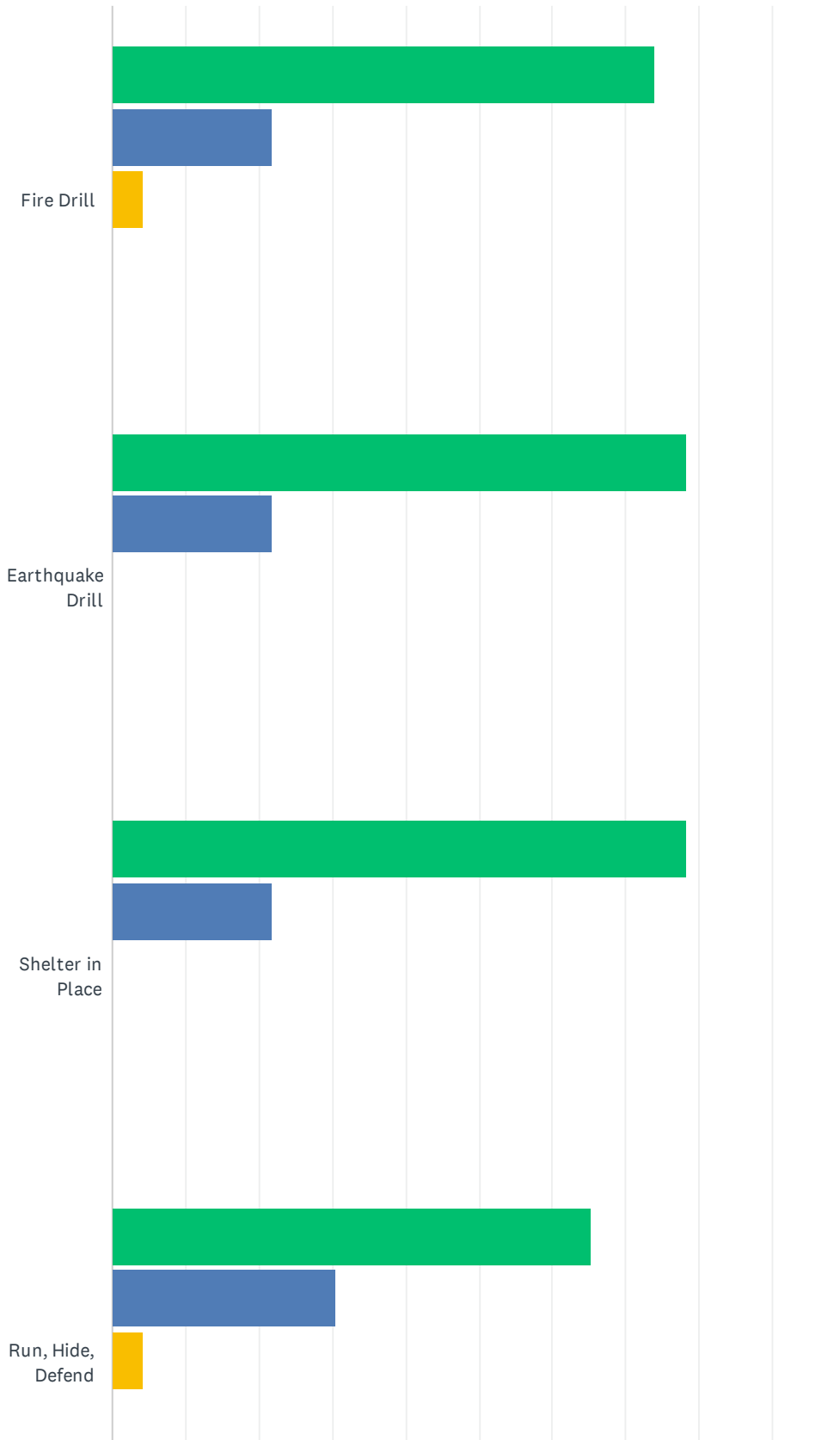
Answered: 23 Skipped: 0



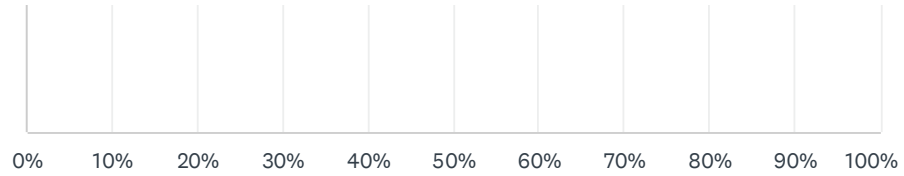
ANSWER CHOICES	RESPONSES	
Strongly agree	26.09%	6
Agree	56.52%	13
Mildly disagree	17.39%	4
Strongly disagree	0.00%	0
TOTAL		23

Q10 How well do you understand your schools Emergency procedures?

Answered: 23 Skipped: 0



JFS Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

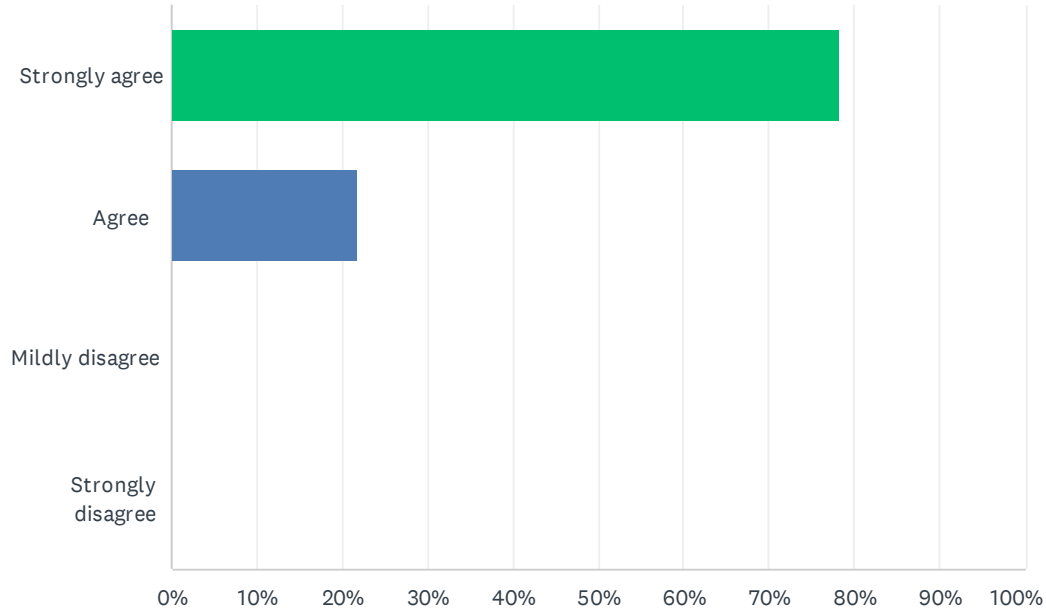


■ Very familiar
 ■ Familiar
 ■ Somewhat ...
 ■ Not familia...
■ I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	73.91% 17	21.74% 5	4.35% 1	0.00% 0	0.00% 0	23
Earthquake Drill	78.26% 18	21.74% 5	0.00% 0	0.00% 0	0.00% 0	23
Shelter in Place	78.26% 18	21.74% 5	0.00% 0	0.00% 0	0.00% 0	23
Run, Hide, Defend	65.22% 15	30.43% 7	4.35% 1	0.00% 0	0.00% 0	23

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

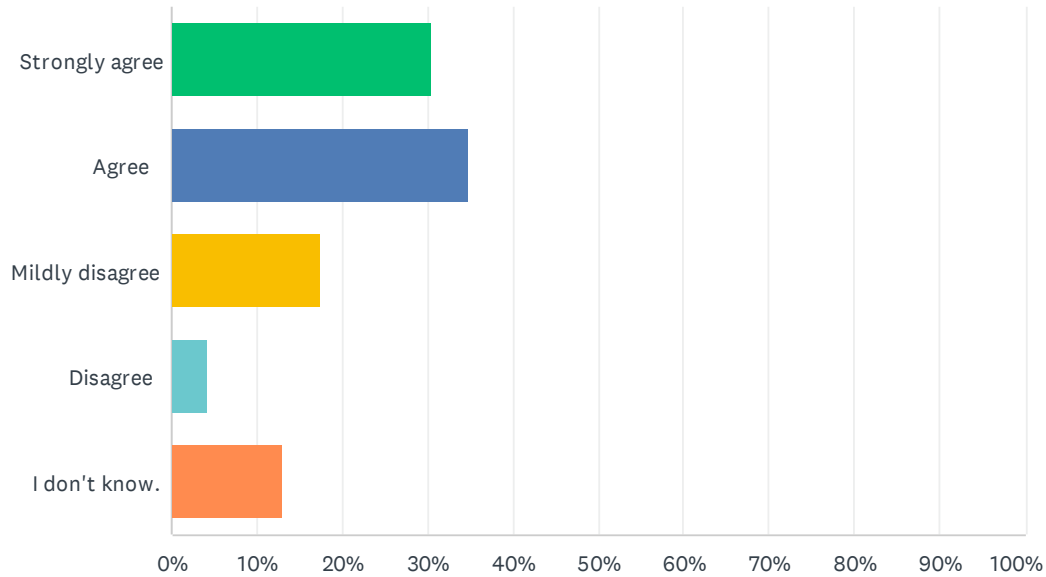
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	78.26%	18
Agree	21.74%	5
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		23

Q12 The school has adequate resources to help students in an emergency or crisis.

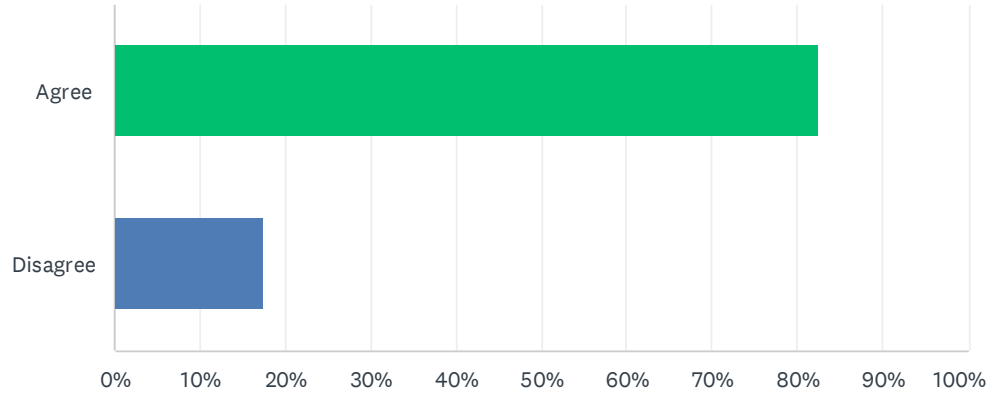
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.43%	7
Agree	34.78%	8
Mildly disagree	17.39%	4
Disagree	4.35%	1
I don't know.	13.04%	3
TOTAL		23

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

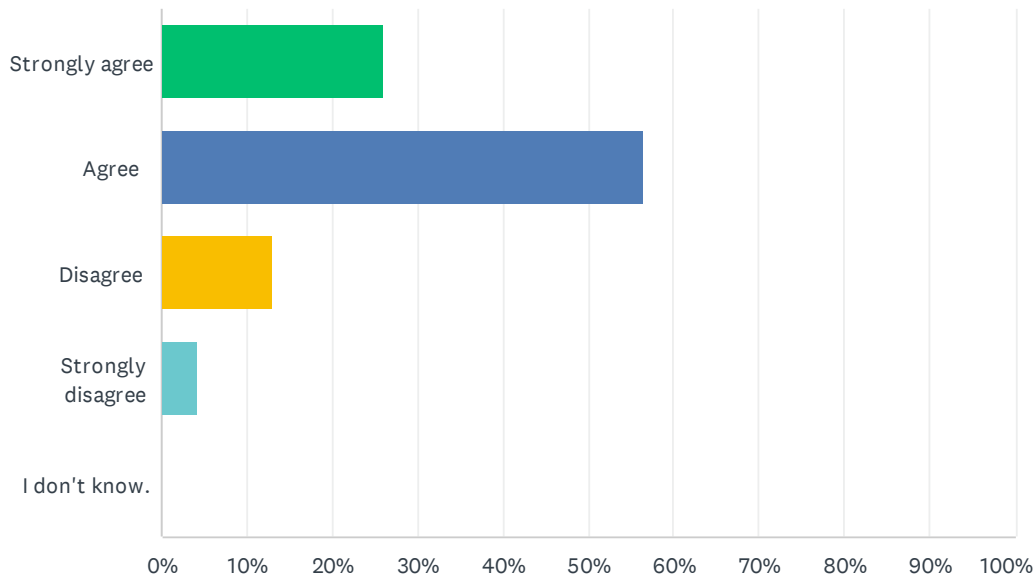
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	82.61%	19
Disagree	17.39%	4
TOTAL		23

Q14 The facilities and grounds are well maintained at my school.

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	26.09%	6
Agree	56.52%	13
Disagree	13.04%	3
Strongly disagree	4.35%	1
I don't know.	0.00%	0
TOTAL		23

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 8 Skipped: 15

JAMES FRANKLIN SMITH ELEMENTARY SCHOOL
Parent Involvement Policy
2024-2025

James Franklin Smith Elementary School promotes and encourages the involvement of parents as partners in the education of their children. We believe the link between home and school must be strong in order to work as partners in the development of life-long learners.

Parents can be involved in the planning, reviewing, and improvement of the Schoolwide program in the following ways:

Attend Information Meetings and School Site Council Meetings

Attend parent workshops: Attend the many different evening events: STEAM, Music, Drama, Cultural Events, Family Literacy Night, and others as scheduled

Read relevant articles supporting student learning

Attend the parent/teacher/student conferences held every November

Contact the teacher throughout the school year regarding your child's progress

Join discussion in parent meeting for planning, reviewing, and improving school programs (SSC, DAC, LCAP, ELAC, and DELAC)

Join the School Site Council, English Language Advisory Committee, and the Parent Teacher Association

Serve as a member of the District Advisory Committee and/or District English Language Advisory

Volunteer in a classroom

James Franklin Smith will involve and communicate with parents to promote high student performance in the following ways:

Communicate results of the annual student assessment data at Parent Information Meeting

Prepare Back-to-School Night presentations with a curriculum and instructional focus.

Provide translators for Student Study Team meetings. When available, provide translators for other conferences

Schedule parent/teacher/student conferences at convenient times for parents in November

Maintain current information using Parent Square, Parent Portal, and the school website

Show samples of student achievement at SSC and ELAC meetings

Sustain PBIS school-wide. Provide incentives for students such as James Franklin Smith Paw Prints

Make positive telephone calls parents about their child's success

Provide opportunities for students to attend intervention classes: EL, Academic intervention in reading and mathematics

Utilize the school marquee and Parent Portal to provide ongoing information about activities

Provide translation in Spanish and Vietnamese (as needed) for school-wide parent meetings

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

Clear

State Compensatory Education Advisory Committee

Clear

English Learner Advisory Committee

Clear

Special Education Advisory Committee

Clear

Gifted and Talented Education Program Advisory Committee

Clear

District/School Liaison Team for schools in Program Improvement

Clear

Compensatory Education Advisory Committee

Clear

Departmental Advisory Committee

Clear

Other:

DocuSigned by:
George Nyako
C65F31471DA042D...

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 .

Attested:

DocuSigned by:
Linda Mora
4C1C405EBA08463...

Principal, on

DocuSigned by:
Dr. Sid Dalmia
C4D846DD5911474...

SSC Chairperson, on