



# KATHERINE SMITH ELEMENTARY SCHOOL

Designed for the 21st Century Learner

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Katherine R. Smith Elementary School	43-69435-6047153	5/13/24	6/20/24

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 Katherine R. Smith Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement

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 Katherine R. Smith Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Katherine Smith was identified as needing additional targeted support and improvement based on the 2022 California Dashboard results. Our students with disabilities, low socioeconomic students, and Hispanic students are underperforming based on ELA and math CAASPP scores, as well as chronic absenteeism data. To address these issues, we utilize a variety of tools to determine the needs of our students and develop the appropriate supports. In order to better engage and support the community, we hold bimonthly Family Pride meetings to gather input from families. We also utilize the Evergreen Safety Survey, follow CSEIS protocols, administer and analyze the PBIS survey to our students and staff. In addition, our Community Schools focus groups help address the equity gaps for our target students and our Community Liaison contacts families via face to face meetings in Spanish or calls families who need additional support. At the top of decision making groups are our School Site Council (SSC) and English Language Advisory Council (ELAC) committee members, who provide input, make recommendations, and oversee the decision-making processes. Katherine Smith became a Community School in 2024, so we now have an operating Wellness Center (WC), which offers bilingual (English & Spanish) support to our students and families in the form of small group and individual counseling and a safe space to decompress if students need a break. The WC also offers relaxing music sessions, yoga, art, and referrals to non-governmental organizations that can offer additional help to our families.

Our instructional staff uses formative and summative assessments to determine academic needs one of which is the iReady diagnostic given three times per year. At each benchmark, we utilize our faculty meeting to collaborate within and across grade levels to determine best practices and scale them across our campus. We also have a full-time RTI teacher who not only provides targeted pullout instruction in ELA, but facilitates data analysis PDs four times per year and supports teachers to improve their small group and whole class instruction. Our instructional coach, along with a small group of teachers, designs and facilitates PD to implement GLAD strategies in every classroom to support targeted and integrated ELD.

Finally, all of these efforts are supported by our PBIS process where we create the best conditions possible for our students to learn. Our tier 1 and 2 teams, along with our specialists, meet twice a month to support our students with the most need. We are excited to see the growth these targeted groups make this year.

## Educational Partner Involvement

How, when, and with whom did Katherine R. 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. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

#### School Site Council

- 11/28/23 School Plan Review and Input Safety Plan Approval
- 5/13/24 School Plan Approval by SSC

#### Parent Pride/ELAC

- 1/17/24. Review of current goals
- 2/14/24. Needs Assessment
- 3/27/24. Feedback and Priorities
- 4/24/24. Alignment of Needs with Goals

#### Faculty Meeting

- 8/23/23. Goals Review
- 11/29/23. Review of Needs & Data
- 2/7/24. Alignment of Site Needs and Goals with District LCAP Goals
- 4/24/24. KS 4 Goals and Areas of Priority for SPSA

## 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.

Some of the inequities that we face can be categorized as systemic and others stem from socioeconomic conditions, in addition to limited access to mental and emotional support services that our families face. Perhaps the most challenging inequity that we face is the fact that allocation of staff and resources are based on the number of students we have enrolled, which is directly linked to Average Daily Attendance revenue. These two combined factors work adversely because the attendance area that we serve is mostly made up of households with families that moved into houses several decades ago, so any potential school age children have already moved out. It is a fact that home value and rents in the SJ area have significantly increased over the last 20 years so the equity value that these homes accumulated and the benefits that come along with that, have remained in households where there are very few or no school age children. The other available housing options in our attendance area is made up of large apartment buildings where recent immigrant families reside in physically restricted areas and where there is very limited access to after-school activities or access to mental and emotional health support services. Our immigrant families, generally ethnicities of color, face huge challenges, such as legal status, language barriers, lack of familiarity with US school systems, and limited job training. These challenges potentially place them in a real disadvantage because they work in areas where there is high competition, such as construction, landscape maintenance, food service, or hospitality industry, where they wages are low and in order to generate income, they must work more than one job. The economic, mental, and emotional stress that a large portion of our families face on a daily basis, added to any potential generational or vicarious trauma, is huge. In other words, allocation of resources based on numbers does not serve justice to the needs of the students and families that we serve. Katherine Smith has access to two part-time counselors that serve a very limited number of students during school hours only 2-3 days per week. Another important inequity factor is that the adults living in our households do not enjoy adequate access to counselors or social workers because they are very few available in our area and because our families must work a large number of hours to generate income. Most of the adults in our families are unable to afford medical insurance and do not have the means to pay for mental or emotional health specialists. All of these factors, when combined, may adversely impact the well being and the academic performance of our students.

## 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.

According to the CA School Dashboard, our "Chronically Absent" numbers increased 3.7%. There are four subgroups where the significance is more salient, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. KS is committed to show improvement in this area by acknowledging and supporting attendance and punctuality through assemblies, direct family contact via our School Liaison, and collaborating to ensure that our students are attending school unless they are very sick.

In the area of Language arts, we showed an increase of 15.8 points from last year. We will continue to provide support and targeted intervention to the most vulnerable groups, which are Hispanic, English Language Learners, and Students with Disabilities.

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 Mathematics, our school showed an increase of 15.9 points from last year. Nevertheless, our English Learners and English Only students rank 102.6 and 96.8 points below standard respectively. We will be offering targeted intervention to these subgroups to bridge the performance gaps.

## Other Needs

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

Our English Learners (ELs) showed an increase of 12.4% increase from last year. This year, we will expand our professional capacity in the area of English Language Development to more effectively address the needs of our ELs.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Katherine R. 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	0.46%	0.25%	%	2	1	
African American	1.84%	2.76%	3.17%	8	11	12
Asian	21.43%	19.35%	19.00%	93	77	72
Filipino	5.53%	4.02%	4.22%	24	16	16
Hispanic/Latino	64.52%	67.59%	68.34%	280	269	259
Pacific Islander	1.61%	1.76%	1.32%	7	7	5
White	2.30%	2.01%	0.53%	10	8	2
Multiple/No Response	1.38%	2.01%	3.43%	6	8	13
Total Enrollment				434	398	379

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	66	46
Grade 1	47	51	47
Grade 2	44	48	53
Grade3	57	49	51
Grade 4	72	54	48
Grade 5	73	62	50
Grade 6	77	68	68
Total Enrollment	434	398	379

#### Conclusions based on this data:

1. Enrollment at Katherine Smith decreased 9.7% from 21-22 to 22-23 and also dwindled 9.5% from 22-23 to 23-24.
2. Our largest demographic student group identifies as Latino/Hispanic and it accounts for 68.34% of our students. It is followed by Asian at 19.35%.
3. The third and not significantly large ethnic group represented at our school is our Filipino, at 4.22%.

# 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	229	199	174	53.30%	52.8%	45.9%
Fluent English Proficient (FEP)	63	53	56	14.00%	14.5%	14.8%
Reclassified Fluent English Proficient (RFEP)	3	19	13	2.3%	1.3%	

### Conclusions based on this data:

1. According to the 23-24 CALPADS enrollment data, the current percentage of students who are classified as English Learners is 45.9%, which is a decrease of 6.9% from the previous year. This may be due to the fact that some families are reluctant to report in the enrollment language survey that there are multiple languages spoken in their households.
2. The students who are classified as Fluent English Proficient (FEP) account for the 14.8% of the total student population.

# 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	74	58	51	0	54	50	0	54	50	0.0	93.1	98.0
Grade 4	78	70	53	0	68	53	0	68	53	0.0	97.1	100.0
Grade 5	81	69	63	0	68	63	0	68	63	0.0	98.6	100.0
Grade 6	84	77	70	0	76	69	0	75	69	0.0	98.7	98.6
All Grades	317	274	237	0	266	235	0	265	235	0.0	97.1	99.2

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		2366.	2358.		7.41	12.00		14.81	14.00		33.33	26.00		44.44	48.00
Grade 4		2400.	2416.		7.35	3.77		16.18	28.30		25.00	16.98		51.47	50.94
Grade 5		2441.	2437.		10.29	6.35		19.12	23.81		14.71	17.46		55.88	52.38
Grade 6		2439.	2470.		2.67	7.25		14.67	18.84		21.33	30.43		61.33	43.48
All Grades	N/A	N/A	N/A		6.79	7.23		16.23	21.28		23.02	22.98		53.96	48.51

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.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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		7.41	14.00		51.85	52.00		40.74	34.00
Grade 4		4.41	1.89		58.82	73.58		36.76	24.53
Grade 5		16.18	7.94		54.41	66.67		29.41	25.40
Grade 6		8.00	8.70		42.67	49.28		49.33	42.03
All Grades		9.06	8.09		51.70	60.00		39.25	31.91

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		1.85	4.00		50.00	52.00		48.15	44.00
Grade 4		4.41	1.89		47.06	52.83		48.53	45.28
Grade 5		4.41	7.94		39.71	44.44		55.88	47.62
Grade 6		4.00	8.70		34.67	43.48		61.33	47.83
All Grades		3.77	5.96		42.26	47.66		53.96	46.38

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		3.70	4.00		74.07	66.00		22.22	30.00
Grade 4		2.94	1.89		77.94	77.36		19.12	20.75
Grade 5		8.82	1.59		72.06	69.84		19.12	28.57
Grade 6		8.00	11.59		65.33	65.22		26.67	23.19
All Grades		6.04	5.11		72.08	69.36		21.89	25.53

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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
<b>Grade 3</b>		9.26	2.00		59.26	66.00		31.48	32.00
<b>Grade 4</b>		7.35	7.55		61.76	60.38		30.88	32.08
<b>Grade 5</b>		10.29	3.17		45.59	60.32		44.12	36.51
<b>Grade 6</b>		4.00	8.70		50.67	63.77		45.33	27.54
<b>All Grades</b>		7.55	5.53		53.96	62.55		38.49	31.91

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#### Conclusions based on this data:

1. According to the 22-23 CAASPP results in the area of English Language Arts/Literacy (ELA) Writing, 46.38% of our 3rd-6th graders scored below the standard. This an area of priority for us for the 24-25 school year.
2. In the Listening category, 74.47% of students are above, at, or near standard in the listening domain. We believe this is due to our extensive ELD work using GLAD strategies and PBL projects. For this reason we will continue to grow our professional growth capacity to better serve the needs of all our students.
3. According to CAASPP results in the area of overall Reading for the 22-23 school year, the percentage of our students who fell within the "Below Standard" category (48.51%) was reduced by 5.45%, when compared to the 21-22 school year (53.96%). We will look into more opportunities to continue with this growing trend.

# 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	74	58	51	0	55	50	0	55	50	0.0	94.8	98.0
Grade 4	78	70	53	0	69	53	0	69	53	0.0	98.6	100.0
Grade 5	81	69	63	0	68	63	0	68	63	0.0	98.6	100.0
Grade 6	84	77	70	0	77	69	0	77	69	0.0	100.0	98.6
All Grades	317	274	237	0	269	235	0	269	235	0.0	98.2	99.2

\* 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		2395.	2359.		3.64	4.00		30.91	22.00		23.64	24.00		41.82	50.00
Grade 4		2395.	2429.		2.90	7.55		5.80	20.75		36.23	30.19		55.07	41.51
Grade 5		2425.	2429.		5.88	3.17		10.29	12.70		23.53	12.70		60.29	71.43
Grade 6		2416.	2452.		3.90	4.35		7.79	17.39		15.58	20.29		72.73	57.97
All Grades	N/A	N/A	N/A		4.09	4.68		12.64	17.87		24.54	21.28		58.74	56.17

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<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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		16.36	6.00		36.36	50.00		47.27	44.00
Grade 4		2.90	11.32		46.38	43.40		50.72	45.28
Grade 5		4.41	3.17		38.24	38.10		57.35	58.73
Grade 6		2.60	2.90		20.78	39.13		76.62	57.97
All Grades		5.95	5.53		34.94	42.13		59.11	52.34

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		9.09	10.00		52.73	34.00		38.18	56.00
Grade 4		1.45	3.77		46.38	64.15		52.17	32.08
Grade 5		5.88	4.76		44.12	39.68		50.00	55.56
Grade 6		2.60	4.35		35.06	47.83		62.34	47.83
All Grades		4.46	5.53		43.87	46.38		51.67	48.09

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		9.09	8.00		72.73	58.00		18.18	34.00
Grade 4		4.35	7.55		44.93	56.60		50.72	35.85
Grade 5		4.41	6.35		36.76	55.56		58.82	38.10
Grade 6		5.19	2.90		49.35	57.97		45.45	39.13
All Grades		5.58	5.96		49.81	57.02		44.61	37.02

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:

1. Our 22-23 Mathematics CAASPP scores in the performance bands of "Exceeded or Met" (22.55%) show less growth when compared to Language Arts within the same categories (28.51%). This could be attributed to the possibility that more emphasis is placed in teaching and learning of Language Arts versus Mathematics. This year, we will collaborate to ensure that we will balance teaching and learning in all subject areas, but especially between Language Arts and Mathematics.
2. During the 22-23 school year, only 22.55% of our 3rd-6th grade students demonstrate via their Overall Achievement CAASPP scores that they have met or exceeded overall Mathematics standards when compared to 77.45% that has "Nearly Met or Not Met" the standards.

3. Besides ensuring that we are adequately balancing teaching and learning of Mathematics standards, we will offer targeted Mathematics intervention at our after-school Learning Cafe.

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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
<b>K</b>	1422.2	1400.0	1392.7	1434.9	1423.2	1403.8	1392.2	1345.5	1366.7	24	23	35
<b>1</b>	1453.2	1428.2	1423.2	1473.6	1460.7	1458.7	1432.3	1395.3	1387.1	19	23	18
<b>2</b>	1483.8	1493.3	1447.7	1478.4	1515.6	1463.7	1488.6	1470.5	1431.2	29	23	17
<b>3</b>	1464.4	1485.2	1465.8	1464.6	1490.9	1480.4	1463.8	1478.9	1450.8	46	29	19
<b>4</b>	1504.8	1483.6	1504.4	1503.6	1484.2	1519.0	1505.5	1482.3	1489.3	45	47	26
<b>5</b>	1519.7	1517.3	1524.5	1527.1	1517.7	1532.1	1511.8	1516.3	1516.4	38	40	41
<b>6</b>	1531.7	1512.5	1517.3	1523.8	1526.7	1516.3	1539.1	1497.8	1517.9	51	39	35
<b>All Grades</b>										252	224	191

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.

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
<b>K</b>	8.33	13.04	11.43	50.00	21.74	22.86	25.00	39.13	34.29	16.67	26.09	31.43	24	23	35
<b>1</b>	15.79	21.74	11.11	42.11	8.70	16.67	31.58	39.13	27.78	10.53	30.43	44.44	19	23	18
<b>2</b>	17.24	39.13	23.53	41.38	30.43	23.53	27.59	13.04	11.76	13.79	17.39	41.18	29	23	17
<b>3</b>	4.76	6.90	15.79	26.19	41.38	26.32	45.24	37.93	31.58	23.81	13.79	26.32	42	29	19
<b>4</b>	25.58	12.77	19.23	25.58	27.66	50.00	30.23	27.66	11.54	18.60	31.91	19.23	43	47	26
<b>5</b>	13.51	20.00	31.71	32.43	32.50	39.02	45.95	35.00	12.20	8.11	12.50	17.07	37	40	41
<b>6</b>	24.49	12.82	25.71	40.82	33.33	42.86	18.37	35.90	14.29	16.33	17.95	17.14	49	39	35
<b>All Grades</b>	16.46	16.96	20.94	35.39	29.02	33.51	32.10	32.59	19.90	16.05	21.43	25.65	243	224	191

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.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	12.50	34.78	17.14	45.83	13.04	20.00	25.00	30.43	34.29	16.67	21.74	28.57	24	23	35
<b>1</b>	42.11	21.74	38.89	21.05	39.13	22.22	36.84	13.04	22.22	0.00	26.09	16.67	19	23	18
<b>2</b>	31.03	52.17	29.41	24.14	30.43	17.65	34.48	13.04	29.41	10.34	4.35	23.53	29	23	17
<b>3</b>	16.67	31.03	42.11	35.71	31.03	21.05	28.57	31.03	15.79	19.05	6.90	21.05	42	29	19
<b>4</b>	39.53	21.28	53.85	32.56	40.43	30.77	11.63	19.15	11.54	16.28	19.15	3.85	43	47	26
<b>5</b>	40.54	40.00	51.22	45.95	47.50	31.71	8.11	5.00	2.44	5.41	7.50	14.63	37	40	41
<b>6</b>	28.57	35.90	42.86	36.73	41.03	37.14	24.49	10.26	5.71	10.20	12.82	14.29	49	39	35
<b>All Grades</b>	30.04	33.04	39.79	35.39	36.61	27.23	22.63	16.52	15.71	11.93	13.84	17.28	243	224	191

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.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	12.50	0.00	5.71	12.50	26.09	11.43	58.33	26.09	45.71	16.67	47.83	37.14	24	23	35
<b>1</b>	0.00	8.70	0.00	47.37	17.39	27.78	26.32	13.04	0.00	26.32	60.87	72.22	19	23	18
<b>2</b>	13.79	17.39	11.76	37.93	39.13	35.29	31.03	17.39	11.76	17.24	26.09	41.18	29	23	17
<b>3</b>	0.00	3.45	0.00	9.52	24.14	21.05	54.76	34.48	15.79	35.71	37.93	63.16	42	29	19
<b>4</b>	16.28	2.13	3.85	18.60	21.28	26.92	32.56	29.79	26.92	32.56	46.81	42.31	43	47	26
<b>5</b>	8.11	15.00	17.07	16.22	10.00	17.07	48.65	42.50	36.59	27.03	32.50	29.27	37	40	41
<b>6</b>	16.33	5.13	8.57	26.53	7.69	31.43	34.69	48.72	28.57	22.45	38.46	31.43	49	39	35
<b>All Grades</b>	10.29	7.14	7.85	22.22	19.20	23.04	41.15	32.59	27.75	26.34	41.07	41.36	243	224	191

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.

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
<b>K</b>	25.00	30.43	14.29	66.67	47.83	54.29	8.33	21.74	31.43	24	23	35
<b>1</b>	57.89	39.13	44.44	42.11	39.13	38.89	0.00	21.74	16.67	19	23	18
<b>2</b>	27.59	52.17	29.41	62.07	39.13	52.94	10.34	8.70	17.65	29	23	17
<b>3</b>	28.57	41.38	21.05	47.62	48.28	57.89	23.81	10.34	21.05	42	29	19
<b>4</b>	39.53	36.17	34.62	41.86	42.55	53.85	18.60	21.28	11.54	43	47	26
<b>5</b>	24.32	17.50	34.15	62.16	75.00	48.78	13.51	7.50	17.07	37	40	41
<b>6</b>	28.57	20.51	17.14	51.02	69.23	68.57	20.41	10.26	14.29	49	39	35
<b>All Grades</b>	31.69	32.14	26.70	52.67	53.57	54.45	15.64	14.29	18.85	243	224	191

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.

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
<b>K</b>	25.00	21.74	17.14	45.83	43.48	42.86	29.17	34.78	40.00	24	23	35
<b>1</b>	21.05	34.78	22.22	68.42	39.13	66.67	10.53	26.09	11.11	19	23	18
<b>2</b>	34.48	52.17	29.41	48.28	43.48	47.06	17.24	4.35	23.53	29	23	17
<b>3</b>	21.43	39.29	52.63	54.76	50.00	21.05	23.81	10.71	26.32	42	28	19
<b>4</b>	53.85	19.15	57.69	33.33	53.19	38.46	12.82	27.66	3.85	39	47	26
<b>5</b>	70.27	72.50	75.61	27.03	17.50	12.20	2.70	10.00	12.20	37	40	41
<b>6</b>	42.86	61.54	65.71	46.94	25.64	20.00	10.20	12.82	14.29	49	39	35
<b>All Grades</b>	40.59	43.95	49.21	44.77	38.12	31.94	14.64	17.94	18.85	239	223	191

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 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
<b>K</b>	4.17	4.35	5.71	83.33	56.52	65.71	12.50	39.13	28.57	24	23	35
<b>1</b>	31.58	21.74	27.78	52.63	13.04	0.00	15.79	65.22	72.22	19	23	18
<b>2</b>	44.83	34.78	35.29	37.93	39.13	23.53	17.24	26.09	41.18	29	23	17
<b>3</b>	0.00	3.45	0.00	59.52	51.72	31.58	40.48	44.83	68.42	42	29	19
<b>4</b>	13.95	2.13	3.85	46.51	46.81	38.46	39.53	51.06	57.69	43	47	26
<b>5</b>	10.81	17.50	19.51	59.46	47.50	48.78	29.73	35.00	31.71	37	40	41
<b>6</b>	20.41	2.56	8.57	36.73	30.77	54.29	42.86	66.67	37.14	49	39	35
<b>All Grades</b>	16.46	10.71	13.09	51.85	41.52	42.93	31.69	47.77	43.98	243	224	191

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
<b>K</b>	25.00	17.39	20.00	37.50	34.78	40.00	37.50	47.83	40.00	24	23	35
<b>1</b>	0.00	8.70	0.00	63.16	47.83	50.00	36.84	43.48	50.00	19	23	18
<b>2</b>	10.34	13.04	5.88	62.07	56.52	58.82	27.59	30.43	35.29	29	23	17
<b>3</b>	0.00	10.34	15.79	69.05	68.97	52.63	30.95	20.69	31.58	42	29	19
<b>4</b>	6.98	2.13	7.69	62.79	57.45	53.85	30.23	40.43	38.46	43	47	26
<b>5</b>	8.11	17.50	26.83	64.86	62.50	46.34	27.03	20.00	26.83	37	40	41
<b>6</b>	26.53	5.13	20.00	65.31	76.92	57.14	8.16	17.95	22.86	49	39	35
<b>All Grades</b>	11.52	9.82	16.23	62.14	59.82	50.26	26.34	30.36	33.51	243	224	191

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:

1. According to the 22-23 ELPAC Overall Language Performance results, 45.55% of our students are in Levels 1 and 2. Supporting this significant and most vulnerable group of students requires specialized training and we are committed to allocation of time and resources for our staff's professional development and collaboration.
2. When comparing the 21-22 to the 22-23 ELPAC results, data shows that there is modest growth in the area of Writing for our students in Levels 3 (19.20% to 23.04%) and 4 (7.14% to 7.85%). This is another area that needs to be acknowledge and strengthened when we are designing and implementing our PBL projects.

# 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
398	79.4	50	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Katherine R. 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	199	50
Foster Youth		
Homeless	6	1.5
Socioeconomically Disadvantaged	316	79.4
Students with Disabilities	67	16.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.8
American Indian	1	0.3
Asian	77	19.3
Filipino	16	4
Hispanic	269	67.6
Two or More Races	8	2
Pacific Islander	7	1.8
White	8	2

**Conclusions based on this data:**

1. We have a significant number of students who qualify for free and reduced lunch, 79.4%. These students are very vulnerable and require significant supports in all areas, especially in SEL. With the continued implementation of Wellness Centers and the newly incorporated practice of Dynamic Mindfulness, we will make sure their needs are more timely and equitably being addressed.
2. Our second largest subgroup which makes up 50% of our student population, is represented by our multilingual learners. These students may primarily hear or speak Spanish at home. Statistics show that our Hispanic families may require a significant amount of translation and support to communicate with our school staff. We will continue to fund our 8 hr per day Community Liaison position for the 24-25 school year.

# School and Student Performance Data

## Overall Performance






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

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.

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
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Red</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Blue</p></div>		

### Conclusions based on this data:

1. Our suspension rate remains very stable, although it may increase when the results are published for the 23-24 school year. We will faithfully implement PBIS and will hold bimonthly meetings to analyze data and implement and necessary supports.

2. Chronic absenteeism continues to be a serious concern. We have implemented some new structures to support attendance, such as offering monthly attendance meetings. Nevertheless, we have found that families do not show up. Improving our attendance and punctuality will remain one of our top priorities.

# School and Student Performance Data

## Academic Performance English Language Arts

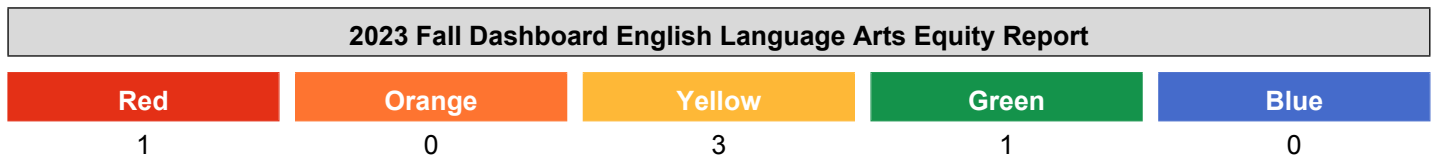
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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		
<b>All Students</b>  Yellow 56.3 points below standard Increased Significantly +15.8 points 223 Students	<b>English Learners</b>  Yellow 68.1 points below standard Increased Significantly +15.1 points 133 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 64.7 points below standard Increased +13.8 points 182 Students	<b>Students with Disabilities</b>  Red 144.3 points below standard Decreased -15 points 34 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b> Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 3.5 points below standard Increased Significantly +33 points 39 Students	<b>Filipino</b> 60 points below standard Decreased -6.7 points 12 Students
<b>Hispanic</b>  Yellow 64.7 points below standard Increased Significantly +16.5 points 156 Students	<b>Two or More Races</b> Less than 11 Students 2 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b> Less than 11 Students 3 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

<b>Current English Learner</b> 88.1 points below standard Increased +7.2 points 111 Students	<b>Reclassified English Learners</b> 32.6 points above standard Increased +12.2 points 22 Students	<b>English Only</b> 62.7 points below standard Increased +4.5 points 66 Students
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#### Conclusions based on this data:

1. Our Hispanic and Asian students showed double-digit growth in English Language Arts overall performance.
2. Our Asian students increased 33 points and our Hispanic students increased 16.5 on the 2023 English Language Arts Performance Dashboard.

# School and Student Performance Data

## Academic Performance Mathematics

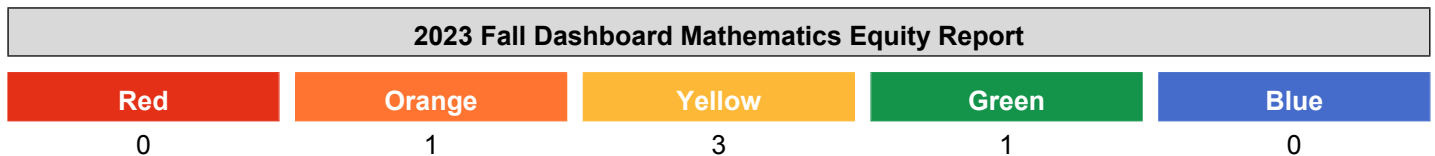
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
<b>All Students</b>  Yellow 78 points below standard Increased Significantly +15.9 points 223 Students	<b>English Learners</b>  Yellow 83.5 points below standard Increased Significantly +16.6 points 133 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 88.1 points below standard Increased +12.8 points 182 Students	<b>Students with Disabilities</b>  Orange 152.3 points below standard Increased +3.2 points 34 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b> Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 12.1 points below standard Increased Significantly +32.4 points 39 Students	<b>Filipino</b> 56.4 points below standard Increased Significantly +17.2 points 12 Students
<b>Hispanic</b>  Yellow 93.4 points below standard Increased +14.7 points 156 Students	<b>Two or More Races</b> Less than 11 Students 2 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b> Less than 11 Students 3 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

<b>Current English Learner</b> 102.6 points below standard Increased +10.1 points 111 Students	<b>Reclassified English Learners</b> 13.1 points above standard Increased +3.9 points 22 Students	<b>English Only</b> 96.8 points below standard Increased +4.5 points 66 Students
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#### Conclusions based on this data:

1. There is a stark performance gap between our Asian students (12.1 points below standard) and our Hispanic students (93.4 points below standard) in Mathematics.
2. Our Hispanic students showed an increase of 14.7 points, when compared to last year, and our Asian students increased 32.4 points.
3. Our English Learners outperformed in growth (10.1 points) our other two subgroups, Reclassified English Learners (3.9 points) and our English Only students (4.5 points).

# School and Student Performance Data

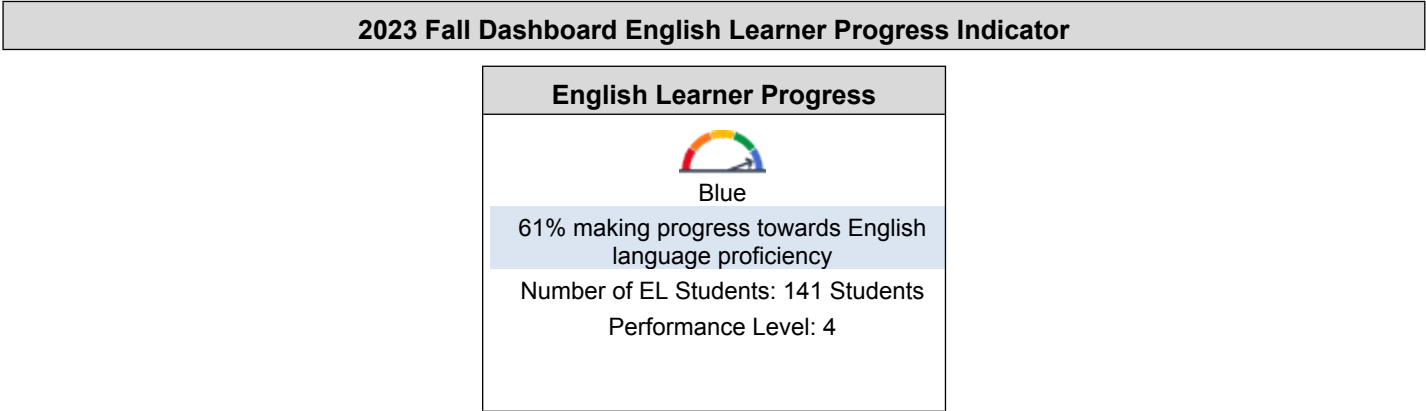
## Academic Performance English Learner Progress

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

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.

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

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



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
17	38	7	79

### Conclusions based on this data:

- 56% of our students progressed in at least one English Language Performance Indicator (ELPI).
- We have to more closely target the 12% of students who decreased one level on the ELPI.
- 28% of our students maintained their levels on the ELPI.

# School and Student Performance Data

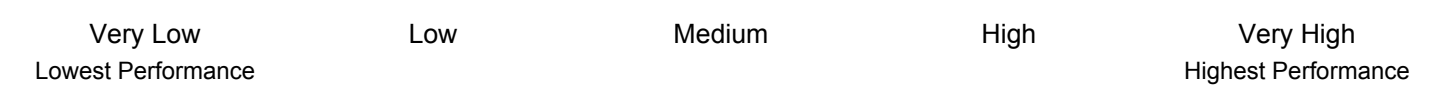
## Academic Performance College/Career Report

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

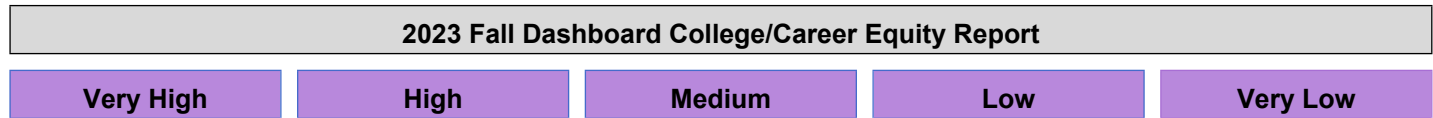
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

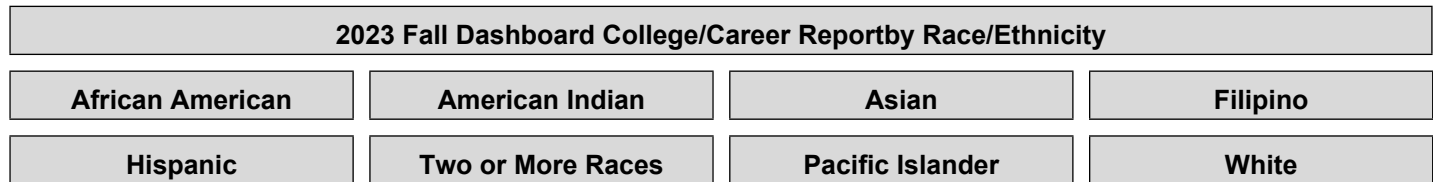
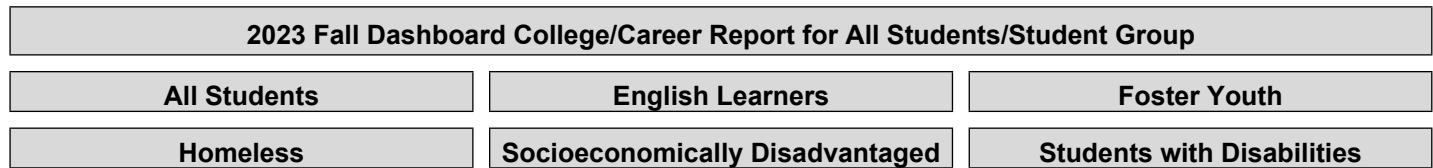
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

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.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report





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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 31.5% Chronically Absent Increased Significantly 3.7 426 Students	 Red 26.1% Chronically Absent Increased 0.7 218 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
54.5% Chronically Absent 0 11 Students	 Red 33.9% Chronically Absent Increased 2.7 345 Students	 Red 37% Chronically Absent Increased 10.2 73 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> 54.5% Chronically Absent 0 11 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Yellow 13% Chronically Absent Declined -1.9 77 Students	<b>Filipino</b> 23.5% Chronically Absent Increased 15.2 17 Students
<b>Hispanic</b>  Red 34.5% Chronically Absent Increased 1.4 296 Students	<b>Two or More Races</b> 30.8% Chronically Absent Increased 22.4 13 Students	<b>Pacific Islander</b> Less than 11 Students 7 Students	<b>White</b> Less than 11 Students 4 Students

#### Conclusions based on this data:

1. According to the 2023 Academic Engagement Dashboard data, our school is ranked in the "Red" with 31.5% of all our students categorized as chronically absent. This data shows a 3.7% increase from the previous year. Chronic Absenteeism and Tardiness are a very significant concern for Katherine Smith and are a priority area for targeted improvement for the 24-25 school year.
2. 34.5% of our Hispanic students and 33.9% of our Socio Economically Disadvantaged students struggle with attending school regularly.

## School and Student Performance Data

## Academic Engagement

### Graduation Rate

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

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.

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

Blue

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

## 2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

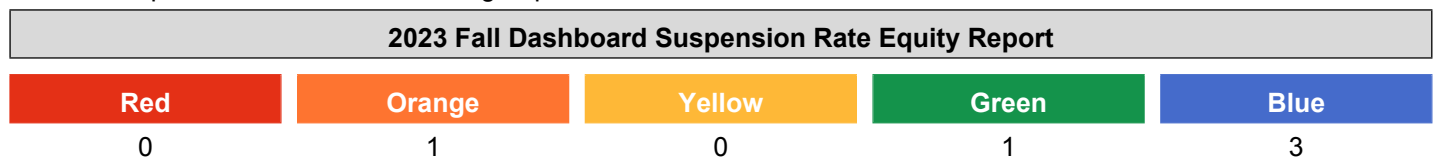
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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		
<b>All Students</b>  Blue 0.7% suspended at least one day Declined Significantly -1 440 Students	<b>English Learners</b>  Blue 0.5% suspended at least one day Declined -0.4 220 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 0% suspended at least one day 11 Students	<b>Socioeconomically Disadvantaged</b>  Green 0.8% suspended at least one day Declined -0.9 354 Students	<b>Students with Disabilities</b>  Orange 2.7% suspended at least one day Increased 0.3 75 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> 9.1% suspended at least one day 11 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Blue 0% suspended at least one day Maintained 0 80 Students	<b>Filipino</b> 0% suspended at least one day Maintained 0 18 Students
<b>Hispanic</b>  Blue 0.7% suspended at least one day Declined Significantly -1.6 306 Students	<b>Two or More Races</b> 0% suspended at least one day Maintained 0 13 Students	<b>Pacific Islander</b> Less than 11 Students 7 Students	<b>White</b> Less than 11 Students 4 Students

#### Conclusions based on this data:

1. The results currently show that our suspension rate has remained in the blue indicator. This may change as the statistics for the 23-24 school year are reported.



# 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.

#### English Language Arts

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

#### LCAP Goal 1. Conditions of Learning

Katherine Smith Elementary School will achieve equitable access and excellence in education by ensuring qualified staff and effective implementation of the academic standards.

Improve literacy - By June 2024, Katherine Smith students will meet standards for English language arts or will improve by 3-5% each year, per level, as measured by the CAASPP Assessment and iReady. To address the equity gaps in academic achievement, our focus will be on subgroups of English Learners, Hispanic students and students with disabilities.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Katherine Smith Elementary School will achieve equitable access and excellence in education by ensuring qualified staff and effective implementation of the 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.

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Across all grade levels, targeted supports are needed for language arts instruction involving all language domains, specifically Reading, Writing and Mathematics. Foundational literacy remains a focus in primary grades and for students below grade level in upper grade. Specific focus will be on our targeted subgroups of English Learners, Hispanic students and students with disabilities.

### 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
Percent of students achieving exceeding grade level, on grade level, or early on grade level as measured by the CAASPP assessment.	<p>CAASPP</p> <p>Lang. Arts 2024: Exceeded grade level 7.23%, Met grade level 21.28%, Nearly met 22.98%, Not met 48.51%</p> <p>Math 2024: Exceeded grade level 4.68%, Met grade level 17.87%, Nearly met 21.28%, Not met 56.17%</p> <p>iREADY</p> <p>Reading, May 24: Mid/Above grade level 18%, Early on grade level 20%, One grade below 31%, Two grade levels below 14%, Three or more grade levels below 17%</p>	<p>CAASPP:</p> <p>Lang Arts 2025: Exceeded grade level 10%, Met grade level 24%, Nearly met 21%, Not met 45%</p> <p>Math 2025: Exceeded grade level 7%, Met grade level 20%, Nearly met 23%, Not met 50%</p> <p>iREADY</p> <p>Reading, May 2025: Mid/Above grade level 21%, Early on grade level 23%, One grade below 29%, Two grade levels below 12%, Three or more grade levels below 15%</p>
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.	Include the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA.	

## 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	Teachers and instructional staff will receive professional development (PD) in the area of Project Based Learning by New Tech High, Center for Excellence. The training will occur monthly on site and will be differentiated according to the needs every staff member.	All students	32,500 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Differentiated PBL Training for each instructional staff member
1.2	Teachers will be released in grade levels by two contracted Substitute Teachers every other week. Teachers will collaborate with grade level partners or cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving student achievement, and communicate growth to parents, including Student Led Conferences. Teachers will use staff meeting and release time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.	All students	35,000 Title I 1000-1999: Certificated Personnel Salaries Release time for planning and collaboration time
1.3	Purchasing instructional materials and classroom consumables	All students	3500.88 General Fund

			4000-4999: Books And Supplies Grade level budgets
<b>1.4</b>	Intervention and extended-day personnel/ extended-year classes (Learning CAFE) will be provided to students who are performing below grade level on literacy standards or at risk of being below grade level. Providing access to students who have never had the opportunity to attend a school setting before the start of the school year.	Students performing below grade level.	Grant 1000-1999: Certificated Personnel Salaries Funded by the Neighborhood Safety Unit (NSU) 5000 General Fund 4000-4999: Books And Supplies Kinder bootcamp
<b>1.6</b>	RTI Coach meets with students 4x per week to provide foundational skills in English Language Arts and also leads data driven analysis and planning time during faculty meetings throughout the year.	Targeted intervention for students in grades 1-4 who meet ELA criteria using the CCEIS plan.	
<b>1.7</b>	RTI coach meets with each student group 4 days per week to provide foundational skill support in English Language Arts. RTI coach also leads data driven analysis and planning time during four faculty meetings throughout the year.	Students in grades 1-4 who meet the criteria for ELA support as outlined in the CCEIS plan.	

## 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 goal will remain unchanged due to the fact that the current strategies proved to be successful in attainment of the academic growth goals. There was an increase of 15.8 points from the past year, according to the CA Dashboard in the area of Language Arts.

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

There were no major differences in expenditures and the implementation of the strategies.

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

The metrics remains the same and we have adjusted the measurable outcomes to reflect current growth and desired targets.

# 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.

#### English Language Development

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

Enhancing English language development - By June 2024, all English Learners will make 5-10% growth towards English language proficiency, levels 3 and 4, as measured by the ELPAC assessment.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student Outcomes. Katherine Smith Elementary will create a strong and effective school where we will provide a rigorous and supporting learning environment in order for our students to reach their highest potential as measured by a standardized accountability system (ELPAC).

### 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.

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

KS teachers will provide integrated and designated language instruction supports by utilizing Guided Language Acquisition Design (GLAD) strategies for all Language Learners and our students in Well-Developed, or Lvl. 4 and Moderately Developed, or Lvl. 3, will demonstrate growth as follows: Lvl. 4 from 13% to 16% and Lvl. 3 from 43% to 46% by June of 2025.

### 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
ELPAC	May 2024, Level 4, 13%, Level 3, 43%	May 2025, Level 4 to reach 16% and Level 3 to reach 46%.
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.	Include the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA.	

## 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	Teachers and instructional staff will receive professional development to improve their integrated and designated ELD instruction, including implementation of Be GLAD strategies. These opportunities might include faculty meetings, workshops, conferences, and Professional Learning Communities centered around utilizing the Ellevation platform instructionally and in monitoring growth.	English Language Learners	9000 Title III 5800: Professional/Consulting Services And Operating Expenditures ELD PD 17600 Title I 5800: Professional/Consulting Services And Operating Expenditures ELD PD
2.2	Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving language development, and communicate growth to parents, including Student Led Conferences. Teachers will use time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.	English Language Learners	3000 Supplemental Fund 1000-1999: Certificated Personnel Salaries grade level planning release time
2.3	Teachers and support staff will implement ELD standards into high quality PBL projects projects that support and emphasize language development skills, especially oral communication.	English Language Learners	
2.4	Intervention and extended-day personnel/ extended-year classes will target students who have not yet been reclassified.	English Language Learners	Grant None Specified NSU funds
2.5	All teachers will implement specific targeted and integrated ELD strategies to meet the needs of all EL students. This may include purchase of supplemental materials to support English Learners.	English Language Learners	660.26 Title III 4000-4999: Books And Supplies ELD instructional materials and supplies

## 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 goal remained unchanged and we have decided to further develop the capacity of our Faculty to better serve the needs of our Multi-Language Learners. Our school showed an increase of 12.4% from the previous year in ELD according to the CA Dashboard.

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

There were no significant changes in budgeted expenditures in connection with implemented strategies and or activities.

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

The metrics remain the same and we have adjusted the desired outcomes.

# 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.

#### Mathematics and STEM

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

Improve mathematics - By June 2024, Katherine Smith students will meet standards for Mathematics or will improve by 5% each year, per level, as measured by the CAASPP Assessment and iReady diagnostic data. To address the equity gaps in academic achievement, our focus will be on subgroups of English Learners, Hispanic students and students with disabilities.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student Outcomes - 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.

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

At KS, targeted supports are needed for math instruction involving all math domains, specifically communicating mathematical reasoning. Foundational math skills remain a focus in all grades. Specific focus will be on our targeted subgroups of English Learners, Hispanic students and students with disabilities.

### 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
Percent of students achieving exceeding grade level, on grade level, or early on grade level as measured by the CAASPP assessment.	<p>May 2024, CAASPP: Exceeded grade level 4%, Met grade level 13%, Nearly met 25%, Not met 58%</p> <p>May 2024, iReady: Mid/Above grade level 7%, Early on grade level 17%, One grade below 49%, Two grade levels below 17%, Three or more grade levels below 11%</p>	<p>May 2025, Exceeded grade level 9%, Met grade level 18%, Nearly met 30%, Not met 43%</p> <p>May 2025, iReady: Mid/Above grade level 10%, Early on grade level 20%, One grade below 46%</p>
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.	Include the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA.	

## 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	Teachers and instructional staff will receive professional development to improve their whole-class and targeted small-group instruction in mathematics and STEM, specifically for students requiring the highest academic support. These opportunities might include faculty meetings, workshops, conferences, and Professional Learning Communities (PLCs).	All students	
3.2	Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving student achievement, and communicate growth to parents, including Student Led Conferences. Teachers will use staff meeting and release time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.	All students	Release time for staff to facilitate SLCs
3.3	Teachers and support staff will implement a rigorous math program that is aligned to state and district standards and is differentiated to support the needs of all students within the context of high quality Project Based Learning. This might include Daily 3 rotations and targeted small group instruction determined by assessment data.	All students	3000 General Fund 5000-5999: Services And Other Operating Expenditures field trips 4000 General Fund 4000-4999: Books And Supplies grade level budgets
3.4	Intervention and extended-day personnel/ extended-year classes (Learning CAFE) will be provided to students who are performing below	Students performing below grade level.	



	grade level on literacy standards or at risk of being below grade level.		Funded by the Neighborhood Safety Unit (NSU) 1900 Title I 1000-1999: Certificated Personnel Salaries Kinder Bootcamp
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# 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.

According to the CA Dashboard, Katherine Smith grew 15.9 points from last year in the area of Mathematics.

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

No major differences were reported in budgeted expenditures in relation to our strategies or activities.

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

We have adjusted our new outcomes to reflect last year growth

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Family Engagement and Support

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

Increase Parental Involvement - Increase the number of parents involved with school related events and connectedness to school and community supports.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2, Engagement - EESD 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.

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

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

### 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
Parent Pride attendance	May 2024, Avg. of 15-20 parents per meeting  May 2024, Avg. of 5-10 parent volunteers during community events	May 2025, Avg. of 25-30-25 parents per meeting  May 2025, Avg. of 10-15 parent volunteers during community events
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.	Include the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator	

	includes data reported in the annual update of the SPSA.	
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## 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
4.1	Offer parent education programs, family curricular nights, bi-monthly parent meetings, parent education workshops (PIQE). These events will be published in the weekly newsletter and on our marquee. Supplemental supplies, support materials, translators, and training for workshop leaders. Child care provided as needed. Community Liaison and Principal will oversee and support this program.	All students	0 Grant  Back to School BBQ
4.2	Translators and translated documents and materials will be provided to parents in Spanish and Vietnamese, when available.	All students	1025 General Fund 2000-2999: Classified Personnel Salaries overtime for translation support
4.3	Bi-monthly Parent Pride meetings will be held to obtain feedback and data on effectiveness of our school programs, climate, and identify needs, as well as provide community resource workshops for families.	All students	600 General Fund 4000-4999: Books And Supplies Materials and general supplies for meetings
4.4	The Community Liaison will work closely in collaboration with the Principal and Faculty to establish a two-way communication channel, survey and assess community needs, solidify relationships with current school partners and expand programs that foster family and community engagement.	All students	10,078 Supplemental Fund 2000-2999: Classified Personnel Salaries Community Liaison Position (2 Hrs per day)
4.5	Utilize Parent Square as a communication tool for office and instructional staff. Utilize WhatsApp as means of formal and informal communication with families in English, Spanish and Vietnamese.	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.

Family Pride meetings are held every other week and presenters are generally invited. The area of interest or the nature of the presentations is determined by the needs of the students or families.

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

There were no reported differences between budgeted expenditures and the implementation of this goal's strategies or activities.

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

We plan to use face to face surveys and anecdotal records and interviews to add an additional layer of qualitative and quantitative data to measure growth.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### **School Climate, Safety, and Wellness**

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

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

LCAP Goal 2, Engagement.

EESD 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EESD 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.

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

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

### 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
EESD Safety Survey	87% of students feel safe or very safe at school, 95% of students are familiar or very familiar with school rules/expectations, 36% of students report sometimes seeing bullying, an average of 90% of students feel comfortable with emergency procedures.	90% of students feel safe or very safe at school, 98% of students are familiar or very familiar with school rules/expectations, 33% of students report sometimes seeing bullying, an average of 93% of students feel comfortable with emergency procedures.
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.	Include the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA.	

## 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
5.1	Strategically and systematically implement and improve our PBIS systems, including our Tier 1 and Tier 2 teams to support student academic and behavior support.	All students	
5.2	Maintain disaster preparedness systems and include current Run, Hide, Defend training from SJPd.	All students	
5.3	All staff and families will receive PD in Mindfulness through Niroga AC. The focus will be to provide families, students, and staff with tools that can help them self-monitor and self-manage their feelings, create and maintain health relationships, and responsible decision making.	All students	19625 Title I 5800: Professional/Consulting Services And Operating Expenditures PD in Dynamic Mindfulness 3568.00 Title I 4000-4999: Books And Supplies Purchase of materials to enhance our Mindfulness school program.
5.5	Implement social emotional wellness activities including weekly Panther Pride assemblies and includes recognition systems such as our Student of the Month and attendance celebrations.	All students	
5.6	Implement activities to promote healthy and safe living including nutrition, anti-bullying, drug and alcohol awareness, and fitness.	All students	2734 General Fund 1000-1999: Certificated Personnel Salaries K Smith Wrestling Club (SEAT)
5.7	Maintain and service all facilities and equipment on campus.	All students	9000 General Fund 4000-4999: Books And Supplies

			custodial and school supplies 3655 General Fund 5000-5999: Services And Other Operating Expenditures copier maintenance 3000 General Fund 4000-4999: Books And Supplies front office supplies
5.8	Provide additional staffing support to increase supervision, implement safe and healthy recess and lunch activities and weekly grade level PE by utilizing the services of Playground Heroes.	All students	35000 Grant 5800: Professional/Consulting Services And Operating Expenditures enrichment activities 2843 Title I 5800: Professional/Consulting Services And Operating Expenditures enrichment activities 10870.21 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Enrichment activities

## 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.

We acknowledge that this year, there is room for growth in the implementation of PBIS and behavior support systems.

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

There were none or insignificant differences between budgeted expenditures and implemented strategies or activities.

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.

There will be a significant shift in the strategies and activities for attainment of this goal for the 2024-2025 school year. Katherine Smith will become a mindful school community.

# 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	\$217,159.35
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 I	\$80,536.00
Title III	\$9,660.26

Subtotal of additional federal funds included for this school: \$90,196.26

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	\$35,514.88
Grant	\$35,000.00
Supplemental Fund	\$56,448.21

Subtotal of state or local funds included for this school: \$126,963.09

Total of federal, state, and/or local funds for this school: \$217,159.35



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	80536.00	0.00
Supplemental Fund	56448.21	0.00
General Fund	35514.88	0.00
Title III	9660.26	0.00

## Expenditures by Funding Source

Funding Source	Amount
General Fund	35,514.88
Grant	35,000.00
Supplemental Fund	56,448.21
Title I	80,536.00
Title III	9,660.26

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	42,634.00
2000-2999: Classified Personnel Salaries	11,103.00
4000-4999: Books And Supplies	29,329.14
5000-5999: Services And Other Operating Expenditures	6,655.00
5800: Professional/Consulting Services And Operating Expenditures	127,438.21

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	2,734.00
2000-2999: Classified Personnel Salaries	General Fund	1,025.00
4000-4999: Books And Supplies	General Fund	25,100.88

5000-5999: Services And Other Operating Expenditures	General Fund	6,655.00
	Grant	0.00
5800: Professional/Consulting Services And Operating Expenditures	Grant	35,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	10,078.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	43,370.21
1000-1999: Certificated Personnel Salaries	Title I	36,900.00
4000-4999: Books And Supplies	Title I	3,568.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	40,068.00
4000-4999: Books And Supplies	Title III	660.26
5800: Professional/Consulting Services And Operating Expenditures	Title III	9,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,000.88
Goal 2	30,260.26
Goal 3	8,900.00
Goal 4	11,703.00
Goal 5	90,295.21

# 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

9 Parent or Community Members

Name of Members	Role
César Gaytán	Principal
Barbara Gould	Other School Staff
Lucia Nava	Parent or Community Member
Kim Weaver	Classroom Teacher
Dawn Recchio	Classroom Teacher
Quy Tran	Classroom Teacher
Carla Barajas	Parent or Community Member
Maria del Carmen Resendiz	Parent or Community Member
Anna Heredia	Parent or Community Member
Damariz Alonso	Parent or Community Member
Jessica Reyes	Parent or Community Member
Neeti Mathur	Parent or Community Member
Alondra Rodriguez	Parent or Community Member
Sergio Luna	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**  


**Committee or Advisory Group Name**  
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/13/24.

Attested:


Principal, César Gaytán on 5/13/24

SSC Chairperson, Carla Barajas on 5/13/24

# Instructions

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) 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.

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.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the



baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>



## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

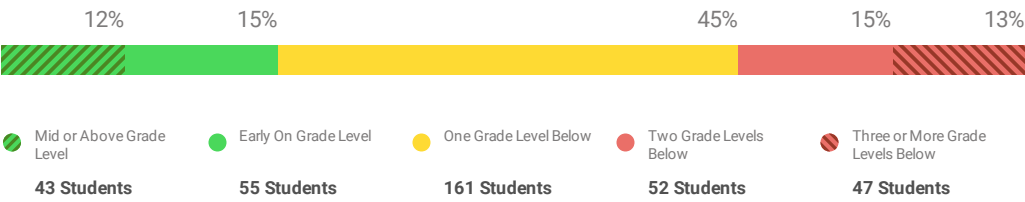
Updated by the California Department of Education, October 2023

School	KATHERINE R. SMITH ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

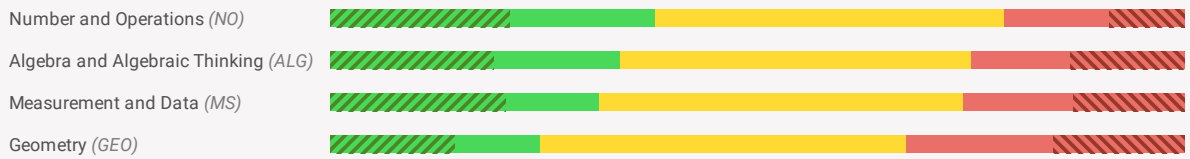
Criterion Referenced

Overall Placement

Students Assessed/Total: 358/384



Placement by Domain








Switch Table View

Choose to Show Results By







Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		47%	26%	26%	0%	0%	38/61
Grade 1		10%	6%	77%	6%	0%	48/50
Grade 2		6%	13%	51%	30%	0%	53/53
Grade 3		8%	16%	53%	14%	10%	51/51
Grade 4		8%	19%	38%	19%	17%	53/54
Grade 5		15%	15%	48%	10%	13%	48/48

School	KATHERINE R. SMITH ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

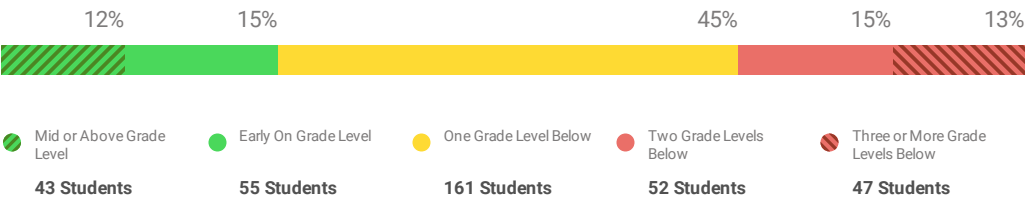
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		3%	15%	25%	16%	40%	67/67

School	KATHERINE R. SMITH ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

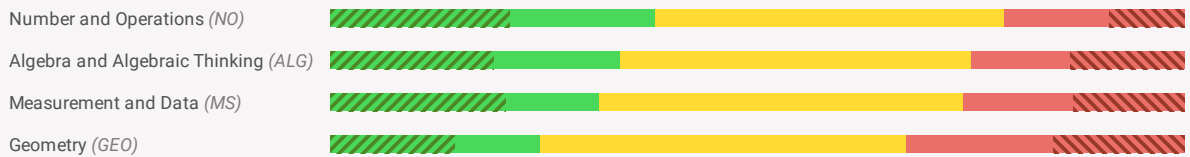
Criterion Referenced

Overall Placement

Students Assessed/Total: 358/384



Placement by Domain














Switch Table View

Choose to Show Results By







Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		47%	26%	26%	0%	0%	38/61
Grade 1		10%	6%	77%	6%	0%	48/50
Grade 2		6%	13%	51%	30%	0%	53/53
Grade 3		8%	16%	53%	14%	10%	51/51
Grade 4		8%	19%	38%	19%	17%	53/54
Grade 5		15%	15%	48%	10%	13%	48/48

School	KATHERINE R. SMITH ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		3%	15%	25%	16%	40%	67/67



# EVERGREEN SCHOOL DISTRICT Business Services

## Supplemental Site Budget

2024-25

SCHOOL: **KR SMITH**

SITE # **002**

3 digits - 0##

ALLOCATION: \$ **56,448.21**

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	002	2,460
Hourly Teacher	010-0159-0	1120	00-1590	1000	002	
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	002	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
Other*	010-0159-0		00-1590		002	
21.78% Benefits	010-0159-0	3xx1	00-1590		002	536

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	002	7,410
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	002	
Hourly Clerical	010-0159-0	2460	00-1590	2700	002	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	002	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	002	
Other*	010-0159-0		00-1590		002	
35.99% Benefits	010-0159-0	3xx2	00-1590			2,667

### Supplies (for POs & reimbursements)

<b>Books</b>	<b>010-0159-0</b>	<b>4200</b>	<b>00-1590</b>	<b>1000</b>	<b>002</b>	
<b>Classroom Supplies /Instructional Supplies Classroom</b>	<b>010-0159-0</b>	<b>4310</b>	<b>00-1590</b>	<b>1000</b>	<b>002</b>	
<b>Office Supplies</b>	<b>010-0159-0</b>	<b>4351</b>	<b>00-1590</b>	<b>2700</b>	<b>002</b>	
<b>Parts/Supplies M.O.T.</b>	<b>010-0159-0</b>	<b>4365</b>	<b>00-1590</b>	<b>8100</b>	<b>002</b>	
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		002	
Other*	010-0159-0		00-1590		002	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0159-0	5210	00-1590	1000	002	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	002	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	002	
Maintenance Repair	010-0159-0	5610	00-1590	8100	002	
Computer Repair	010-0159-0	5611	00-1590	1000	002	
Copier Maintenance	010-0159-0	5615	00-1590	1000	002	
<b>Consultant/Contractors</b>	<b>010-0159-0</b>	<b>5815</b>	<b>00-1590</b>	<b>1000</b>	<b>002</b>	43,370
<b>Software, Subscriptions &amp; Licenses</b>	<b>010-0159-0</b>	<b>5826</b>	<b>00-1590</b>	<b>1000</b>	<b>002</b>	
Field Trip	010-0159-0	5840	00-1590	1000	002	
Other*	010-0159-0		00-1590		002	

Other\*

010-0159-0

00-1590

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

**TOTAL BUDGET**

**56,443**

should match Allocation

variance: 5

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.05%	PERS (Classified only)	3202
6.26%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.18%	Workers Comp (CE & CL)	360X

54,755



# EVERGREEN SCHOOL DISTRICT Business Services

## Title I Budget

2024-25

SCHOOL: **KR SMITH** SITE # **002** ALLOCATION: **\$ 80,536.00**  
3 digits - 0##

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-3010-0-	1120	00-1510	1000	002	
Hourly Teacher	060-3010-0-	1120	00-1510	1000	002	
Substitute Teachers (paid by site)	060-3010-0-	1150	00-1510	1000	002	29,500
Subs for absences are charged to the District:	060-3010-0-	1150	00-1298	1000	081	
Other*	060-3010-0-		00-1510		002	
21.78% Benefits	060-3010-0-	3xx1	00-1510			6,425

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-3010-0-	2190	00-1510	1000	002	
Hourly M&O / Custodian	060-3010-0-	2224	00-1510	8100	002	
Hourly Clerical	060-3010-0-	2460	00-1510	2700	002	
Hourly Health Aide	060-3010-0-	2950	00-1510	3140	002	
Hourly Noon Duty	060-3010-0-	2950	00-1510	3900	002	
Other*	060-3010-0-		00-1510		002	
35.99% Benefits	060-3010-0-	3xx2	00-1510			-

### Supplies (for POs & reimbursements)

Books	060-3010-0-	4200	00-1510	1000	002	
Classroom Supplies	060-3010-0-	4310	00-1510	1000	002	3,568
Office Supplies	060-3010-0-	4351	00-1510	2700	002	
Equipment \$500 -4,999 (function depends on use*)	060-3010-0-	4400	00-1510		002	
Other*	060-3010-0-		00-1510		002	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-3010-0-	5210	00-1510	1000	002	
Copier Maintenance	060-3010-0-	5615	00-1510	1000	002	
Consultant/Contractors	060-3010-0-	5815	00-1510	1000	002	40,068
Software, Subscriptions & Licenses	060-3010-0-	5826	00-1510	1000	002	
Field Trip	060-3010-0-	5840	00-1510	1000	002	
Other*	060-3010-0-		00-1510		002	

Parent Engagement - required	060-3010-0-		00-1511			2,640
Kinder Boot Camp Supplies	060-3010-0-	1120	00-1512	1000	002	3,800
Kinder Boot Camp Timesheets	060-3010-0-	1120	00-1512	1000	002	
21.7800% Benefits	060-3010-0-	3xx1	00-1512			

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

## TOTAL BUDGET

**86,001**

should match Allocation

variance: (5,465)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.05%	PERS (Classified only)	3202
6.26%	OASDI (CL)	331X



1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.18%	Workers Comp (CE & CL)	360X



# EVERGREEN SCHOOL DISTRICT Business Services

## Title III Budget

2024-25

SCHOOL: **KR SMITH** SITE # **002** ALLOCATION: \$ **9,660.26**  
3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	002	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	002	
Substitute Teachers ( <i>paid by site</i> )	060-4203-0-	1150	00-1551	1000	002	
<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		002	
21.78% Benefits	060-4203-0-	3xx1	00-1551			-

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	002	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	002	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	002	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	002	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	002	
<i>Other*</i>	060-4203-0-		00-1551		002	
35.99% Benefits	060-4203-0-	3xx2	00-1551			-

<i>Supplies (for POs &amp; reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
<b>Books</b>	060-4203-0-	4200	00-1551	1000	002	
<b>Classroom Supplies</b>	060-4203-0-	4310	00-1551	1000	002	660
<b>Office Supplies</b>	060-4203-0-	4351	00-1551	2700	002	
<b>Parts/Supplies M.O.T.</b>	060-4203-0-	4365	00-1551	8100	002	
Equipment \$500 -4,999 ( <i>function depends on use*</i> )	060-4203-0-	4400	00-1551		002	
<i>Other*</i>	060-4203-0-		00-1551		002	

<i>Other Services &amp; Operating Costs (for POs &amp; reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Travel/Conference	060-4203-0-	5210	00-1551	1000	002	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	002	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	002	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	002	
Computer Repair	060-4203-0-	5611	00-1551	1000	002	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	002	
<b>Consultant/Contractors</b>	060-4203-0-	5815	00-1551	1000	002	9,000
<b>Software, Subscriptions &amp; Licenses</b>	060-4203-0-	5826	00-1551	1000	002	
Field Trip	060-4203-0-	5840	00-1551	1000	002	
<i>Other*</i>	060-4203-0-		00-1551		002	

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

**TOTAL BUDGET**

**9,660**

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101
27.05%	PERS (Classified only)	3202
6.26%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.18%	Workers Comp (CE & CL)	360X

859

65

3

54

981

variance: -

## **Parent Involvement Policy 2024-2025**

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

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

## **Chính sách tham gia của phụ huynh**

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

1. Các cuộc họp thông tin phụ huynh đang diễn ra (Pride Parent) sẽ được tổ chức mỗi tuần để giải thích về chương trình toàn trường của Title 1, mục tiêu của nó và các chiến lược hỗ trợ học sinh.

2. Phụ huynh của các học sinh tham gia sẽ bầu một đại diện phụ huynh vào Ủy ban Cố vấn của Học khu (DAC). Tất cả các đại diện của DAC sẽ nhận được thông báo bằng văn bản về thời gian và địa điểm của các cuộc họp.

3. Hội đồng trường Kinda Smith sẽ xem xét Tiêu đề 1 và các chương trình khác mỗi mùa xuân và cung cấp đầu vào về nhu cầu chương trình phân loại và dữ liệu đánh giá.

4. Các chương trình Tiêu đề 1 sẽ bao gồm các hội thảo dành cho phụ huynh cho phép phụ huynh giúp con cái họ trong quá trình học tập. Hội thảo sẽ bao gồm các môn học ngoại khóa cốt lõi. Các hội nghị khác sẽ giải quyết các hội nghị phụ huynh / giáo viên, thẻ báo cáo, đánh giá tiêu chuẩn và xác thực, hợp đồng trường phụ huynh và các chủ đề được yêu cầu khác.

5. Mỗi tháng 10, Hội nghị do sinh viên lãnh đạo diễn ra. Phụ huynh, học sinh và giáo viên sẽ xây dựng và duy trì mối quan hệ đối tác để giúp học sinh đạt được các tiêu chuẩn cao.

6. Thông báo và bản tin sẽ được cung cấp bằng tiếng Anh, tiếng Tây Ban Nha và tiếng Việt bất cứ khi nào có thể. Tất cả các hội thảo sẽ cung cấp dịch sang tiếng Tây Ban Nha và tiếng Việt, khi cần thiết và khi có sẵn. Ngôn ngữ bổ sung sẽ được cung cấp khi cần thiết.

7. Một quá trình liên tục đánh giá sự tiến bộ của học sinh trong năm học và giao tiếp với phụ huynh sẽ diễn ra thông qua các hội nghị phụ huynh, thư và báo cáo đánh giá cuối năm.

8. Trường có một liên lạc cộng đồng giúp kết nối phụ huynh với các nguồn lực cần thiết. Tờ rơi và tài liệu tiêu thụ cũng như các bản sao của chính sách quận có sẵn cho phụ huynh.

9. Ủy ban tư vấn cho người học tiếng Anh của trường tiểu học Kinda Smith (ELAC) sẽ được thành lập với phần lớn các đại diện phụ huynh được bầu bởi phụ huynh của các học sinh tham gia chương trình ELD. Ủy ban này sẽ tiếp tục liên quan đến phụ huynh với các cơ hội lập kế hoạch và đánh giá liên tục cho học sinh EL. Thành viên mới sẽ được tuyển dụng và đào tạo thường xuyên để giúp đỡ trong quá trình ra quyết định. Ủy ban sẽ họp tối thiểu bốn lần mỗi năm.

10. Thành viên ELAC sẽ bầu đại diện phụ huynh vào Ủy ban Cố vấn cho người học tiếng Anh quận (DELAC.) Tất cả các đại diện phụ huynh DELAC sẽ nhận được thông báo bằng văn bản về thời gian và địa điểm của các cuộc họp DELAC.

11. Phụ huynh sẽ tiếp tục là một phần chính của quá trình ra quyết định trong các cuộc họp của Nhóm nghiên cứu sinh viên. Phụ huynh sẽ được yêu cầu tham dự và cung cấp thông tin đầu vào liên quan đến tiến bộ của con họ và sẽ giúp lập kế hoạch cho các chiến lược và hoạt động để đảm bảo thành công cho con của họ ở trường.

12. Đánh giá nhu cầu hàng năm sẽ được thực hiện vào tháng 5 hàng năm bao gồm phản hồi từ nhân viên, phụ huynh và học sinh về hiệu quả của chương trình Tiêu đề 1.

## **Política de participación de los padres**

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

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

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

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

 **Documents** ( [Active](#) | [Archived](#) )

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2024 School Plan for Student Achievement	2024-06-11		<a href="#">View</a>	<a href="#">View</a>	<a href="#">34</a>

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**Recommendations and Assurances**

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## 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](#)

S. Luna

☒ 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:

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 

5/13/24

.

Attested:

[Clear](#)

C. Gaytán

Principal, 

César Gaytán

 on 

5/13/24

[Clear](#)

C. Barajas

SSC Chairperson, 

Carla Barajas

 on 

5/13/24

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# EVERGREEN SCHOOL DISTRICT Business Services

## General Fund Budget

2024-25

SCHOOL:

KR SMITH

SITE #

002

ALLOCATION:

\$

35,514.88

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	002	2,250
<b>SEAT School Enrichment(required \$53 x 100 hours)</b>	010-0000-0	1120	00-1170	1000	002	<b>5,300</b>
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	002	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
Other*	010-0000-0		00-1170		002	
21.78% Benefits	010-0000-0	3xx1	00-1170		002	1,644

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	002	840
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	002	9,000
Hourly Clerical	010-0000-0	2460	00-1170	2700	002	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	002	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	002	
Other*	010-0000-0		00-1170		002	
35.99% Benefits	010-0000-0	3xx2	00-1170		002	3,541

### Supplies (for POs & reimbursements)

<b>Books</b>	<b>010-0000-0</b>	<b>4200</b>	<b>00-1170</b>	<b>1000</b>	<b>002</b>	
<b>Classroom Supplies</b>	<b>010-0000-0</b>	<b>4310</b>	<b>00-1170</b>	<b>1000</b>	<b>002</b>	9,000
<b>Office Supplies</b>	<b>010-0000-0</b>	<b>4351</b>	<b>00-1170</b>	<b>2700</b>	<b>002</b>	7,188
<b>Parts/Supplies M.O.T.</b>	<b>010-0000-0</b>	<b>4365</b>	<b>00-1170</b>	<b>8100</b>	<b>002</b>	
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		002	
Other*	010-0000-0		00-1170		002	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0000-0	5210	00-1170	1000	002	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	002	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	002	
Maintenance Repair	010-0000-0	5610	00-1170	8100	002	
Computer Repair	010-0000-0	5611	00-1170	1000	002	
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	002	3,655
<b>Consultant/Contractors</b>	<b>010-0000-0</b>	<b>5815</b>	<b>00-1170</b>	<b>1000</b>	<b>002</b>	
<b>Software, Subscriptions &amp; Licenses</b>	<b>010-0000-0</b>	<b>5826</b>	<b>00-1170</b>	<b>1000</b>	<b>002</b>	
Field Trip	010-0000-0	5840	00-1170	1000	002	3,000
Other*	010-0000-0		00-1170		002	

Other\*

010-0000-0

00-1170

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

**TOTAL BUDGET**

**45,418**

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101
27.05%	PERS (Classfied only)	3202
6.26%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.18%	Workers Comp (CE & CL)	360X

variance: #REF!

| \$ 1,760.88

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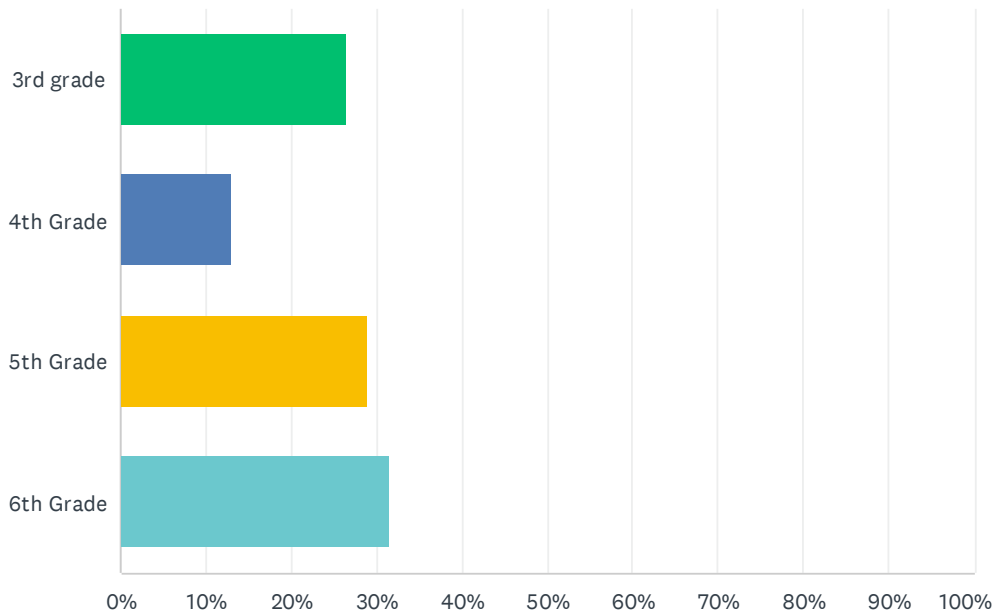
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Q1 What is your current grade?

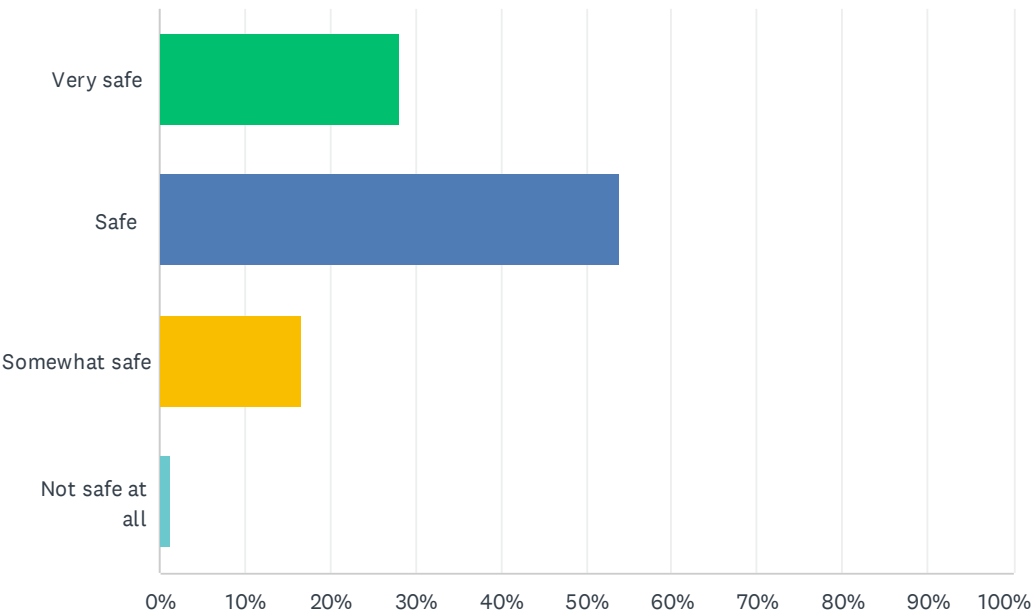
Answered: 162    Skipped: 1



ANSWER CHOICES	RESPONSES	
3rd grade	26.54%	43
4th Grade	12.96%	21
5th Grade	29.01%	47
6th Grade	31.48%	51
TOTAL		162

Q2 How safe do you feel at school?

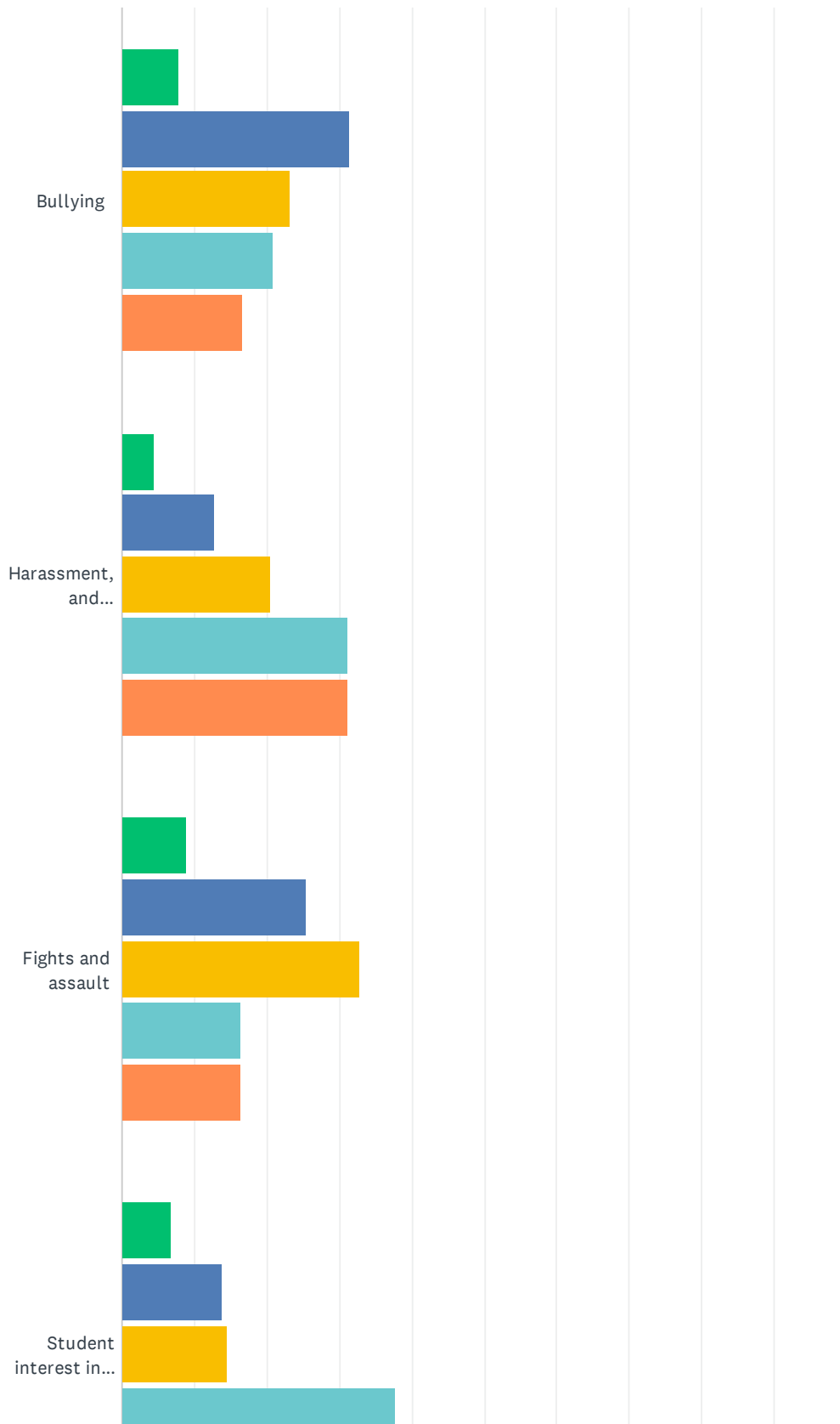
Answered: 163    Skipped: 0



ANSWER CHOICES	RESPONSES	
Very safe	28.22%	46
Safe	53.99%	88
Somewhat safe	16.56%	27
Not safe at all	1.23%	2
TOTAL		163

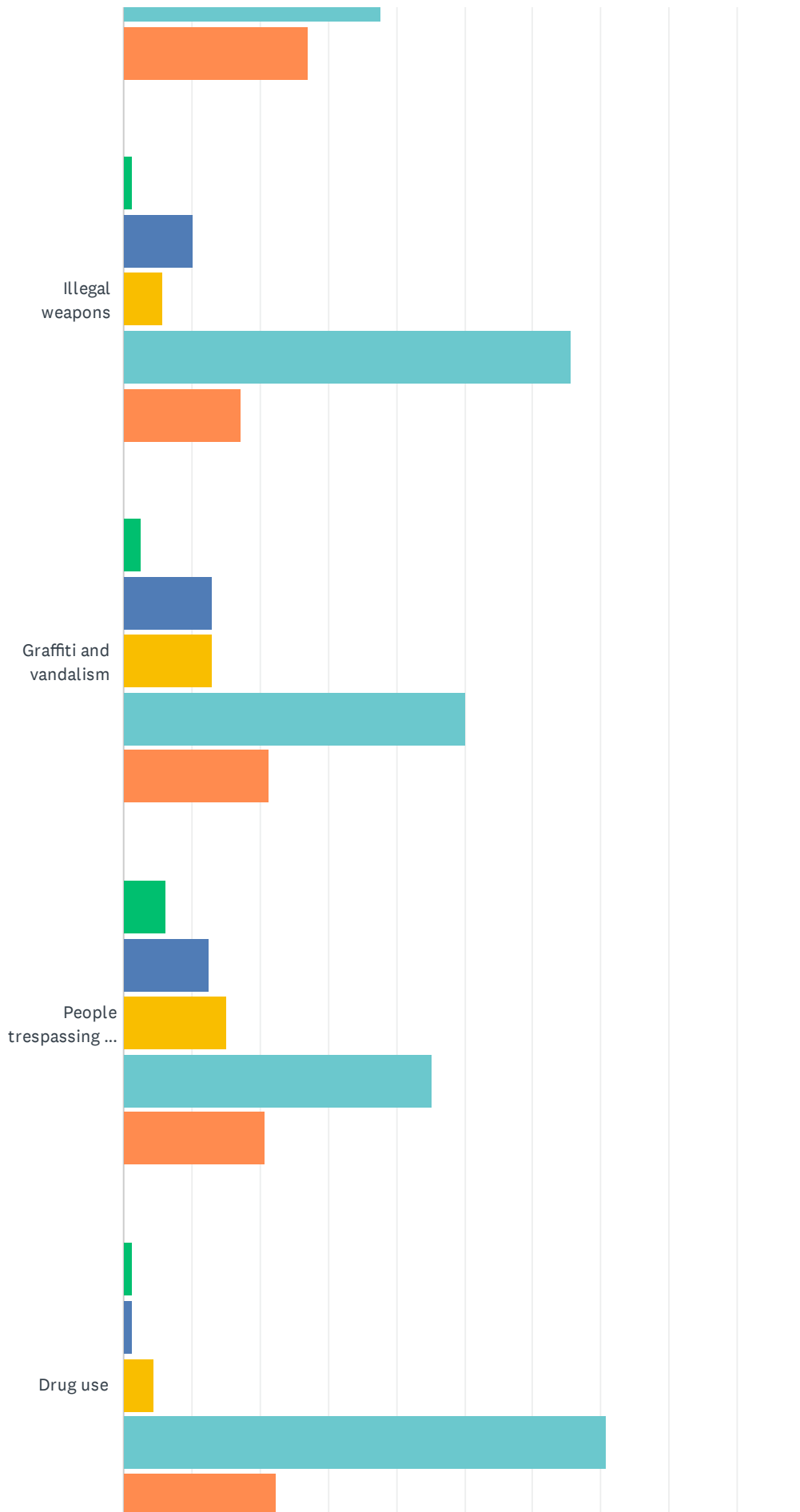
### Q3 How much do you find the following to be a problem at your school?

Answered: 163 Skipped: 0

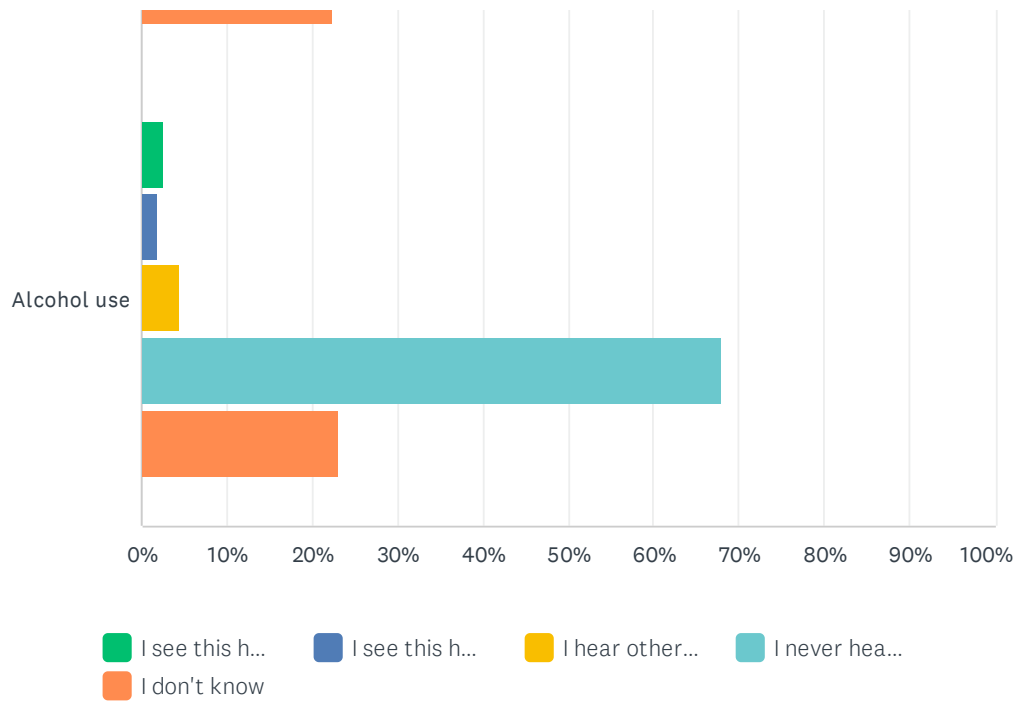




Katherine Smith Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



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

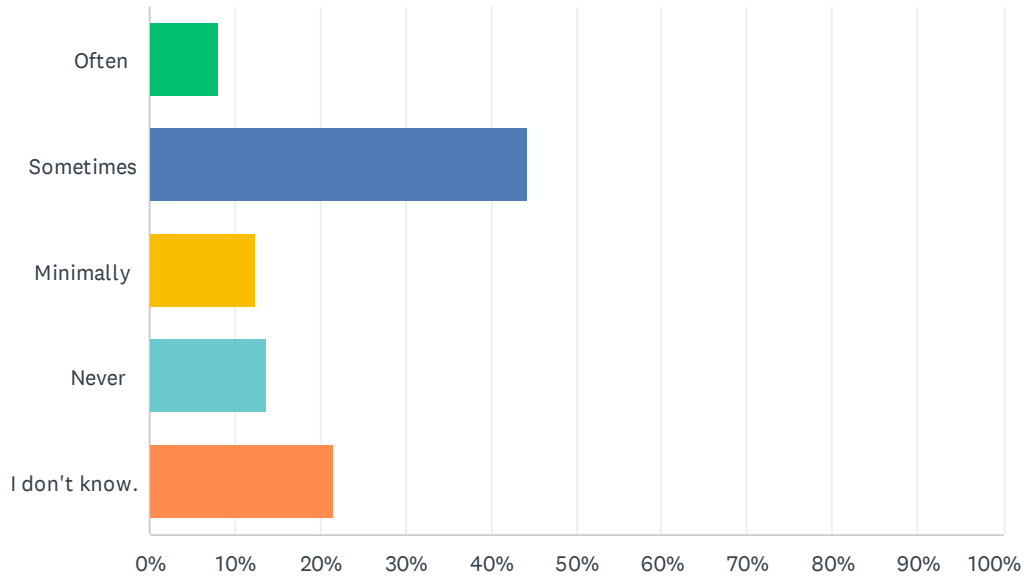


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	7.98% 13	31.29% 51	23.31% 38	20.86% 34	16.56% 27	163
Harassment, and intimidation	4.46% 7	12.74% 20	20.38% 32	31.21% 49	31.21% 49	157
Fights and assault	8.86% 14	25.32% 40	32.91% 52	16.46% 26	16.46% 26	158
Student interest in gangs	6.92% 11	13.84% 22	14.47% 23	37.74% 60	27.04% 43	159
Illegal weapons	1.27% 2	10.19% 16	5.73% 9	65.61% 103	17.20% 27	157
Graffiti and vandalism	2.60% 4	12.99% 20	12.99% 20	50.00% 77	21.43% 33	154
People trespassing on campus	6.29% 10	12.58% 20	15.09% 24	45.28% 72	20.75% 33	159
Drug use	1.27% 2	1.27% 2	4.46% 7	70.70% 111	22.29% 35	157
Alcohol use	2.56% 4	1.92% 3	4.49% 7	67.95% 106	23.08% 36	156

## 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.

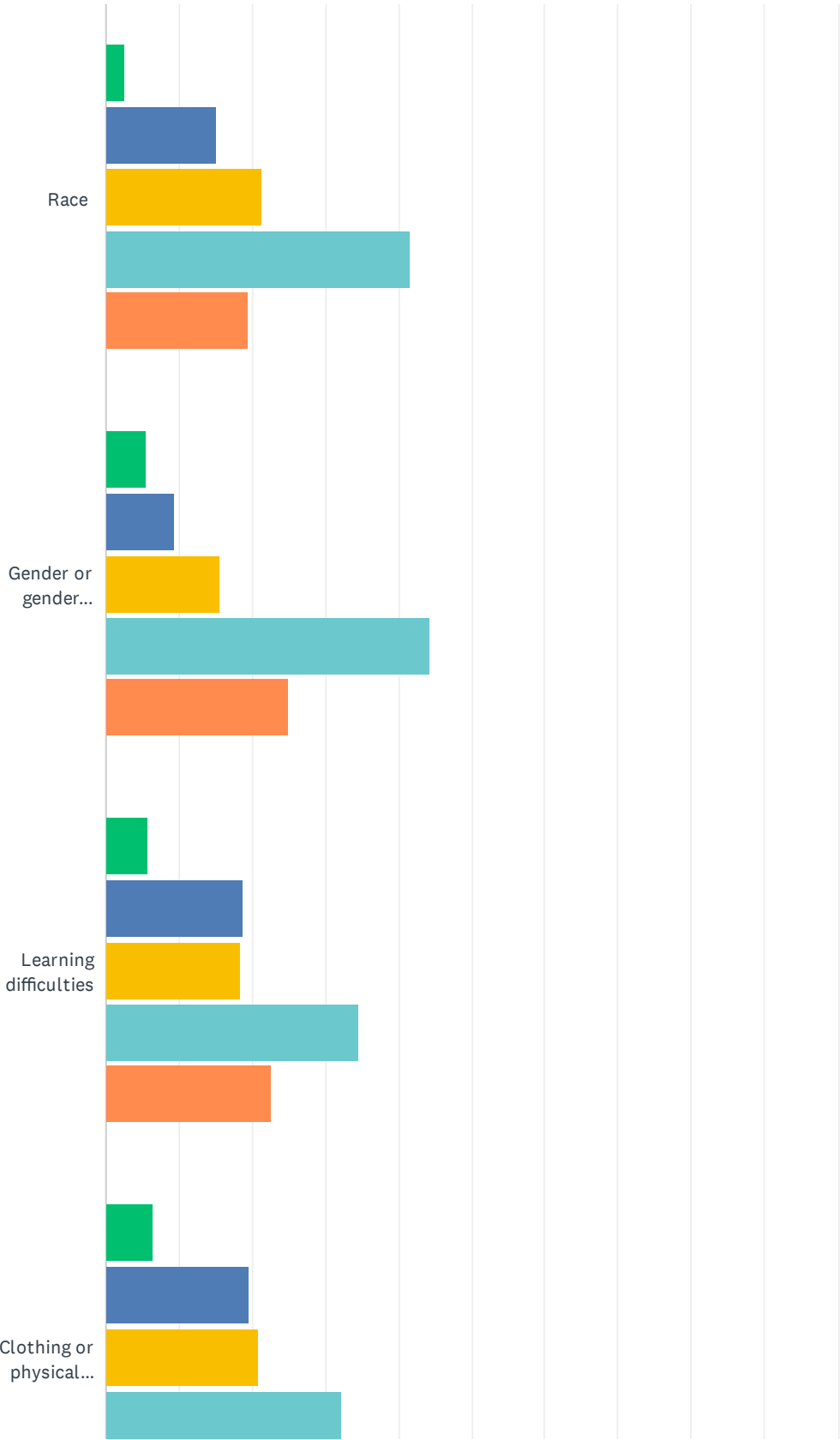
Answered: 162 Skipped: 1



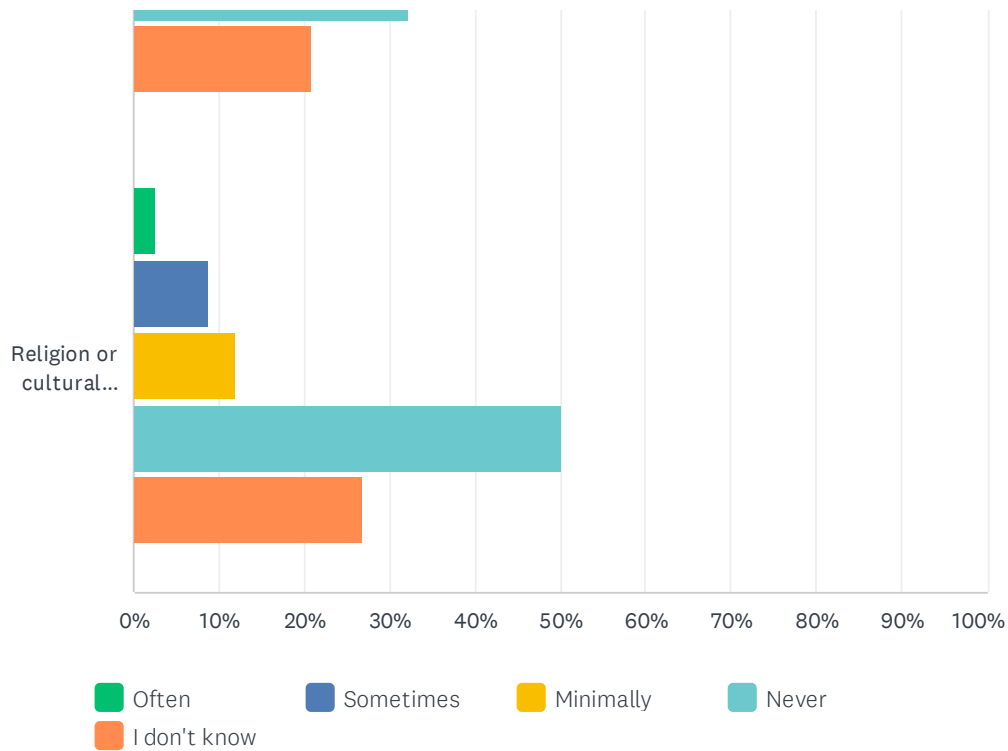
ANSWER CHOICES	RESPONSES	
Often	8.02%	13
Sometimes	44.44%	72
Minimally	12.35%	20
Never	13.58%	22
I don't know.	21.60%	35
TOTAL		162

Q5 Students at this school get put down because of their...

Answered: 163 Skipped: 0



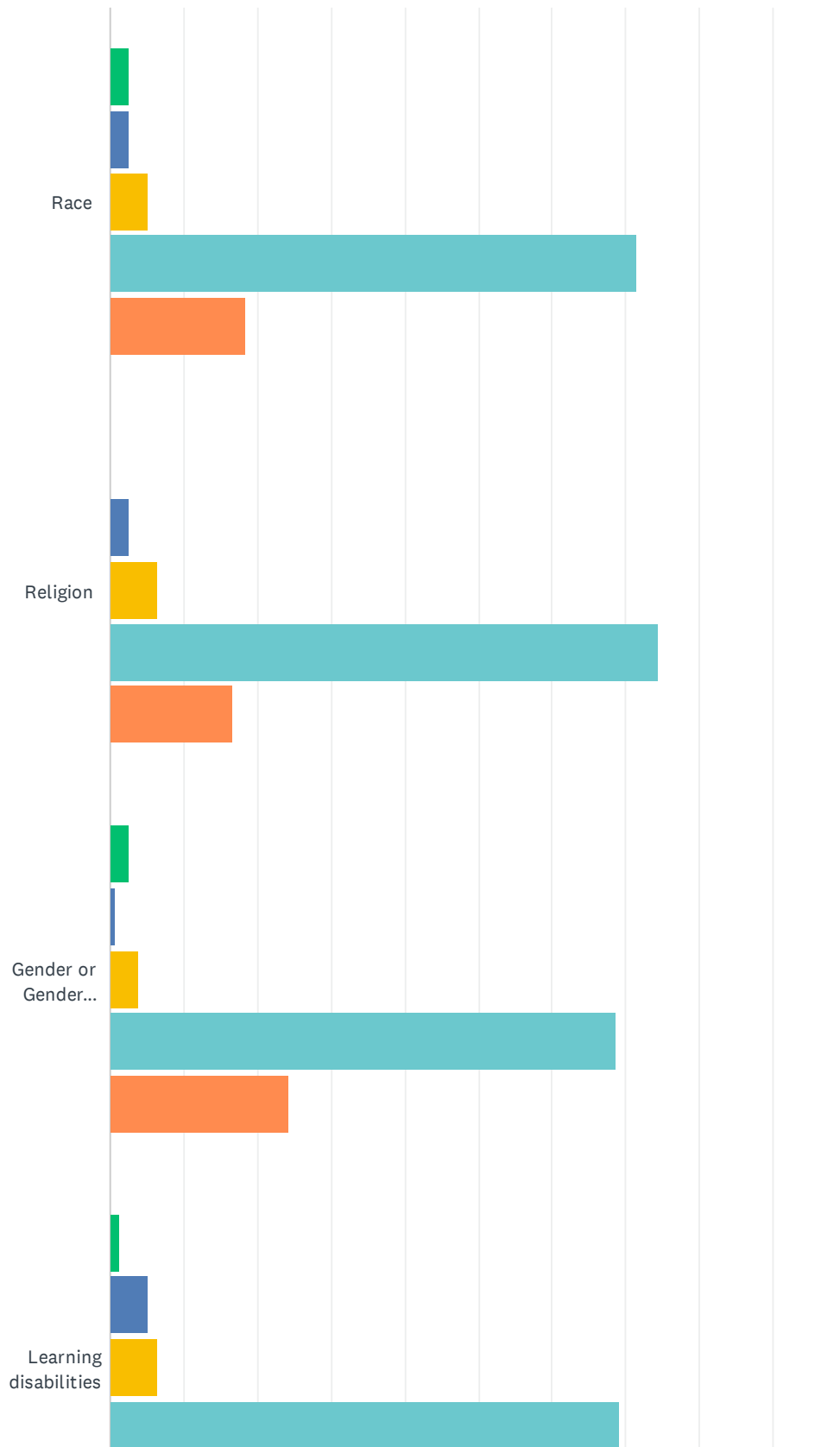
Katherine Smith Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



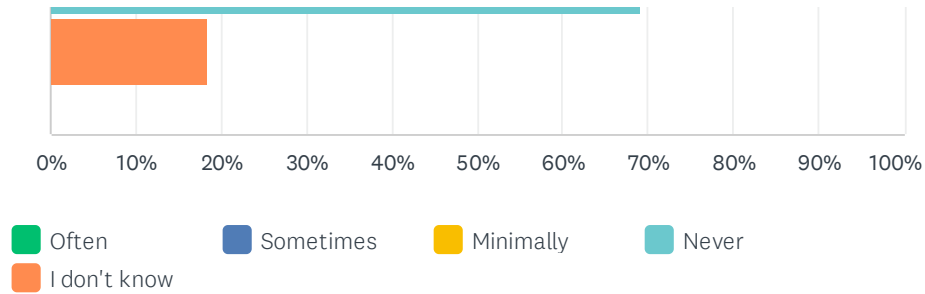
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.52% 4	15.09% 24	21.38% 34	41.51% 66	19.50% 31	159	3.60
Gender or gender identification	5.63% 9	9.38% 15	15.63% 25	44.38% 71	25.00% 40	160	3.74
Learning difficulties	5.66% 9	18.87% 30	18.24% 29	34.59% 55	22.64% 36	159	3.50
Clothing or physical appearance	6.33% 10	19.62% 31	20.89% 33	32.28% 51	20.89% 33	158	3.42
Religion or cultural practices	2.50% 4	8.75% 14	11.88% 19	50.00% 80	26.88% 43	160	3.90

## Q6 ADULTS at school make fun of differences such as...

Answered: 160 Skipped: 3



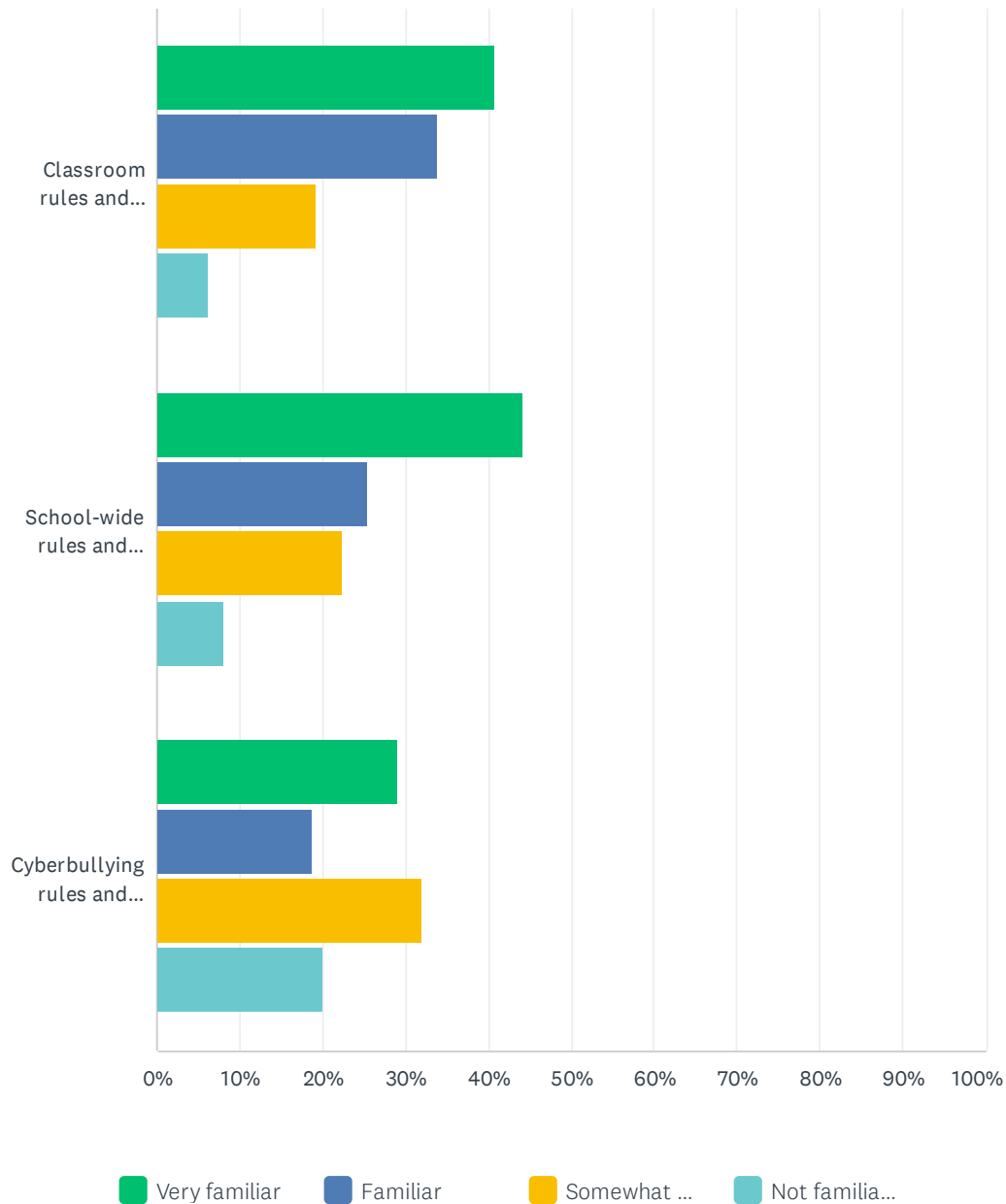
Katherine Smith Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.53% 4	2.53% 4	5.06% 8	71.52% 113	18.35% 29	158	4.01
Religion	0.00% 0	2.56% 4	6.41% 10	74.36% 116	16.67% 26	156	4.05
Gender or Gender Identification	2.56% 4	0.64% 1	3.85% 6	68.59% 107	24.36% 38	156	4.12
Learning disabilities	1.27% 2	5.06% 8	6.33% 10	68.99% 109	18.35% 29	158	3.98

## Q7 How familiar are you with the following?

Answered: 163 Skipped: 0

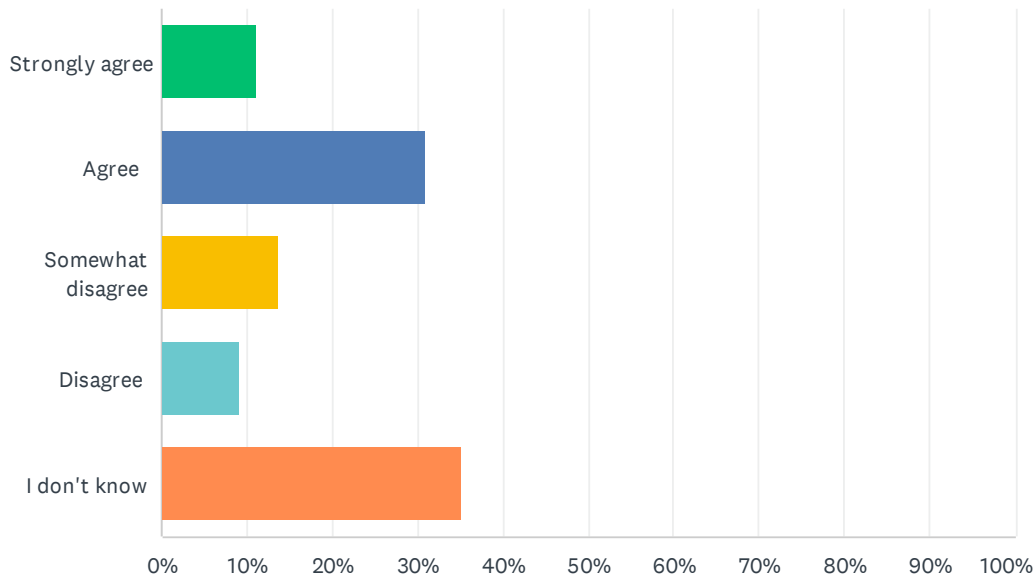


	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	40.74% 66	33.95% 55	19.14% 31	6.17% 10	162	1.91
School-wide rules and consequences when those rules are broken.	44.10% 71	25.47% 41	22.36% 36	8.07% 13	161	1.94
Cyberbullying rules and consequences when those rules are broken.	28.93% 46	18.87% 30	32.08% 51	20.13% 32	159	2.43



## Q8 I think that suspensions and expulsions are assigned to students when necessary.

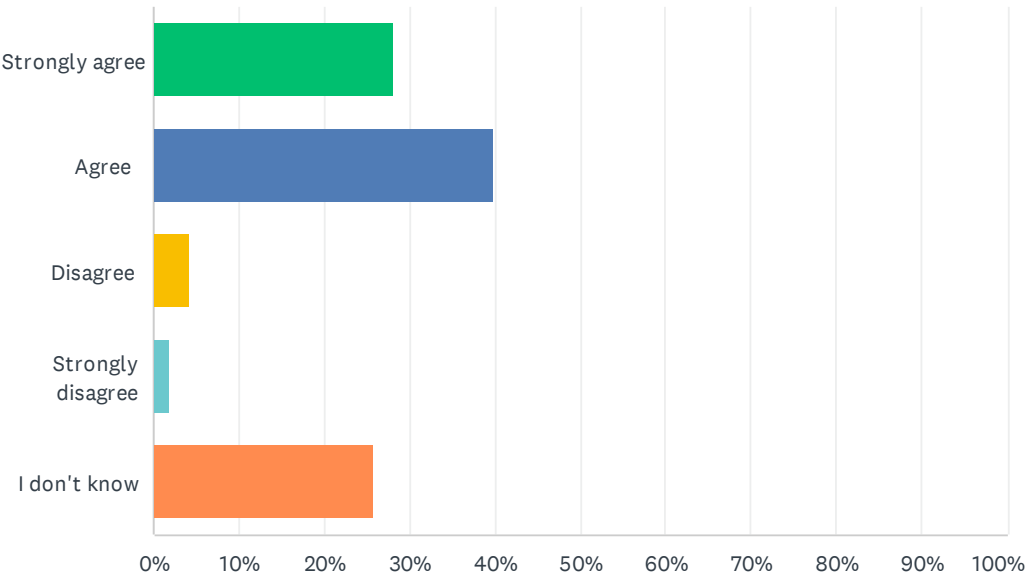
Answered: 162 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	11.11%	18
Agree	30.86%	50
Somewhat disagree	13.58%	22
Disagree	9.26%	15
I don't know	35.19%	57
TOTAL		162

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

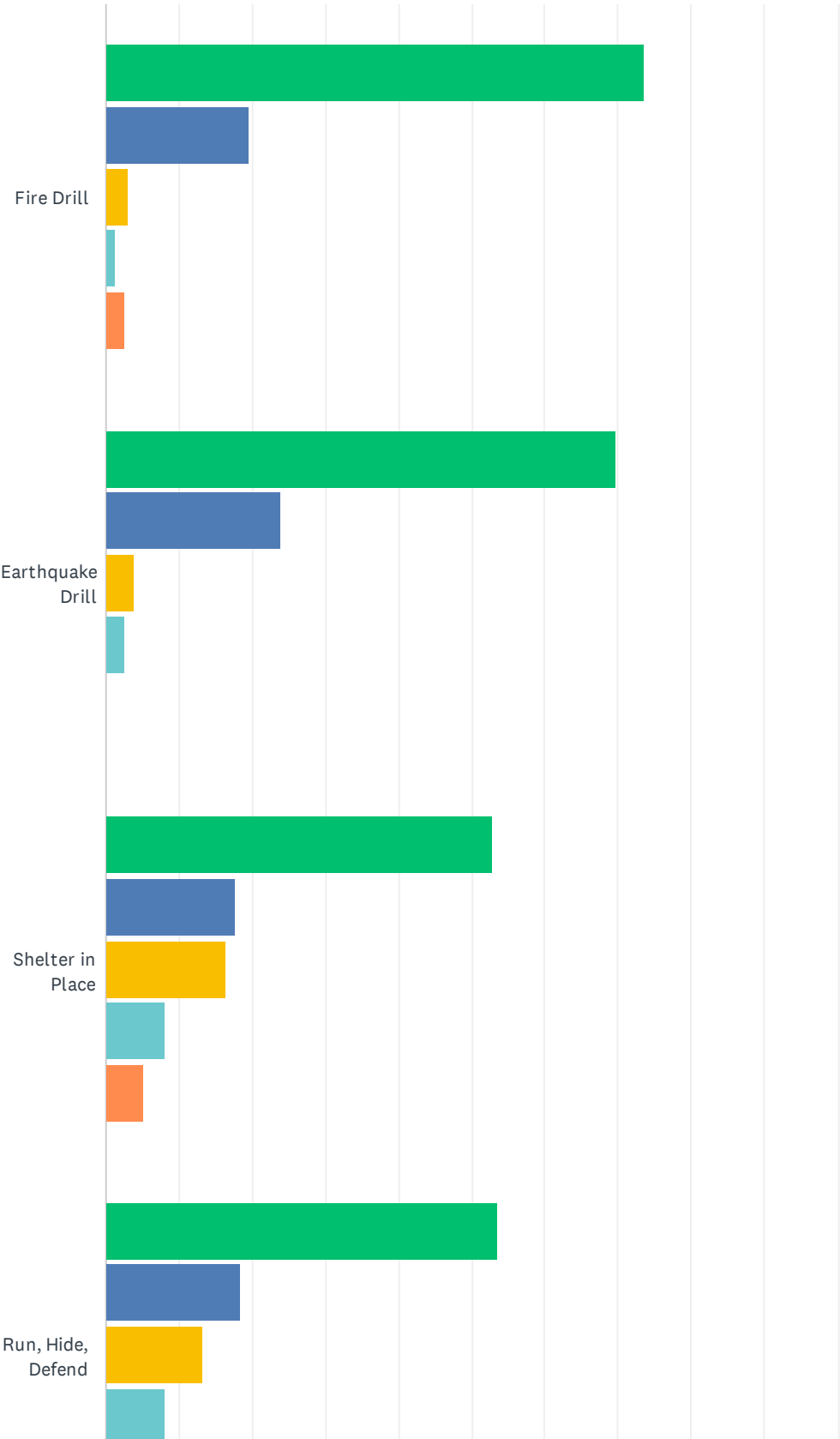
Answered: 163    Skipped: 0



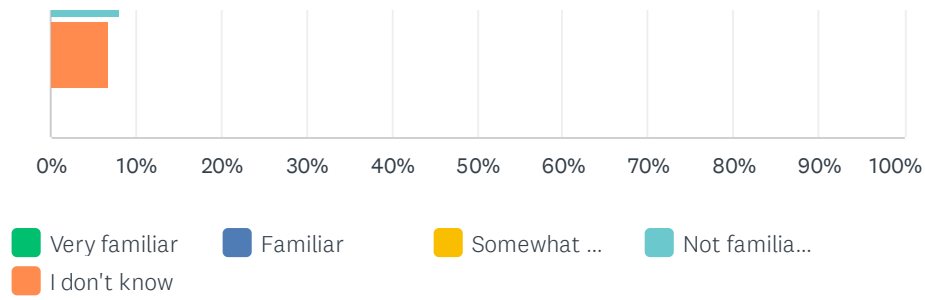
ANSWER CHOICES	RESPONSES	
Strongly agree	28.22%	46
Agree	39.88%	65
Disagree	4.29%	7
Strongly disagree	1.84%	3
I don't know	25.77%	42
TOTAL		163

Q10 How well do you understand your schools Emergency procedures?

Answered: 163 Skipped: 0



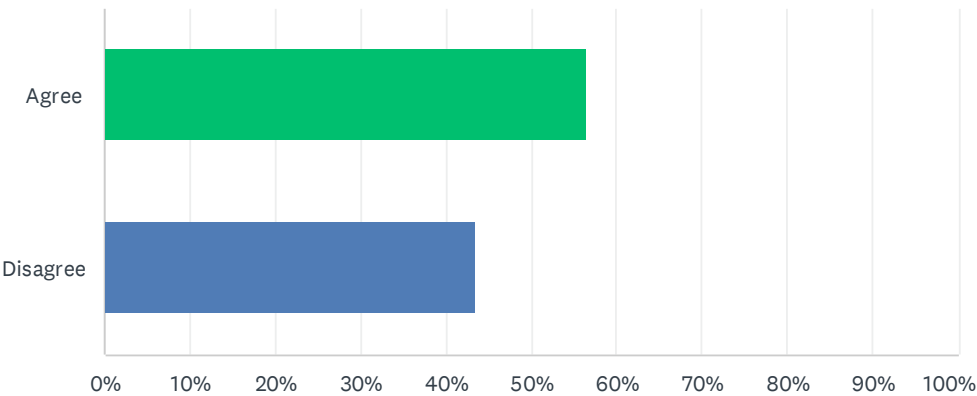
Katherine Smith Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	73.62% 120	19.63% 32	3.07% 5	1.23% 2	2.45% 4	163
Earthquake Drill	69.81% 111	23.90% 38	3.77% 6	2.52% 4	0.00% 0	159
Shelter in Place	52.83% 84	17.61% 28	16.35% 26	8.18% 13	5.03% 8	159
Run, Hide, Defend	53.46% 85	18.24% 29	13.21% 21	8.18% 13	6.92% 11	159

Q11 I am aware of the district's Wellness Connections webpage.

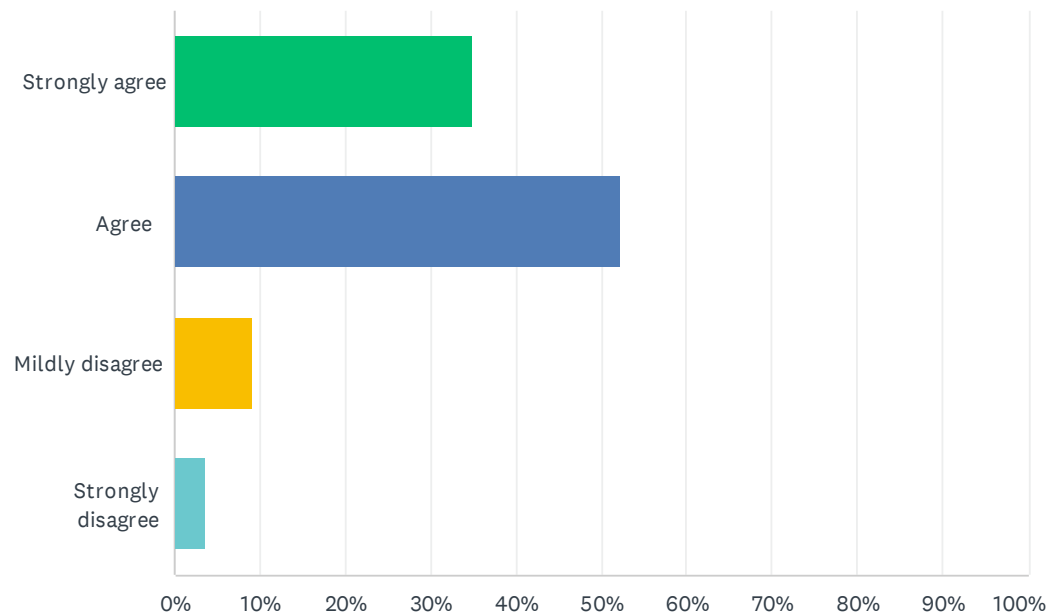
Answered: 159    Skipped: 4



ANSWER CHOICES		RESPONSES	
Agree		56.60%	90
Disagree		43.40%	69
TOTAL			159

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 163 Skipped: 0



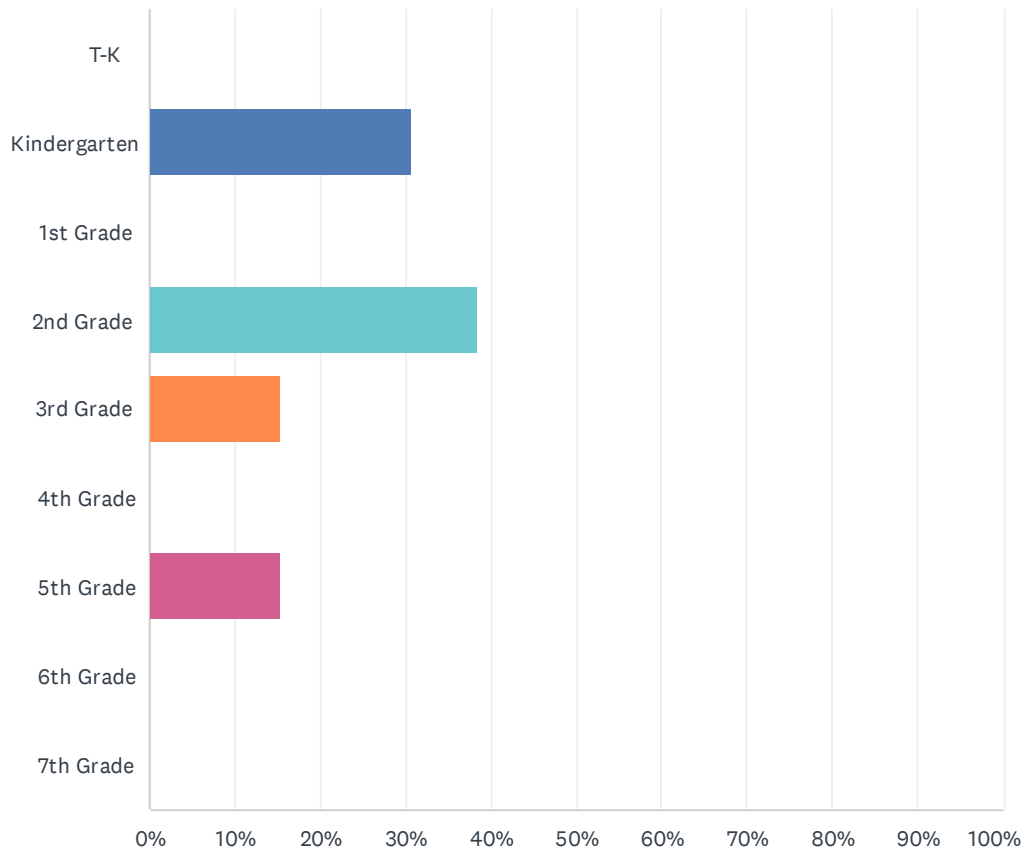
ANSWER CHOICES		RESPONSES	
Strongly agree		34.97%	57
Agree		52.15%	85
Mildly disagree		9.20%	15
Strongly disagree		3.68%	6
TOTAL			163

**Q13 What is something you would like to see improved regarding safety at your school?**

Answered: 136   Skipped: 27

Q1 What grade is your child in?

Answered: 13    Skipped: 0

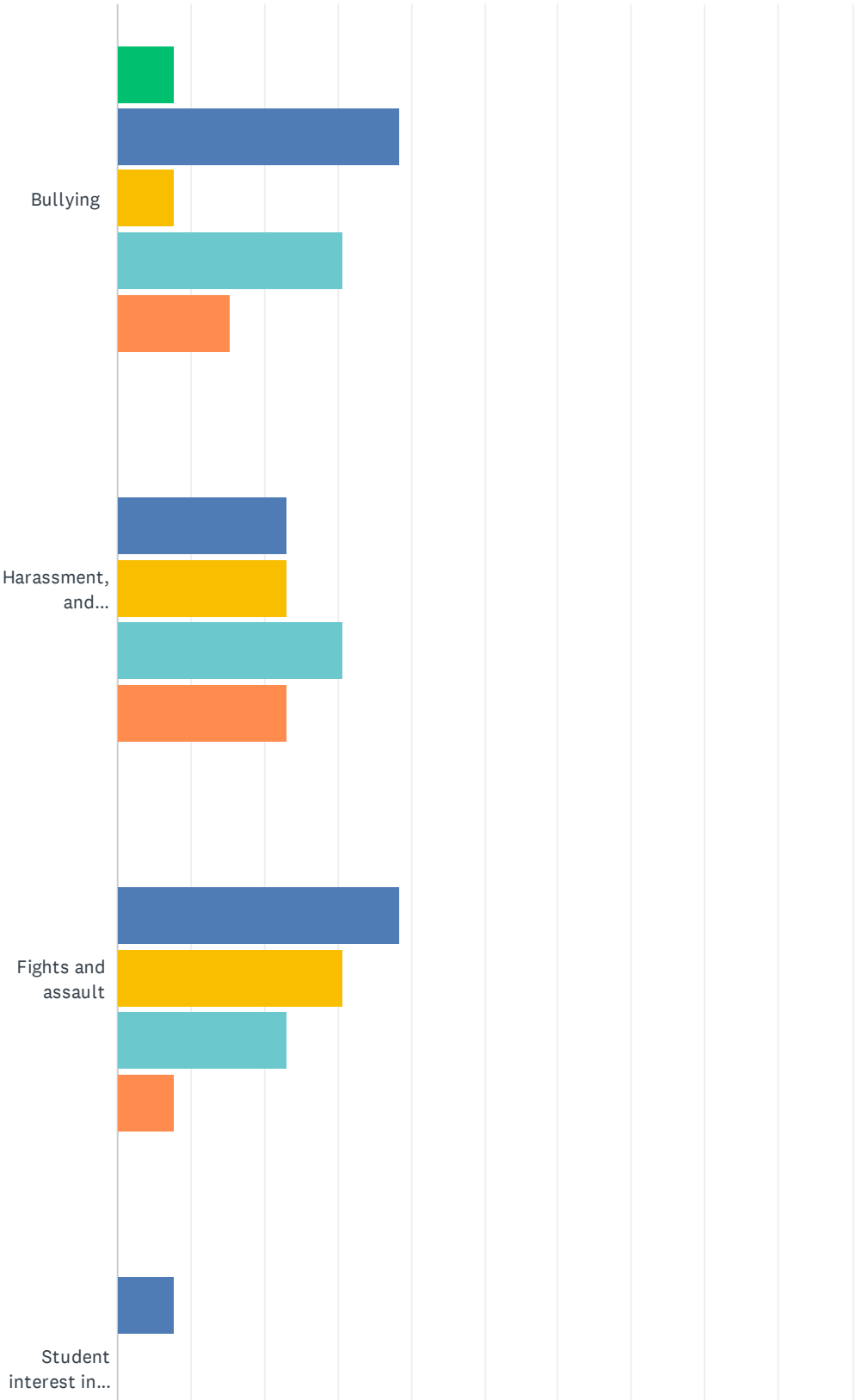


ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	30.77%	4
1st Grade	0.00%	0
2nd Grade	38.46%	5
3rd Grade	15.38%	2
4th Grade	0.00%	0
5th Grade	15.38%	2
6th Grade	0.00%	0
7th Grade	0.00%	0
TOTAL		13

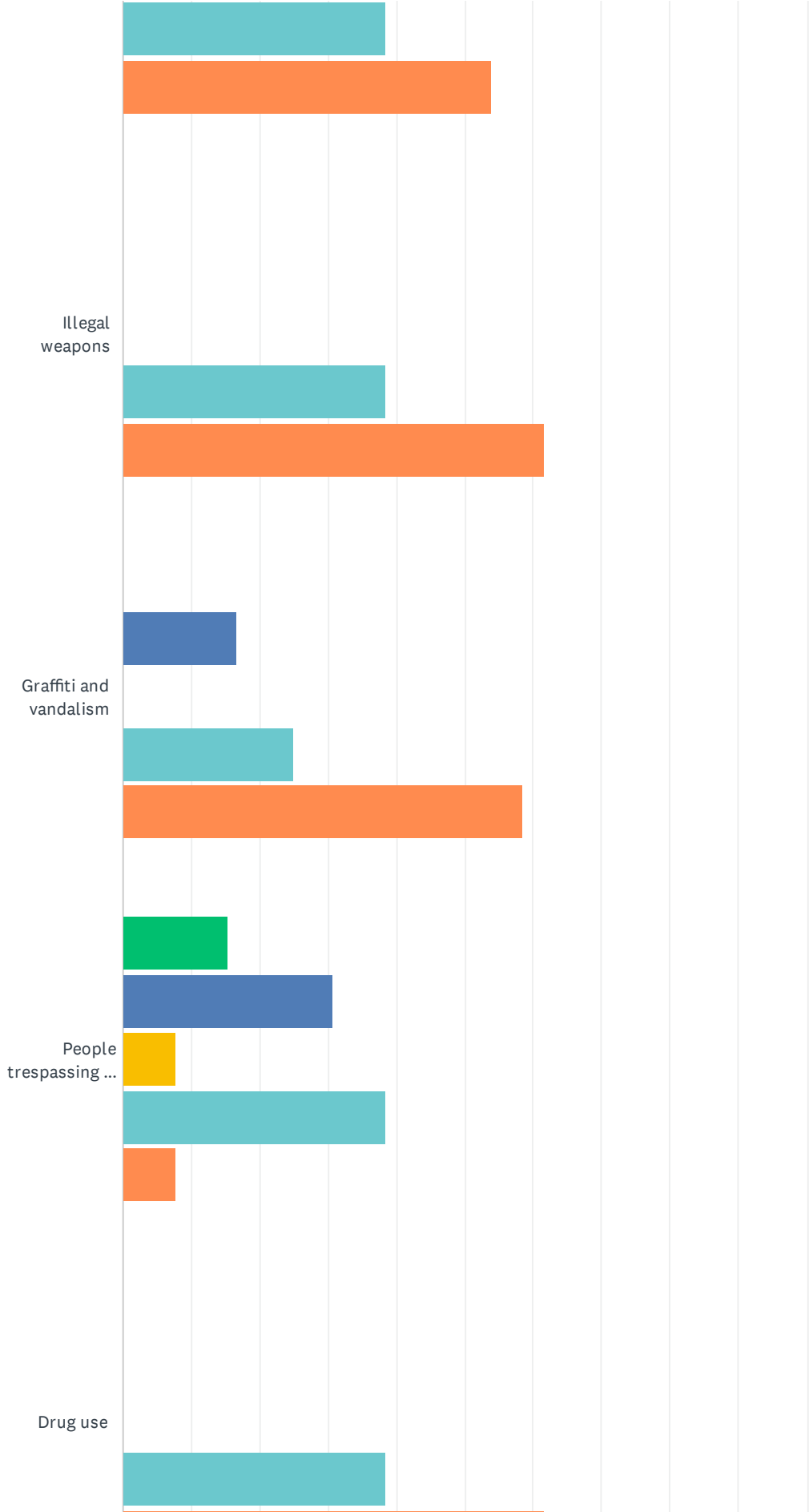


Q2 How much do you find the following to be a problem at your child's school?

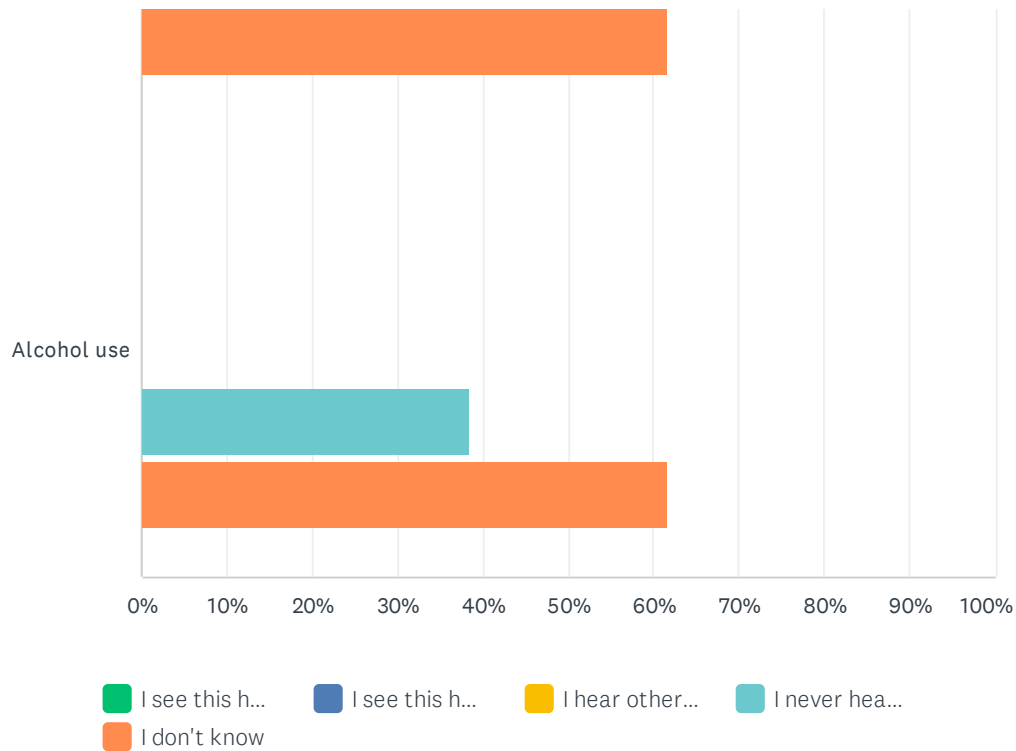
Answered: 13 Skipped: 0



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



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

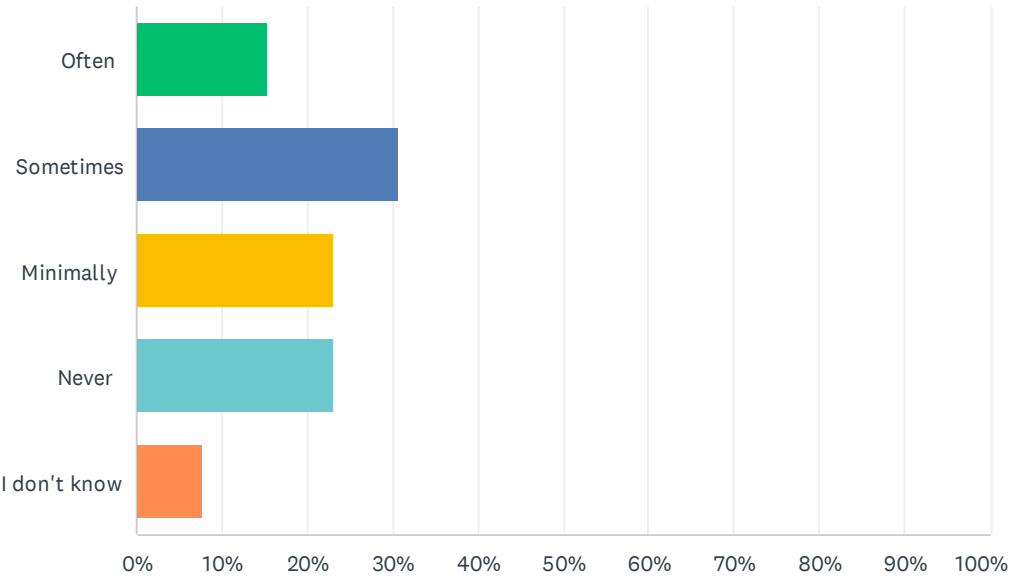


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	7.69% 1	38.46% 5	7.69% 1	30.77% 4	15.38% 2	13	3.08
Harassment, and intimidation	0.00% 0	23.08% 3	23.08% 3	30.77% 4	23.08% 3	13	3.54
Fights and assault	0.00% 0	38.46% 5	30.77% 4	23.08% 3	7.69% 1	13	3.00
Student interest in gangs	0.00% 0	7.69% 1	0.00% 0	38.46% 5	53.85% 7	13	4.38
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	38.46% 5	61.54% 8	13	4.62
Graffiti and vandalism	0.00% 0	16.67% 2	0.00% 0	25.00% 3	58.33% 7	12	4.25
People trespassing on campus	15.38% 2	30.77% 4	7.69% 1	38.46% 5	7.69% 1	13	2.92
Drug use	0.00% 0	0.00% 0	0.00% 0	38.46% 5	61.54% 8	13	4.62
Alcohol use	0.00% 0	0.00% 0	0.00% 0	38.46% 5	61.54% 8	13	4.62

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.

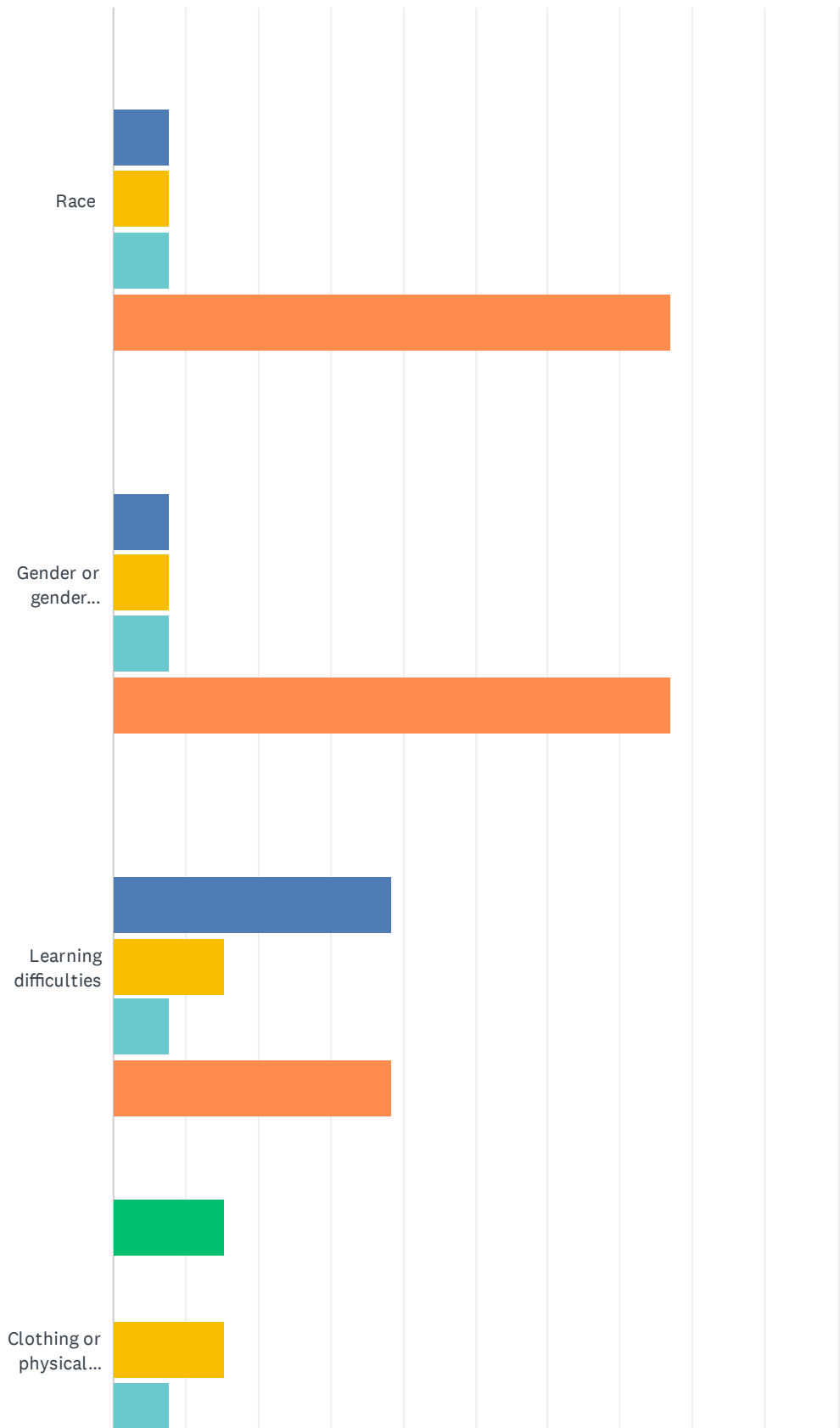
Answered: 13 Skipped: 0



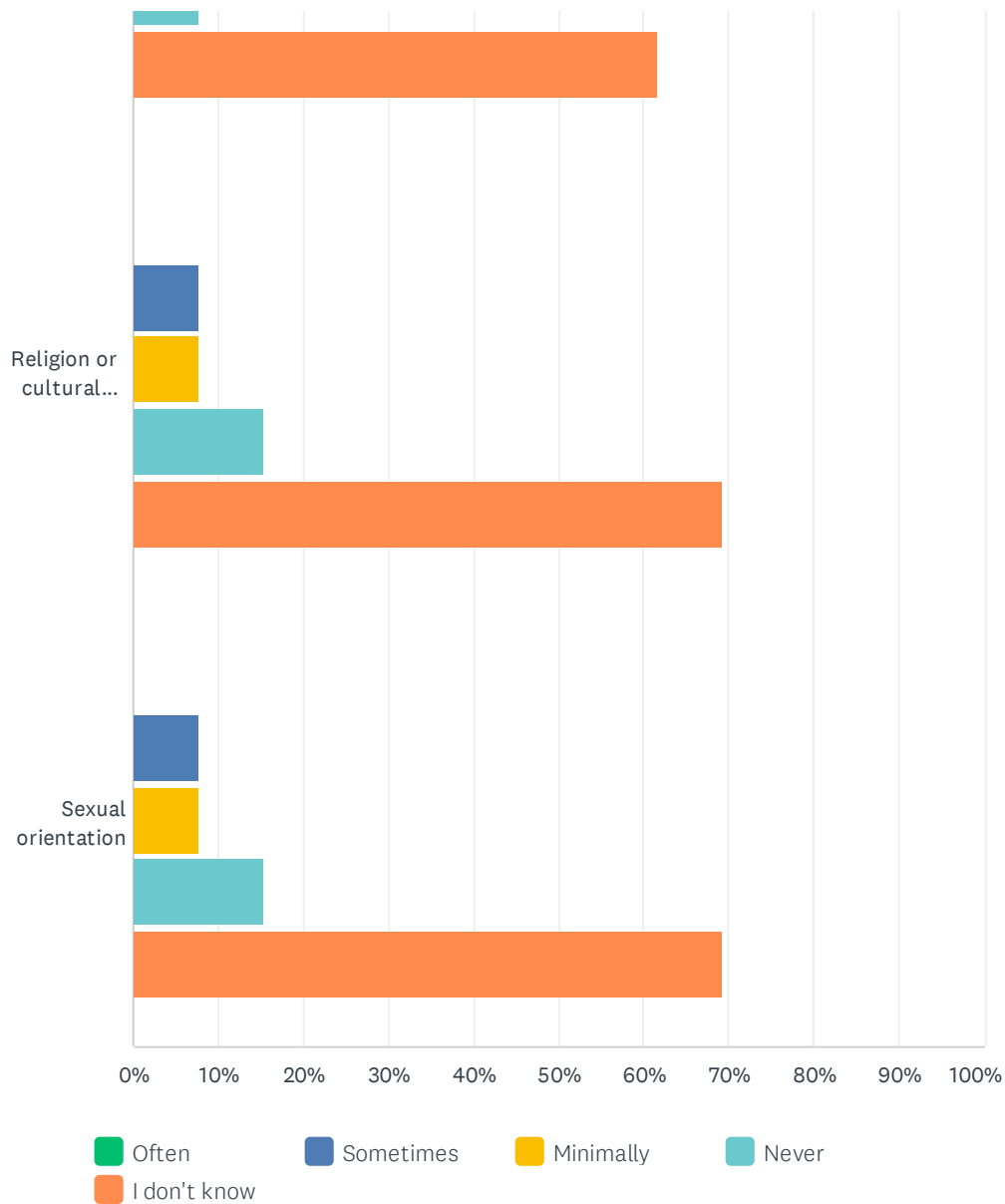
ANSWER CHOICES	RESPONSES	
Often	15.38%	2
Sometimes	30.77%	4
Minimally	23.08%	3
Never	23.08%	3
I don't know	7.69%	1
TOTAL		13

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

Answered: 13   Skipped: 0



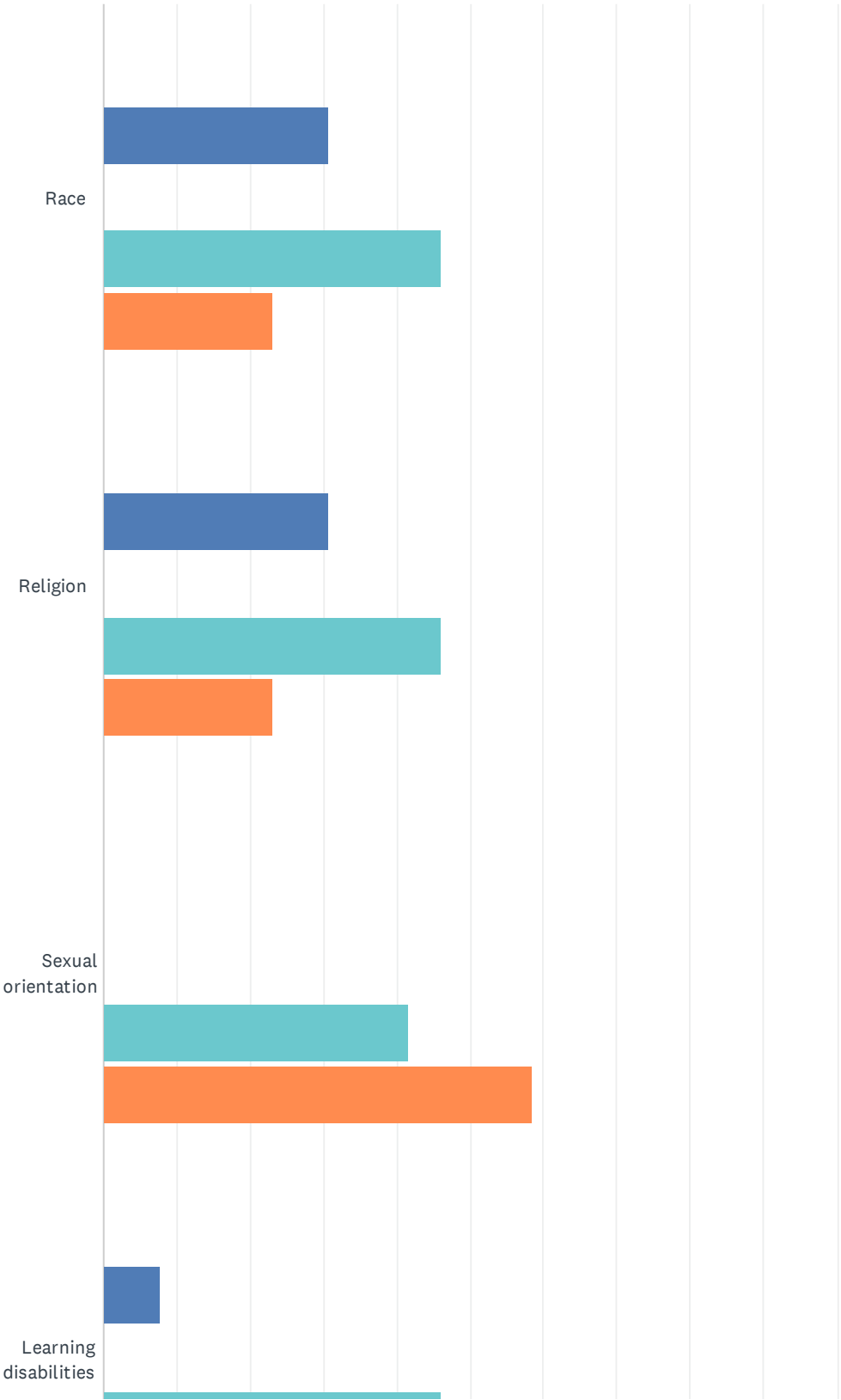
Katherine Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



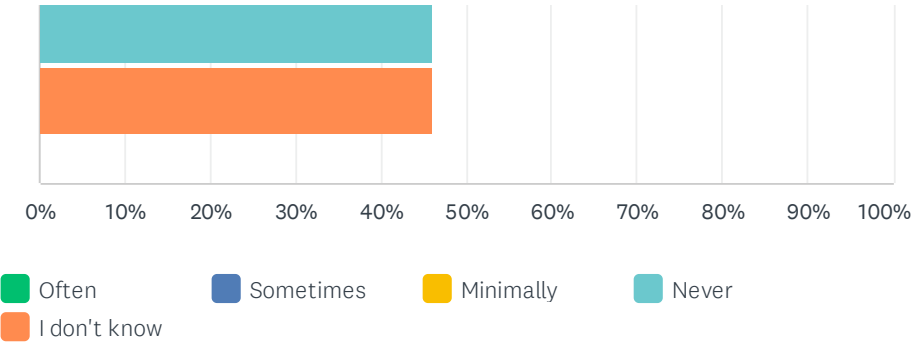
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	7.69% 1	7.69% 1	7.69% 1	76.92% 10	13	4.54
Gender or gender identification	0.00% 0	7.69% 1	7.69% 1	7.69% 1	76.92% 10	13	4.54
Learning difficulties	0.00% 0	38.46% 5	15.38% 2	7.69% 1	38.46% 5	13	3.46
Clothing or physical appearance	15.38% 2	0.00% 0	15.38% 2	7.69% 1	61.54% 8	13	4.00
Religion or cultural practices	0.00% 0	7.69% 1	7.69% 1	15.38% 2	69.23% 9	13	4.46
Sexual orientation	0.00% 0	7.69% 1	7.69% 1	15.38% 2	69.23% 9	13	4.46

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

Answered: 13 Skipped: 0



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

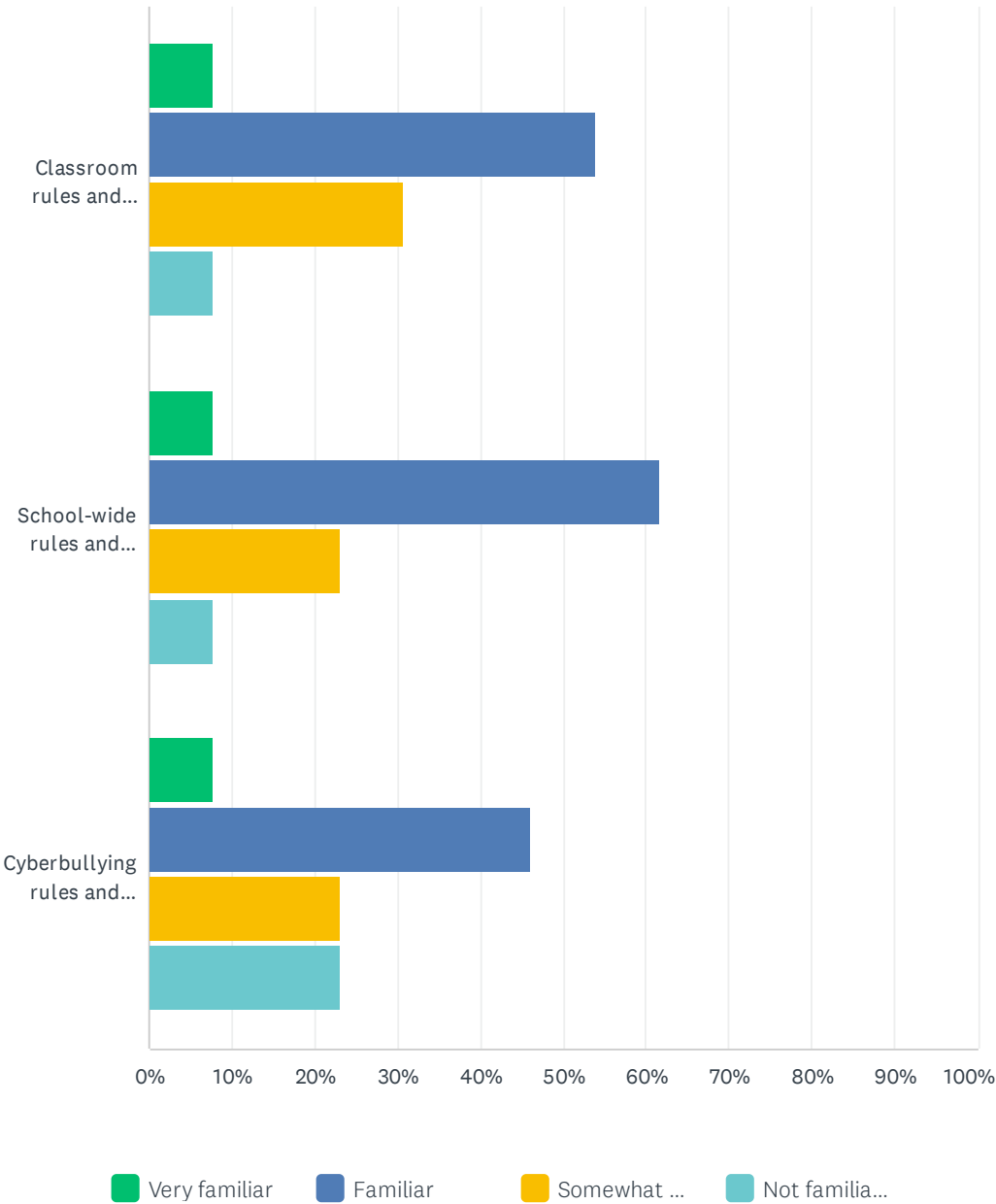


	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	30.77% 4	0.00% 0	46.15% 6	23.08% 3	13	3.62
Religion	0.00% 0	30.77% 4	0.00% 0	46.15% 6	23.08% 3	13	3.62
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	12	4.58
Learning disabilities	0.00% 0	7.69% 1	0.00% 0	46.15% 6	46.15% 6	13	4.31



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

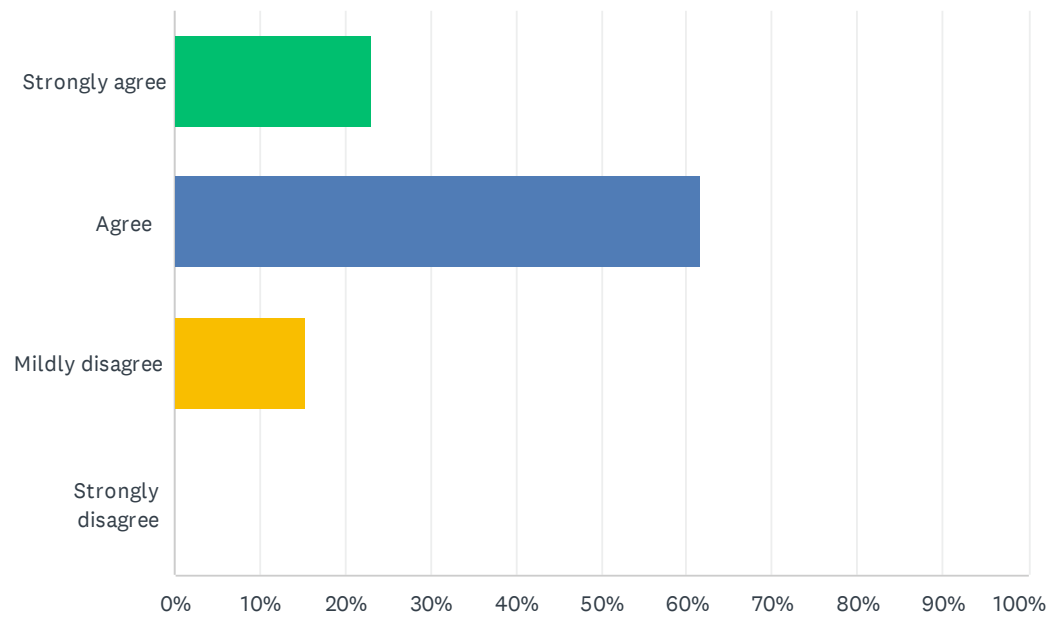
Answered: 13 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	7.69% 1	53.85% 7	30.77% 4	7.69% 1	13	2.38
School-wide rules and consequences when those rules are broken.	7.69% 1	61.54% 8	23.08% 3	7.69% 1	13	2.31
Cyberbullying rules and consequences when those rules are broken.	7.69% 1	46.15% 6	23.08% 3	23.08% 3	13	2.62

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

Answered: 13 Skipped: 0

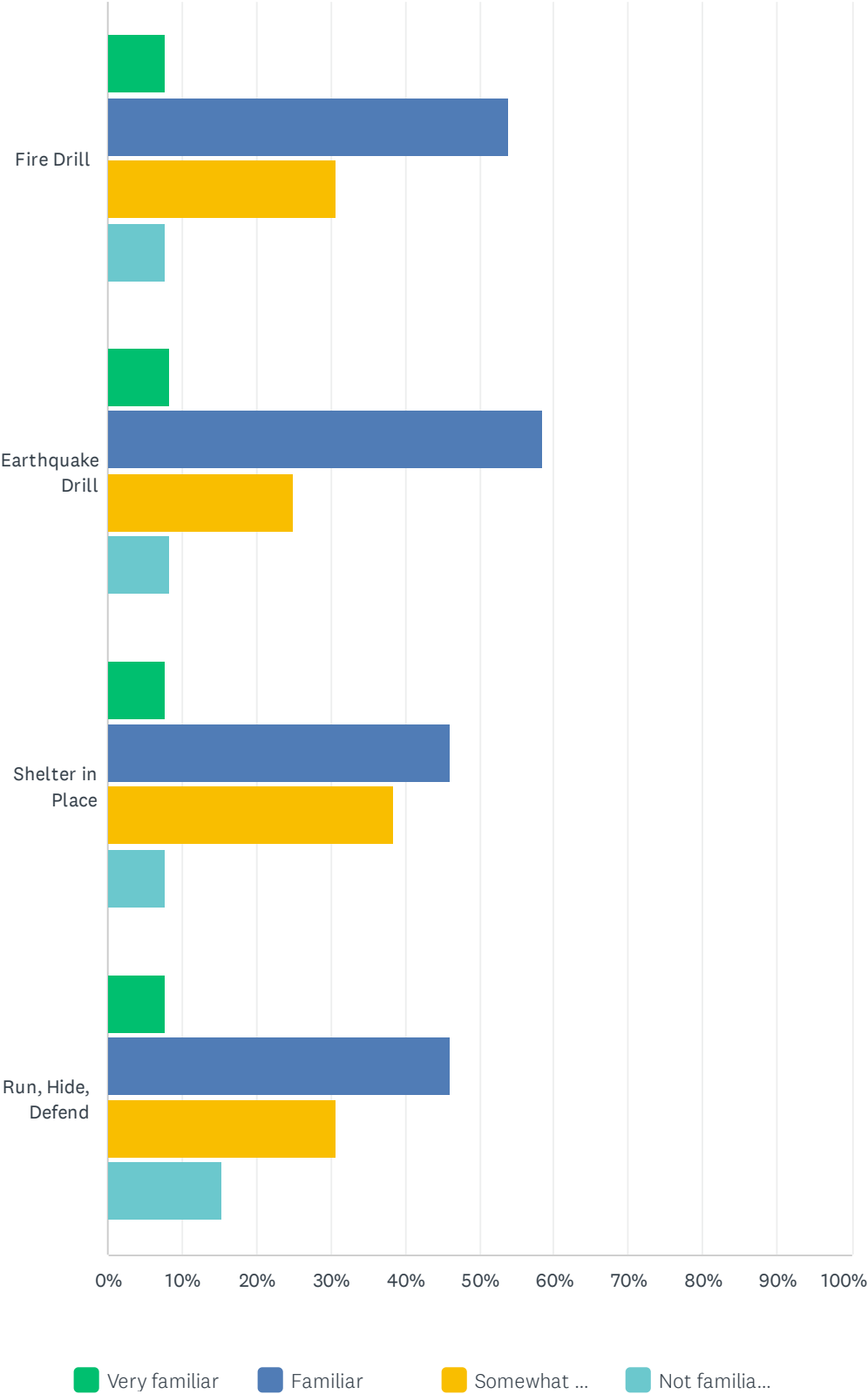


ANSWER CHOICES		RESPONSES	
Strongly agree		23.08%	3
Agree		61.54%	8
Mildly disagree		15.38%	2
Strongly disagree		0.00%	0
TOTAL			13

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

Answered: 13   Skipped: 0

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

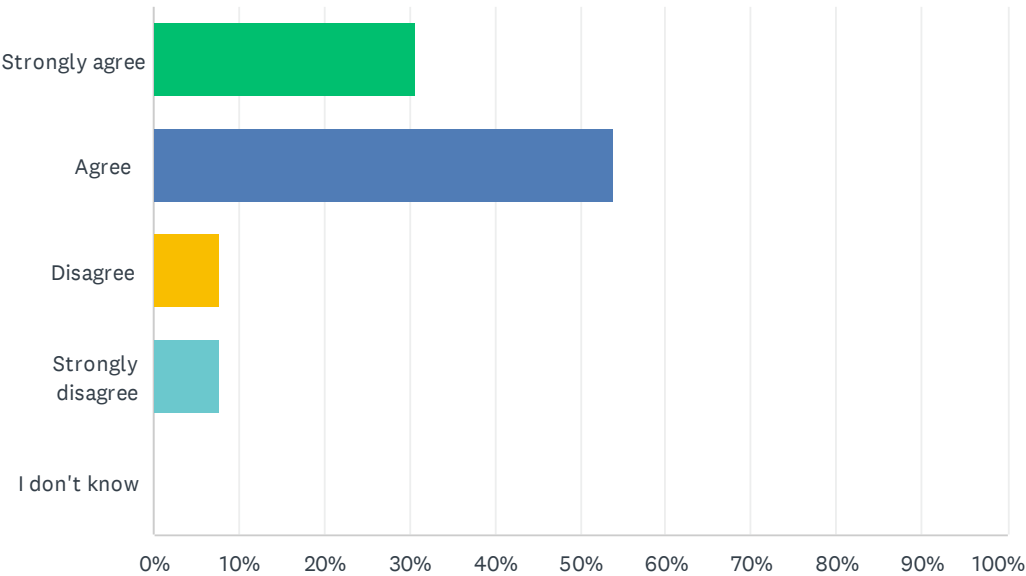


Katherine Smith Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	7.69% 1	53.85% 7	30.77% 4	7.69% 1	13
Earthquake Drill	8.33% 1	58.33% 7	25.00% 3	8.33% 1	12
Shelter in Place	7.69% 1	46.15% 6	38.46% 5	7.69% 1	13
Run, Hide, Defend	7.69% 1	46.15% 6	30.77% 4	15.38% 2	13

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

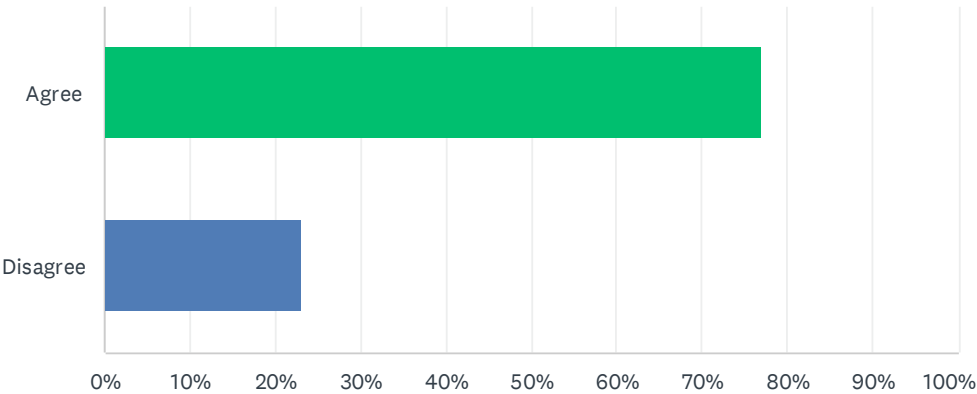
Answered: 13    Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	4
Agree	53.85%	7
Disagree	7.69%	1
Strongly disagree	7.69%	1
I don't know	0.00%	0
TOTAL		13

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

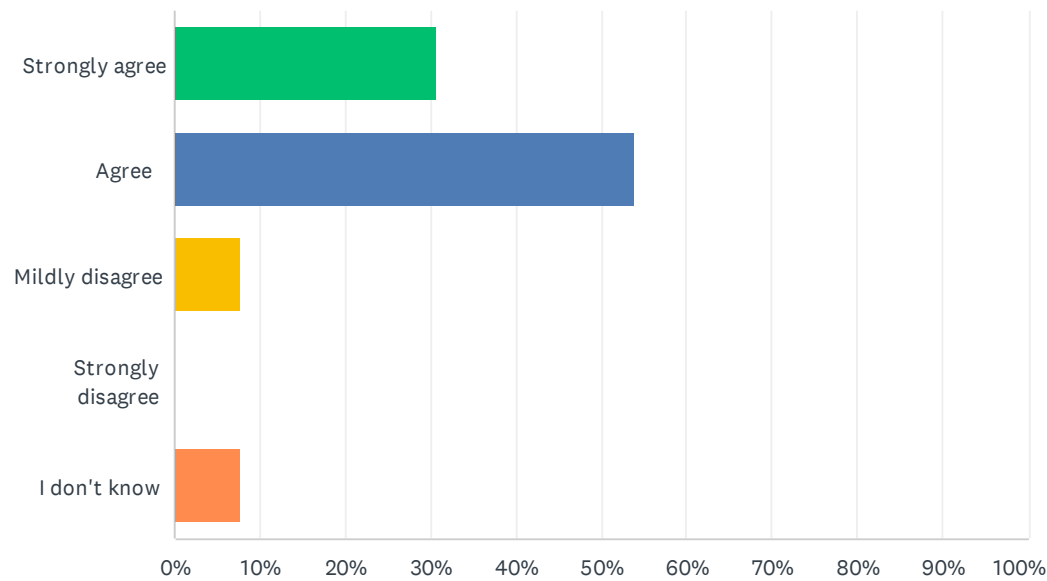
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	76.92%	10
Disagree	23.08%	3
TOTAL		13

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

Answered: 13    Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	4
Agree	53.85%	7
Mildly disagree	7.69%	1
Strongly disagree	0.00%	0
I don't know	7.69%	1
TOTAL		13

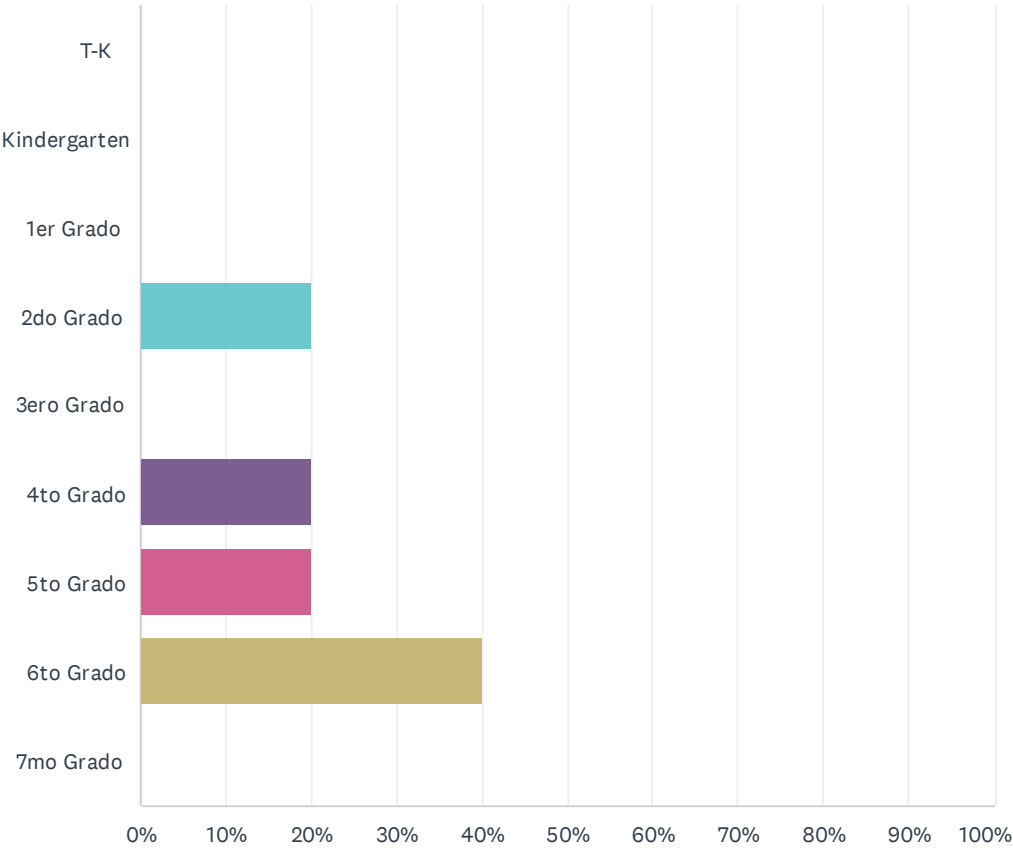


**Q12 What is something you would like to see improved regarding safety at your school?**

Answered: 7   Skipped: 6

Q1 1. ¿Cuál es su curso actual?

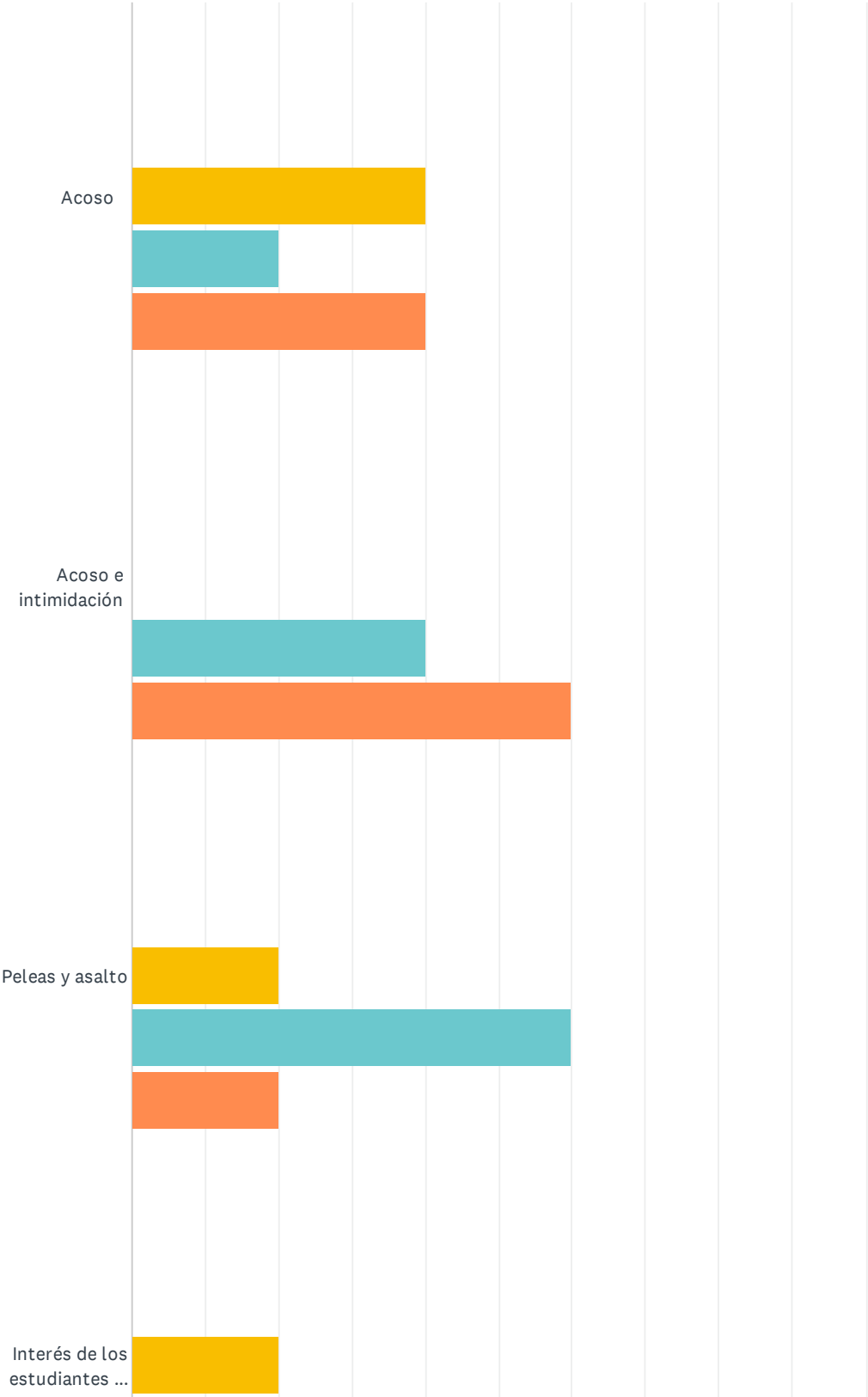
Answered: 5   Skipped: 0

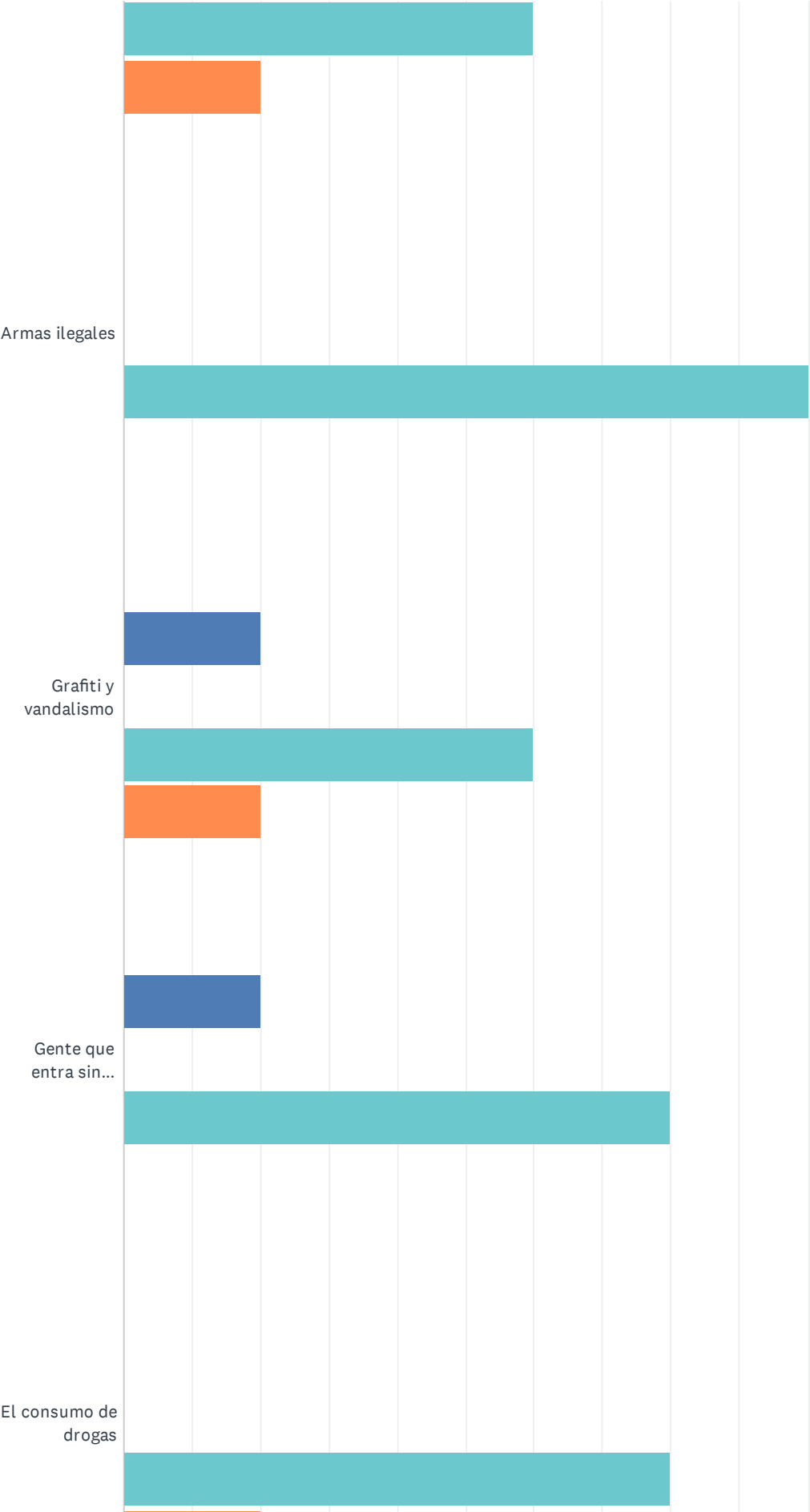


ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1er Grado	0.00%	0
2do Grado	20.00%	1
3ero Grado	0.00%	0
4to Grado	20.00%	1
5to Grado	20.00%	1
6to Grado	40.00%	2
7mo Grado	0.00%	0
TOTAL		5

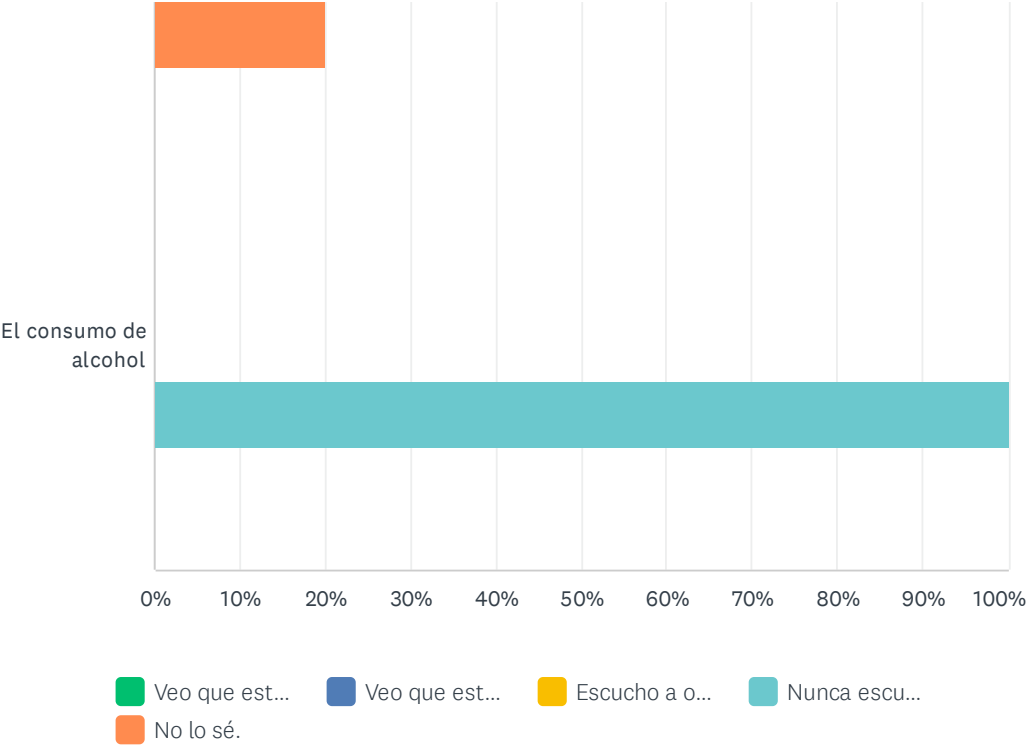
Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 5 Skipped: 0





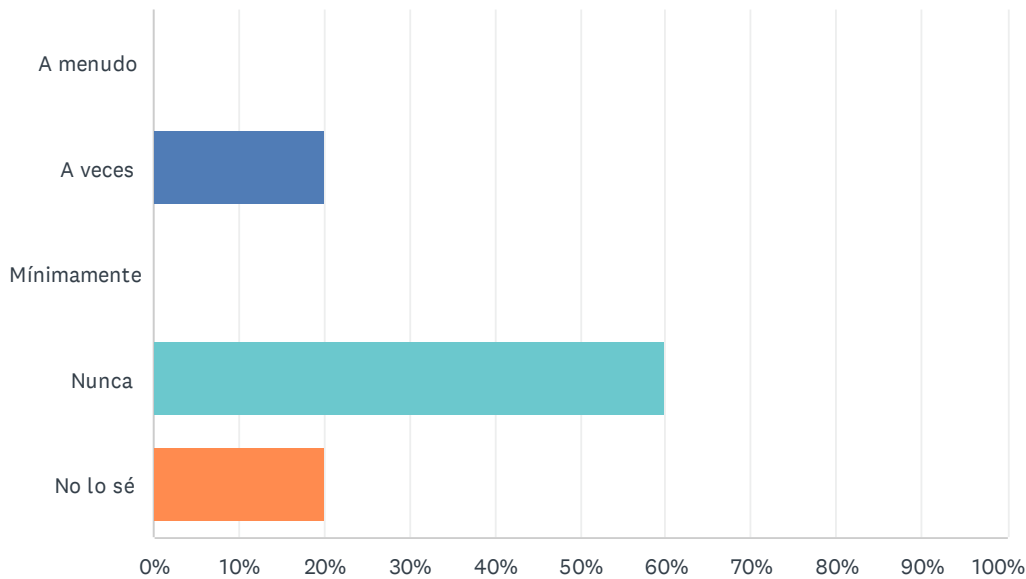
Katherine Smith Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024



	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	40.00% 2	20.00% 1	40.00% 2	5	4.00
Acoso e intimidación	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60
Peleas y asalto	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1	5	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1	5	4.00
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
Grafiti y vandalismo	0.00% 0	20.00% 1	0.00% 0	60.00% 3	20.00% 1	5	3.80
Gente que entra sin derecho al campus	0.00% 0	20.00% 1	0.00% 0	80.00% 4	0.00% 0	5	3.60
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	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.

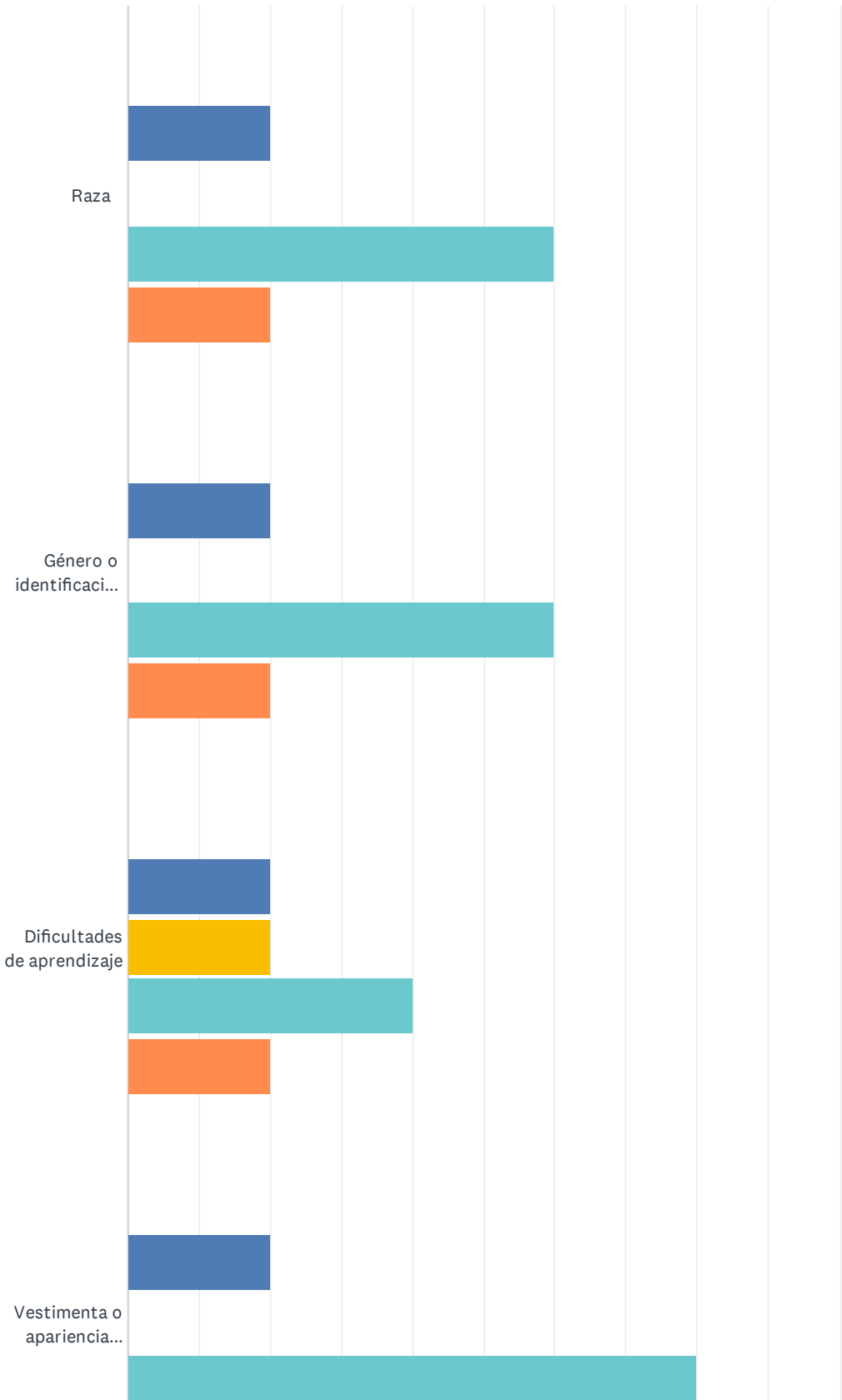
Answered: 5   Skipped: 0



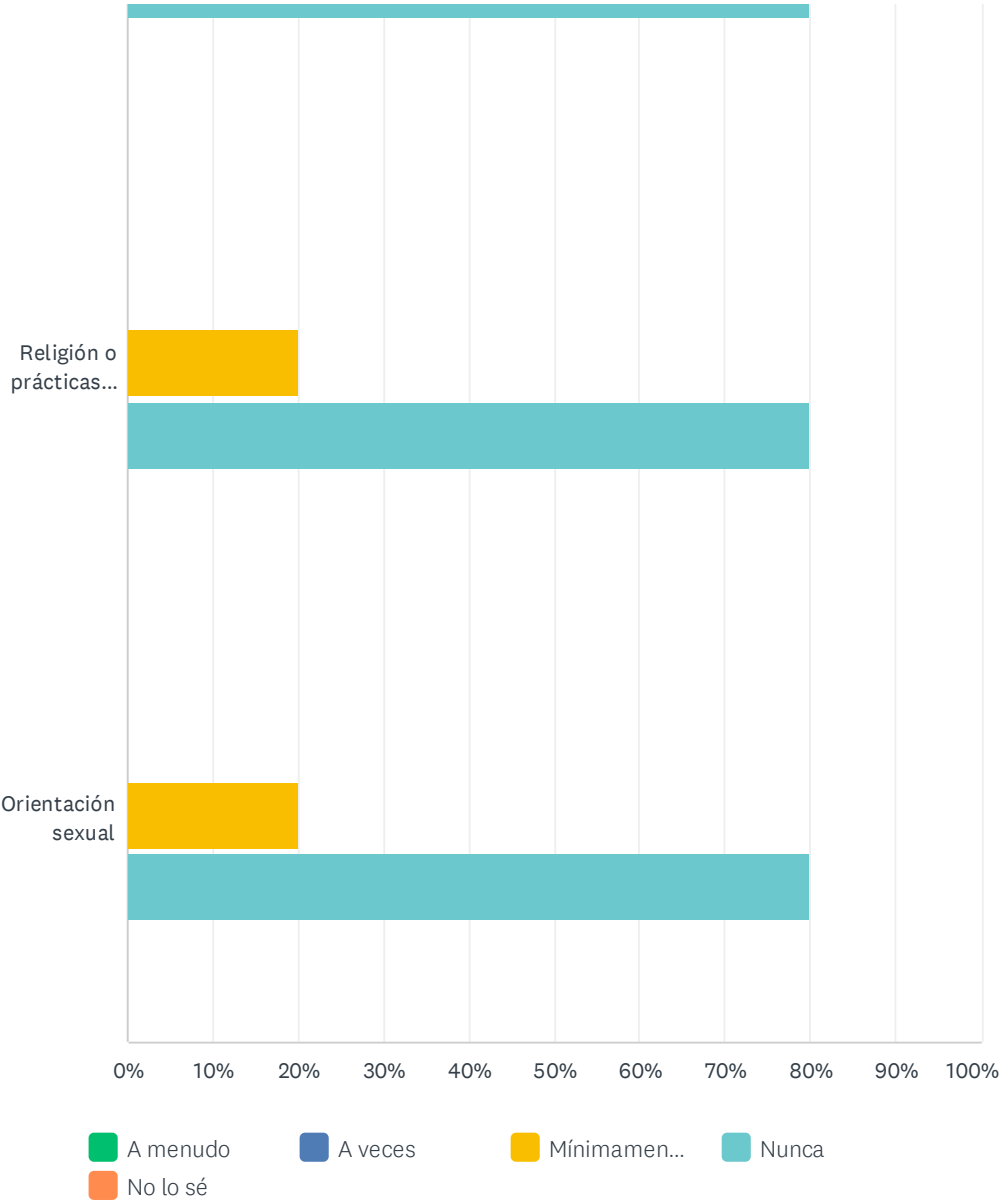
ANSWER CHOICES	RESPONSES	
A menudo	0.00%	0
A veces	20.00%	1
Mínimamente	0.00%	0
Nunca	60.00%	3
No lo sé	20.00%	1
TOTAL		5

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

Answered: 5 Skipped: 0



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

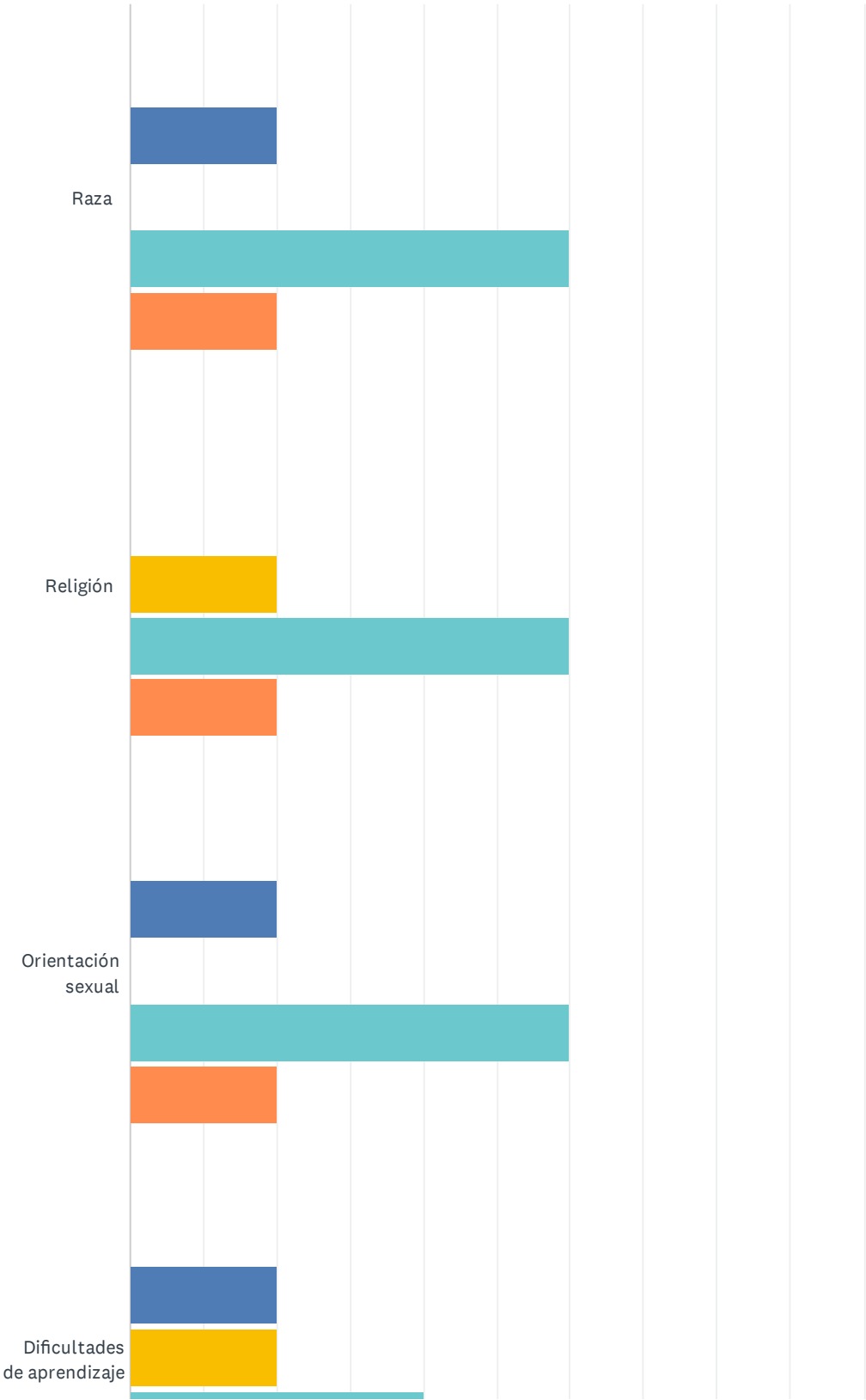


	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	20.00% 1	0.00% 0	60.00% 3	20.00% 1	5	3.80
Género o identificación de género	0.00% 0	20.00% 1	0.00% 0	60.00% 3	20.00% 1	5	3.80
Dificultades de aprendizaje	0.00% 0	20.00% 1	20.00% 1	40.00% 2	20.00% 1	5	3.60
Vestimenta o apariencia física	0.00% 0	20.00% 1	0.00% 0	80.00% 4	0.00% 0	5	3.60
Religión o prácticas culturales	0.00% 0	0.00% 0	20.00% 1	80.00% 4	0.00% 0	5	3.80
Orientación sexual	0.00% 0	0.00% 0	20.00% 1	80.00% 4	0.00% 0	5	3.80

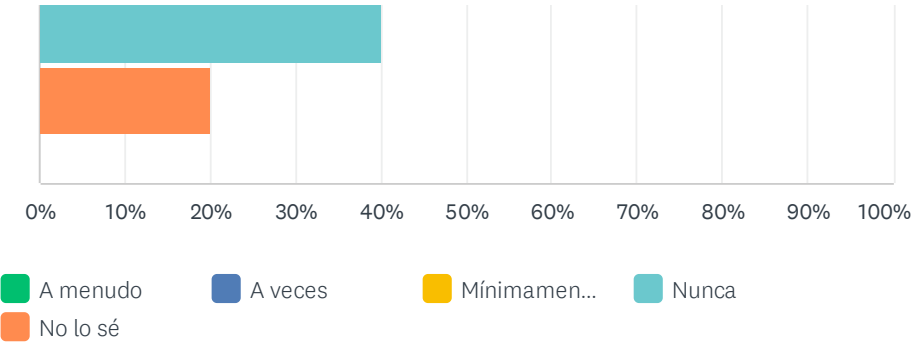


Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 5 Skipped: 0



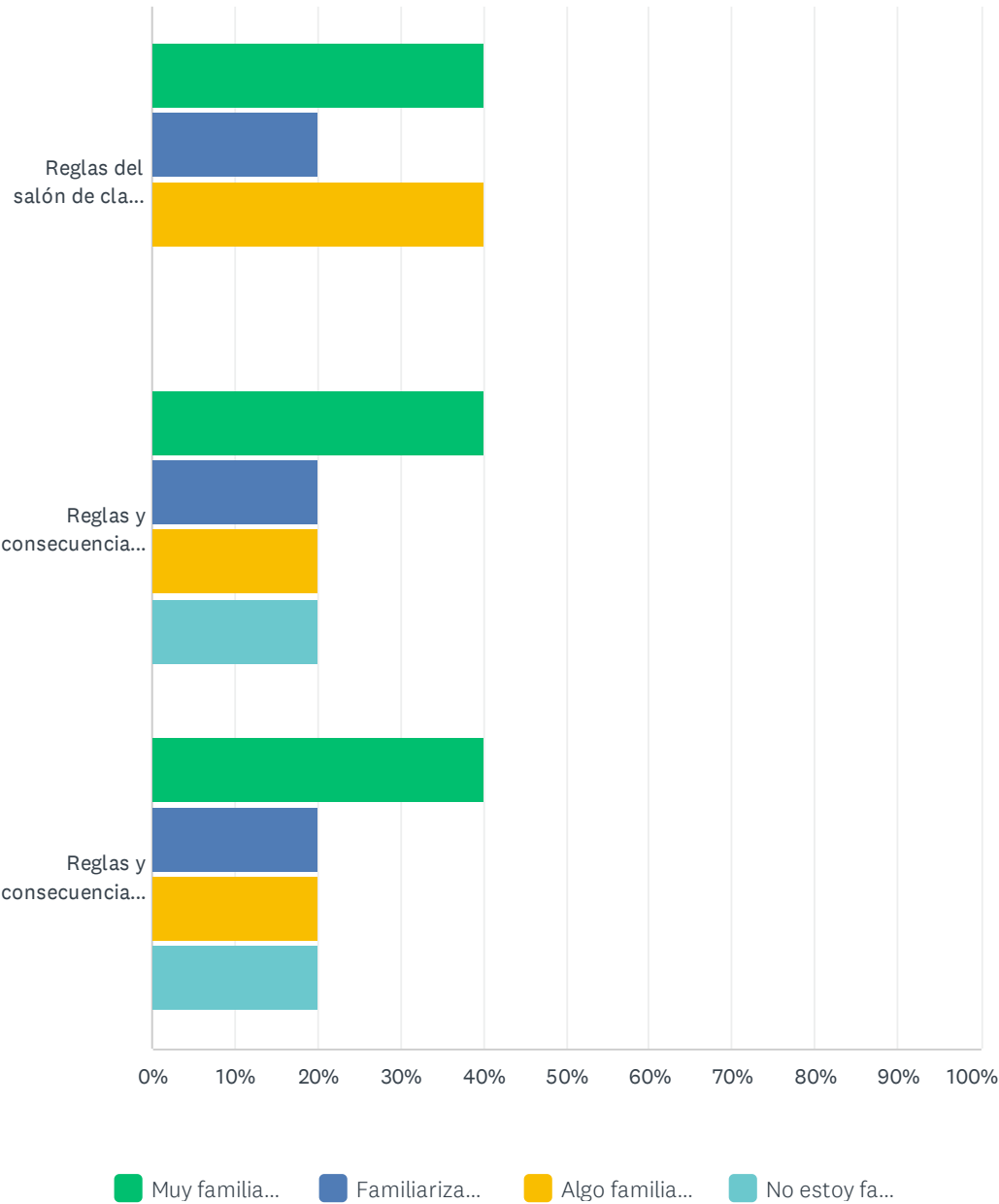
Katherine Smith Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024



	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	20.00% 1	0.00% 0	60.00% 3	20.00% 1	5	3.80
Religión	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1	5	4.00
Orientación sexual	0.00% 0	20.00% 1	0.00% 0	60.00% 3	20.00% 1	5	3.80
Dificultades de aprendizaje	0.00% 0	20.00% 1	20.00% 1	40.00% 2	20.00% 1	5	3.60

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

Answered: 5   Skipped: 0

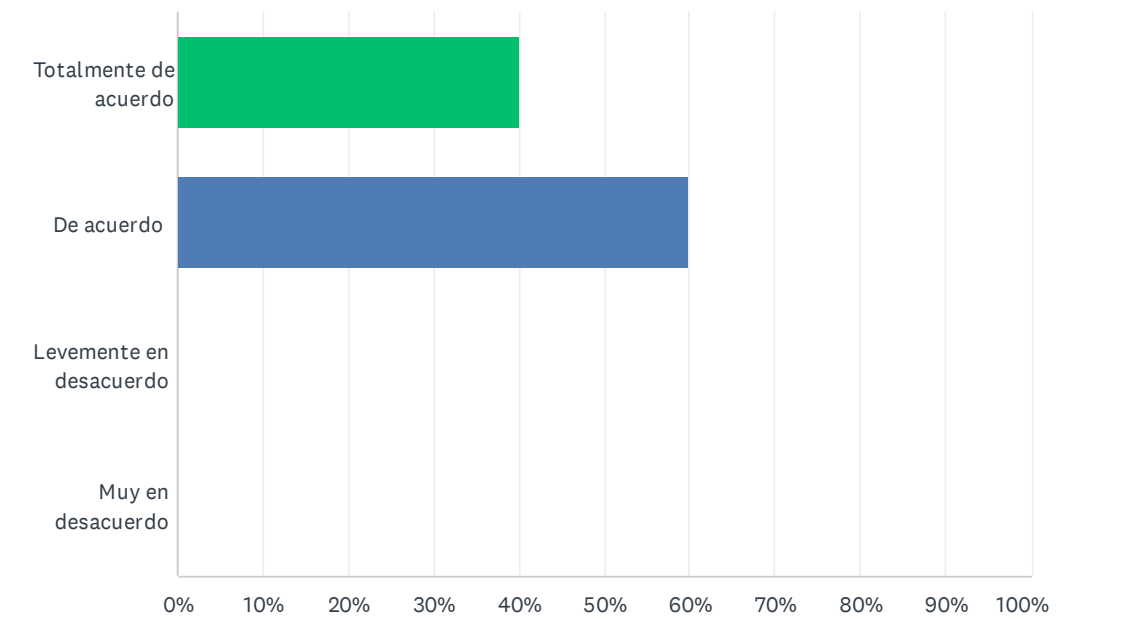


Katherine Smith Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	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.	40.00% 2	20.00% 1	40.00% 2	0.00% 0	5	2.00
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	40.00% 2	20.00% 1	20.00% 1	20.00% 1	5	2.20
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	40.00% 2	20.00% 1	20.00% 1	20.00% 1	5	2.20

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

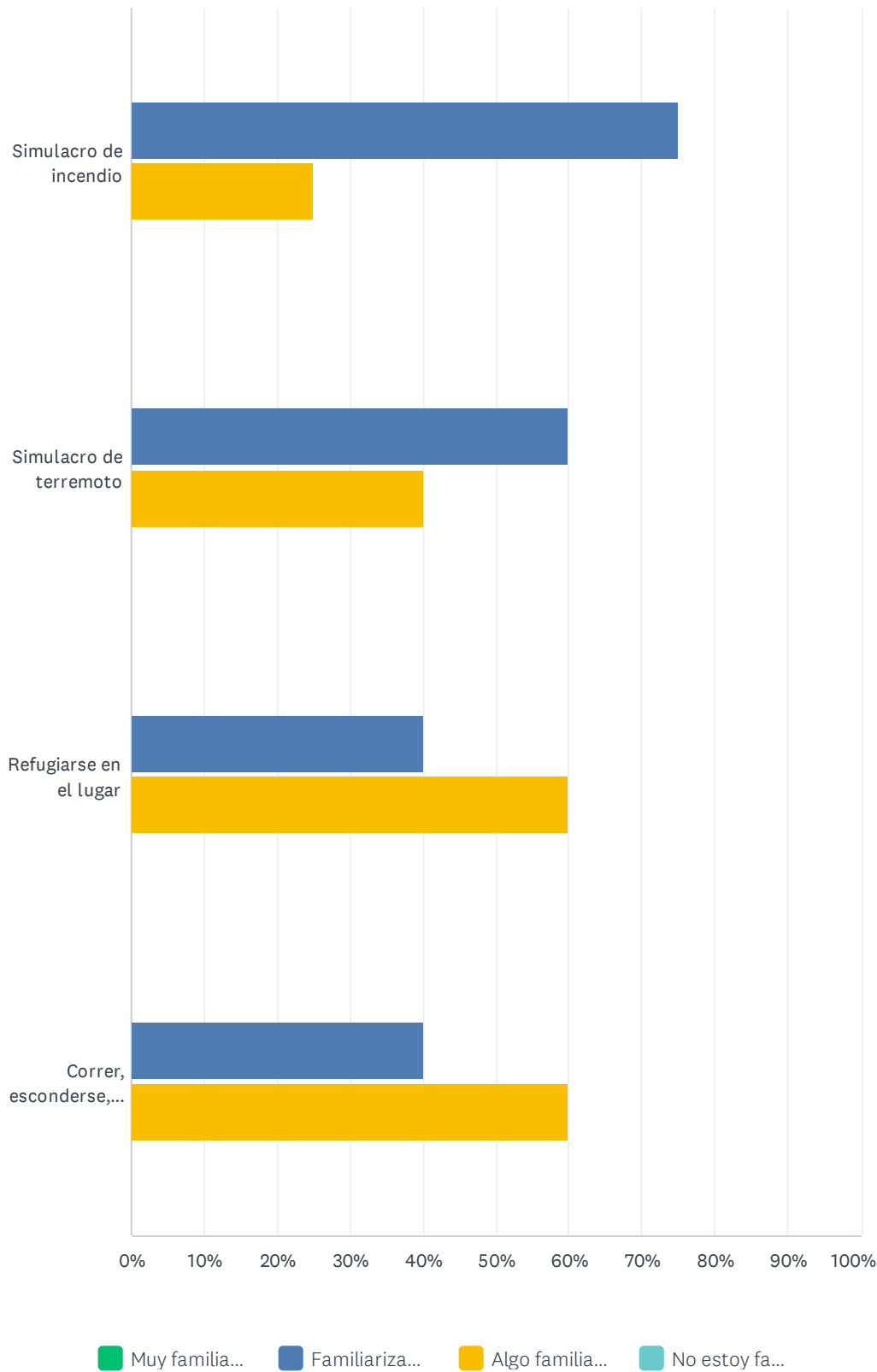
Answered: 5   Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	40.00%	2
De acuerdo	60.00%	3
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		5

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

Answered: 5   Skipped: 0



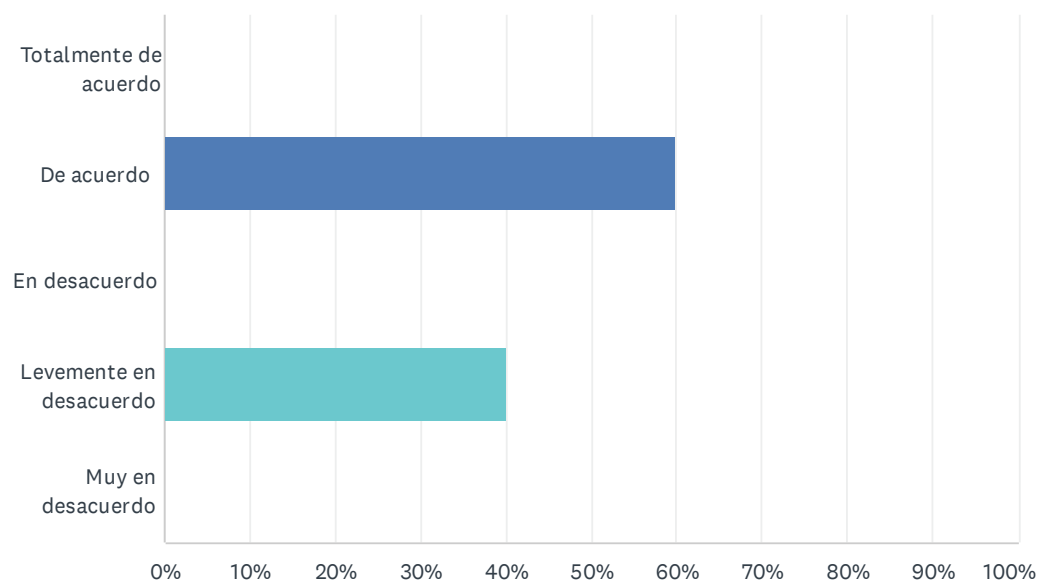
Katherine Smith Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	75.00% 3	25.00% 1	0.00% 0	4
Simulacro de terremoto	0.00% 0	60.00% 3	40.00% 2	0.00% 0	5
Refugiarse en el lugar	0.00% 0	40.00% 2	60.00% 3	0.00% 0	5
Correr, esconderse, defenderse	0.00% 0	40.00% 2	60.00% 3	0.00% 0	5



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

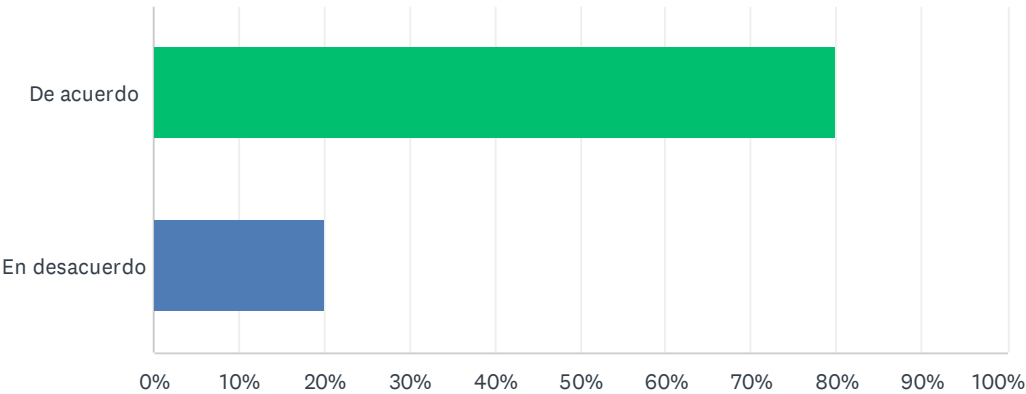
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	60.00%	3
En desacuerdo	0.00%	0
Levemente en desacuerdo	40.00%	2
Muy en desacuerdo	0.00%	0
TOTAL		5

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

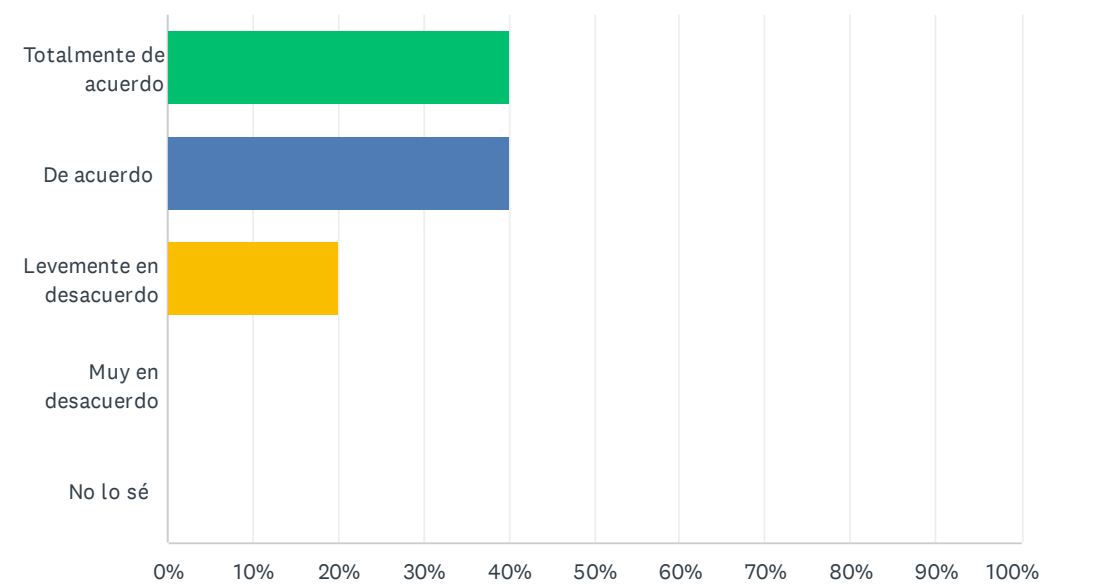
Answered: 5   Skipped: 0



ANSWER CHOICES	RESPONSES	
De acuerdo	80.00%	4
En desacuerdo	20.00%	1
TOTAL		5

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

Answered: 5 Skipped: 0



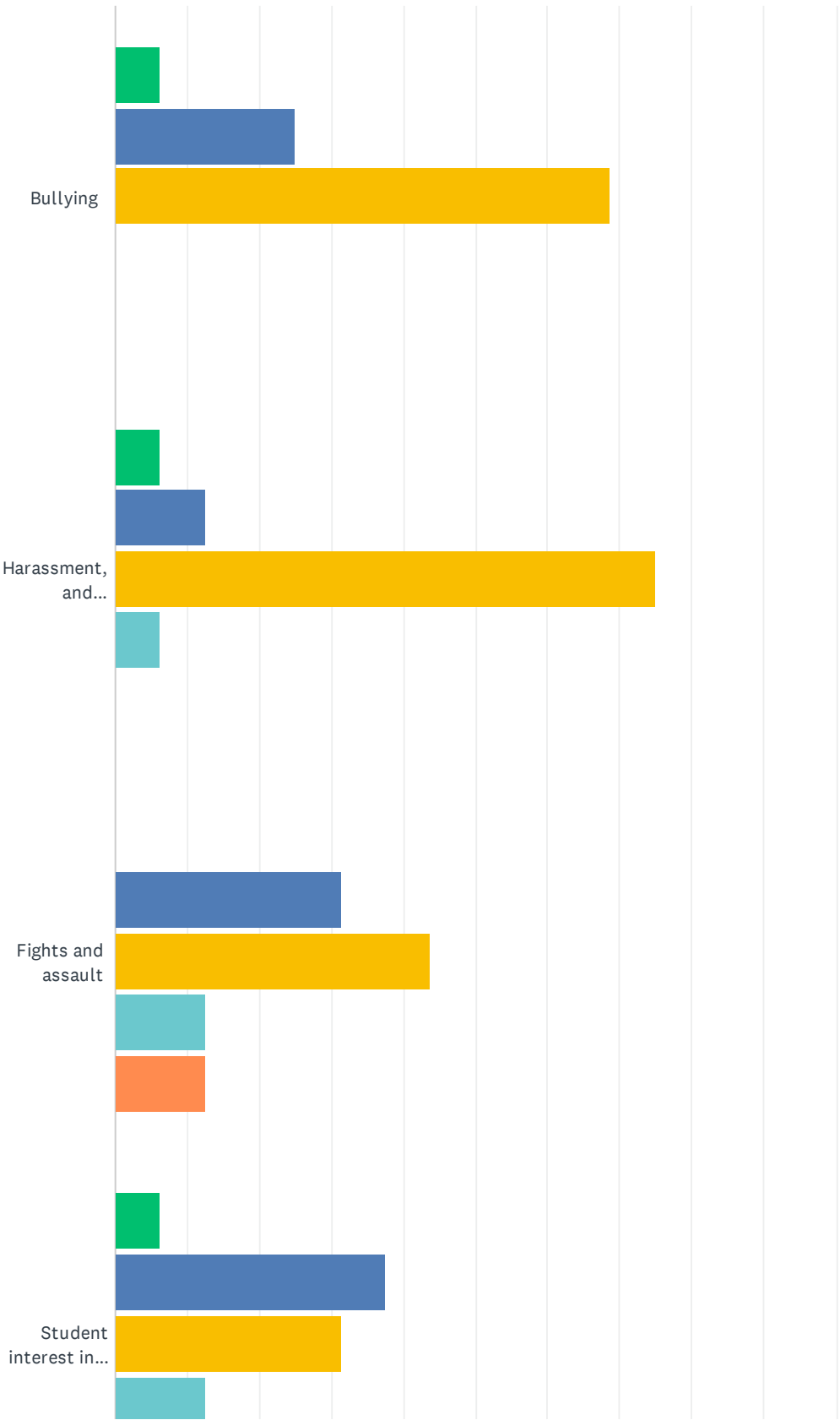
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	40.00%	2
De acuerdo	40.00%	2
Levemente en desacuerdo	20.00%	1
Muy en desacuerdo	0.00%	0
No lo sé	0.00%	0
TOTAL		5

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

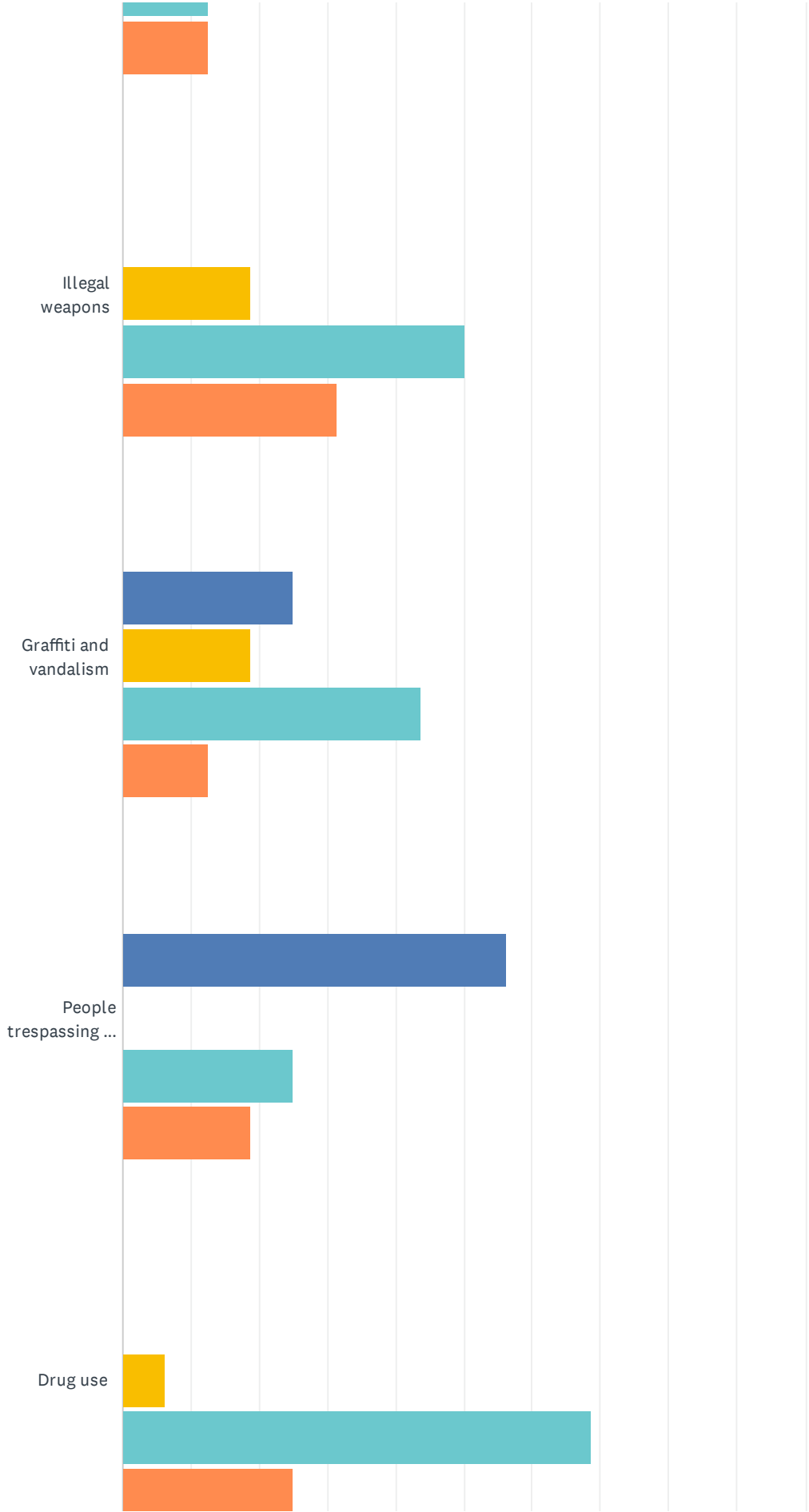
Answered: 3   Skipped: 2

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

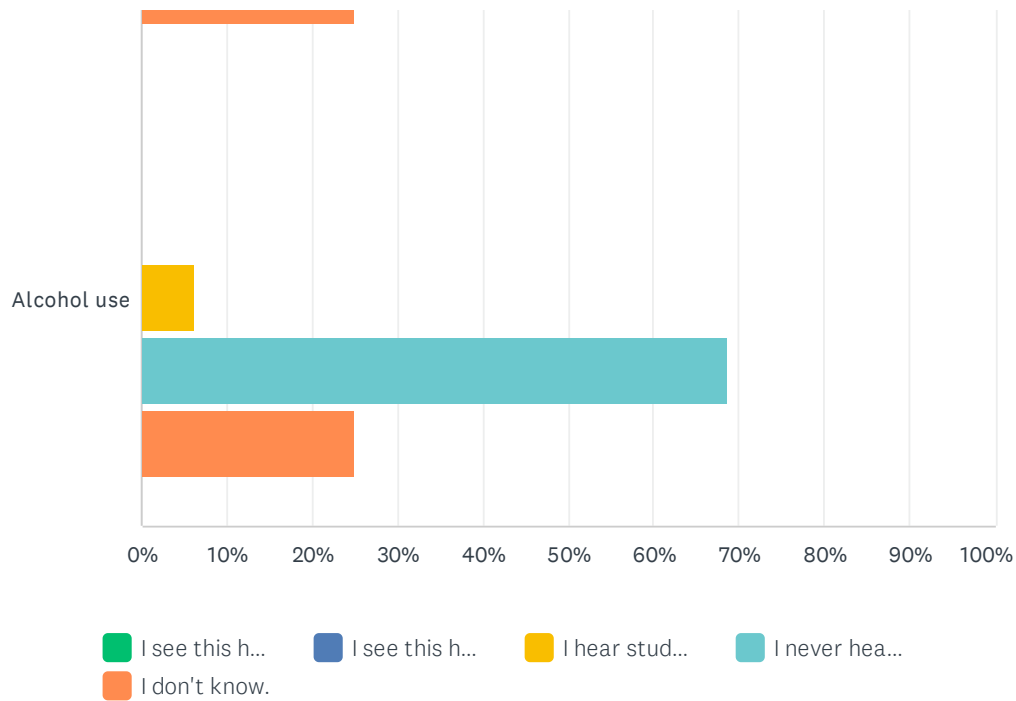
Answered: 16   Skipped: 0



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



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

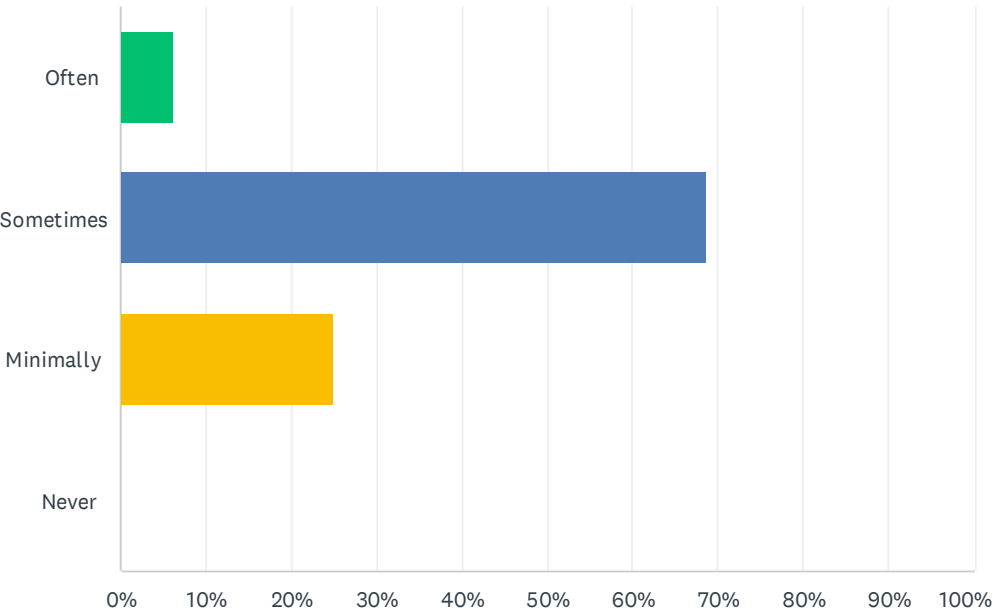


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	6.25% 1	25.00% 4	68.75% 11	0.00% 0	0.00% 0	16	2.63
Harassment, and intimidation	6.25% 1	12.50% 2	75.00% 12	6.25% 1	0.00% 0	16	2.81
Fights and assault	0.00% 0	31.25% 5	43.75% 7	12.50% 2	12.50% 2	16	3.06
Student interest in gangs	6.25% 1	37.50% 6	31.25% 5	12.50% 2	12.50% 2	16	2.88
Illegal weapons	0.00% 0	0.00% 0	18.75% 3	50.00% 8	31.25% 5	16	4.13
Graffiti and vandalism	0.00% 0	25.00% 4	18.75% 3	43.75% 7	12.50% 2	16	3.44
People trespassing on campus	0.00% 0	56.25% 9	0.00% 0	25.00% 4	18.75% 3	16	3.06
Drug use	0.00% 0	0.00% 0	6.25% 1	68.75% 11	25.00% 4	16	4.19
Alcohol use	0.00% 0	0.00% 0	6.25% 1	68.75% 11	25.00% 4	16	4.19

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: 16 Skipped: 0

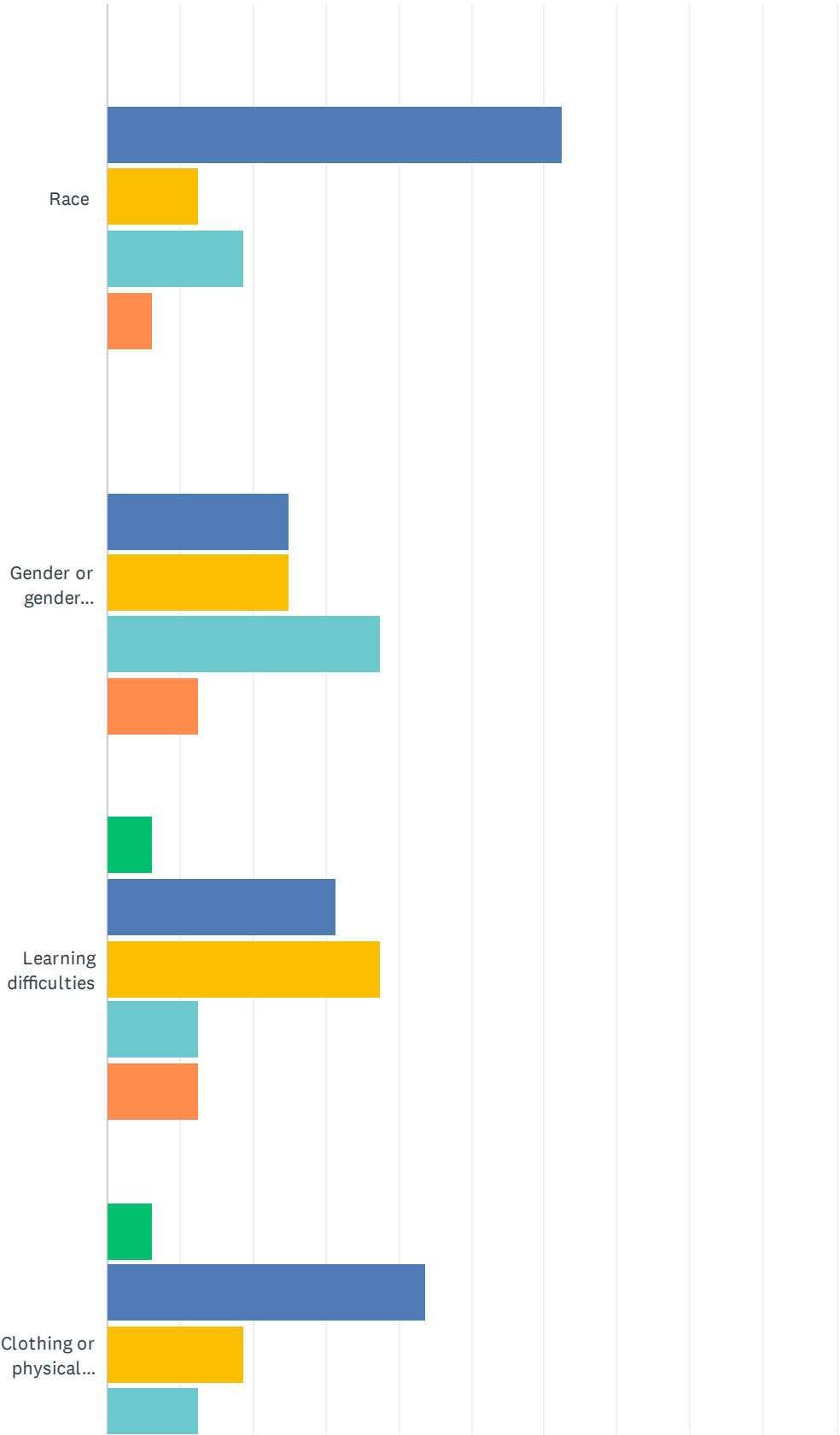


ANSWER CHOICES	RESPONSES	
Often	6.25%	1
Sometimes	68.75%	11
Minimally	25.00%	4
Never	0.00%	0
TOTAL		16

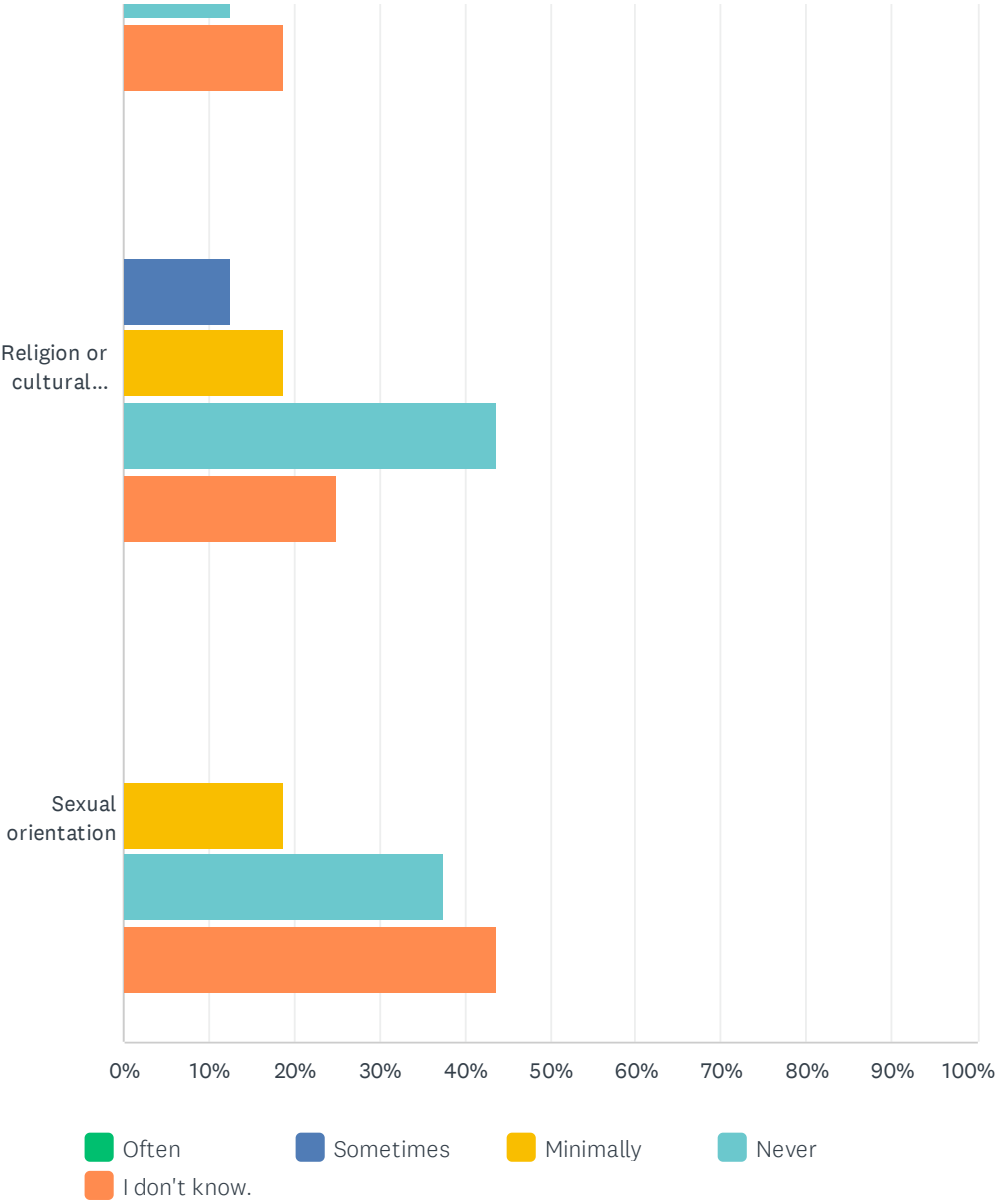


Q3 Students at this school get put down because of their...

Answered: 16 Skipped: 0



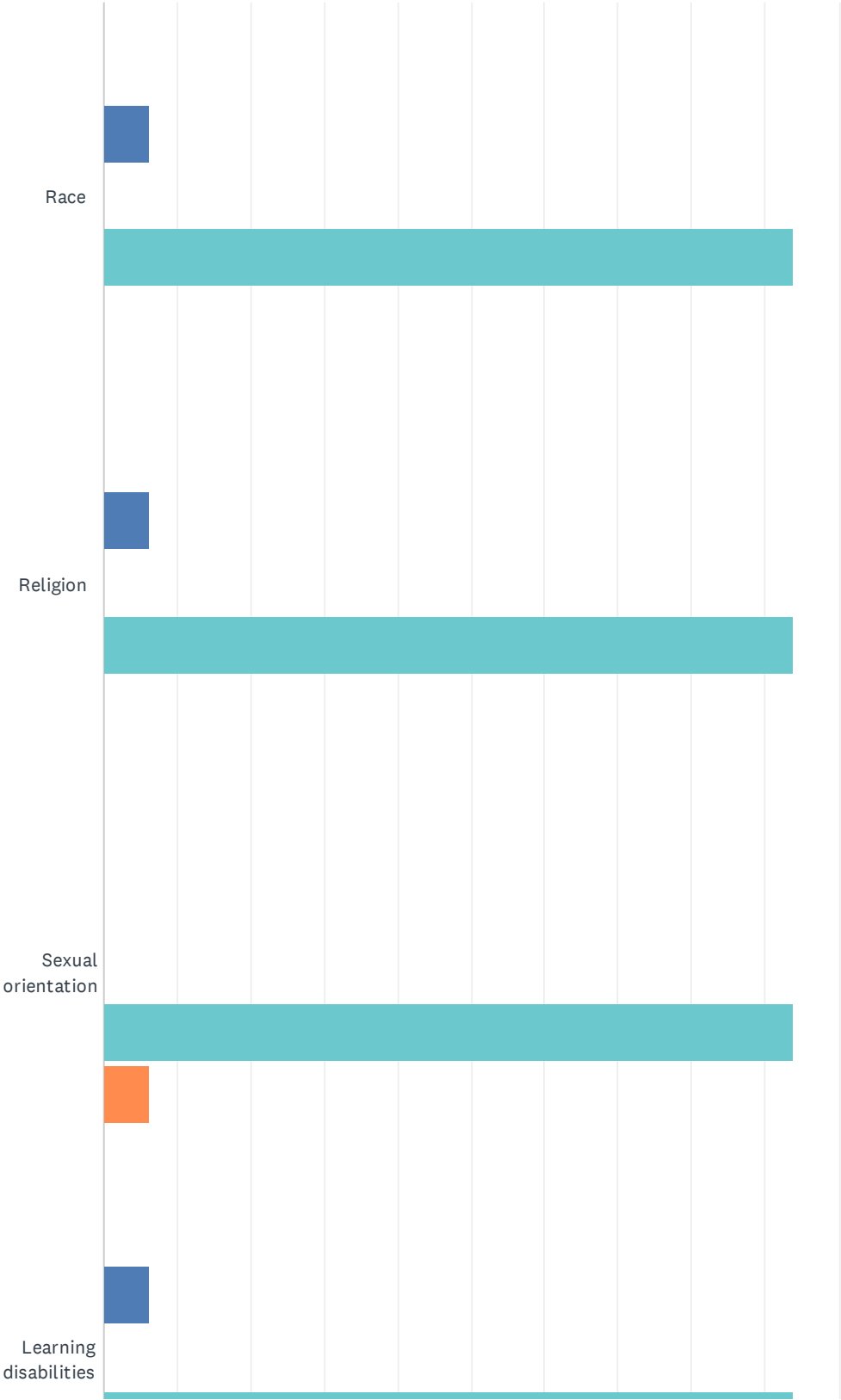
Katherine Smith Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



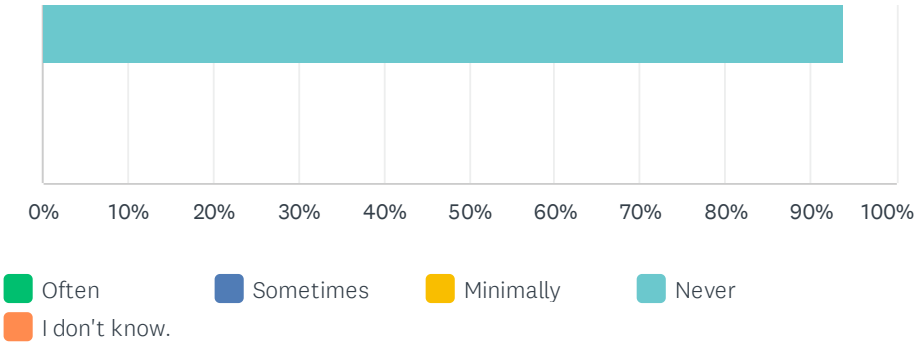
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	62.50% 10	12.50% 2	18.75% 3	6.25% 1	16	2.69
Gender or gender identification	0.00% 0	25.00% 4	25.00% 4	37.50% 6	12.50% 2	16	3.38
Learning difficulties	6.25% 1	31.25% 5	37.50% 6	12.50% 2	12.50% 2	16	2.94
Clothing or physical appearance	6.25% 1	43.75% 7	18.75% 3	12.50% 2	18.75% 3	16	2.94
Religion or cultural practices	0.00% 0	12.50% 2	18.75% 3	43.75% 7	25.00% 4	16	3.81
Sexual orientation	0.00% 0	0.00% 0	18.75% 3	37.50% 6	43.75% 7	16	4.25

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

Answered: 16 Skipped: 0



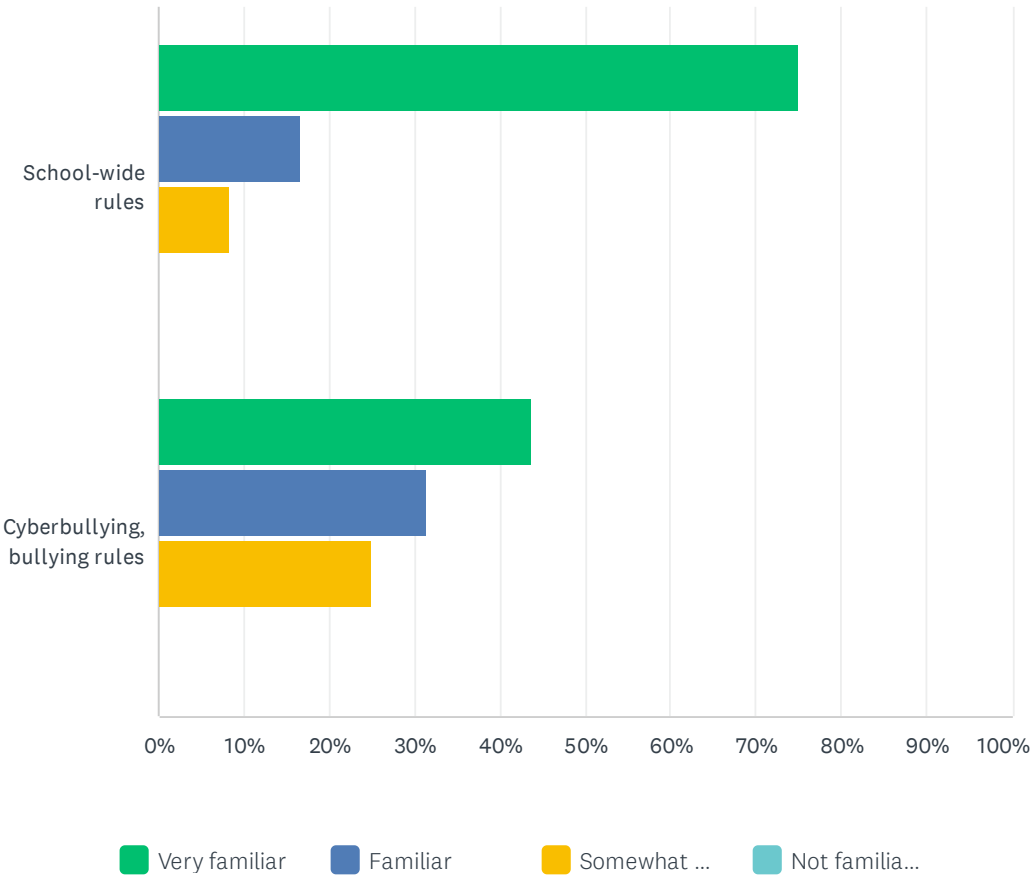
Katherine Smith Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	6.25% 1	0.00% 0	93.75% 15	0.00% 0	16	3.88
Religion	0.00% 0	6.25% 1	0.00% 0	93.75% 15	0.00% 0	16	3.88
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	93.75% 15	6.25% 1	16	4.06
Learning disabilities	0.00% 0	6.25% 1	0.00% 0	93.75% 15	0.00% 0	16	3.88

Q5 How familiar are you with the following?

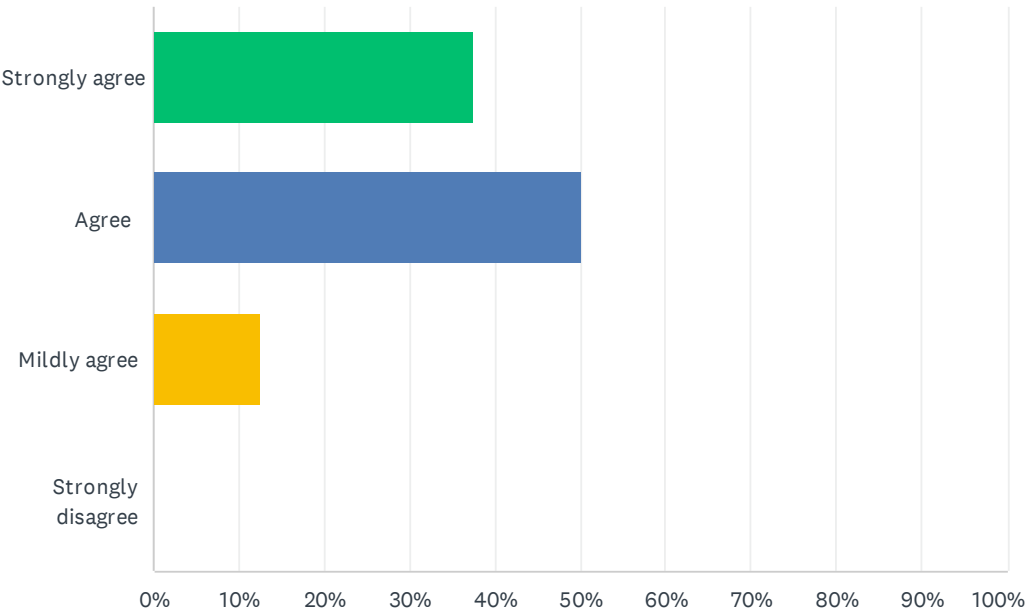
Answered: 16    Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	75.00% 9	16.67% 2	8.33% 1	0.00% 0	12	1.33
Cyberbullying, bullying rules	43.75% 7	31.25% 5	25.00% 4	0.00% 0	16	1.81

Q6 Staff enforces school rules fairly and appropriately?

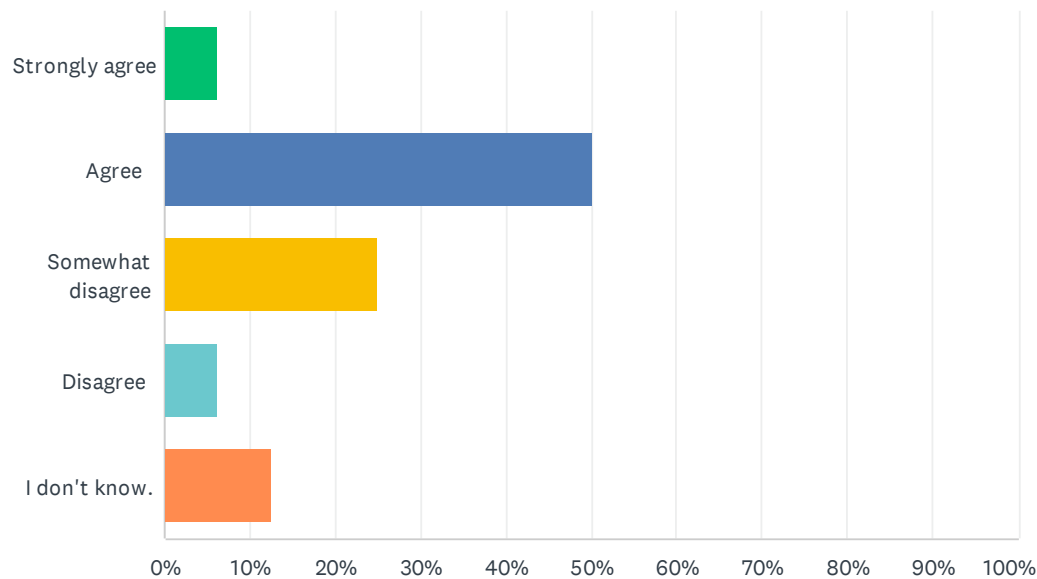
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	6
Agree	50.00%	8
Mildly agree	12.50%	2
Strongly disagree	0.00%	0
TOTAL		16

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

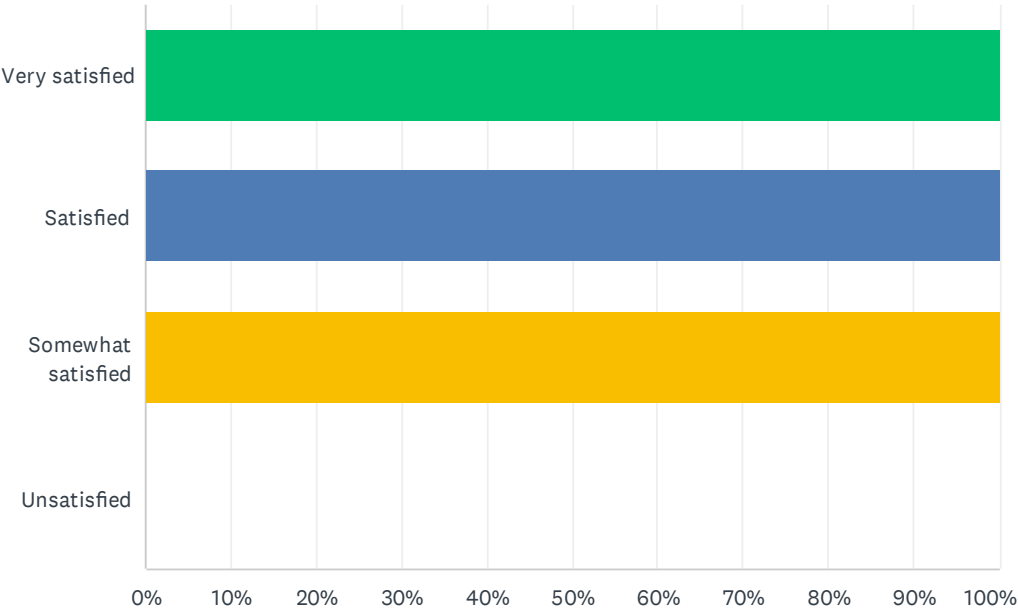
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	6.25%	1
Agree	50.00%	8
Somewhat disagree	25.00%	4
Disagree	6.25%	1
I don't know.	12.50%	2
TOTAL		16

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

Answered: 16 Skipped: 0



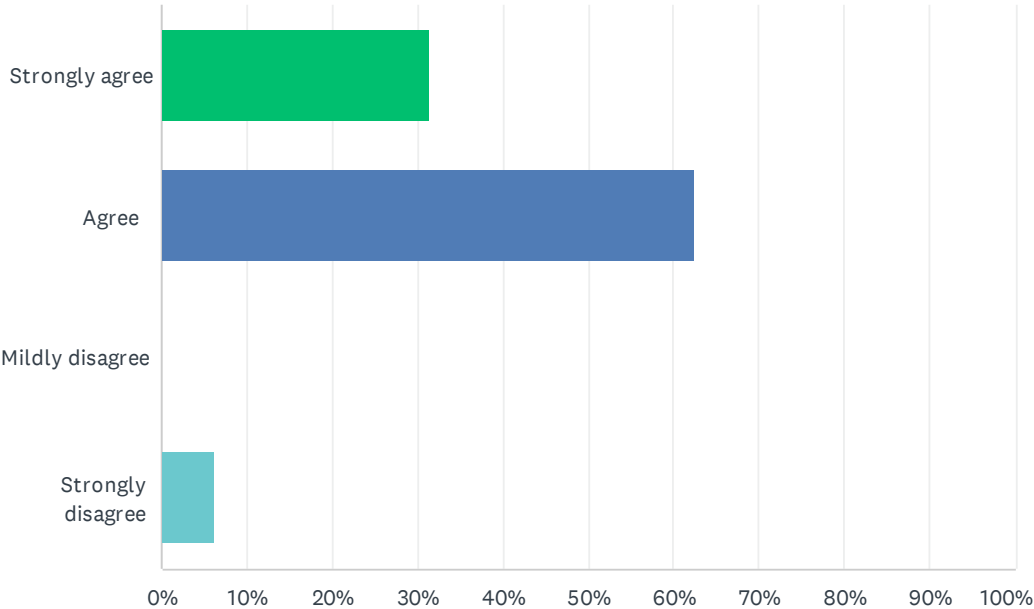
(no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 3	3
Satisfied	100.00% 10	10
Somewhat satisfied	100.00% 3	3
Unsatisfied	0.00% 0	0



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

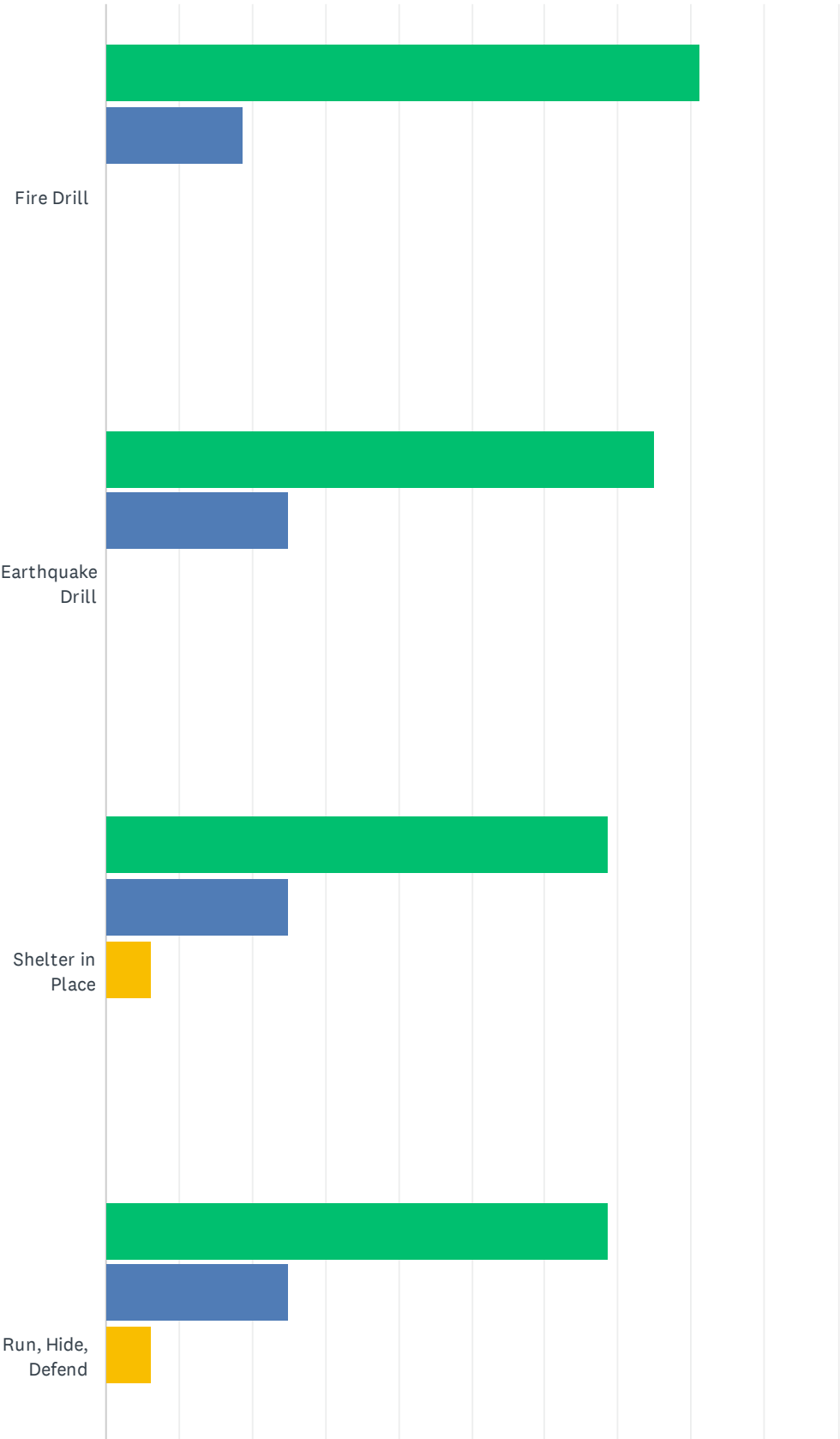
Answered: 16 Skipped: 0



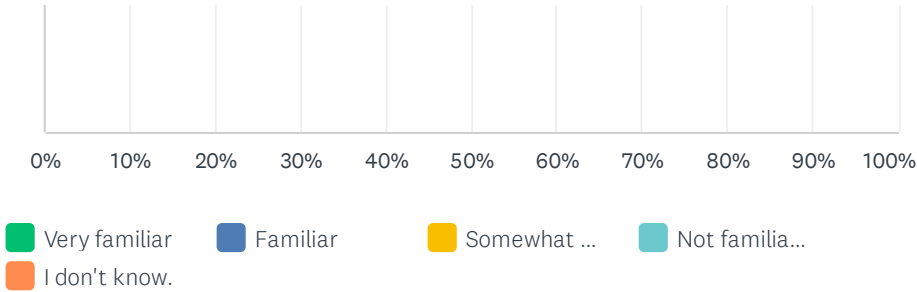
ANSWER CHOICES	RESPONSES	
Strongly agree	31.25%	5
Agree	62.50%	10
Mildly disagree	0.00%	0
Strongly disagree	6.25%	1
TOTAL		16

Q10 How well do you understand your schools Emergency procedures?

Answered: 16 Skipped: 0



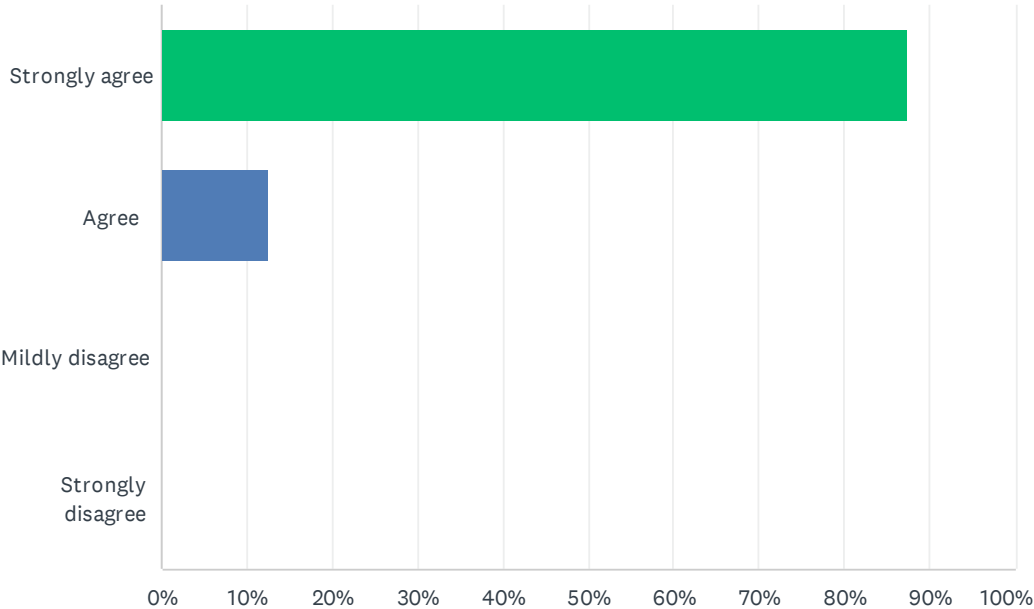
Katherine Smith Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	81.25% 13	18.75% 3	0.00% 0	0.00% 0	0.00% 0	16
Earthquake Drill	75.00% 12	25.00% 4	0.00% 0	0.00% 0	0.00% 0	16
Shelter in Place	68.75% 11	25.00% 4	6.25% 1	0.00% 0	0.00% 0	16
Run, Hide, Defend	68.75% 11	25.00% 4	6.25% 1	0.00% 0	0.00% 0	16

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

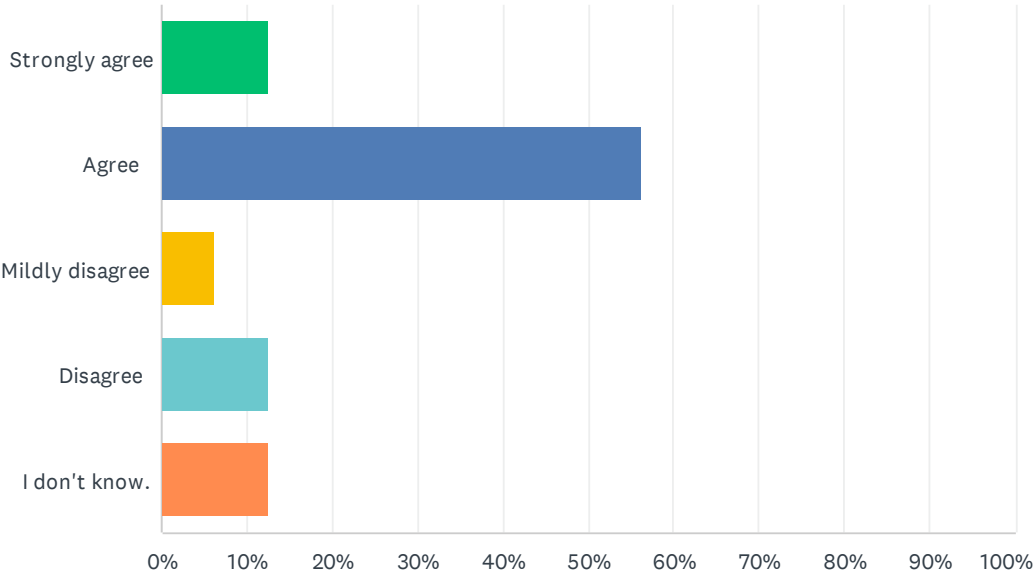
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	87.50%	14
Agree	12.50%	2
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		16

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

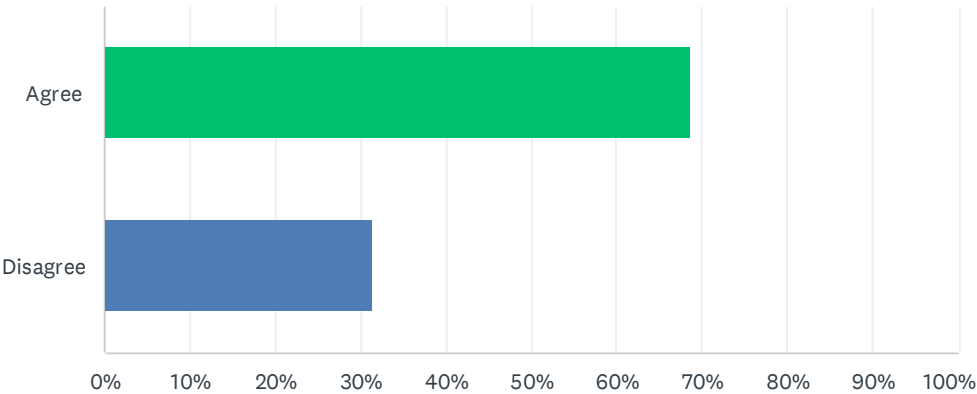
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	12.50%	2
Agree	56.25%	9
Mildly disagree	6.25%	1
Disagree	12.50%	2
I don't know.	12.50%	2
TOTAL		16

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

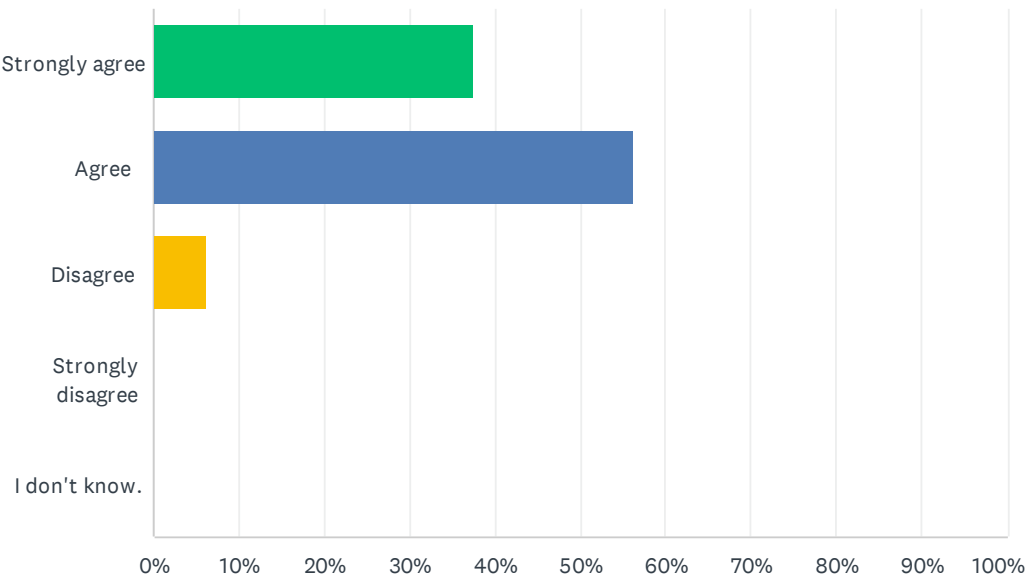
Answered: 16 Skipped: 0



ANSWER CHOICES		RESPONSES	
Agree		68.75%	11
Disagree		31.25%	5
TOTAL			16

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

Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	6
Agree	56.25%	9
Disagree	6.25%	1
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		16

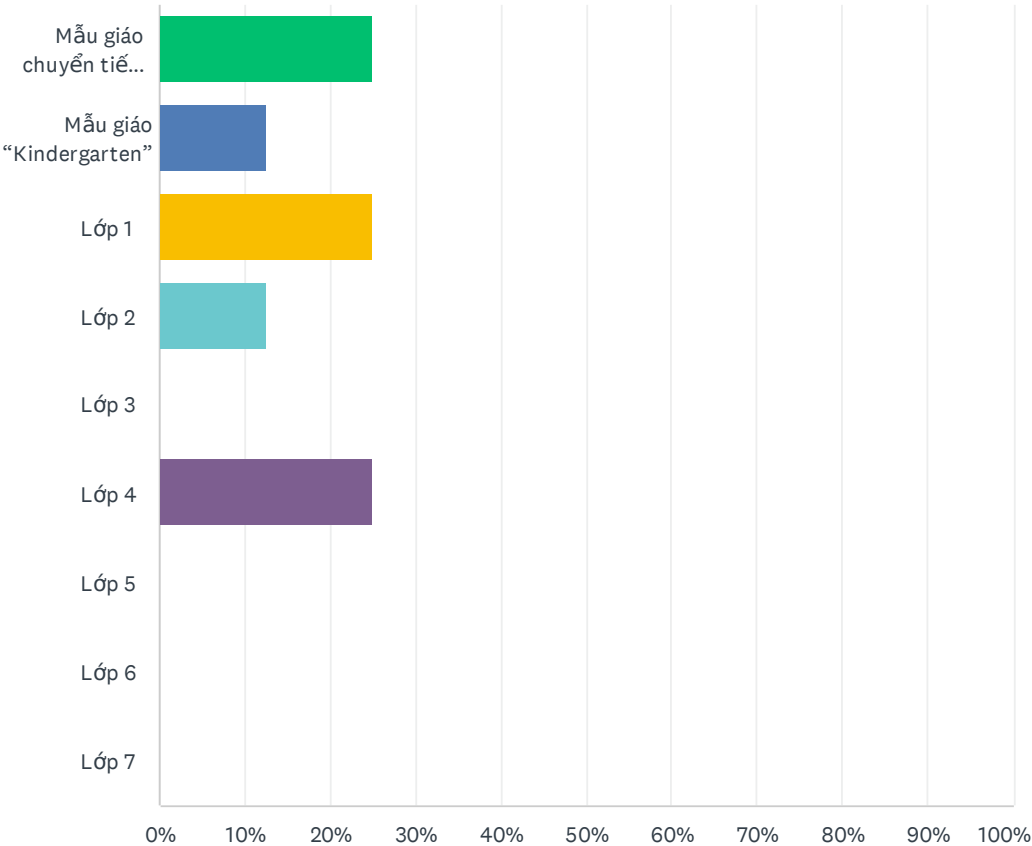
## Q15 What is something you would like to see improved regarding safety at your school?

Answered: 11   Skipped: 5



Q1 1. Con quý vị hiện đang học lớp mấy?

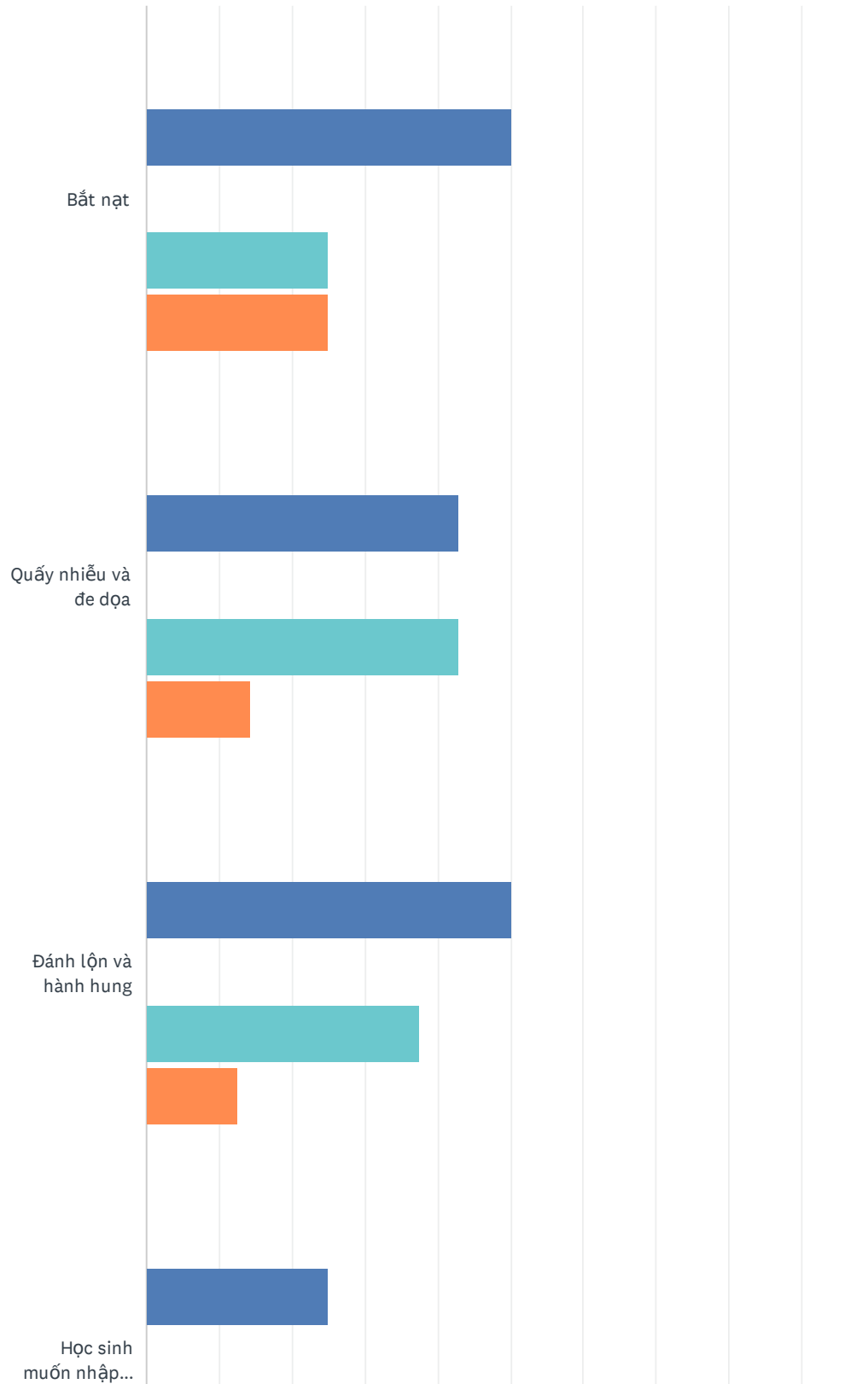
Answered: 8 Skipped: 0

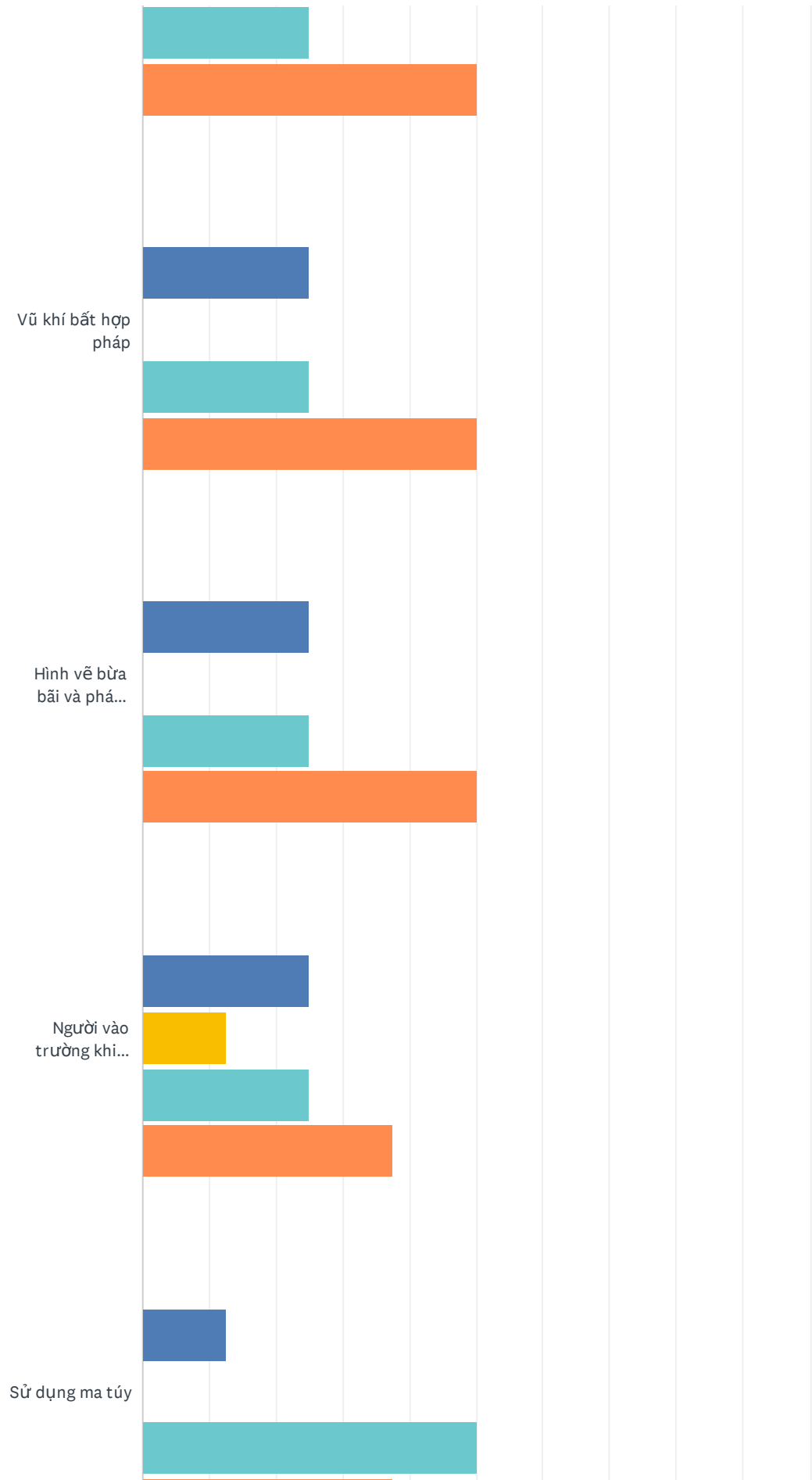


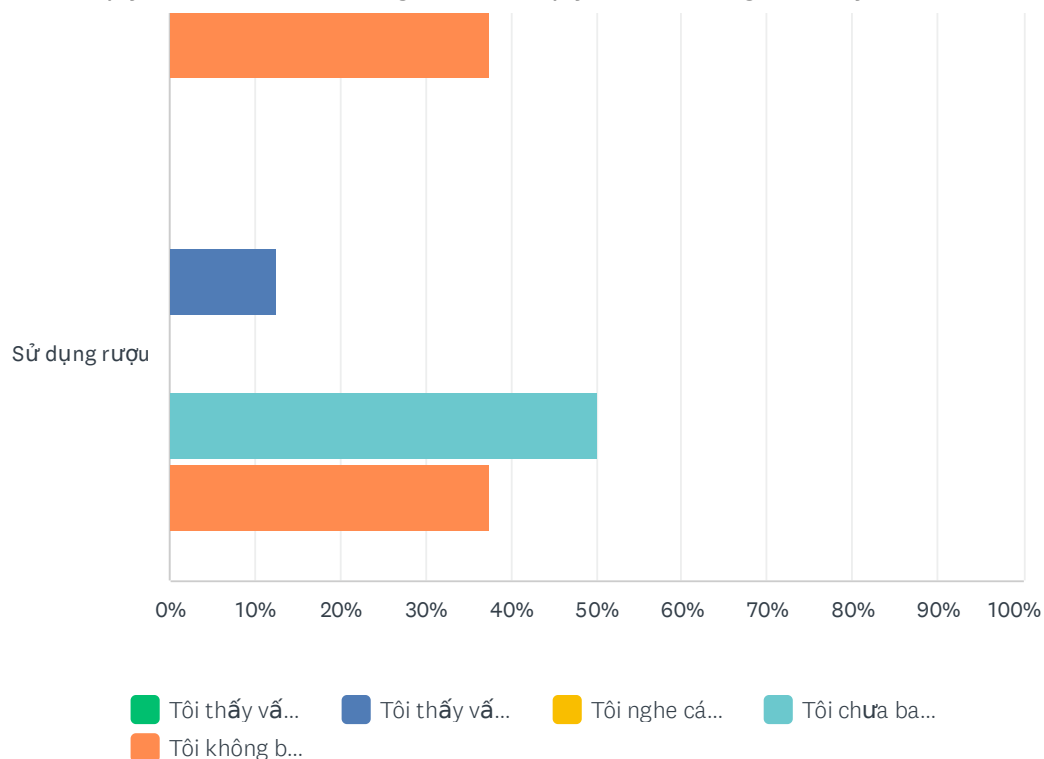
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp “TK”	25.00%	2
Mẫu giáo “Kindergarten”	12.50%	1
Lớp 1	25.00%	2
Lớp 2	12.50%	1
Lớp 3	0.00%	0
Lớp 4	25.00%	2
Lớp 5	0.00%	0
Lớp 6	0.00%	0
Lớp 7	0.00%	0
TOTAL		8

## Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 8 Skipped: 0





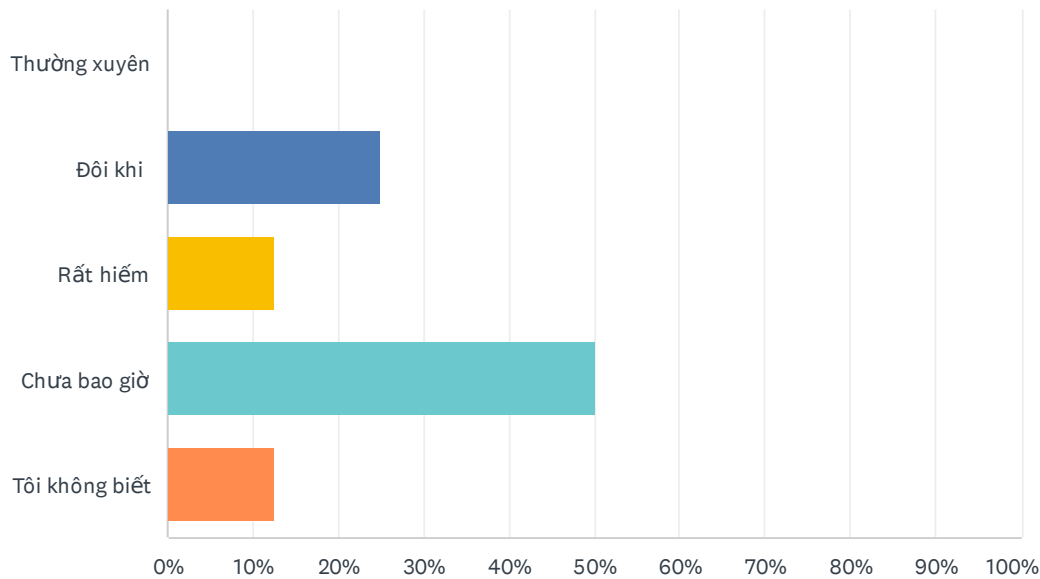


Katherine Smith Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bất nạt	0.00% 0	50.00% 4	0.00% 0	25.00% 2	25.00% 2	8	3.25
Quấy nhiễu và đe dọa	0.00% 0	42.86% 3	0.00% 0	42.86% 3	14.29% 1	7	3.29
Đánh lộn và hành hung	0.00% 0	50.00% 4	0.00% 0	37.50% 3	12.50% 1	8	3.13
Học sinh muốn nhập băng đảng	0.00% 0	25.00% 2	0.00% 0	25.00% 2	50.00% 4	8	4.00
Vũ khí bất hợp pháp	0.00% 0	25.00% 2	0.00% 0	25.00% 2	50.00% 4	8	4.00
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	25.00% 2	0.00% 0	25.00% 2	50.00% 4	8	4.00
Người vào trường khi không được phép	0.00% 0	25.00% 2	12.50% 1	25.00% 2	37.50% 3	8	3.75
Sử dụng ma túy	0.00% 0	12.50% 1	0.00% 0	50.00% 4	37.50% 3	8	4.13
Sử dụng rượu	0.00% 0	12.50% 1	0.00% 0	50.00% 4	37.50% 3	8	4.13

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

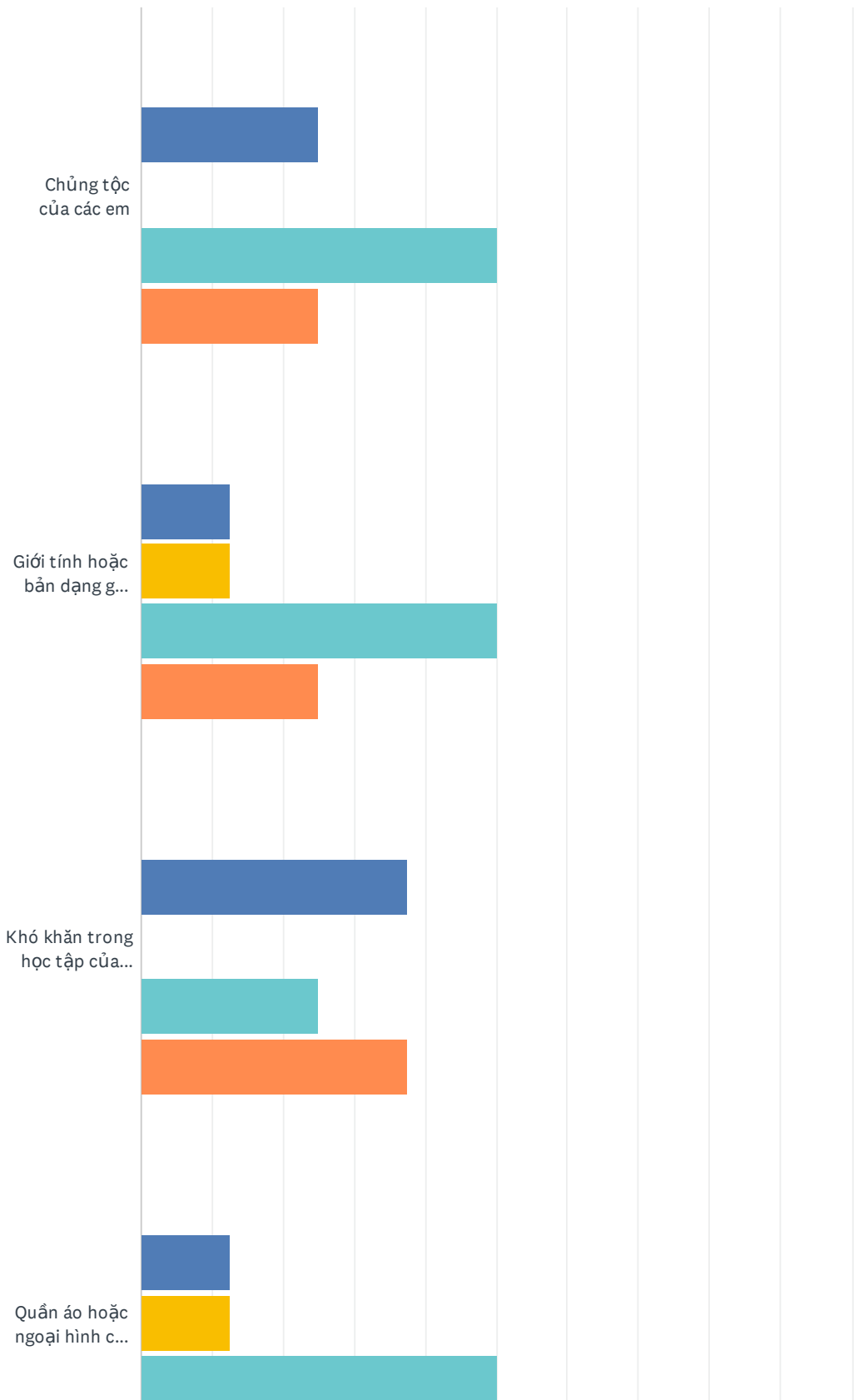
Answered: 8 Skipped: 0



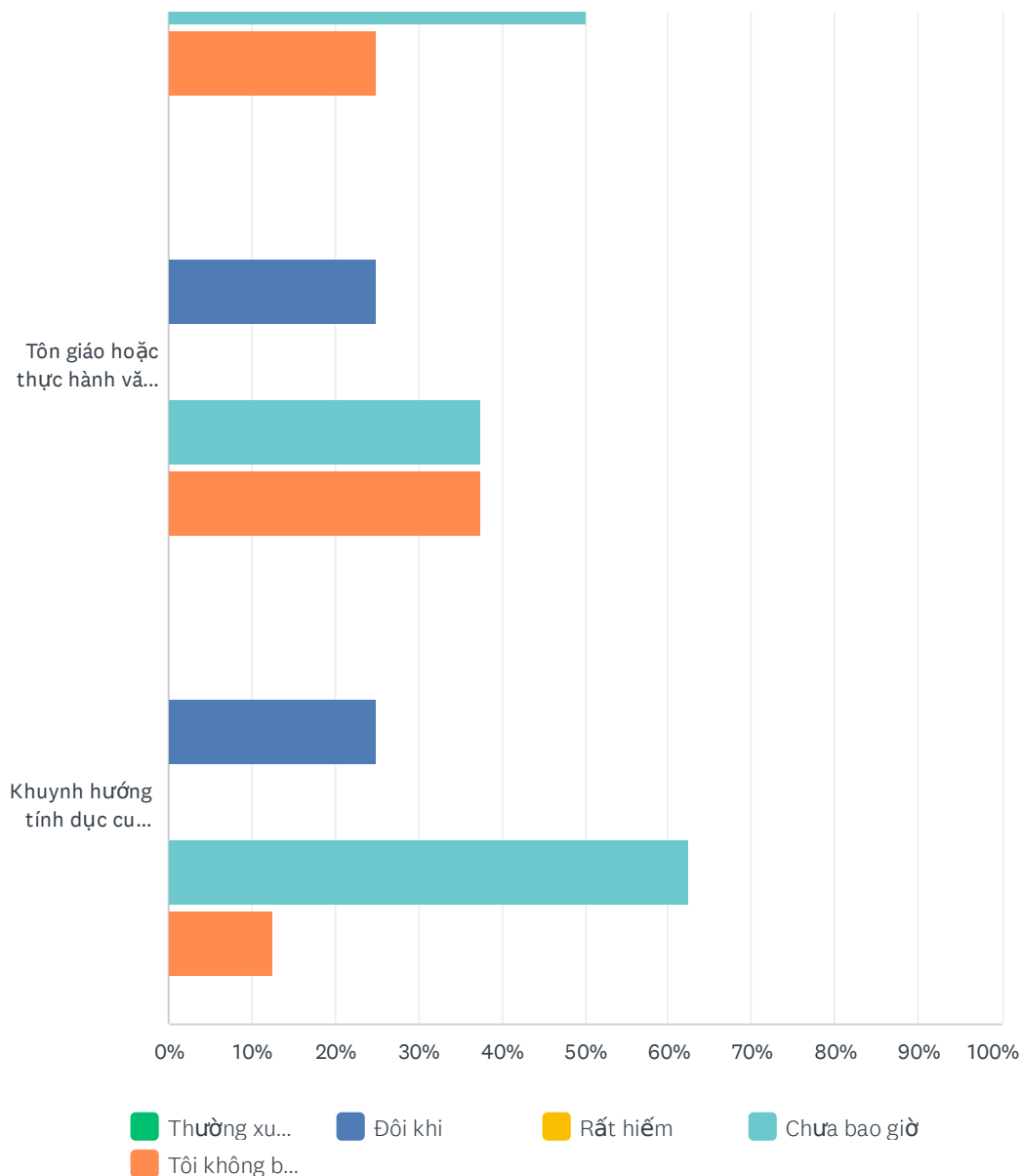
ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	25.00%	2
Rất hiếm	12.50%	1
Chưa bao giờ	50.00%	4
Tôi không biết	12.50%	1
TOTAL		8

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 8   Skipped: 0



Katherine Smith Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

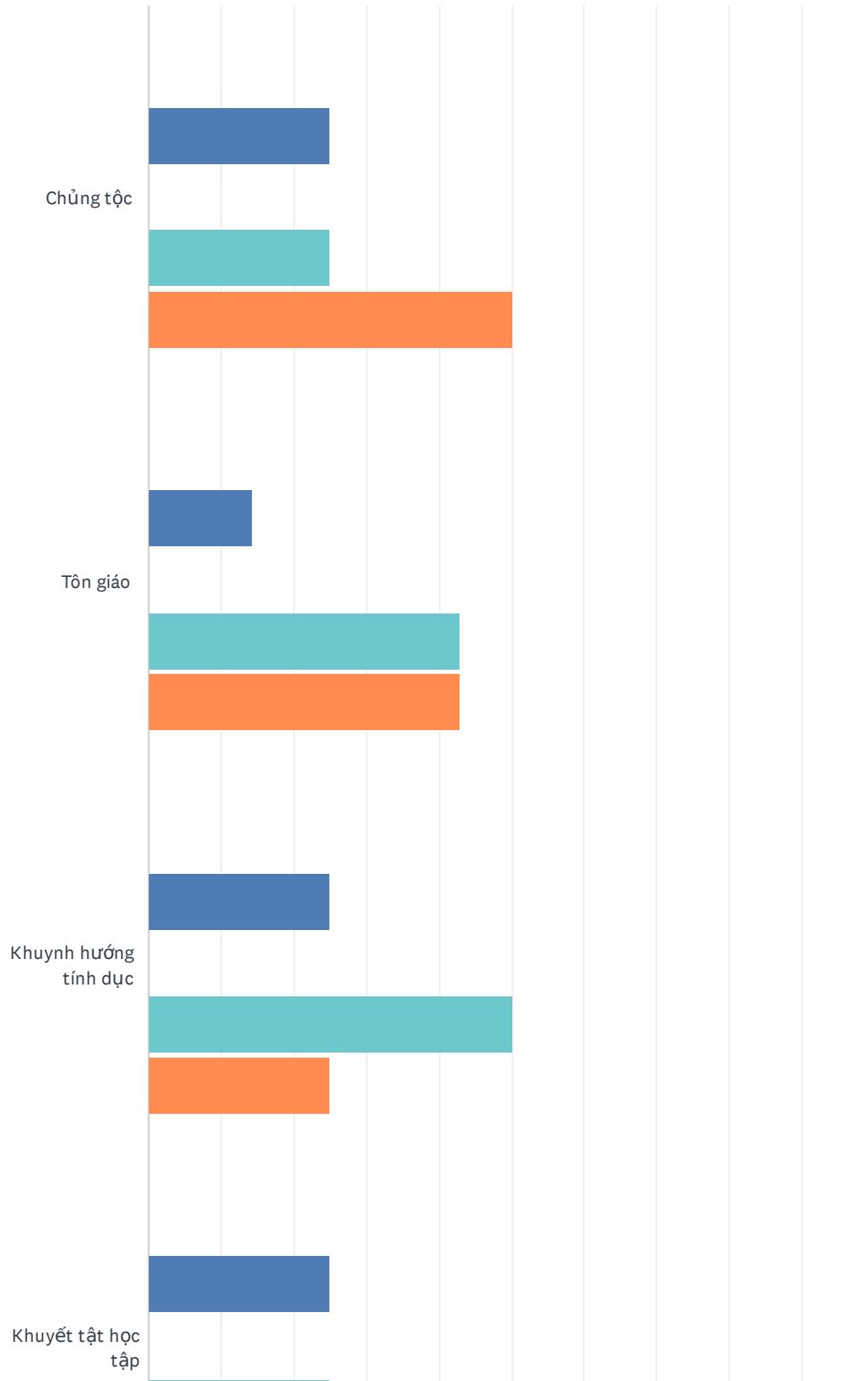


	THƯỜNG XUYỀN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	25.00% 2	0.00% 0	50.00% 4	25.00% 2	8	3.75
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	12.50% 1	12.50% 1	50.00% 4	25.00% 2	8	3.88
Khó khăn trong học tập của các em	0.00% 0	37.50% 3	0.00% 0	25.00% 2	37.50% 3	8	3.63
Quần áo hoặc ngoại hình của các em	0.00% 0	12.50% 1	12.50% 1	50.00% 4	25.00% 2	8	3.88
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	25.00% 2	0.00% 0	37.50% 3	37.50% 3	8	3.88
Khuyňh hướng tính dục của các em	0.00% 0	25.00% 2	0.00% 0	62.50% 5	12.50% 1	8	3.63

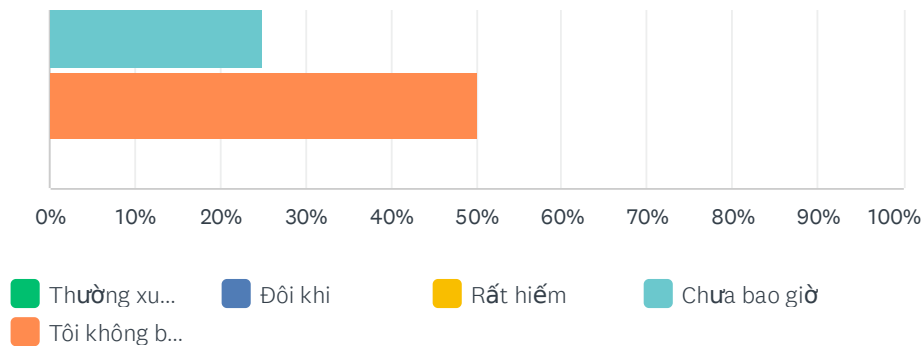


## Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 8 Skipped: 0



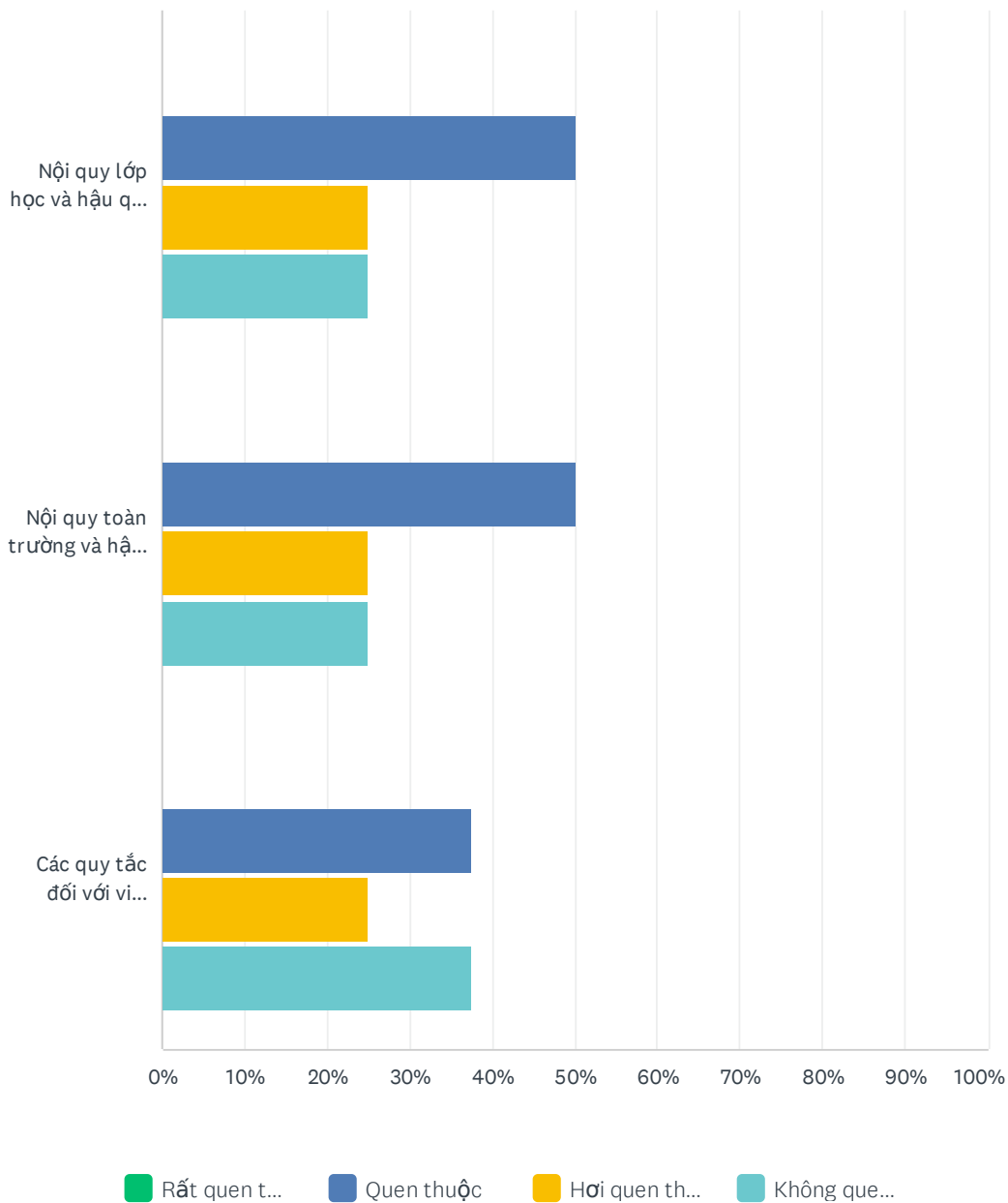
Katherine Smith Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	25.00% 2	0.00% 0	25.00% 2	50.00% 4	8	4.00
Tôn giáo	0.00% 0	14.29% 1	0.00% 0	42.86% 3	42.86% 3	7	4.14
Khuynh hướng tính dục	0.00% 0	25.00% 2	0.00% 0	50.00% 4	25.00% 2	8	3.75
Khuyết tật học tập	0.00% 0	25.00% 2	0.00% 0	25.00% 2	50.00% 4	8	4.00

## Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 8 Skipped: 0

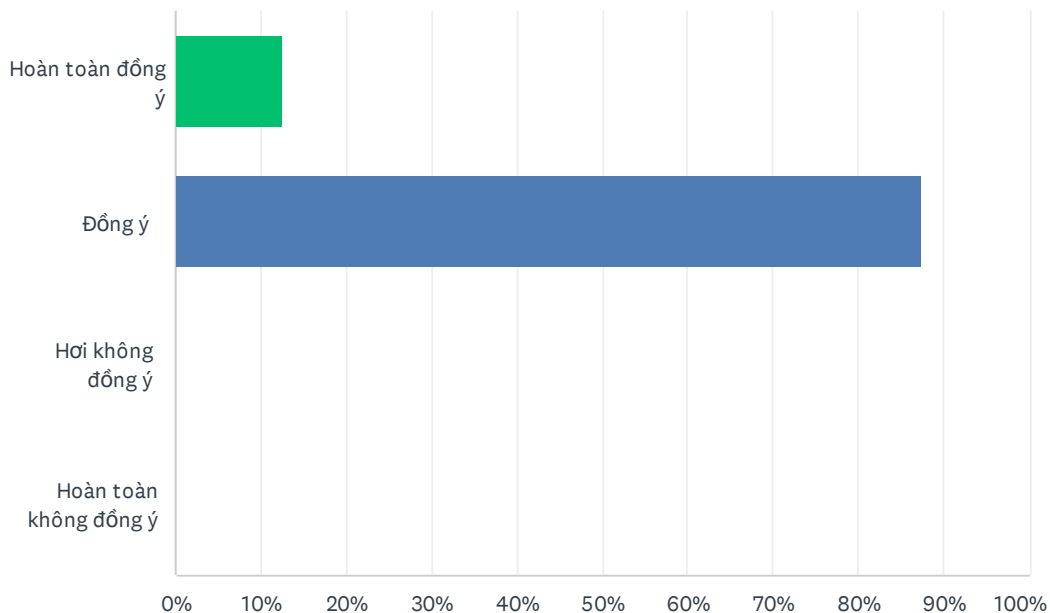


Katherine Smith Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	50.00% 4	25.00% 2	25.00% 2	8	2.75
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	50.00% 4	25.00% 2	25.00% 2	8	2.75
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	37.50% 3	25.00% 2	37.50% 3	8	3.00

## Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

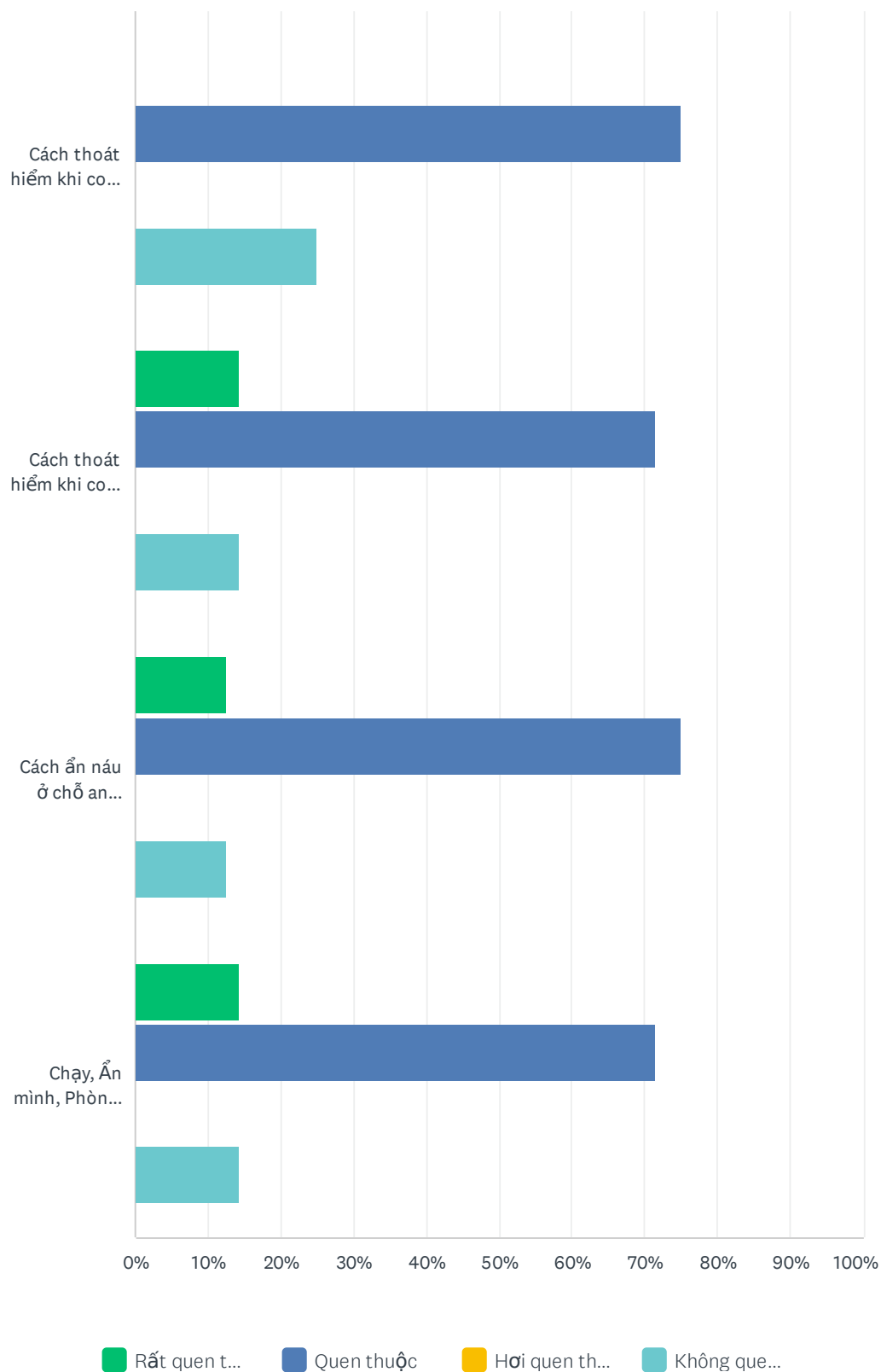
Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	12.50%	1
Đồng ý	87.50%	7
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		8

**Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?**

Answered: 8 Skipped: 0



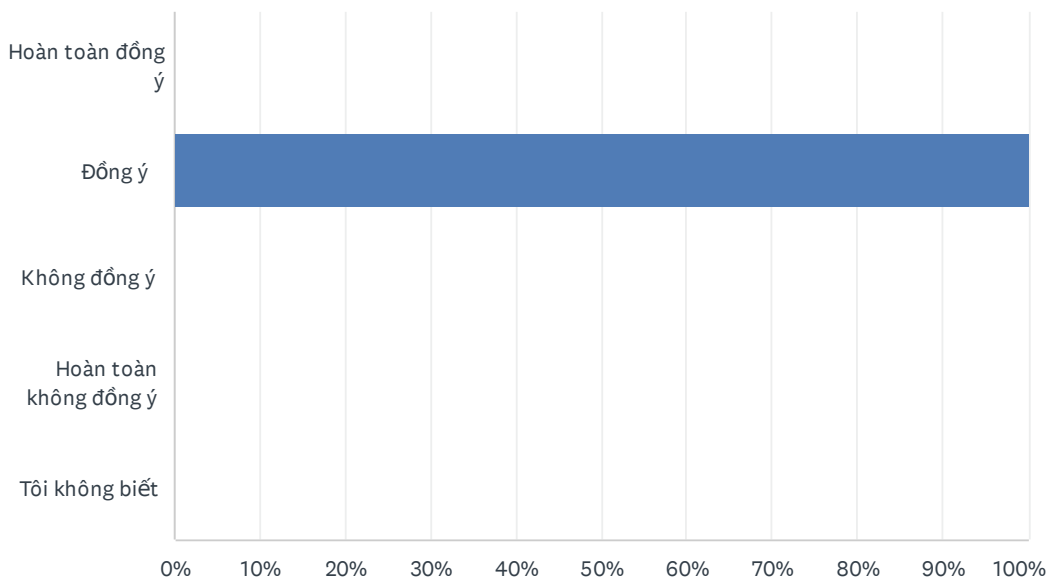
Katherine Smith Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	0.00% 0	75.00% 6	0.00% 0	25.00% 2	8
Cách thoát hiểm khi có động đất	14.29% 1	71.43% 5	0.00% 0	14.29% 1	7
Cách ẩn náu ở chỗ an toàn	12.50% 1	75.00% 6	0.00% 0	12.50% 1	8
Chạy, Ẩn mình, Phòng thủ	14.29% 1	71.43% 5	0.00% 0	14.29% 1	7



## Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

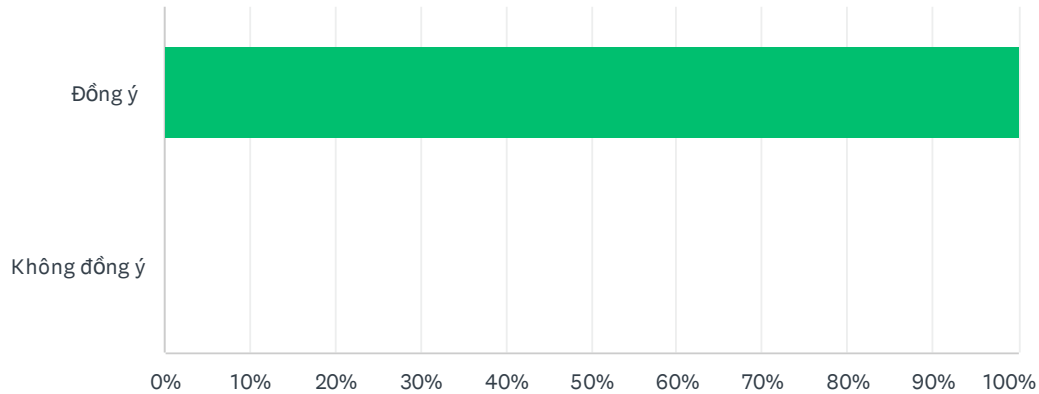
Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	100.00%	8
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		8

## Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

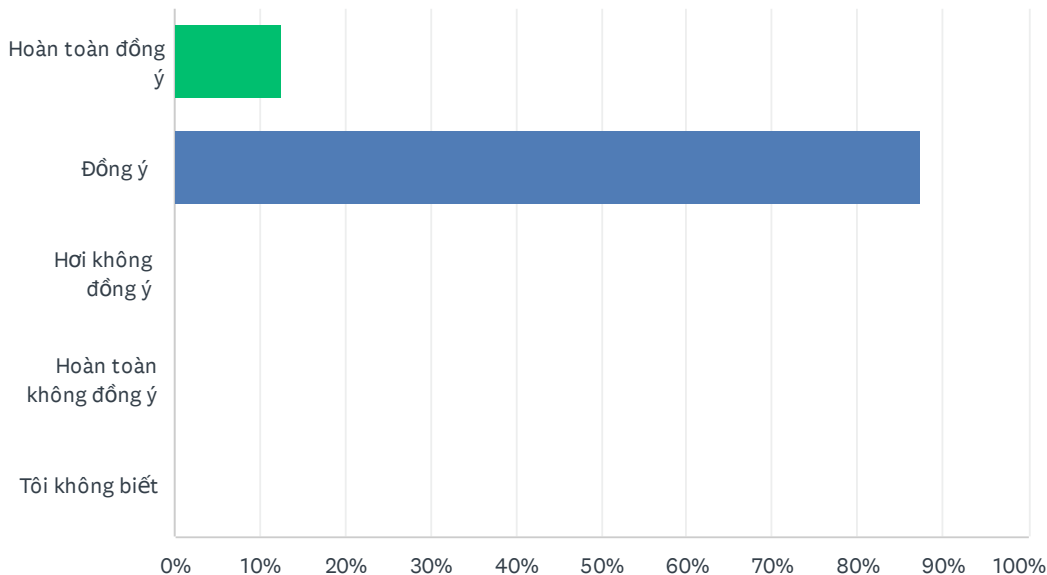
Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	8
Không đồng ý	0.00%	0
TOTAL		8

## Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	12.50%	1
Đồng ý	87.50%	7
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		8

## Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 4   Skipped: 4