



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	5/15/2025	6/26/2025

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

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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 21
 - Academic Engagement 26
 - Conditions & Climate..... 28
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 34
 - Goal 3..... 37
- Budget Summary 40
 - Budget Summary 40
 - Other Federal, State, and Local Funds 40
- Budgeted Funds and Expenditures in this Plan 41
 - Funds Budgeted to the School by Funding Source..... 41
 - Expenditures by Funding Source 41
 - Expenditures by Budget Reference 41
 - Expenditures by Budget Reference and Funding Source 41
 - Expenditures by Goal..... 42
- School Site Council Membership 43
- Recommendations and Assurances 44

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

At Katherine Smith we have determined that our students need additional targeted support and improvement based on the 2024 California Dashboard results. Our students with disabilities, living under low socioeconomic status, 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 Project Based Learning organization, called New Tech High, design and facilitate PD to implement surface, deep, and transfer, along with GLAD strategies 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

- 4/10/25 School Plan Review and Input Safety Plan Approval
- 5/15/25 School Plan Approval by SSC

Parent Pride/ELAC

- 3/26/25 Review of current goals
- 4/09/25 Needs Assessment
- 4/30/25 Feedback and Priorities
- 5/14/25 Alignment of Needs with Goals

Faculty Meeting

- 3/26/25 Goals Review
- 4/09/25 Review of Needs & Data
- 4/30/25 Alignment of Site Needs and Goals with District LCAP Goals
- 5/07/25 KS 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.

N/A

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 decreased 5.4%. 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 a decrease of 17.8 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 a decrease of 10.3 points from last year. Our English Learners and English Only students rank 96.7 points below standard. 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 a decrease of 13.2% in growth when compared to last's year's performance. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.25%	%	%	1		
African American	2.76%	3.17%	3.75%	11	12	14
Asian	19.35%	19.00%	23.59%	77	72	88
Filipino	4.02%	4.22%	3.49%	16	16	13
Hispanic/Latino	67.59%	68.34%	61.39%	269	259	229
Pacific Islander	1.76%	1.32%	1.88%	7	5	7
White	2.01%	0.53%	1.07%	8	2	4
Two or More Races	2.01%	3.43%	4.56%	8	13	17
Not Reported	0.25%	%	0.27%	1		1
Total Enrollment				398	379	373

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			34
Kindergarten	66	46	46
Grade 1	51	47	41
Grade 2	48	53	47
Grade3	49	51	51
Grade 4	54	48	51
Grade 5	62	50	53
Grade 6	68	68	50
Total Enrollment	398	379	373

Conclusions based on this data:

1. Enrollment at Katherine Smith decreased 0.98% from 23-24 to 24-25.
2. Our largest demographic student group identifies as Latino/Hispanic and it accounts for 61.39% of our students. It is followed by Asian at 23.59%.

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3. The third and not significantly large ethnic group represented at our school is Two or More Races, at 4.55%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	199	174	132	50.0%	45.9%	35.4%
Fluent English Proficient (FEP)	53	56	59	13.3%	14.8%	15.8%
Reclassified Fluent English Proficient (RFEP)	13	22	27	3.3%	5.8%	7.2%

Conclusions based on this data:

1. According to the 24-25 CALPADS enrollment data, the current percentage of students who were classified as English Learners was 35.4%, which is a decrease of 10.5% from the previous year, 23-24. 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 because they are aware that students will be required to be monitored through additional testing.
2. The students who were classified as Fluent English Proficient (FEP) account for the 15.8% of the total student population.
3. Our reclassification rate slightly increased from 5.8% in 23-24 to 7.2 in 24-25.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	51	51	54	50	51	54	50	51	93.1	98.0	100
Grade 4	70	53	53	68	53	53	68	53	53	97.1	100.0	100
Grade 5	69	63	48	68	63	48	68	63	48	98.6	100.0	100
Grade 6	77	70	66	76	69	66	75	69	66	98.7	98.6	100
All Grades	274	237	218	266	235	218	265	235	218	97.1	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2358.	2341.	7.41	12.00	1.96	14.81	14.00	21.57	33.33	26.00	9.80	44.44	48.00	66.67
Grade 4	2400.	2416.	2394.	7.35	3.77	9.43	16.18	28.30	11.32	25.00	16.98	16.98	51.47	50.94	62.26
Grade 5	2441.	2437.	2466.	10.29	6.35	12.50	19.12	23.81	20.83	14.71	17.46	29.17	55.88	52.38	37.50
Grade 6	2439.	2470.	2433.	2.67	7.25	4.55	14.67	18.84	6.06	21.33	30.43	27.27	61.33	43.48	62.12
All Grades	N/A	N/A	N/A	6.79	7.23	6.88	16.23	21.28	14.22	23.02	22.98	21.10	53.96	48.51	57.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.41	14.00	5.88	51.85	52.00	60.78	40.74	34.00	33.33
Grade 4	4.41	1.89	15.09	58.82	73.58	41.51	36.76	24.53	43.40
Grade 5	16.18	7.94	8.33	54.41	66.67	66.67	29.41	25.40	25.00
Grade 6	8.00	8.70	4.55	42.67	49.28	39.39	49.33	42.03	56.06
All Grades	9.06	8.09	8.26	51.70	60.00	50.92	39.25	31.91	40.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.85	4.00	0.00	50.00	52.00	37.25	48.15	44.00	62.75
Grade 4	4.41	1.89	1.89	47.06	52.83	35.85	48.53	45.28	62.26
Grade 5	4.41	7.94	8.33	39.71	44.44	60.42	55.88	47.62	31.25
Grade 6	4.00	8.70	1.52	34.67	43.48	25.76	61.33	47.83	72.73
All Grades	3.77	5.96	2.75	42.26	47.66	38.53	53.96	46.38	58.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.70	4.00	1.96	74.07	66.00	70.59	22.22	30.00	27.45
Grade 4	2.94	1.89	5.66	77.94	77.36	64.15	19.12	20.75	30.19
Grade 5	8.82	1.59	16.67	72.06	69.84	58.33	19.12	28.57	25.00
Grade 6	8.00	11.59	7.58	65.33	65.22	60.61	26.67	23.19	31.82
All Grades	6.04	5.11	7.80	72.08	69.36	63.30	21.89	25.53	28.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.26	2.00	3.92	59.26	66.00	58.82	31.48	32.00	37.25
Grade 4	7.35	7.55	9.43	61.76	60.38	56.60	30.88	32.08	33.96
Grade 5	10.29	3.17	10.42	45.59	60.32	62.50	44.12	36.51	27.08
Grade 6	4.00	8.70	9.09	50.67	63.77	57.58	45.33	27.54	33.33
All Grades	7.55	5.53	8.26	53.96	62.55	58.72	38.49	31.91	33.03

Conclusions based on this data:

1. According to the 23-24 CAASPP results in the area of English Language Arts/Literacy (ELA) Writing, 58.72% of our 3rd-6th graders scored below the standard. This an area of priority for us for the 25-26 school year because we showed an increase of 12.34% of students who scored below writing standards.

2. In the Listening category, we show a slight overall growth of 2.69% from 22-23 to 23-24 of students who scored above standard. We believe this may be due to our 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 Research and Inquiry, the overall percentage of students who scored below standard shows an increase of 1.12% from 22-23 to 23-24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	51	51	55	50	51	55	50	51	94.8	98.0	100
Grade 4	70	53	53	69	53	53	69	53	53	98.6	100.0	100
Grade 5	69	63	48	68	63	48	68	63	48	98.6	100.0	100
Grade 6	77	70	66	77	69	65	77	69	65	100.0	98.6	98.5
All Grades	274	237	218	269	235	217	269	235	217	98.2	99.2	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2359.	2372.	3.64	4.00	5.88	30.91	22.00	19.61	23.64	24.00	21.57	41.82	50.00	52.94
Grade 4	2395.	2429.	2405.	2.90	7.55	7.55	5.80	20.75	11.32	36.23	30.19	33.96	55.07	41.51	47.17
Grade 5	2425.	2429.	2452.	5.88	3.17	8.33	10.29	12.70	14.58	23.53	12.70	27.08	60.29	71.43	50.00
Grade 6	2416.	2452.	2418.	3.90	4.35	1.54	7.79	17.39	7.69	15.58	20.29	23.08	72.73	57.97	67.69
Grade 11															
All Grades	N/A	N/A	N/A	4.09	4.68	5.53	12.64	17.87	12.90	24.54	21.28	26.27	58.74	56.17	55.30

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.36	6.00	13.73	36.36	50.00	35.29	47.27	44.00	50.98
Grade 4	2.90	11.32	5.66	46.38	43.40	32.08	50.72	45.28	62.26
Grade 5	4.41	3.17	6.25	38.24	38.10	43.75	57.35	58.73	50.00
Grade 6	2.60	2.90	0.00	20.78	39.13	29.23	76.62	57.97	70.77
Grade 11									
All Grades	5.95	5.53	5.99	34.94	42.13	34.56	59.11	52.34	59.45

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	10.00	9.80	52.73	34.00	39.22	38.18	56.00	50.98
Grade 4	1.45	3.77	7.55	46.38	64.15	37.74	52.17	32.08	54.72
Grade 5	5.88	4.76	12.50	44.12	39.68	50.00	50.00	55.56	37.50
Grade 6	2.60	4.35	3.08	35.06	47.83	35.38	62.34	47.83	61.54
All Grades	4.46	5.53	7.83	43.87	46.38	40.09	51.67	48.09	52.07

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	8.00	3.92	72.73	58.00	58.82	18.18	34.00	37.25
Grade 4	4.35	7.55	7.55	44.93	56.60	56.60	50.72	35.85	35.85
Grade 5	4.41	6.35	2.08	36.76	55.56	64.58	58.82	38.10	33.33
Grade 6	5.19	2.90	3.08	49.35	57.97	49.23	45.45	39.13	47.69
All Grades	5.58	5.96	4.15	49.81	57.02	56.68	44.61	37.02	39.17

Conclusions based on this data:

1. The overall percentage of students who scored "At or Near Standard" dropped 0.34% from 22-23 to 23-24.
2. 5th Grade students showed a growth of 9.02% from 22-23 to 23-24 in the "At or Near Standard" band.
3. In the area of "Communicating Reasoning and demonstrating ability to support mathematical conclusions," our 6th Grade Students showed an increase of 8.56% from 22-23 to 23-24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1400.0	1392.7	1383.9	1423.2	1403.8	1385.6	1345.5	1366.7	1380.1	23	35	34
1	1428.2	1423.2	1390.1	1460.7	1458.7	1416.0	1395.3	1387.1	1364.0	23	18	27
2	1493.3	1447.7	1434.6	1515.6	1463.7	1466.3	1470.5	1431.2	1402.2	23	17	19
3	1485.2	1465.8	1430.6	1490.9	1480.4	1425.6	1478.9	1450.8	1435.1	29	19	14
4	1483.6	1504.4	1475.6	1484.2	1519.0	1474.1	1482.3	1489.3	1476.6	47	26	18
5	1517.3	1524.5	1524.7	1517.7	1532.1	1533.3	1516.3	1516.4	1515.4	40	41	18
6	1512.5	1517.3	1507.4	1526.7	1516.3	1504.6	1497.8	1517.9	1509.6	39	35	36
All Grades										224	191	166

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	11.43	21.21	21.74	22.86	21.21	39.13	34.29	21.21	26.09	31.43	36.36	23	35	33
1	21.74	11.11	11.11	8.70	16.67	11.11	39.13	27.78	33.33	30.43	44.44	44.44	23	18	27
2	39.13	23.53	0.00	30.43	23.53	36.84	13.04	11.76	21.05	17.39	41.18	42.11	23	17	19
3	6.90	15.79	0.00	41.38	26.32	21.43	37.93	31.58	35.71	13.79	26.32	42.86	29	19	14
4	12.77	19.23	5.56	27.66	50.00	33.33	27.66	11.54	33.33	31.91	19.23	27.78	47	26	18
5	20.00	31.71	16.67	32.50	39.02	33.33	35.00	12.20	50.00	12.50	17.07	0.00	40	41	18
6	12.82	25.71	13.89	33.33	42.86	25.00	35.90	14.29	30.56	17.95	17.14	30.56	39	35	36
All Grades	16.96	20.94	11.52	29.02	33.51	24.85	32.59	19.90	30.91	21.43	25.65	32.73	224	191	165

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	34.78	17.14	21.21	13.04	20.00	21.21	30.43	34.29	18.18	21.74	28.57	39.39	23	35	33
1	21.74	38.89	22.22	39.13	22.22	18.52	13.04	22.22	25.93	26.09	16.67	33.33	23	18	27
2	52.17	29.41	21.05	30.43	17.65	42.11	13.04	29.41	15.79	4.35	23.53	21.05	23	17	19
3	31.03	42.11	14.29	31.03	21.05	35.71	31.03	15.79	0.00	6.90	21.05	50.00	29	19	14
4	21.28	53.85	16.67	40.43	30.77	44.44	19.15	11.54	11.11	19.15	3.85	27.78	47	26	18
5	40.00	51.22	44.44	47.50	31.71	50.00	5.00	2.44	5.56	7.50	14.63	0.00	40	41	18
6	35.90	42.86	25.00	41.03	37.14	33.33	10.26	5.71	22.22	12.82	14.29	19.44	39	35	36
All Grades	33.04	39.79	23.64	36.61	27.23	32.73	16.52	15.71	16.36	13.84	17.28	27.27	224	191	165

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	5.71	18.18	12.50	11.43	27.27	58.33	45.71	30.30	16.67	37.14	24.24	24	35	33
1	0.00	0.00	7.41	47.37	27.78	11.11	26.32	0.00	7.41	26.32	72.22	74.07	19	18	27
2	13.79	11.76	0.00	37.93	35.29	21.05	31.03	11.76	10.53	17.24	41.18	68.42	29	17	19
3	0.00	0.00	0.00	9.52	21.05	7.14	54.76	15.79	42.86	35.71	63.16	50.00	42	19	14
4	16.28	3.85	0.00	18.60	26.92	16.67	32.56	26.92	38.89	32.56	42.31	44.44	43	26	18
5	8.11	17.07	11.11	16.22	17.07	5.56	48.65	36.59	55.56	27.03	29.27	27.78	37	41	18
6	5.13	8.57	2.78	7.69	31.43	22.22	48.72	28.57	36.11	38.46	31.43	38.89	39	35	36
All Grades	7.14	7.85	6.67	19.20	23.04	17.58	32.59	27.75	30.30	41.07	41.36	45.45	224	191	165

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.43	14.29	21.21	47.83	54.29	39.39	21.74	31.43	39.39	23	35	33
1	39.13	44.44	29.63	39.13	38.89	44.44	21.74	16.67	25.93	23	18	27
2	52.17	29.41	36.84	39.13	52.94	47.37	8.70	17.65	15.79	23	17	19
3	41.38	21.05	21.43	48.28	57.89	42.86	10.34	21.05	35.71	29	19	14
4	36.17	34.62	27.78	42.55	53.85	50.00	21.28	11.54	22.22	47	26	18
5	17.50	34.15	27.78	75.00	48.78	72.22	7.50	17.07	0.00	40	41	18
6	20.51	17.14	11.11	69.23	68.57	55.56	10.26	14.29	33.33	39	35	36
All Grades	32.14	26.70	23.64	53.57	54.45	49.70	14.29	18.85	26.67	224	191	165

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.74	17.14	21.21	43.48	42.86	42.42	34.78	40.00	36.36	23	35	33
1	34.78	22.22	14.81	39.13	66.67	51.85	26.09	11.11	33.33	23	18	27
2	52.17	29.41	26.32	43.48	47.06	63.16	4.35	23.53	10.53	23	17	19
3	39.29	52.63	14.29	50.00	21.05	35.71	10.71	26.32	50.00	28	19	14
4	19.15	57.69	33.33	53.19	38.46	38.89	27.66	3.85	27.78	47	26	18
5	72.50	75.61	72.22	17.50	12.20	27.78	10.00	12.20	0.00	40	41	18
6	61.54	65.71	44.44	25.64	20.00	33.33	12.82	14.29	22.22	39	35	36
All Grades	43.95	49.21	32.12	38.12	31.94	41.82	17.94	18.85	26.06	223	191	165

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	5.71	9.09	56.52	65.71	63.64	39.13	28.57	27.27	23	35	33
1	21.74	27.78	18.52	13.04	0.00	22.22	65.22	72.22	59.26	23	18	27
2	34.78	35.29	0.00	39.13	23.53	31.58	26.09	41.18	68.42	23	17	19
3	3.45	0.00	0.00	51.72	31.58	14.29	44.83	68.42	85.71	29	19	14
4	2.13	3.85	0.00	46.81	38.46	38.89	51.06	57.69	61.11	47	26	18
5	17.50	19.51	11.11	47.50	48.78	38.89	35.00	31.71	50.00	40	41	18
6	2.56	8.57	5.56	30.77	54.29	25.00	66.67	37.14	69.44	39	35	36
All Grades	10.71	13.09	7.27	41.52	42.93	35.15	47.77	43.98	57.58	224	191	165

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	20.00	39.39	34.78	40.00	33.33	47.83	40.00	27.27	23	35	33
1	8.70	0.00	3.70	47.83	50.00	33.33	43.48	50.00	62.96	23	18	27
2	13.04	5.88	5.26	56.52	58.82	42.11	30.43	35.29	52.63	23	17	19
3	10.34	15.79	0.00	68.97	52.63	64.29	20.69	31.58	35.71	29	19	14
4	2.13	7.69	11.11	57.45	53.85	55.56	40.43	38.46	33.33	47	26	18
5	17.50	26.83	22.22	62.50	46.34	61.11	20.00	26.83	16.67	40	41	18
6	5.13	20.00	25.00	76.92	57.14	58.33	17.95	22.86	16.67	39	35	36
All Grades	9.82	16.23	18.18	59.82	50.26	47.88	30.36	33.51	33.94	224	191	165

Conclusions based on this data:

1. According to the 23-24 ELPAC Overall Language Performance results, 63.63% of our students are at 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. According to the 23-24 ELPAC Overall Language Performance results, 36.37% of our students are at Levels 3 and 4.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
379	58%	45.9%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	45.9%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	220	58%
Students with Disabilities	61	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.2%
American Indian	0	0.0%
Asian	72	19%
Filipino	16	4.2%
Hispanic	259	68.3%
Two or More Races	13	3.4%
Pacific Islander	5	1.3%
White	2	0.5%

Conclusions based on this data:

1. During the 23-24 school year, we had a significant number of students who qualify for free and reduced lunch. They made up 58% of our student population.

2. Hispanics accounted for 68.3% of our student population during the 23-24 school year.

3. In 2023-2024, English Learners constituted 45.9% of our student population.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the 23-24 school year, our suspension rate was 3.4%.
2. Chronic absenteeism during 23-24 declined 5.4% when compared to 22-23.

School and Student Performance Data

Academic Performance English Language Arts

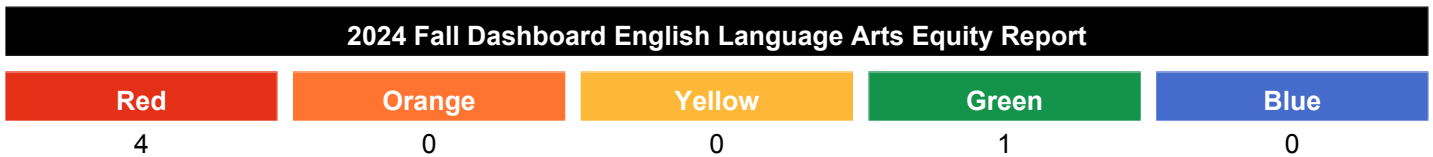
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>74.0 points below standard</p> <p>Declined 17.8 points</p> <p>208 Students</p>	<p>English Learners</p> <p>Red</p> <p>77.7 points below standard</p> <p>Declined 9.6 points</p> <p>108 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>79.1 points below standard</p> <p>Declined 14.4 points</p> <p>174 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>148.9 points below standard</p> <p>Declined 4.6 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>3.9 points above standard</p> <p>Increased 7.3 points</p> <p>38 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>90.9 points below standard</p> <p>Declined 26.2 points</p> <p>139 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Our Socioeconomically Challenged students' performance declined 14.4 points from last year in the CAASPP.
2. Our Asian students increased 7.3 points and our Hispanic students declined 26.2 points on the 2024 English Language Arts Performance Dashboard.
3. The performance of our Students with Disabilities declined 4.6 points.

School and Student Performance Data

Academic Performance Mathematics

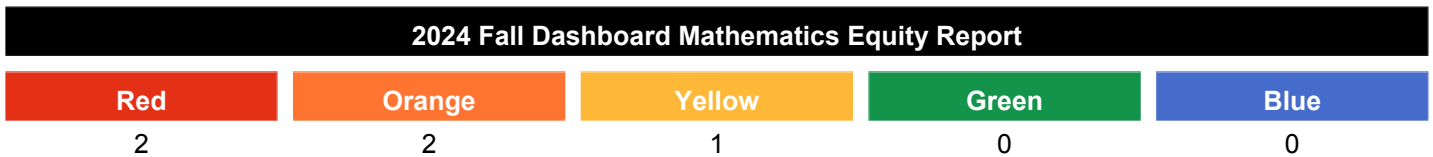
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>88.3 points below standard</p> <p>Declined 10.3 points</p> <p>210 Students</p>	<p>English Learners</p> <p>Red</p> <p>96.7 points below standard</p> <p>Declined 13.2 points</p> <p>110 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>95.0 points below standard</p> <p>Declined 6.9 points</p> <p>176 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>148.8 points below standard</p> <p>Increased 3.5 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>13.1 points below standard</p> <p>Maintained 1.0 points</p> <p>38 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>106.5 points below standard</p> <p>Declined 13.0 points</p> <p>141 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. There is a stark performance gap between our Asian students (13.1 points below standard) and our Hispanic students (106.5 points below standard) in Mathematics.
2. Our Hispanic students showed a decrease of 13 points, when compared to last year, and our Asian students increased 1 point.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 22.8% making progress. Number Students: 127 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 5 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 39.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 37.8%	Maintained ELPI Level 4 6.3%	Progressed At Least One ELPI Level 16.5%

Conclusions based on this data:

1. 22.8% of our English Learners progressed in at least one English Language Performance Indicator (ELPI).
2. 39.4% of our English Learners decreased one level on the ELPI.
3. 6.3% of our English Learners maintained their levels on the ELPI.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>26.1% Chronically Absent</p> <p>Declined 5.4</p> <p>395 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>24.9% Chronically Absent</p> <p>Declined 1.3</p> <p>185 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>28.6% Chronically Absent</p> <p>Declined 5.3</p> <p>318 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>33.8% Chronically Absent</p> <p>Declined 3.2</p> <p>68 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>66.7% Chronically Absent</p> <p>Increased 12.1</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>15.1% Chronically Absent</p> <p>Increased 2.1</p> <p>73 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>31.3% Chronically Absent</p> <p>Increased 7.7</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>25.4% Chronically Absent</p> <p>Declined 9.1</p> <p>272 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Increased 2.6</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. According to the 2024 Academic Engagement Dashboard data, our school is ranked in the "Red" with 26.1% of all our students categorized as chronically absent. This data shows a 5.1% decrease 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 25-26 school year.
2. 25.4.5% of our Hispanic students and and 28.6% of our Socio Economically Disadvantaged students struggle with attending school regularly.

School and Student Performance Data

Conditions & Climate Suspension Rate

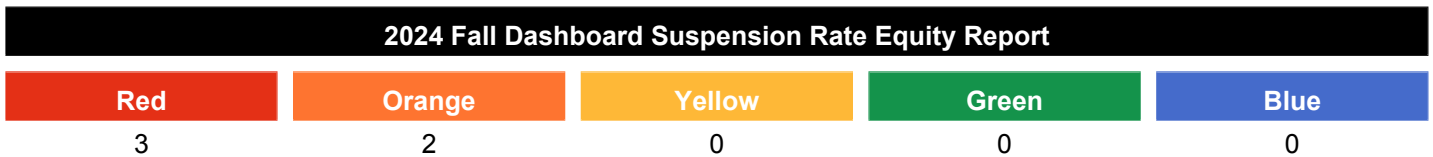
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>3.4% suspended at least one day</p> <p>Increased 2.7%</p> <p>412 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 2.2%</p> <p>189 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>3.4% suspended at least one day</p> <p>Increased 2.5%</p> <p>327 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>11% suspended at least one day</p> <p>Increased 8.3%</p> <p>73 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 2.6%</p> <p>76 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>3.9% suspended at least one day</p> <p>Increased 3.2%</p> <p>285 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>Increased 6.3%</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. The results currently show that our suspension rate has increased 8.3% for Students with Disabilities. We are showing an increase of physical aggression and are handling it via skill streaming classes in our Wellness Center and increasing counseling supports in IEPs.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Conditions of Learning

Katherine Smith Elementary School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Katherine Smith is rated in the red. Suspensions at Katherine Smith increased from 2023 to 2024. We went from blue 2023 to red in 2024. We feel this occurred because the new district senior administration directed all principals to keep accurate disciplinary records and log all suspensions in PowerSchool. This contrasts with previous practice, where disciplinary records, like suspensions, were not logged in PowerSchool. Nevertheless, the current disciplinary philosophy at Katherine Smith is progressive, deeply rooted in social justice and considers the needs of the whole child and their family.

Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Katherine Smith, all students scored 18.43% proficient in Math, and 21.10% proficient in Language Arts. Proficiency gaps existed in Language Arts and Math primarily for Socioeconomically challenged, Multilingual learners, Hispanics, and students with disabilities.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 22.8% of ELs at Katherine Smith are making progress towards English language proficiency, putting Katherine Smith in red. We declined 38.2% in the progress that our Multilingual learners made from 2023, where 61% were making progress and in 2024, only 38.2 made progress. At Katherine Smith, 11.52% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Katherine Smith, all students scored 20.83% proficient. Proficiency gaps existed for Multilingual Learners and Socioeconomically Challenged.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th Grade to monitor student progress toward grade level proficiency. In May of 2025, 27% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The iReady Reading school wide performance reports that the areas where most of our students struggle are Overall Comprehension, where 74% of our students are below expectations, and Vocabulary, where 71% of our students have not met academic expectations. In May of 2025, 23% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The areas of opportunity for most growth are in Geometry, where 79% of our students score below standard, and Measurement and Data, which shows that % are still on their way to master the standard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is in red with 3.4% suspended at least one day. 11% of Students with disabilities were suspended at least one day, putting them in red. 3.9% of Hispanic students were suspended, putting them in red.	The overall suspension rate will maintain or decrease, with rates for Students with disabilities decreasing 3 percentage points and Hispanic students decreasing by 2 percentage points .
CAASPP ELA	<p>English Language Learners,Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities achieved proficiency at lower rates than all students in English Language Arts.</p> <p>English Language Learners are 77.7 points below the standard. Hispanics are 90.9 points below the standard. Socioeconomically Disadvantaged students are 79.9 points below the standard. Students with disabilities are 148.9 points below the standard.</p>	The proficiency gap of all students will decrease by 5%.
CAASPP Math	<p>English Language Learners and Hispanics achieved proficiency at lower rates than all students in Math.</p> <p>English Language Learners are 96.7 points below the standard. Hispanics are 106.5 points below the standard.</p>	The proficiency gap of all students will decrease by 5%.
CAST	<p>English Language Learners and Hispanics achieved proficiency at lower rates than all students in Science.</p> <p>English Language Learners are 23 points below the standard. Hispanics are 19.9 points below the standard.</p>	The proficiency gap of all students will decrease by 5%.
ELPAC	<p>11.52% of all ELs scored a 4 on ELPAC. 24.85% of all ELs scored a 3 on ELPAC. 30.91 of all ELs scored a 2 on ELPAC. 32.73 of all ELs scored a 1 on ELPAC.</p> <p>22.8% of English Learners are making progress towards English language proficiency.</p>	27.8% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic in Language Arts	Students in the following sub groups achieved proficiency at lower rates than all students in Language Arts.	The proficiency gap of all students will decrease by 5%.

	<p>23% of Hispanics are scoring “Early on Grade Level or Above” or “Mid or Above Grade Level,” compared to 34% of Non-Hispanics in English Language Arts.</p> <p>11% of English Language Learners (ELLs) are scoring “Early on Grade Level or Above” or “Mid or Above Grade Level,” compared to 36% of Non-ELLs in English</p>	
iReady Reading T3 Diagnostic in Math	<p>Students in the following sub groups achieved proficiency at lower rates than all students in Math.</p> <p>16% of Hispanics are scoring “Early on Grade Level or Above” or “Mid or Above Grade Level,” compared to 33% of Non-Hispanics in Math.</p> <p>10% of English Language Learners (ELLs) are scoring “Early on Grade Level or Above” or “Mid or Above Grade Level,” compared to 30% of Non-ELLs in Math.</p>	The proficiency gap of all students will decrease by 5%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1 Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p> <p>i.e. Teachers and instructional staff will receive Professional Development on site every other month. The PD will be differentiated and will target specific grade level and individual teacher needs. RTI coach will meet 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.</p>	<p>All students</p> <p>Students in grades 1-4 who meet the criteria for ELA support as outlined in the CCEIS plan.</p>	<p>16,250 Title I 5800: Professional/Consulting Services And Operating Expenditures i.e. Differentiated PBL Training for each instructional staff member</p>
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p>	<p>All students</p> <p>Students performing below grade level</p>	<p>6787 General Fund 1000-1999: Certificated Personnel Salaries</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.</p> <p>i.e. SEAT School Enrichment Intervention and extended-day personnel/ extended-year classes will be provided to students who are performing below grade level on literacy standards or at risk of being below grade level.</p>		<p>1510 General Fund 3000-3999: Employee Benefits</p>
<p>1.3</p>	<p>Strategy 1.3 Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, and Science.</p>	<p>All students</p> <p>Kinder and 1st Grade students</p> <p>English Language Learners</p>	<p>7426 Title I 5000-5999: Services And Other Operating Expenditures i.e. Purchase supplemental phonics program to enrich the learning experience of early phonics.</p> <p>2,964 Title III 4000-4999: Books And Supplies i.e. Purchase of supplemental materials and books.</p>
<p>1.4</p>	<p>Strategy 1.4 Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.</p>	<p>All students</p>	<p>2,511 General Fund 4000-4999: Books And Supplies Purchasing maintenance supplies.</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 have experienced a decrease in academic performance in ELPAC, CAASPP, and iReady scores. We are therefore adding more strategies to address these areas that need immediate attention. Some of these strategies are collaboration with the Educational Services Department through the support of the District ELD Coach and a Program Specialist. In addition, we will be implementing coaching for the implementation of GLAD strategies in grades TK-6th. We believe these strategies will have a positive impact on the student's growth and performance scores.

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 remain the same and we have met with our staff and educational partners to determine our estimated 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.

Engagement

Katherine Smith will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Katherine Smith is rated in the yellow with 26.1% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic and Asian.

Suspension rate indicates the amount of engagement that students have at school. Katherine Smith is rated red on the California School Dashboard. While suspensions at Katherine Smith decreased 2.7%, the dashboard indicates a need to focus on students that are Hispanic, Low SES, and Students with Special Needs..

According to the PowerSchool Chronic Absenteeism report 24.7% of students were chronically absent from August of 2024 to May of 2025. The report indicates a need to focus on students that are Hispanic.

According to the PowerSchool Incident Management Report, there were 157 Office Discipline Referrals (ODRs) for major behaviors. Other means of correction (OMC) were used as a consequence in 82.8% of those incidents. The report indicated that 61% of the ODRs were made because students are causing or attempting to cause physical injury. There is opportunity to grow in creating peace, managing anger, and conflict resolution.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 93% of staff, 48% of students, and 64% of the community are familiar or very familiar with school-wide rules.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is yellow with 26.1% chronically absent. 33.8% of Students with Special Needs were chronically absent, putting them in orange.	The overall rate of students that are chronically absent will decrease by 5%, with rates for identified groups decreasing by #3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is red with 3.4% suspended at least one day. 11% of Students with Disabilities were suspended, putting them in red. 3.9% of Hispanic students were suspended, putting them in red.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 5%.

PowerSchool Chronic Absenteeism Report	26.4% of all students were identified as Chronically absent from August 2024 to May 2025 in PowerSchool. Student groups of Concern are self-identified as Hispanic and they are 40.1% chronically absent.	5% or less of all students will be chronically absent from August 2025 to May of 2025. Student groups of concern will be chronically absent at the levels as follows: 35% of Hispanics.
PowerSchool Incident Management	36.7% of all office referrals made by staff from Aug 2024 to May 2025 in PowerSchool involved “causing physical harm.”	Student groups that were referred disproportionately referred to the office will decrease in office referrals as follows: 31% of students who attempt or cause physical harm.
EESD Safety Survey	In fall 2024, 93% of staff are familiar or very familiar with the school wide rules. 48% of students are familiar or very familiar with the school wide rules. 64% of the community are familiar or very familiar with the school wide rules.	In fall 2025, 98% of staff will be familiar or very familiar with the school wide rules. 80% of students will be familiar or very familiar with the school wide rules. 71% of the community will be familiar or very familiar with the school wide rules.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.	All students	53000 Title I 5000-5999: Services And Other Operating Expenditures i.e. KS will provide intervention and extended-day enrichment classes. KS will provide enrichment activities, PE, and leadership development, and for all student during recess and lunch.
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All students EL Students	3,200 Title III 4000-4999: Books And Supplies i.e. Purchasing supplemental materials for enrichment.
2.3	Strategy 2.3 Family Communication	All Students	8794 Supplemental Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.		4000-4999: Books And Supplies i.e. KS will provide maintenance and operations services and expenses for all students who stay in after school enrichment programs.
2.4	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.</p>	All students	<p>10,000 General Fund 4000-4999: Books And Supplies i.e. KS will offer field trips for all students at all grade levels.</p> <p>20,000 Supplemental Fund 4000-4999: Books And Supplies i.e. KS will provide an outdoor science camp opportunity for all 5th Gr students who wish to attend with their respective parent consent.</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 and student engagement is a core philosophical value at Katherine Smith and we are partnering with local NGOs, government agencies, and neighborhood associations to provide a very wide range of activities for families and students so they can feel welcomed, valued, and supported. We collect family and student input through meetings with families, student leadership council feedback, and through administration of surveys. Feedback is sent back to meetings with stakeholders and then through our School Site Council.

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 met with staff and educational partners to determine 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.

Conditions for Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

Katherine Smith students scored orange in Math because students are 88.3 points below the standard. Katherine Smith students scored red in Language Arts because students are 74 points below the standard.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Katherine Smith 20.83% of all students scored "met or exceeded."

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In May of 2025, 27% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for support for English Language Learners and Hispanic students. In May of 2025, 23% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p> <p>i.e. Teachers and instructional staff will provide dedicated support during small groups instruction. Certificated staff will utilize different platforms to differentiate instruction.</p>	All Students	<p>5,652 Supplemental Fund 5000-5999: Services And Other Operating Expenditures i.e. English Language Learners</p> <p>11658 Title I 4000-4999: Books And Supplies i.e. Purchase of classroom supplies, including Kinder students attending Bootcamp, Purchase of classroom enrichment materials for Kinder students,</p> <p>10000 General Fund 4000-4999: Books And Supplies i.e. Purchasing instructional materials and classroom consumables - grade-level budgets</p> <p>5000 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance.</p> <p>1360 Title III 4000-4999: Books And Supplies i.e. Purchasing office supplies.</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p> <p>i.e. Teachers will be released once a week in grade levels to analyze student data, discuss best practices, conduct peer coaching, grade-level planning, and develop vertical articulation.</p>	All Students	<p>27889 Supplemental Fund 1000-1999: Certificated Personnel Salaries Release time for planning and collaboration time</p> <p>6209 Supplemental Fund 2000-2999: Classified Personnel Salaries</p>

Annual Review

SPSA Year Reviewed: 2024-25

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. We monitored student time using iReady, our Community Liaison followed up via telephone calls with families, and we provided support for struggling learners during small group.

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 met with family leaders, staff members, strategic team members, and agreed on the metrics and our desired outcomes.

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	\$200,210.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$88,334.00
Title III	\$7,524.00

Subtotal of additional federal funds included for this school: \$95,858.00

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

State or Local Programs	Allocation (\$)
General Fund	\$35,808.00
Supplemental Fund	\$68,544.00

Subtotal of state or local funds included for this school: \$104,352.00

Total of federal, state, and/or local funds for this school: \$200,210.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	88,334.00	0.00
Supplemental Fund	68,544.00	0.00
General Fund	35,808.00	0.00
Title III	7,524.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	35,808.00
Supplemental Fund	68,544.00
Title I	88,334.00
Title III	7,524.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,676.00
2000-2999: Classified Personnel Salaries	6,209.00
3000-3999: Employee Benefits	1,510.00
4000-4999: Books And Supplies	70,487.00
5000-5999: Services And Other Operating Expenditures	71,078.00
5800: Professional/Consulting Services And Operating Expenditures	16,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	6,787.00
3000-3999: Employee Benefits	General Fund	1,510.00
4000-4999: Books And Supplies	General Fund	22,511.00
5000-5999: Services And Other Operating Expenditures	General Fund	5,000.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	27,889.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	6,209.00
4000-4999: Books And Supplies	Supplemental Fund	28,794.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	5,652.00
4000-4999: Books And Supplies	Title I	11,658.00
5000-5999: Services And Other Operating Expenditures	Title I	60,426.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,250.00
4000-4999: Books And Supplies	Title III	7,524.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,448.00
Goal 2	94,994.00
Goal 3	67,768.00

School Site Council Membership

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

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

Name of Members	Role
César Gaytán	Principal
Diva Contreras	Other School Staff
Carmen Navarro	Parent or Community Member
DeAnte Whitman	Classroom Teacher
Amy Kolliopoulos	Classroom Teacher
Tien Mai	Classroom Teacher
Delia Soto	Parent or Community Member
Irma Balderas	Parent or Community Member
Hong Broggi	Parent or Community Member
Milagro Gonzalez	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 5/19/25

SSC Chairperson, Carmen Navarro on 5/19/25

Parent Involvement Policy 2025-2026

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.

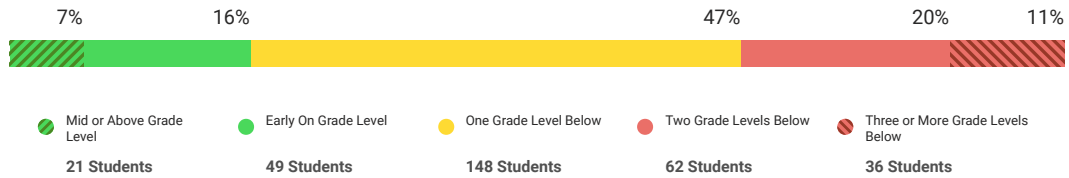
Diagnostic Results

School KATHERINE R. SMITH ELEMENTARY
Subject Math
Academic Year 2024 - 2025
Diagnostic Most Recent
Prior Diagnostic None

Criterion Referenced

Overall Placement

Students Assessed/Total: 316/332



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Hispanic or Latino

Showing 2 of 2

All

Overall Grade-Level Placement



Students Assessed/Tr

Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Hispanic or Latino	4%	12%	50%	20%	14%	200/206
No - Hispanic or Latino	11%	22%	41%	19%	7%	116/126

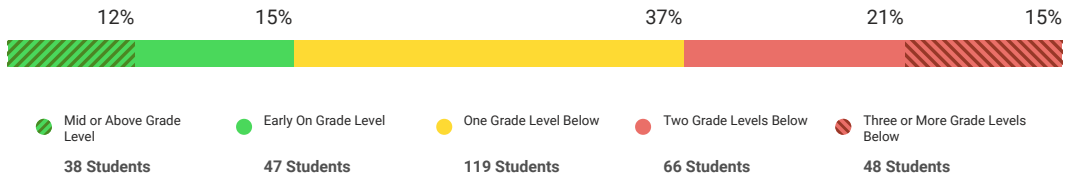
Diagnostic Results

School KATHERINE R. SMITH ELEMENTARY
Subject Reading
Academic Year 2024 - 2025
Diagnostic Most Recent
Prior Diagnostic None

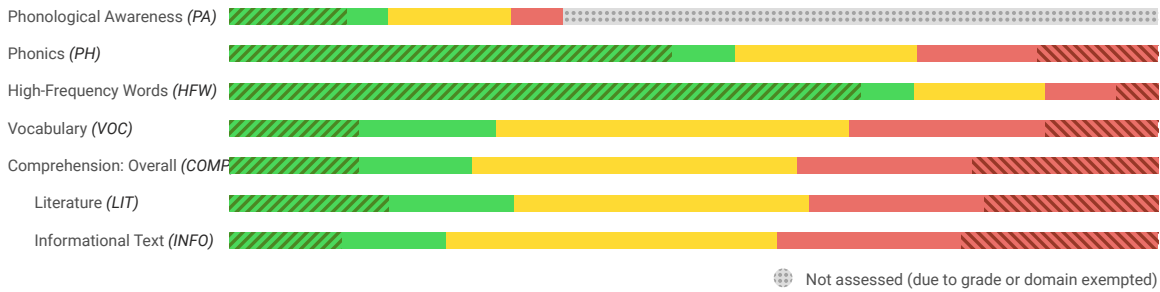
Criterion Referenced

Overall Placement

Students Assessed/Total: 318/332



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Hispanic or Latino

Showing 2 of 2

All

Overall Grade-Level Placement



Students Assessed/Total

Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Hispanic or Latino	8%	15%	38%	24%	15%	201/206
No - Hispanic or Latino	19%	15%	37%	15%	15%	117/126



**GENERAL BUDGET
FY 2025-26**

SCHOOL: **K.R. SMITH** SITE # **002** ALLOCATION: **\$ 35,808.00** SPSA GOAL

3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	002	
SEAT School Enrichment(required \$53 x 125 hours)	010-0000-0	1120	00-1170	1000	002	6,813
Substitute Teachers (<i>paid by site</i>)	010-0000-0	1150	00-1170	1000	002	
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0000-0		00-1170		002	
21.78% <i>Benefits</i>	010-0000-0	3xx1	00-1170		002	1,484

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	002	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	002	
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	
<i>Other*</i>	010-0000-0		00-1170		002	
36.34% <i>Benefits</i>	010-0000-0	3xx2	00-1170		002	-

<i>Supplies (for POs & reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Books	010-0000-0	4200	00-1170	1000	002	10,000
Classroom Supplies	010-0000-0	4310	00-1170	1000	002	
Office Supplies	010-0000-0	4351	00-1170	2700	002	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	002	7,511
Equipment \$500 -4,999 (<i>function depends on use*</i>)	010-0000-0	4400	00-1170		002	
<i>Other*</i>	010-0000-0		00-1170		002	

<i>Other Services & Operating Costs (for POs & reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
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 <i>(required = Purchasing PO)</i>	010-0000-0	5615	00-1170	1000	002	
Consultant/Contractors	010-0000-0	5815	00-1170	1000	002	
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	002	
Field Trip	010-0000-0	5840	00-1170	1000	002	10,000
<i>Other*</i>	010-0000-0		00-1170		002	

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

TOTAL BUDGET

35,808

should match Allocation
 variance: 1

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.40%	PERS (Classified only)	3202
6.26%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & C	350X
1.18%	Workers Comp (CE & CL)	360X



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

Title I Budget

FY 2025-26

SCHOOL: K.R. SMITH SITE # 002 ALLOCATION: \$ 88,334.00

3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>	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 (<i>paid by site</i>)	060-3010-0-	1150	00-1510	1000	002	
<i>Subs for absences are charged to the District:</i>	060-3010-0-	1150	00-1298	1000	081	
<i>Other*</i>	060-3010-0-		00-1510		002	
21.71% <i>Benefits</i>	060-3010-0-	3xx1	00-1510			-

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
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	
<i>Other*</i>	060-3010-0-		00-1510		002	
36.61% <i>Benefits</i>	060-3010-0-	3xx2	00-1510			-

<i>Supplies (for POs & reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Books	060-3010-0-	4200	00-1510	1000	002	
Classroom Supplies	060-3010-0-	4310	00-1510	1000	002	2,604
Office Supplies	060-3010-0-	4351	00-1510	2700	002	
Equipment \$500 -4,999 (<i>function depends on u</i>)	060-3010-0-	4400	00-1510		002	
<i>Other*</i>	060-3010-0-		00-1510		002	

<i>Other Services & Operating Costs (for POs & reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Travel/Conference	060-3010-0-	5210	00-1510	1000	002	
Copier Maintenance	060-3010-0-	5615	00-1510	1000	002	
Consultant/Contractors - Little Heros	060-3010-0-	5815	00-1510	1000	002	53,000
Consultant/Contractors - New Tech High Coa	060-3010-0-	5815	00-1510	1000	002	16,250
Subscriptions & License - Magnetic Phonics	060-3010-0-	5826	00-1510	1000	002	7,426

Subscriptions & Licenses - Seesaw	060-3010-0-	5826	00-1510	1000	002	3,200
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			2,054
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	
21.7137% Benefits	060-3010-0-	3xx1	00-1512			

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

TOTAL BUDGET

88,334

should match Allocation

variance: (0)

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



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2025-26

SCHOOL: K.R. SMITH SITE # 002 ALLOCATION: \$ 4,560.00 SPSA GOAL

3 digits - 0##

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	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	
<i>21.78% Benefits</i>	060-4203-0-	3xx1	00-1551			0.00

Classified Salaries (for timesheets)

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	
<i>36.34% Benefits</i>	060-4203-0-	3xx2	00-1551			-

Supplies (for POs & reimbursements)

Books	060-4203-0-	4200	00-1551	1000	002	3,200
Classroom Supplies	060-4203-0-	4310	00-1551	1000	002	
Office Supplies	060-4203-0-	4351	00-1551	2700	002	1,360
Parts/Supplies M.O.T.	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	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-4203-0-	5210	00-1551	1000	002	
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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	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	002	
Subscriptions & Licenses	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

4,560

should match Allocation

variance: -

Statutory Benefits Calculation			
19.10%	STRS (Certificated only)	3101	859
27.40%	PERS (Classified only)	3202	
6.26%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.18%	Workers Comp (CE & CL)	360X	54
			981



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2025-26

SCHOOL: K.R. SMITH SITE # 002 ALLOCATION: \$ 68,544.00 SPSA GOAL

3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	002	
Hourly Teacher	010-0159-0	1120	00-1590	1000	002	
Substitute Teachers (paid by site) - Release for Colla.	010-0159-0	1150	00-1590	1000	002	28,000
<i>Subs for absences are charged to the District:</i>	010-0159-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0159-0		00-1590		002	
21.78% Benefits	010-0159-0	3xx1	00-1590		002	6,098

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	002	
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	
<i>Other*</i>	010-0159-0		00-1590		002	
36.34% Benefits	010-0159-0	3xx2	00-1590			-

<i>Supplies (for POs & reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Books	010-0159-0	4200	00-1590	1000	002	
Classroom Supplies /Instructional Supplies Classro	010-0159-0	4310	00-1590	1000	002	
Office Supplies	010-0159-0	4351	00-1590	2700	002	
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	002	8,794
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		002	
<i>Other*</i>	010-0159-0		00-1590		002	

<i>Other Services & Operating Costs (for POs & reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
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	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	002	
Subscriptions & Licenses - IXL	010-0159-0	5826	00-1590	1000	002	5,652
Field Trip - 5th Gr Outdoor Science	010-0159-0	5840	00-1590	1000	002	20,000
<i>Other*</i>	010-0159-0		00-1590		002	

<i>Other*</i>	010-0159-0		00-1590			
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\$68,544.00

TOTAL BUDGET

\$68,544

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.40%	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
SAN JOSE, CALIFORNIA

**PROP 28 ART & MUSIC BUDGET
FY 2025-26**

SCHOOL: K.R. SMITH SITE # 002 ALLOCATION: \$

<i>Certificated Salaries (for timesheets)</i>		FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE
Hourly Teacher		060-6770-0	1120	00-1110	1000	002
Substitute Teachers (<i>paid by site</i>)		060-6770-0	1150	00-1110	1000	002
	<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081
<i>Other*</i>		060-6770-0		00-1110		002
21.78%	<i>Benefits</i>	060-6770-0	3xx1	00-1110		002

<i>Classified Salaries (for timesheets)</i>		FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE
Hourly Classroom Aide / Paraprofessional		060-6770-0	2190	00-1110	1000	002
<i>Other*</i>		060-6770-0		00-1110		002
36.34%	<i>Benefits</i>	060-6770-0	3xx2	00-1110		002

<i>Supplies (for POs & reimbursements)</i>		FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE
Books		060-6770-0	4200	00-1110	1000	002
Classroom Supplies		060-6770-0	4310	00-1110	1000	002
Equipment \$500 -4,999 (<i>function depends on use*</i>)		060-6770-0	4400	00-1110		002
<i>Other*</i>		060-6770-0		00-1110		002

<i>Other Services & Operating Costs (for POs & reimbursements)</i>		FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE
Travel/Conference		060-6770-0	5210	00-1110	1000	002
Conference Registration Fees		060-6770-0	5220	00-1110	1000	002
Mileage Reimbursement		060-6770-0	5299	00-1110	1000	002
Consultant/Contractors		060-6770-0	5815	00-1110	1000	002
Field Trip		060-6770-0	5840	00-1110	1000	002
<i>Other*</i>		060-6770-0		00-1110		002

<i>Other*</i>		060-6770-0		00-1110		
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**Fill out with Business Office - we're happy to help*

TOTAL BUDGET

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.40%	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

variance:

10,937.00

SPSA GOAL

AMOUNT

-

5,000
1,817

4,120

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10,937

ild match Allocation

-



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET
FY-2025-26

SCHOOL: K.R. SMITH SITE # 002 ALLOCATION: \$ 10,000.00

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-9101-0	1120	00-1715	1000	002	
Substitute Teachers (<i>paid by site</i>)	060-9101-0	1150	00-1715	1000	002	
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081	
Other*	060-9101-0		00-1715		002	
21.78% Benefits	060-9101-0	3xx1	00-1715		002	-
<i>Classified Salaries (for timesheets)</i>						
Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	002	
Other*	060-9101-0		00-1715		002	
36.34% Benefits	060-9101-0	3xx2	00-1715		002	-
<i>Supplies (for POs & reimbursements)</i>						
Books	060-9101-0	4200	00-1715	1000	002	
Classroom Supplies	060-9101-0	4310	00-1715	1000	002	
Equipment \$500 -4,999 (<i>function depends on use*</i>)	060-9101-0	4400	00-1715		002	
Other*	060-9101-0		00-1715		002	
<i>Other Services & Operating Costs (for POs & reimbursements)</i>						
Travel/Conference	060-9101-0	5210	00-1715	1000	002	
Conference Registration Fees	060-9101-0	5220	00-1715	1000	002	
Mileage Reimbursement	060-9101-0	5299	00-1715	1000	002	
Consultant/Contractors	060-9101-0	5815	00-1715	1000	002	
Field Trip - Outdoor Science Camp	060-9101-0	5840	00-1715	1000	002	10,000
Other*	060-9101-0		00-1715		002	
Other*	060-9101-0		00-1715			

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

TOTAL BUDGET

10,000

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.40%	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



Cesar Gaytan
Katherine R. Smith Elementary School



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

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2025 School Plan for Student Achievement	2025-05-19		View	View	34

Previous Section

[School Site Council Membership](#)

Current Section

Recommendations and Assurances

Next Section

[Instructions: Overview](#)

Save Data

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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
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> State Compensatory Education Advisory Committee
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> English Learner Advisory Committee
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> Special Education Advisory Committee
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> Compensatory Education Advisory Committee
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> Departmental Advisory Committee
<p style="text-align: right;">Clear</p>	<input type="checkbox"/> Other: <input style="width: 100%;" type="text"/>

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Clear



Principal, on

Clear



SSC Chairperson, on

Previous Section

[School Site Council Membership](#)

Current Section

Recommendations and Assurances

Next Section

[Instructions: Overview](#)

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Timestamp	I would like to take this survey inMe gustaría completar esta encuesta. . .Tôi muốn thực hiện khảo sát này	I am a . . .	Which school or schools do you feel most connected to (please check all that apply)?	[Are you a parent/guardian of an English Learner?]	[Are you a parent/guardian of a child receiving special education services?]	[Are you a parent/guardian of a foster child?]
#####	English	Parent/Guardia	Katherine Smith	Yes	No	No
#####	English	Parent/Guardia	Katherine Smith	Yes	No	No
#####	English	Parent/Guardia	Katherine Smith	Yes	No	No
#####	English	Parent/Guardia	Katherine Smith	Yes	No	No
#####	English	Parent/Guardia	Katherine Smith	Yes	N/A	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	Yes	N/A
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	Yes	
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	Yes	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	Yes	No
#####	Spanish	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Vietnamese	Parent/Guardia	Katherine Smith	Yes	No	No
#####	Vietnamese	Parent/Guardia	Katherine Smith	Yes	N/A	N/A
#####	Vietnamese	Parent/Guardia	Katherine Smith	Yes	N/A	N/A
#####	Vietnamese	Parent/Guardia	Katherine Smith	Yes	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Other	Katherine Smith	No	No	No
#####	English	Other	Katherine Smith	No	No	No
#####	English	Other	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	Yes	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	English		Katherine Smith	No	No	No
#####	English	Parent/Guardia	Katherine Smith	No	No	No
#####	Spanish	Parent/Guardia	Katherine Smith	No	Yes	No
#####	Spanish	Parent/Guardia	Katherine Smith	No	Yes	No

##### Spanish	Parent/Guardia Katherine Smitt No	No	No
##### Spanish	Parent/Guardia Katherine Smitt No	No	No
##### English	Parent/Guardia Katherine Smitt No	No	No
##### English	Parent/Guardia Katherine Smitt N/A	No	No
##### Spanish	Parent/Guardia Katherine Smitt N/A	Yes	No

[Are you a parent/guardian participating in the migrant education program?]	[Does your child qualify for free or reduced lunch?]	How much do you find the following to be a problem at your child's school? [Bullying]	How much do you find the following to be a problem at your child's school? [Harassment, and intimidation]	How much do you find the following to be a problem at your child's school? [Fights and Assault]	How much do you find the following to be a problem at your child's school? [Student interest in gangs]	How much do you find the following to be a problem at your child's school? [Illegal weapons]
No	Yes	I hear other students talk about this happening at my school.				
No	Yes	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	No	I see this happen	I hear other stu	I see this happen	I don't know	I don't know
No	Yes	I don't know	I don't know	I see this happen	I don't know	I never hear or
No	Yes	I don't know	I don't know	I don't know	I never hear or	I never hear or
No	Yes	I see this happen	I see this happen	I see this happen	I don't know	I don't know
No	Yes	I hear other students talk about this happening				
No	Yes	I hear other stu	I see this happen	I hear other stu	I don't know	I don't know
No	Yes	I see this happening				
N/A	Yes	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	Yes	I don't know	I hear other stu	I don't know	I never hear or	I never hear or
No	Yes	I see this happen	I see this happen	I don't know	I don't know	I don't know
No	Yes	I hear other students talk about this happening				
No	Yes	I hear other stu	I see this happen	I hear other stu	I don't know	I don't know
No	Yes	I never hear or				
N/A	Yes	I don't know	I don't know	I don't know	I don't know	I don't know
N/A	Yes	I don't know	I don't know	I don't know	I don't know	I don't know
No	Yes	I see this happen	I never hear or	I never hear or	I never hear or	I never hear or
No	Yes	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or
No	Yes	I see this happening sometimes				
No	Yes	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or
No	No	I don't know	I don't know	I don't know	I don't know	I don't know
No	No	I hear other stu	I hear other stu	I see this happen	I see this happen	I never hear or
No	Yes	I hear other stu	I never hear or	I hear other stu	I never hear or	I never hear or
No	Yes	I see this happen	I see this happen	I hear other stu	I never hear or	I never hear or
No	No	I hear other stu	I hear other stu	I see this happen	I hear other stu	I never hear or
No	Yes	I don't know	I don't know	I don't know	I don't know	I don't know
No	N/A	I don't know	I don't know	I don't know	I never hear or	I don't know
No	Yes	I never hear or				
No	Yes	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen
No	Yes	I hear other stu	I don't know	I see this happen	I hear other stu	I don't know
No	Yes	I see this happen	I hear other stu	I see this happen	I hear other stu	I hear other stu
N/A	Yes	I don't know	I don't know	I don't know	I don't know	I don't know

No	Yes	I hear other stu	I hear other stu	I hear other stu	I hear other stu	I hear other stu
No	Yes	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	Yes	I see this happ	I see this happ	I hear other stu	I never hear or	I never hear or
No	Yes	I see this happ	I see this happ	I see this happ	I see this happ	I see this happ
No	Yes	I never hear or	I don't know	I never hear or	I never hear or	I never hear or

I hear other stu	I hear other stu	I hear other stu	I hear other stu	Minimally	Minimally	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I never hear or	I hear other stu	I hear other stu	I never hear or	Minimally	Often	Sometimes
I hear other stu	I hear other stu	I hear other stu	I never hear or	Sometimes	I don't know	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never

Minimally	Minimally	Minimally	Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never	Never	Never	Never
Sometimes	Never	Sometimes	Sometimes	Never	Minimally	Sometimes
Often	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never	Never	Never	Never

How familiar are you with the following at your child's school? [Classroom rules and consequences when these	How familiar are you with the following at your child's school? [School-wide rules and consequences when these	How familiar are you with the following at your child's school? [Cyberbullying rules and consequences when these	The rules and expectations of the school are clear and well known to me.	I am aware of the District's Wellness Connections webpage with resources for students and families.	My child's school has a way to recognize positive behavior among students.	The facilities and grounds are well maintained at my child's school.
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	Agree	Mildly disagree
Not familiar at all	Not familiar at all	Not familiar at all	Mildly disagree	Agree	Agree	Agree
Familiar	Familiar	Somewhat familiar	Agree	Disagree	Agree	Mildly disagree
Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	Disagree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Agree
Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	Strongly agree	Strongly agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Mildly disagree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Mildly disagree
Somewhat familiar	Not familiar at all	Somewhat familiar	Agree	Disagree	Agree	Agree
Not familiar at all	Not familiar at all	Not familiar at all	Mildly disagree	Agree	Agree	Disagree
Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	Mildly disagree
Very familiar			Agree	Agree	Agree	Agree
Somewhat familiar	Somewhat familiar	Somewhat familiar	Mildly disagree	Agree	Mildly disagree	Disagree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Agree
Very familiar	Familiar	Familiar	Agree	Disagree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Strongly agree
Very familiar	Somewhat familiar	Somewhat familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Very familiar	Very familiar	Not familiar at all	Agree	Disagree	Agree	Strongly disagree
Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Disagree	Agree	Agree
Very familiar	Very familiar	Familiar	Agree	Agree	Agree	Mildly disagree
Familiar	Familiar	Somewhat familiar	Agree	Disagree	I don't know	I don't know
Familiar	Familiar	Familiar	Agree	Agree	Agree	I don't know
Very familiar	Very familiar	Familiar	Agree	Disagree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Mildly Disagree	Strongly disagree
Somewhat familiar	Somewhat familiar	Somewhat familiar	Mildly disagree	Disagree	Strongly agree	Strongly agree
Very familiar	Very familiar	Very familiar	Strongly agree	Disagree		Mildly disagree
Somewhat familiar	Not familiar at all	Not familiar at all	Strongly disagree	Disagree	I don't know	Agree
Familiar	Familiar	Not familiar at all	Agree	Agree	Strongly agree	Strongly agree
Familiar	Somewhat familiar	Somewhat familiar	Mildly disagree	Disagree	Disagree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Not familiar at all	Not familiar at all	Not familiar at all	Strongly agree	Agree	Agree	Agree

Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	Strongly agree
Somewhat fami	Somewhat fami	Somewhat fami	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Disagree	Strongly disagr
Familiar	Familiar	Not familiar at ε	Mildly disagree	Agree	I don't know	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Strongly agree	Agree	Agree	Agree

What is something you would like to see improved regarding safety at our school?	Soy un...	¿A qué escuela o escuelas te sientes más conectado (marca todas las opciones que correspondan)	Por favor cuéntenos más sobre su hijo [¿Eres padre / tutor de un estudiante de inglés?]	Por favor cuéntenos más sobre su hijo [¿Es usted padre / tutor de un niño que recibe servicios de	Por favor cuéntenos más sobre su hijo [¿Eres padre / tutor de un niño adoptivo?]	Por favor cuéntenos más sobre su hijo [¿Eres un padre / tutor que participa en el programa de educación
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Fence at back needed to build higher. Front gate needs to be replaced better and more secure. Cameras need to be installed.

I would like to see more professional staff who have a positive attitude so that when a student approaches them they are treated with respect.
Improve check-out time to avoid fights

More security at departure time because I have seen that many young people cross the street and I think it is concerning.
Please, can you check the students in the lockers and bathrooms more for their safety?

Well, there could be a security check when entering and leaving the school at both entrances, and also put the mesh around the school were higher

That the mesh around the school were higher

Let there be police officers so that children can feel safer

The security

I don't know if there is security at school, I haven't seen it?

Until now, I don't see anything that our children's school needs to be improved

Pay attention to good security for the children

I don't know.

More yard duty during lunch and recess

It's ok so far

Fence around playground needs to be replaced, pests in Kindergarten area small kids can be bitten by rodents

Have an officer on site.

Everything's fine

Bullying, tardiness, campus outside neighborhood garage all the time, homeless all neighborhood

An officer on site

Por favor cuéntenos más sobre su hijo [¿Su hijo califica para almuerzo gratis o reducido?]	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Acoso]	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Acoso e intimidación]	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Pelears y asalto]	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Interés de los estudiantes en	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Armas ilegales]	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Grafiti y vandalismo]
--	---	--	--	--	--	--

to be installed for monitor more efficiently and need to connect and watch at office staffs all time when kids at s

m they make them feel that they are counted on to help them and listen to their problems if they have any.I wou

dangerous

gates on the back side of the school higher for the safety of the children.

s, homeless

¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [Gente que entra sin	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [El consumo de drogas]	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo? [El consumo de alcohol]	Los estudiantes de la escuela de mi hijo son rechazados por su... [Raza]	Los estudiantes de la escuela de mi hijo son rechazados por su... [Género o identificación de género]	Los estudiantes de la escuela de mi hijo son rechazados por su... [Dificultades de aprendizaje]	Los estudiantes de la escuela de mi hijo son rechazados por su... [Vestimenta o aparencia física]
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school.

I'd like to look at the stuff walking in the schools in the morning at start and dismissal time so that students and

Los estudiantes de la escuela de mi hijo son rechazados por su... [Religión o prácticas culturales]	Los estudiantes de la escuela de mi hijo son rechazados por su... [Orientación sexual]	¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como	¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como	¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como	¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como	¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como
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parents feel that our children feel safe in schools."

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

¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo? [Reglas del salón de clases y consecuencias

¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo? [Reglas y consecuencias para toda la escuela

¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo? [Reglas y consecuencias del ciberacoso

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

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

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

Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.	¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?	Tôi là . . .	Trường nào hoặc nhiều trường bạn cảm thấy kết nối nhất (vui lòng kiểm tra tất cả những trường áp dụng)?	Xin vui lòng cho chúng tôi biết thêm về con của bạn [Bạn có phải là phụ huynh / người giám hộ của một người học tiếng	Xin vui lòng cho chúng tôi biết thêm về con của bạn [Bạn có phải là cha mẹ / người giám hộ của một đứa trẻ nhận cấp	Xin vui lòng cho chúng tôi biết thêm về con của bạn [Bạn có phải là cha mẹ / người giám hộ của một đứa con nuôi?]
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Cha mẹ / Người Katherine Smith Đúng
 Cha mẹ / Người Katherine Smith Đúng
 Cha mẹ / Người Katherine Smith Đúng
 Cha mẹ / Người Katherine Smith Đúng

Không Không
 Không có Không có
 Không có Không có
 Không Không

Xin vui lòng cho chúng tôi biết thêm về con của bạn [Bạn có phải là phụ huynh / người giám hộ tham gia chương trình	Xin vui lòng cho chúng tôi biết thêm về con của bạn [Con bạn có đủ điều kiện để ăn trưa miễn phí hoặc giảm giá?	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Bắt nạt]	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Quấy nhiễu và đe dọa]	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Đánh lộn và hành hung]	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Học sinh muốn nhận	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Vũ khí bất hợp pháp]
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Không	Đúng	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g
Không có	Đúng	Tôi không biết	Tôi không biết	Tôi không biết	Tôi không biết	Tôi không biết
Không có	Đúng	Tôi không biết	Tôi không biết	Tôi không biết	Tôi không biết	Tôi không biết
Không	Đúng	Tôi thấy vấn đề	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g

Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Hình vẽ bữa hỏi và trả	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Người vào trường khi	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Sử dụng ma túy]	Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào? [Sử dụng rượu]	Học sinh tại trường của con quý vị bị hạ thấp vì ... [Chủng tộc của các em]	Học sinh tại trường của con quý vị bị hạ thấp vì ... [Giới tính hoặc bản dạng giới tính của các em]	Học sinh tại trường của con quý vị bị hạ thấp vì ... [Khó khăn trong học tập của các em]
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Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Chưa bao giờ	Chưa bao giờ	Chưa bao giờ
Tôi không biết	Tôi không biết	Tôi không biết	Tôi không biết	Chưa bao giờ	Chưa bao giờ	Chưa bao giờ
Tôi không biết	Tôi không biết	Tôi không biết	Tôi không biết	Chưa bao giờ	Chưa bao giờ	Chưa bao giờ
Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Tôi chưa bao g	Chưa bao giờ	Chưa bao giờ	Chưa bao giờ

Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giểu sự Other biệt về điều sau thường xuyên đến mức nào?	Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giểu sự Other biệt về điều sau thường xuyên đến mức nào?	Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào? [Nội quy lớp học và hậu quả khi những	Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào? [Nội quy toàn trường và hậu quả khi các	Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào? [Các quy tắc đối với việc hắt nạt trên	Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.	Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình
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Chưa bao giờ	Chưa bao giờ	Rất quen thuộc	Quen thuộc	Quen thuộc	Đồng ý	Không đồng ý
Chưa bao giờ	Chưa bao giờ	Quen thuộc	Quen thuộc	Quen thuộc	Đồng ý	Đồng ý
Tôi không biết	Tôi không biết	Quen thuộc	Quen thuộc	Quen thuộc	Đồng ý	Đồng ý
Chưa bao giờ	Chưa bao giờ	Rất quen thuộc	Hơi quen thuộc	Hơi quen thuộc	Hoàn toàn đồng ý	Đồng ý

Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh. Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi. Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Hoàn toàn đồng ý Hoàn toàn đồng ý Until now, i dont see anything that our children school need to improved
Hoàn toàn đồng ý Hoàn toàn đồng ý
Đồng ý Hoàn toàn đồng ý
Hoàn toàn đồng ý Hoàn toàn đồng ý Chú ý an ninh tốt cho các bé

Timestamp	What is your current school?	How safe do you feel at school?	How much do you find the following to be a problem at your school? [Bullying]	How much do you find the following to be a problem at your school? [Harassment, and intimidation]	How much do you find the following to be a problem at your school? [Fights and Assault]	How much do you find the following to be a problem at your school? [Student interest in gangs]
#####	Katherine Smitl	Somewhat safe	I see this happen	I see this happen	I see this happen	I see this happen
#####	Katherine Smitl	Safe	I see this happen	I see this happen	I never hear or	I see this happen
#####	Katherine Smitl	Safe	I see this happen	I hear other stu	I hear other stu	I never hear or
#####	Katherine Smitl	Very safe	I never hear or	I never hear or	I never hear or	I never hear or
#####	Katherine Smitl	Somewhat safe	I see this happen	I see this happen	I see this happen	I see this happen
#####	Katherine Smitl	Very safe	I hear other stu	I hear other stu	I never hear or	I never hear or
#####	Katherine Smitl	Somewhat safe	I see this happen	I see this happen	I see this happen	I see this happen
#####	Katherine Smitl	Very safe	I see this happen	I see this happen	I hear other stu	I hear other stu
#####	Katherine Smitl	Very safe	I see this happen	I see this happen	I see this happen	I see this happen
#####	Katherine Smitl	Somewhat safe	I hear other stu	I hear other stu	I hear other stu	I hear other stu
#####	Katherine Smitl	Safe	I see this happen	I hear other stu	I see this happen	I hear other stu
#####	Katherine Smitl	Very safe	I never hear or	I never hear or	I never hear or	I never hear or
#####	Katherine Smitl	Safe	I hear other stu	I never hear or	I never hear or	I never hear or
#####	Katherine Smitl	Safe	I see this happen	I see this happen	I see this happen	I don't know.
#####	Katherine Smitl	Safe	I see this happen	I see this happen	I see this happen	I hear other stu
#####	Katherine Smitl	Safe	I hear other stu	I never hear or	I don't know.	I don't know.
#####	Katherine Smitl	Very safe	I see this happen	I hear other stu	I see this happen	I hear other stu
#####	Katherine Smitl	Very safe	I see this happen	I never hear or	I hear other stu	I never hear or
#####	Katherine Smitl	Very safe	I see this happen	I see this happen	I see this happen	I don't know.
#####	Katherine Smitl	Somewhat safe	I see this happen	I see this happen	I see this happen	I see this happen
#####	Katherine Smitl	Safe	I hear other stu	I don't know.	I don't know.	I don't know.
#####	Katherine Smitl	Safe	I hear other stu	I don't know.	I hear other stu	I never hear or
#####	Katherine Smitl	Safe	I see this happen	I see this happen	I see this happen	I never hear or
#####	Katherine Smitl	Very safe	I see this happen	I hear other stu	I hear other stu	I never hear or
#####	Katherine Smitl	Safe	I hear other stu	I hear other stu	I hear other stu	I never hear or
#####	Katherine Smitl	Somewhat safe	I hear other stu	I hear other stu	I never hear or	I don't know.
#####	Katherine Smitl	Safe	I see this happen	I see this happen	I see this happen	I don't know.
#####	Katherine Smitl	Not safe at all	I see this happen	I never hear or	I never hear or	I don't know.
#####	Katherine Smitl	Safe	I never hear or	I never hear or	I never hear or	I don't know.

How much do you find the following to be a problem at your school? [Illegal weapons]	How much do you find the following to be a problem at your school? [Graffiti and vandalism]	How much do you find the following to be a problem at your school? [People trespassing on campus]	How much do you find the following to be a problem at your school? [Drug use]	How much do you find the following to be a problem at your school? [Alcohol use]	How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is	Students at my school get put down because of their ... [Race]
I never hear or	I see this happen	I see this happen	I see this happen	I see this happen	Minimally	Sometimes
I never hear or	I see this happen	I see this happen	I never hear or	I never hear or	Sometimes	Never
I never hear or	I hear other stu	I see this happen	I never hear or	I never hear or	Sometimes	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	I never hear or	Never	Never
I never hear or	I don't know.	I don't know.	I don't know.	I don't know.	Often	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	I never hear or	Sometimes	Minimally
I never hear or	I hear other stu	I never hear or	I never hear or	I never hear or	Sometimes	Sometimes
I never hear or	I hear other stu	I hear other stu	I never hear or	I never hear or	Sometimes	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	I never hear or	Sometimes	Often
I never hear or	I see this happen	I see this happen	I hear other stu	I never hear or	see this happening	at my school
I never hear or	I hear other stu	I see this happen	I never hear or	I never hear or	Sometimes	Sometimes
I never hear or	I never hear or	I hear other stu	I never hear or	I never hear or	Sometimes	Never
I never hear or	I never hear or	I never hear or	I never hear or	I never hear or	Sometimes	I don't know
I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	Sometimes	Minimally
I never hear or	I hear other stu	I see this happen	I never hear or	I never hear or	Sometimes	Sometimes
I don't know.	I never hear or	I hear other stu	I never hear or	I never hear or	see this happen	I don't know
I never hear or	I hear other stu	I see this happen	I never hear or	I never hear or	Often	Sometimes
I never hear or	I never hear or	I never hear or	I never hear or	I never hear or	Sometimes	Sometimes
I don't know.	I see this happen	I see this happen	I don't know.	I don't know.	Often	I don't know
ening sometimes	I see this happen	I see this happen	ing sometimes	at my school.	Minimally	Minimally
I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	Sometimes	I don't know
I never hear or	I don't know.	I don't know.	I never hear or	I never hear or	Minimally	I don't know
I never hear or	I hear other stu	I see this happen	I never hear or	I never hear or	Often	Sometimes
I don't know.	I hear other stu	I don't know.	I don't know.	I don't know.	Often	Sometimes
I never hear or	I never hear or	I never hear or	I never hear or	I never hear or	Minimally	Minimally
I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	Minimally	I don't know
I don't know.	I see this happen	I see this happen	I don't know.	I don't know.	Sometimes	Sometimes
I never hear or	I never hear or	I see this happen	I never hear or	I never hear or	Sometimes	Never
I don't know.	I never hear or	I never hear or	I don't know.	I don't know.	Minimally	I don't know

Students at my school get put down because of their ... [Gender or gender identification]	Students at my school get put down because of their ... [Learning difficulties]	Students at my school get put down because of their ... [Clothing or physical appearance]	Students at my school get put down because of their ... [Religion or cultural practices]	Students at my school get put down because of their ... [Sexual Orientation]	How often do you hear ADULTS at your school make fun of differences such as... [Race]	How often do you hear ADULTS at your school make fun of differences such as... [Gender or
Sometimes	Sometimes	Sometimes	I don't know	Sometimes	Never	Never
Never	Sometimes	Never	Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never
Never	Never	Minimally	Never	Never	Never	Never
Minimally	Sometimes	Minimally	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never
Never	Sometimes	Sometimes	Never	Sometimes	Never	Never
Minimally	Minimally	Minimally	Minimally	Minimally	Never	Never
Sometimes	Sometimes	Minimally	Minimally	Minimally	Never	Never
d.						
Sometimes	Sometimes	Sometimes	Sometimes	Minimally	Never	Never
Never	Never	Never	Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never
Minimally	Minimally	Minimally	I don't know	I don't know	Never	Never
Minimally	Sometimes	Sometimes	Minimally	Minimally	Never	Never
Never	Never	Never	Never	Never	Never	Never
Never	Sometimes	Sometimes	Never	Never	Never	Never
I don't know	Sometimes	Sometimes	I don't know	I don't know	Never	Never
I don't know	I don't know	Sometimes	I don't know	I don't know	Never	Never
Minimally	Sometimes	Minimally	Never	I don't know	I don't know	I don't know
I don't know	Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know
I don't know	Sometimes	Minimally	Minimally	I don't know	Never	Never
Sometimes	Sometimes	Sometimes	Minimally	Sometimes	Never	Never
Sometimes	Sometimes	Sometimes	Sometimes	Minimally	Never	Never
Sometimes	Minimally	Minimally	Never	Sometimes	Never	Never
I don't know	Minimally	Minimally	I don't know	I don't know	Never	Never
I don't know	Sometimes	Sometimes	I don't know	I don't know	Sometimes	I don't know
Never	Often	Sometimes	Never	Never	Never	Never
I don't know	Minimally	I don't know	I don't know	I don't know	Never	Never

How often do you hear ADULTS at your school make fun of differences such as... [Learning	How often do you hear ADULTS at your school make fun of differences such as... [Clothing or	How often do you hear ADULTS at your school make fun of differences such as... [Religion or	How often do you hear ADULTS at your school make fun of differences such as... [Sexual	How familiar are you with the following? [School-wide rules and consequences when those rules are	How familiar are you with the following? [Cyberbullying rules and consequences when those rules are	I think Staff enforces rules fairly and appropriately.
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Familiar	Strongly agree
Never	Never	Never	Never	Familiar	Not familiar at all	Agree
Never	Never	Never	Never	Familiar	Somewhat familiar	Strongly agree
I don't know	I don't know	I don't know	I don't know	Familiar	Somewhat familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Mildly disagree
Never	Never	Never	Never	Very familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
Never	Never	Never	Never	Very familiar	Familiar	Strongly agree
Never	Never	Never	Never	Very familiar	Familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Very familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Strongly agree
Often	I don't know	I don't know	I don't know	Familiar	Familiar	I don't know
Never	Never	Never	Never	Familiar	Not familiar at all	Agree
Minimally	Never	Never	Never	Familiar	Somewhat familiar	Mildly disagree
Never	Never	Never	Never	Very familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Not familiar at all	Not familiar at all	Agree
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Agree
Never	Never	Never	Never	Somewhat familiar	Somewhat familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Agree

I think that suspensions and expulsions are assigned when necessary.	How satisfied are you with the level of support administration gives teachers in dealing with discipline	My school provides adequate training for staff on school policies and procedures.	How well do you understand your school Emergency procedures? [Fire Drill]	How well do you understand your school Emergency procedures? [Earthquake Drill]	How well do you understand your school Emergency procedures? [Shelter in Place]	How well do you understand your school Emergency procedures? [Run, Hide, Defend]
Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar
Strongly agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Somewhat satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar
I don't know			Familiar	Familiar	Familiar	Familiar
Agree	Satisfied	Agree	Very familiar	Familiar	Familiar	Familiar
Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar
Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar
Strongly agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Very satisfied	Agree	Familiar	Familiar	Familiar	Familiar
Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar
Mildly disagree	Somewhat satisfied	Agree	Familiar	Familiar	Somewhat familiar	Somewhat familiar
Agree	Somewhat satisfied	Agree	Very familiar	Very familiar	Familiar	Familiar
Strongly agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
I don't know	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Strongly agree	Somewhat satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
I don't know	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar
Agree	Satisfied	Agree	Somewhat familiar	Not familiar at all	Not familiar at all	Not familiar at all
Agree	Somewhat satisfied	Mildly disagree	Familiar	Familiar	Somewhat familiar	Somewhat familiar
Agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar
Agree	Satisfied	Agree	Somewhat familiar	I don't know	I don't know	I don't know
Strongly agree	Very satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar
Strongly agree	Somewhat satisfied	Agree	Familiar	Familiar	Familiar	Familiar
Mildly disagree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar

My school has adequate resources to help students in an emergency or crisis.	I am aware of the District's Wellness Connections webpage.	The facilities and grounds are well maintained at my school.	What is something you would like to see improved regarding safety at your school?
Agree	Agree	Mildly disagree	I would like to see less on campus access while school is in session.
Strongly agree	Agree	Mildly disagree	Landscape irrigation
Agree	Disagree	Agree	
Agree	Agree	Agree	Increase supervision at the front of the school. Redirect people
Agree	Agree	Agree	
Agree	Agree	Strongly agree	
Agree	Agree	Agree	The fences at our school are too low. Due to the fences being very low
Agree	Agree	Agree	
Agree	Disagree	Strongly agree	Students that need extra support managing themselves at recess
Strongly agree	Agree	Agree	I would like to see a closed campus and better fencing around the perimeter
Strongly agree	Agree	Agree	Complete perimeter fencing - Gates locked so that intruders cannot enter
Agree	Agree	Agree	Shade structure or playground canopy to protect from heat exposure
Agree	Agree	Agree	
Agree	Agree	Agree	Security; including a perimeter fence and closed front entrance
Strongly agree	Agree	Strongly agree	Replacing the swing's seat that was chewed by dogs.
Strongly agree	Disagree	Strongly agree	Significantly better barrier between park and playground.
Strongly agree	Agree	Strongly agree	
Agree	Agree	Agree	Better fences/ barriers around campus, especially around playground
Strongly agree	Agree	Agree	Taller fences around the back of the school
Mildly disagree	Agree	Agree	
I don't know	Disagree	Strongly agree	I am not a new teacher, but I am new in the district this year. There is a security issue
Agree	Disagree	Mildly disagree	A more secure entrance/exit. Anyone can walk on campus at all times
Strongly agree	Agree	Agree	A student climbed over the fence on the playground last week.
Mildly disagree	Disagree	Strongly agree	
I don't know	Disagree	Agree	More security to prevent trespassers from entering the school campus
Strongly agree	Agree	Mildly disagree	Locked gates at all times.
I don't know	Disagree	Mildly disagree	Maintained Classrooms clean and vacuum the classrooms often
Agree	Agree	Agree	Our students need our love to help them

ession. Closing of gates, especially in parking lot areas.

camping across the street

very low we often have children elope from campus during various times of the day, or have complete strangers

pass or lunch given other play options or places to go.

the perimeter of the school.

cannot walk onto campus easily.

closure, and fencing to prevent trespassing or students leaving the school territories.

Full time social worker or assistant principal to address behavior and social emotional needs.

grounds, and only one entry/ exit point for visitors at school.

There needs to be training on Power school, how to use the tech in the classroom for instance the TV. I am familiar any time of the day.

We need a high fence that doesn't look like a prison.

during, before, and after school hours.

1.

s come onto our campus. Another thing is security, our school is surrounded by multiple homeless encampmen

iliar with how to use Apple tv/screen mirroring, but I have never used Chrome books nor did I know I could use

its and if we as a staff do not clean it up ourselves or ask them to leave, nobody does. We constantly get calls s

the Tv to highlight, or circle answers etc. I went to the new teacher training, but I didn't feel I was trained to use

saying the local homeless are nude, making people feel unsafe, or are going to the bathroom in broad daylight \

e the materials expected of me. Thank God I have used Clever and Seis before or I would be lost. I really like

where children can see.

K Smith, the principal and the staff. There have been problems that arose this week due to lack of training, for

r instance in my last district as case manager I scheduled all IEP meetings, wrote all the paperwork and taught

t my class. I have a tri coming up next week, however, due to child absences I have not been able to complete

: my testing. I am not able to get a sub to be able to test. In my other district if the problem is mine or someone

» else's: lack of subs, child absence etc. I reschedule th

Timestamp	Email Address	What is your current grade?	What school do you attend?	How safe do you feel at school?	How much do you find the following to be a problem at your school? [Bullying]	How much do you find the following to be a problem at your school? [Harassment, and intimidation]
#####	131413@eesd.	5th Grade	Katherine Smitt	Safe	I don't know.	I see this happen
#####	128098@eesd.	5th Grade	Katherine Smitt	Somewhat safe	I don't know.	I don't know.
#####	125534@eesd.	4th Grade	Katherine Smitt	Very safe	I never hear or	I never hear or
#####	124675@eesd.	4th Grade	Katherine Smitt	Safe	I hear other stu	I see this happen
#####	125950@eesd.	4th Grade	Katherine Smitt	Not safe at all	I never hear or	I never hear or
#####	125968@eesd.	4th Grade	Katherine Smitt	Very safe	I never hear or	I never hear or
#####	125967@eesd.	4th Grade	Katherine Smitt	Very safe	I see this happen	I don't know.
#####	127596@eesd.	4th Grade	Katherine Smitt	Somewhat safe	I see this happen	I see this happen
#####	122116@eesd.	4th Grade	Katherine Smitt	Safe	I don't know.	I hear other stu
#####	126149@eesd.	4th Grade	Katherine Smitt	Somewhat safe	I see this happen	I see this happen
#####	127770@eesd.	5th Grade	Katherine Smitt	Not safe at all	I never hear or	I never hear or
#####	124448@eesd.	4th Grade	Katherine Smitt	Very safe	I hear other stu	I see this happen
#####	125966@eesd.	4th Grade	Katherine Smitt	Somewhat safe	I see this happen	I see this happen
#####	123581@eesd.	5th Grade	Katherine Smitt	Somewhat safe	I never hear or	I never hear or
#####	121973@eesd.	5th Grade	Katherine Smitt	Safe	I see this happen	I see this happen
#####	121752@eesd.	5th Grade	Katherine Smitt	Somewhat safe	I see this happen	I never hear or
#####	124115@eesd.	5th Grade	Katherine Smitt	Safe	I see this happen	I never hear or
#####	123566@eesd.	4th Grade	Katherine Smitt	Somewhat safe	I don't know.	I never hear or
#####	127571@eesd.	5th Grade	Katherine Smitt	Safe	I never hear or	I don't know.
#####	121823@eesd.	5th Grade	Katherine Smitt	Safe	I never hear or	I never hear or
#####	125965@eesd.	4th Grade	Katherine Smitt	Safe	I see this happen	I see this happen
#####	123579@eesd.	5th Grade	Katherine Smitt	Somewhat safe	I see this happening a lot at my	
#####	125097@eesd.	4th Grade	Katherine Smitt	Very safe	I see this happen	I see this happen
#####	123594@eesd.	5th Grade	Katherine Smitt	Safe	I hear other stu	I never hear or
#####	123930@eesd.	4th Grade	Katherine Smitt	Safe	I hear other stu	I never hear or
#####	123317@eesd.	5th Grade	Katherine Smitt	Safe	I don't know.	I never hear or
#####	123931@eesd.	5th Grade	Katherine Smitt	Very safe	I see this happen	I don't know.
#####	123578@eesd.	5th Grade	Katherine Smitt	Safe	I see this happen	I see this happen
#####	123574@eesd.	5th Grade	Katherine Smitt	Very safe	I don't know.	I don't know.
#####	121961@eesd.	5th Grade	Katherine Smitt	Safe	I don't know.	I hear other stu
#####	118965@eesd.	5th Grade	Katherine Smitt	Safe	I never hear or	I never hear or
#####	123585@eesd.	5th Grade	Katherine Smitt	Somewhat safe	I never hear or	I never hear or
#####	132180@eesd.	5th Grade	Katherine Smitt	Safe	I don't know.	I don't know.
#####	121824@eesd.	5th Grade	Katherine Smitt	Safe	I see this happen	I don't know.
#####	121229@eesd.	6th Grade	Katherine Smitt	Somewhat safe	I hear other stu	I don't know.

##### 121371@eesd. 6th Grade	Katherine Smitt Safe	I never hear or I never hear or
##### 123328@eesd. 5th Grade	Katherine Smitt Safe	I see this happ€ I never hear or
##### 122048@eesd. 6th Grade	Katherine Smitt Safe	I see this happ€ I see this happ€
##### 122840@eesd. 6th Grade	Katherine Smitt Safe	I never hear or I never hear or
##### 120843@eesd. 6th Grade	Katherine Smitt Safe	I don't know. I don't know.
##### 122962@eesd. 6th Grade	Katherine Smitt Somewhat safe	I see this happ€ I don't know.
##### 120422@eesd. 6th Grade	Katherine Smitt Not safe at all	I see this happ€ I see this happ€
##### 121740@eesd. 6th Grade	Katherine Smitt Somewhat safe	I see this happ€ I hear other stu
##### 131135@eesd. 6th Grade	Katherine Smitt Safe	I don't know. I never hear or
##### 120086@eesd. 6th Grade	Katherine Smitt Safe	I don't know. I don't know.
##### 121934@eesd. 6th Grade	Katherine Smitt Somewhat safe	I never hear or I never hear or
##### 121911@eesd. 6th Grade	Katherine Smitt Somewhat safe	I hear other stu I see this happ€
##### 121916@eesd. 6th Grade	Katherine Smitt Very safe	I never hear or I never hear or
##### 120088@eesd. 6th Grade	Katherine Smitt Somewhat safe	I see this happ€ I hear other stu
##### 121912@eesd. 6th Grade	Katherine Smitt Somewhat safe	I hear other stu I don't know.
##### 122655@eesd. 6th Grade	Katherine Smitt Somewhat safe	I don't know. I don't know.
##### 126530@eesd. 6th Grade	Katherine Smitt Safe	I see this happ€ I don't know.
##### 121965@eesd. 6th Grade	Katherine Smitt Somewhat safe	I don't know. I hear other stu
##### 116976@eesd. 6th Grade	Katherine Smitt Safe	I don't know. I don't know.
##### 122958@eesd. 6th Grade	Katherine Smitt Safe	I see this happ€ I see this happ€
##### 119749@eesd. 6th Grade	Katherine Smitt Safe	I see this happ€ I don't know.
##### 122080@eesd. 6th Grade	Katherine Smitt Somewhat safe	I don't know. I never hear or
##### 120285@eesd. 6th Grade	Katherine Smitt Somewhat safe	I don't know. I hear other stu
##### 128006@eesd. 5th Grade	Katherine Smitt Somewhat safe	I don't know. I don't know.
##### 121917@eesd. 6th Grade	Katherine Smitt Very safe	I never hear or I never hear or
##### 121967@eesd. 6th Grade	Katherine Smitt Safe	I see this happ€ I don't know.
##### 132757@eesd. 6th Grade	Katherine Smitt Safe	I never hear or I don't know.
##### 127484@eesd. 6th Grade	Katherine Smitt Somewhat safe	I hear other stu I don't know.
##### 121909@eesd. 6th Grade	Katherine Smitt Safe	I don't know. I don't know.
##### 132942@eesd. 5th Grade	Katherine Smitt Safe	I don't know. I don't know.
##### 121827@eesd. 5th Grade	Katherine Smitt Very safe	I hear other stu I don't know.
##### 122334@eesd. 5th Grade	Katherine Smitt Safe	I see this happ€ I don't know.
##### 124200@eesd. 5th Grade	Katherine Smitt Safe	I see this happ€ I don't know.
##### 127521@eesd. 6th Grade	Katherine Smitt Very safe	I see this happ€ I hear other stu
##### 123952@eesd. 5th Grade	Katherine Smitt Safe	I see this happ€ I see this happ€
##### 123593@eesd. 5th Grade	Katherine Smitt Safe	I never hear or I don't know.
##### 131011@eesd. 3rd grade	Katherine Smitt Very safe	I don't know. I hear other stu
##### 127782@eesd. 3rd grade	Katherine Smitt Safe	I hear other stu I never hear or
##### 127518@eesd. 3rd grade	Katherine Smitt Not safe at all	
##### 127190@eesd. 3rd grade	Katherine Smitt Safe	I hear other stu I see this happ€
##### 125439@eesd. 3rd grade	Katherine Smitt Safe	I see this happ€ I never hear or
##### 127309@eesd. 3rd grade	Katherine Smitt Somewhat safe	I see this happ€ I hear other stu

##### 126601@eesd. 3rd grade	Katherine Smitt Somewhat safe	I see this happen
##### 129241@eesd. 3rd grade	Katherine Smitt Safe	I hear other students I see this happen
##### 125912@eesd. 3rd grade	Katherine Smitt Safe	I never hear or I never hear or
##### 126794@eesd. 3rd grade	Katherine Smitt Very safe	I see this happen I never hear or
##### 127514@eesd. 3rd grade	Katherine Smitt Very safe	I see this happen I don't know.
##### 126932@eesd. 3rd grade	Katherine Smitt Very safe	I see this happen I hear other students
##### 128557@eesd. 3rd grade	Katherine Smitt Not safe at all	I see this happen I never hear or
##### 126645@eesd. 3rd grade	Katherine Smitt Very safe	I never hear or I see this happen
##### 126666@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I see this happen
##### 124101@eesd. 3rd grade	Katherine Smitt Safe	I never hear or I don't know.
##### 127419@eesd. 3rd grade	Katherine Smitt Very safe	I hear other students I see this happen
##### 127336@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I see this happen
##### 129398@eesd. 3rd grade	Katherine Smitt Somewhat safe	I hear other students I never hear or
##### 127758@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I hear other students
##### 124444@eesd. 5th Grade	Katherine Smitt Somewhat safe	I never hear or I don't know.
##### 129660@eesd. 5th Grade	Katherine Smitt Safe	I see this happen I hear other students
##### 124105@eesd. 5th Grade	Katherine Smitt Safe	I never hear or I don't know.
##### 132831@eesd. 5th Grade	Katherine Smitt Safe	I hear other students I never hear or
##### 127584@eesd. 3rd grade	Katherine Smitt Somewhat safe	I see this happen I see this happen
##### 127210@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I never hear or
##### 127507@eesd. 3rd grade	Katherine Smitt Safe	I don't know. I don't know.
##### 127792@eesd. 3rd grade	Katherine Smitt Somewhat safe	I never hear or I see this happen
##### 127731@eesd. 3rd grade	Katherine Smitt Very safe	I don't know. I don't know.
##### 129394@eesd. 3rd grade	Katherine Smitt Very safe	I see this happen I see this happen
##### 127333@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I see this happen
##### 124574@eesd. 3rd grade	Katherine Smitt Safe	I hear other students I see this happen
##### 125725@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I see this happen
##### 127533@eesd. 3rd grade	Katherine Smitt Not safe at all	I see this happen I don't know.
##### 129247@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I see this happen
##### 127482@eesd. 3rd grade	Katherine Smitt Safe	I see this happening sometimes
##### 127191@eesd. 3rd grade	Katherine Smitt Very safe	I don't know. I see this happen
##### 126475@eesd. 3rd grade	Katherine Smitt Safe	I never hear or I see this happen
##### 127574@eesd. 3rd grade	Katherine Smitt Very safe	I don't know.
##### 126603@eesd. 3rd grade	Katherine Smitt Safe	I see this happen I see this happen
##### 127515@eesd. 3rd grade	Katherine Smitt Not safe at all	I hear other students I see this happen
##### 126556@eesd. 3rd grade	Katherine Smitt Very safe	I see this happen I see this happen
##### 123819@eesd. 5th Grade	Katherine Smitt Safe	I never hear or I don't know.
##### 122609@eesd. 6th Grade	Katherine Smitt Very safe	I never hear or I never hear or
##### 122261@eesd. 6th Grade	Katherine Smitt Safe	I don't know. I don't know.
##### 123577@eesd. 5th Grade	Katherine Smitt Safe	I see this happen I don't know.
##### 127501@eesd. 5th Grade	Katherine Smitt Safe	I see this happen I never hear or
##### 120464@eesd. 6th Grade	Katherine Smitt Very safe	I see this happen I never hear or

##### 132916@eesd. 6th Grade	Katherine Smitt Safe	I never hear or	I never hear or
##### 122249@eesd. 6th Grade	Katherine Smitt Not safe at all	I hear other stu	I hear other stu
##### 120279@eesd. 5th Grade	Katherine Smitt Safe	I see this happ	I see this happ
##### 130791@eesd. 6th Grade	Katherine Smitt Safe	I never hear or	I never hear or
##### 123591@eesd. 5th Grade	Katherine Smitt Somewhat safe	I see this happ	I see this happ
##### 121826@eesd. 5th Grade	Katherine Smitt Somewhat safe	I don't know.	I never hear or
##### 119808@eesd. 6th Grade	Katherine Smitt Safe	I hear other stu	I don't know.
##### 132691@eesd. 6th Grade	Katherine Smitt Safe	I see this happ	I hear other stu
##### 122637@eesd. 6th Grade	Katherine Smitt Somewhat safe	I see this happ	I see this happ
##### 121759@eesd. 5th Grade	Katherine Smitt Safe	I see this happ	I see this happ
##### 119807@eesd. 6th Grade	Katherine Smitt Somewhat safe	I hear other stu	I hear other stu
##### 123781@eesd. 5th Grade	Katherine Smitt Very safe	I see this happ	I hear other stu
##### 120761@eesd. 5th Grade	Katherine Smitt Very safe	I don't know.	I never hear or
##### 127633@eesd. 5th Grade	Katherine Smitt Safe	I see this happ	I never hear or
##### 124232@eesd. 4th Grade	Katherine Smitt Somewhat safe	I don't know.	I don't know.
##### 124764@eesd. 6th Grade	Katherine Smitt Safe	I hear other stu	I hear other stu
##### 126046@eesd. 4th Grade	Katherine Smitt Safe	I hear other stu	I never hear or
##### 122738@eesd. 4th Grade	Katherine Smitt Somewhat safe	I hear other stu	I see this happ
##### 131134@eesd. 4th Grade	Katherine Smitt Not safe at all	I see this happening a lot at my	
##### 122236@eesd. 4th Grade	Katherine Smitt Very safe	I never hear or	I never hear or
##### 125168@eesd. 4th Grade	Katherine Smitt Somewhat safe	I see this happ	I never hear or
##### 124360@eesd. 4th Grade	Katherine Smitt Safe	I see this happ	I hear other stu
##### 125443@eesd. 4th Grade	Katherine Smitt Safe	I see this happ	I see this happ
##### 125024@eesd. 4th Grade	Katherine Smitt Safe	I never hear or	I hear other stu
##### 121612@eesd. 4th Grade	Katherine Smitt Safe	I don't know.	I hear other stu
##### 132901@eesd. 4th Grade	Katherine Smitt Not safe at all	I hear other stu	I never hear or
##### 127595@eesd. 4th Grade	Katherine Smitt Somewhat safe	I see this happ	I see this happ
##### 125441@eesd. 4th Grade	Katherine Smitt Somewhat safe	I see this happ	I see this happ
##### 126203@eesd. 4th Grade	Katherine Smitt Somewhat safe	I hear other stu	I never hear or
##### 126137@eesd. 4th Grade	Katherine Smitt Very safe	I see this happ	I don't know.
##### 124515@eesd. 4th Grade	Katherine Smitt Safe	I see this happening a lot at my	
##### 127687@eesd. 4th Grade	Katherine Smitt Very safe	I see this happ	I hear other stu
##### 125975@eesd. 4th Grade	Katherine Smitt Somewhat safe	I see this happ	I never hear or
##### 129363@eesd. 4th Grade	Katherine Smitt Safe	I never hear or	I never hear or
##### 131896@eesd. 4th Grade	Katherine Smitt Safe	I don't know.	
##### 129269@eesd. 4th Grade	Katherine Smitt Safe	I see this happ	I never hear or
##### 127605@eesd. 4th Grade	Katherine Smitt Somewhat safe	I see this happ	I see this happ
##### 125058@eesd. 4th Grade	Katherine Smitt Safe	I see this happ	I hear other stu
##### 127643@eesd. 5th Grade	Katherine Smitt Somewhat safe	I don't know.	I don't know.
##### 125524@eesd. 4th Grade	Katherine Smitt Safe	I see this happ	I see this happ

How much do you find the following to be a problem at your school? [Fights and Assault]	How much do you find the following to be a problem at your school? [Student interest in gangs]	How much do you find the following to be a problem at your school? [Illegal weapons]	How much do you find the following to be a problem at your school? [Graffiti and vandalism]	How much do you find the following to be a problem at your school? [People trespassing on campus]	How much do you find the following to be a problem at your school? [Drug use]	How much do you find the following to be a problem at your school? [Alcohol use]
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I hear other stu I hear other stu I hear other stu I hear other stu I hear other stu I hear other students talk about I don't know. I don't know. I don't know. I don't know. I don't know. I don't know.

I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I see this happε I hear other stu I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or see this happening at my school.

I never hear or I hear other stu I never hear or I hear other stu I never hear or I never hear or I never hear or I see this happε I hear other stu I never hear or I don't know. I don't know. I don't know. I don't know.

I see this happε I never hear or I never hear or I don't know. I hear other stu I don't know. I don't know.

I see this happε I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I see this happε I hear other stu I don't know. I see this happε I see this happε I never hear or I see this happε

I never hear or I never hear or I never hear or I never hear or see this happening at my school.

I hear other stu I hear other stu I never hear or I see this happε I never hear or I never hear or I never hear or I see this happε I hear other stu I see this happening a lot at my I see this happε I see this happε I see this happε

I see this happε I never hear or I never hear or I see this happε I don't know. I don't know.

I hear other stu I never hear or I never hear or I see this happε I see this happε I never hear or I never hear or I see this happε I never hear or I never hear or I don't know. I never hear or I never hear or I never hear or

I hear other stu I hear other stu I never hear or I never hear or I hear other stu I never hear or I never hear or I hear other stu I never hear or I never hear or I hear other stu I never hear or I never hear or I don't know. I never hear or

I never hear or I don't know. I never hear or I don't know. I never hear or see this happen

I never hear or I never hear or I never hear or I never hear or I see this happε I never hear or I never hear or I see this happε I see this happε I never hear or I hear other stu I see this happε I hear other stu I see this happε

r school.

I don't know. I don't know. I don't know. I don't know. I don't know.

I see this happε I never hear or I never hear or I don't know. I don't know. I never hear or I never hear or I hear other stu I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or

I see this happε I never hear or I never hear or I hear other stu I never hear or I never hear or I never hear or I never hear or I don't know. I never hear or I see this happε I never hear or I never hear or I never hear or

I see this happε I hear other stu I never hear or I see this happε I never hear or I never hear or I never hear or I don't know. I never hear or I never hear or I don't know. I don't know. I never hear or I never hear or

I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or

I never hear or I don't know. I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I never hear or I see this happε I never hear or I never hear or I never hear or

I see this happε I never hear or see this happen I see this happε I never hear or I never hear or I never hear or I hear other stu I hear other stu I don't know. I don't know. I don't know. I hear other stu I don't know.

I don't know	I don't know	I don't know	I don't know	Never	I don't know	Never
Minimally	Never	Never	Never	Never	Never	Never
Often	Often	Minimally		Often	Sometimes	Never
Minimally	Minimally	Minimally	Sometimes	Sometimes	Never	Never
I don't know	I don't know	I don't know	Often	I don't know	Never	Never
Often	I don't know	I don't know	Minimally	Sometimes	Never	I don't know
Often	Never	Often	Often	Often	Never	I don't know
Often	Often	Often	Often	Often	Often	Never
Minimally	Never	Never	I don't know	Never	Never	Never
Minimally	Minimally	I don't know	Sometimes	Minimally	Often	Never
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Never
Sometimes	Never	Never	Minimally	Sometimes	Never	Never
Never	Never	Never	Never	Never	Never	Never
Often	Often	Minimally	Sometimes	Never	Sometimes	Never
Minimally	Never	Never	Minimally	Minimally	Never	Never
Never	Never	Never	Never	Never	Never	Never
I don't know	Often	I don't know	I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know	I don't know	Never	Never
Sometimes	Never	I don't know	I don't know	I don't know	Never	I don't know
Sometimes	Often	Sometimes	Minimally	Sometimes	Sometimes	Sometimes
Sometimes	I don't know	Never	Sometimes	Minimally	Never	I don't know
Minimally	Never	Never	Sometimes	Never	Minimally	Minimally
Sometimes	Never	Never	I don't know	Minimally	I don't know	Never
I don't know	Sometimes	Never	Sometimes	Sometimes	Never	Never
Never	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Never	Sometimes	I don't know	I don't know	Never
Minimally	Never	Never	I don't know	Never	Never	Never
Sometimes	Never	Never	I don't know	I don't know	Never	Never
Minimally	Never	I don't know	I don't know	Never	Never	Never
Never	I don't know	Never	I don't know	I don't know	I don't know	I don't know
Minimally	Sometimes	I don't know	Never	I don't know	I don't know	Never
I don't know	I don't know	Never	Never	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never	Minimally	Never	Never
Sometimes	Often	Minimally	Sometimes	Often	I don't know	Never
Never	Never	Never	Never	Never	Never	Never
Never	Sometimes	I don't know	I don't know	Never	Never	I don't know
Minimally	Minimally	Sometimes	Minimally	I don't know	I don't know	I don't know
Never				Sometimes		
I don't know	Never	Never	Never	Never	Never	Never
Sometimes	Often	Often	Often	Often	Never	Never
Sometimes	Minimally	Sometimes	Often	Sometimes	Never	Never

Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	Sometimes
Sometimes	Sometimes	Minimally	Sometimes	Sometimes	Minimally	I don't know
I don't know	Never	Never	Never	Never	Never	I don't know
Often	I don't know	Sometimes	Sometimes	Never	Minimally	Never
I don't know	Never	Never	Never	Never	Never	I don't know
Sometimes	Often	Sometimes	Often	Never	Sometimes	Never
I don't know	I don't know	I don't know	I don't know	I don't know	Minimally	I don't know
I don't know	Never	I don't know	I don't know	Never	I don't know	Never
Sometimes	I don't know	Minimally	Minimally	Sometimes	Sometimes	Never
Sometimes	Never	Sometimes	Minimally	Sometimes	Never	Never
Never	Never	Minimally	I don't know	Never	Never	Never
Sometimes	Sometimes	Minimally	Sometimes	Never	I don't know	Never
Often	Minimally	Never	Minimally	Sometimes	I don't know	Never
Sometimes	I don't know	Never	Minimally	Never	Never	I don't know
Never	Never	I don't know	Never	Sometimes	I don't know	Never
Sometimes	Never	I don't know	Minimally	Sometimes	Never	Never
I don't know	Sometimes	Minimally	I don't know	Never	Never	Never
Never	Sometimes	Never	Sometimes	Sometimes	I don't know	Minimally
Often	Never	I don't know	I don't know	Often	I don't know	Never
Sometimes	Sometimes	Never	Never	Often	Minimally	Never
Never	I don't know	Never	Never	I don't know	Never	I don't know
Sometimes	Often	Never	Sometimes	Never	Minimally	Never
Sometimes	I don't know	Never	Sometimes	Often	I don't know	I don't know
ening sometimes	Minimally	Sometimes	Often	Minimally	Sometimes	Never
Sometimes	Sometimes	Never	I don't know	I don't know	I don't know	Never
Never	I don't know	Never	Minimally	Sometimes	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Minimally	Sometimes	Often	I don't know
Minimally	I don't know	I don't know	I don't know	I don't know	Often	Never
Sometimes	Never	Sometimes	Never	Never	Never	Never
Minimally	I don't know	Sometimes				I don't know
Often	Often	Often	Sometimes	Sometimes	Minimally	I don't know
I don't know	Never	Minimally	Minimally	I don't know	I don't know	Never
Sometimes	Sometimes	Minimally	Sometimes	Often	I don't know	Never
Sometimes	Minimally	Never	Never	Often	Never	Never
Sometimes						Never
Often	Minimally	Minimally	Never	I don't know	I don't know	Never
Never	I don't know	Never	Never	I don't know	Minimally	Never
Never	Minimally	Often	Often	Sometimes	Often	Never
Never	Never	Never	Never	I don't know	Never	Never
Minimally	Sometimes	Never	Often	Minimally	Often	Never
Sometimes	Never	Never	Never	Minimally	Minimally	Never
Sometimes	Never	Never	Minimally	Never	Never	Never

Never	Never	Never	Never	Never	Never	Never
Minimally	Often		Sometimes	Minimally	I don't know	
Minimally	Never	Never	I don't know	Never	I don't know	Never
Minimally						Never
Often	Often	Sometimes	Sometimes	Sometimes	Often	I don't know
Never	I don't know	Never	I don't know	Never	Never	Never
Sometimes	Never	Minimally	Sometimes	Minimally	Never	Never
Sometimes	Never	Never	Minimally	Often	Never	Never
Sometimes	Minimally	Never	Sometimes	Sometimes	Minimally	Never
Sometimes	Minimally	Minimally	Minimally	Never	I don't know	Never
Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
I don't know	Sometimes	I don't know	Often	Never	Sometimes	Never
Never		Never	Sometimes	Never	I don't know	Never
Never	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Never	Never	I don't know	Never	Never
Minimally	Minimally	Minimally	Minimally	Minimally	Minimally	Minimally
Sometimes	Never	Never	Never	Minimally	Never	Never
Sometimes	Never	Never	Never	Never	Never	Never
Often	Minimally	Minimally	Minimally	Minimally	Minimally	Never
Never	Never	Never	Never	Never	Never	Never
Sometimes	Minimally	Minimally	Minimally	Sometimes	Minimally	I don't know
Often	Never	Never	Minimally	Never		Never
Minimally	Minimally	Never	Minimally	Minimally	Minimally	Never
Minimally	I don't know	Never	Never	Never	I don't know	Never
Minimally	I don't know	Never	Never	Never	I don't know	Never
dents talk about this happening at my school.			Minimally		Minimally	Never
Never	Never	I don't know	Minimally	Never	I don't know	Minimally
Sometimes	Minimally	Never	I don't know	Minimally	Never	Never
Sometimes	Often	Never	Often	Often	Minimally	Never
Never	Sometimes	Never	Never	Never	Never	Never
Sometimes	Minimally					Minimally
Sometimes	Minimally	Never	Sometimes	Often	I don't know	I don't know
Minimally	Minimally	Never	Minimally	Never		Never
Never	Never	Never	Never	Never	Never	Never
Often						Never
Sometimes	Sometimes	Never	Never	I don't know	Never	
Often	Never	I don't know	I don't know	I don't know	Never	Never
Often	Minimally	Never	Minimally	I don't know	Sometimes	Never
I don't know	I don't know	Never	I don't know	Never	I don't know	I don't know
Often	Minimally	Never	Minimally	Sometimes	Sometimes	Never

How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender]	How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]	How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical]	How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural]	How familiar are you with the following? [Classroom rules and consequences when those rules are broken]	How familiar are you with the following? [School-wide rules and consequences when those rules are broken]	How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken]
Minimally	Minimally	Minimally	Minimally	Very familiar	Familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Minimally	Minimally	Minimally	Somewhat familiar	Somewhat familiar	Somewhat familiar
Never	Minimally	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Very familiar	Somewhat familiar	Very familiar
I don't know	I don't know	Never	I don't know	Very familiar	Familiar	Not familiar at all
I don't know	Never	Never	I don't know	Familiar	Somewhat familiar	Somewhat familiar
Never	I don't know	Never	I don't know	Somewhat familiar	Familiar	Not familiar at all
Minimally	Sometimes	Often	Sometimes	Very familiar	Familiar	Very familiar
Never	Never	Never	Never	Somewhat familiar	Somewhat familiar	Very familiar
Never	Never	Never	Never	Very familiar	Familiar	Somewhat familiar
Minimally	Never	Sometimes	Never	Familiar	Familiar	Very familiar
Never	Never	Never	Never	Somewhat familiar	Familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Very familiar	Familiar
Never	Minimally	Never	I don't know	Somewhat familiar	Not familiar at all	Not familiar at all
Never	Never	Never	Never	Familiar	Familiar	Very familiar
I don't know	Sometimes	I don't know	I don't know	Not familiar at all	Not familiar at all	Somewhat familiar
Never	Never	Never	Never	Familiar	Very familiar	Very familiar
Never	Never	Never	Never	Familiar	Familiar	Somewhat familiar
Never	Often	Sometimes	Minimally	Not familiar at all	Somewhat familiar	Very familiar
I don't know	Often	I don't know	I don't know	Very familiar	Not familiar at all	Familiar
I don't know	I don't know	I don't know	I don't know	Somewhat familiar	Somewhat familiar	Somewhat familiar
Never	Never	Never	Never	Familiar	Familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Somewhat familiar	Familiar	Not familiar at all
Sometimes	Never	Sometimes	Minimally	Very familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Familiar	Not familiar at all	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Somewhat familiar

Never	Never	Never	Never	Familiar	Familiar	Not familiar at a
Never	Never	Never	Never	Very familiar	Very familiar	Somewhat fami
Never	Minimally	Often	Minimally	Somewhat fami	Somewhat fami	Familiar
Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	Never	I don't know	Never	Familiar	Familiar	Not familiar at a
I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Very familiar	Not familiar at a
Never	Never	Minimally	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Somewhat fami	Somewhat fami	Not familiar at a
Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Never	Never	Familiar	Familiar	Somewhat fami
Never	Minimally	Minimally	Never	Familiar	Familiar	Not familiar at a
Never	Never	Never	Never	Familiar	Familiar	Very familiar
Never	Never	Never	Never	Somewhat fami	Familiar	Not familiar at a
Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Not familiar at a	Not familiar at a	Not familiar at a
I don't know	I don't know	I don't know	I don't know	Not familiar at a	Not familiar at a	Not familiar at a
Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Familiar
Minimally	Minimally	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Somewhat fami	Somewhat fami	Somewhat fami
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	I don't know	Never	Familiar	Familiar	Somewhat fami
Never	I don't know	Never	Never	Familiar	Familiar	Not familiar at a
I don't know	I don't know	I don't know	I don't know	Not familiar at a	Not familiar at a	Not familiar at a
Never	Never	Never	Never	Familiar	Familiar	Somewhat fami
Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	I don't know	I don't know	Never	Familiar	Somewhat fami	Somewhat fami
Never	Never	I don't know	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Somewhat fami
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Not familiar at a	Not familiar at a
Never	Never	I don't know	Never	Familiar	Somewhat fami	Not familiar at a
Never	Never	Never	Never	Very familiar	Familiar	Somewhat fami
Never	Never	Minimally	Never	Not familiar at a	Somewhat fami	Not familiar at a
I don't know	I don't know	I don't know	Never	Not familiar at a	Somewhat fami	Familiar
I don't know	I don't know	Never	Never	Familiar	Familiar	Somewhat fami
Never						
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	I don't know	Sometimes	Sometimes	Somewhat fami	Familiar	Not familiar at a
Never	Never	Never	Never	Somewhat fami	Somewhat fami	Familiar

Never	Sometimes	Never	I don't know	Very familiar	Very familiar	Not familiar at all
I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Somewhat familiar
I don't know	I don't know	I don't know	Never	Familiar	Familiar	Not familiar at all
Never	Sometimes	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	I don't know	Sometimes	I don't know	Somewhat familiar	Familiar	Familiar
I don't know	I don't know	Sometimes	Often	Not familiar at all	Not familiar at all	Not familiar at all
I don't know	Never	Never	I don't know	Very familiar	Somewhat familiar	Not familiar at all
I don't know	Never	Never	I don't know	Familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Somewhat familiar	Familiar	Very familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Never	Never	Never	Familiar	Very familiar	Somewhat familiar
Never	Never	Never	Never	Somewhat familiar	Somewhat familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Somewhat familiar	Familiar	Familiar
Never	Never	Never	Never	Very familiar	Not familiar at all	
Minimally	I don't know	Minimally	Minimally	Not familiar at all	Familiar	Somewhat familiar
I don't know	I don't know	I don't know	I don't know	Not familiar at all	Not familiar at all	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Not familiar at all
I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Not familiar at all
I don't know	Never	Often	I don't know			
I don't know	I don't know	Never		Familiar	Very familiar	Not familiar at all
Never	I don't know	Never	I don't know	Very familiar	Familiar	Not familiar at all
Never	Never	I don't know	Never	Familiar	Familiar	Not familiar at all
I don't know	I don't know	I don't know	Never			
Never	Never	Never	Never	Very familiar	Very familiar	Not familiar at all
Never	I don't know	Often	I don't know	Not familiar at all	Not familiar at all	Not familiar at all
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Somewhat familiar
Never	Never	I don't know	Never	Somewhat familiar	Familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	I don't know	I don't know	Not familiar at all	Very familiar	Familiar
Never	Never	I don't know	I don't know	Very familiar	Very familiar	Familiar
Never	Never	Never	Never	Familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Not familiar at all	Somewhat familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Familiar	Very familiar
Never	Never	Never	Never	Familiar	Somewhat familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar

Never	Never	Never	Never	Somewhat familiar	Somewhat familiar	Somewhat familiar
			I don't know		Somewhat familiar	Familiar
Never	I don't know	Never	Never	Very familiar	Not familiar at all	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Familiar
Never	Never	I don't know	Never	Familiar	Very familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Familiar	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Never	I don't know	Never	Familiar	Very familiar	Familiar
I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Very familiar
I don't know	Sometimes	Sometimes	Sometimes	Familiar	Very familiar	Somewhat familiar
Never	Never	Never	I don't know	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Not familiar at all	Not familiar at all
Minimally	Minimally	Minimally	Minimally	Familiar	Somewhat familiar	Somewhat familiar
Never	Minimally	Never	Never	Somewhat familiar	Somewhat familiar	Not familiar at all
Never	Never	Never	Never	Not familiar at all	Not familiar at all	Not familiar at all
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Very familiar	Very familiar	Not familiar at all
Never	Minimally	Never	Never	Very familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Familiar	Very familiar	Somewhat familiar
Never	Never	Never	Never	Familiar	Very familiar	Familiar
Never	Sometimes	Never	Never	Familiar	Somewhat familiar	Not familiar at all
I don't know	I don't know	I don't know	Minimally	Familiar	Not familiar at all	Somewhat familiar
Never	Never	Never	Never	Familiar	Very familiar	Very familiar
Never	Often	Never	Never	Very familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
				Familiar	Very familiar	
I don't know	Minimally	Sometimes	I don't know	Not familiar at all	Very familiar	Familiar
Never	Never	Never	Never	Somewhat familiar	Somewhat familiar	Somewhat familiar
Never	Never	Never	Never	Not familiar at all	Not familiar at all	Not familiar at all
				Familiar	Familiar	Not familiar at all
Never	Never	Never	Never	Familiar	Very familiar	Somewhat familiar
Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	I don't know	Never	I don't know	Not familiar at all	Somewhat familiar	Not familiar at all
Minimally	Minimally	Minimally	I don't know	Somewhat familiar	Not familiar at all	Not familiar at all

I think that suspensions and expulsions are assigned when necessary.	The facilities and grounds are well maintained at my school.	How well do you understand your school Emergency procedures? [Fire Drill]	How well do you understand your school Emergency procedures? [Earthquake Drill]	How well do you understand your school Emergency procedures? [Shelter in Place]	How well do you understand your school Emergency procedures? [Run, Hide, Defend]	I am aware of the District's Wellness Connections webpage.
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Mildly disagree	Mildly disagree	Not familiar at all	Somewhat familiar	Familiar	Not familiar at all	Disagree
Mildly disagree	Mildly disagree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Agree
Agree	Agree	Somewhat familiar	Not familiar at all	Not familiar at all	Somewhat familiar	Agree
Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Mildly disagree			Somewhat familiar		Agree
I don't know	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know		Very familiar	Not familiar at all	Not familiar at all	Not familiar at all	Disagree
Mildly disagree	Agree	Very familiar	Very familiar	Very familiar	Familiar	Disagree
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	I don't know	Very familiar		Very familiar	Very familiar	Agree
I don't know	Mildly disagree	Very familiar	Very familiar	Somewhat familiar	Familiar	Agree
Agree	Mildly disagree	Very familiar	Somewhat familiar	Familiar	Somewhat familiar	Agree
I don't know	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
I don't know	Agree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Disagree
Agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	
Agree	Agree	Very familiar	Familiar	Familiar	Very familiar	Disagree
Strongly agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree
I don't know	Strongly agree	Very familiar	Somewhat familiar	Very familiar	Familiar	Agree
I don't know	I don't know	Not familiar at all				Agree
I don't know	Agree	Very familiar	I don't know	Somewhat familiar	Very familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Disagree
I don't know	I don't know	Very familiar	Very familiar	Familiar	Familiar	Disagree
Strongly agree	Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Agree
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Not familiar at all	Familiar	Agree
Strongly agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree
Strongly agree	Mildly disagree	Very familiar	Very familiar	Familiar	Very familiar	Agree
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree
Strongly agree	Agree	Very familiar	Familiar	Somewhat familiar	Somewhat familiar	Agree
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Agree	Familiar	Very familiar	Somewhat familiar	Very familiar	Agree
I don't know	I don't know	Familiar	Familiar	Somewhat familiar	Somewhat familiar	Agree

Agree	Agree	Very familiar	Very familiar	Somewhat fami	Somewhat fami	Agree
Agree	Mildly disagree	Very familiar	Very familiar	Familiar	Familiar	Agree
Strongly agree	Strongly agree	Very familiar	Familiar	Somewhat fami	Somewhat familiar	
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Mildly disagree	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Mildly disagree	Strongly disagr	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	I don't know	Very familiar	Very familiar	Very familiar	Somewhat fami	Agree
I don't know	Mildly disagree	Very familiar	Very familiar	I don't know	Familiar	Agree
Agree	Agree	Very familiar	Very familiar	Very familiar	Somewhat fami	Agree
I don't know	I don't know	Familiar	Familiar	Somewhat fami	Somewhat fami	Disagree
Agree	Agree	Very familiar	Very familiar	Very familiar	Not familiar at ε	Agree
Strongly disagr	Agree	Very familiar	Very familiar	Very familiar	Familiar	Disagree
Mildly disagree	Mildly disagree	Very familiar	Very familiar	Familiar	Familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Disagree
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	I don't know	Very familiar	Very familiar	Somewhat fami	Very familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Somewhat fami	Somewhat fami	Agree
Strongly agree	I don't know	Very familiar	Very familiar	I don't know	Somewhat fami	Agree
Agree	I don't know	Very familiar	Very familiar	Very familiar	Familiar	Agree
I don't know	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	I don't know	Familiar	Very familiar	Familiar	Somewhat fami	Agree
I don't know	Mildly disagree	Very familiar	Familiar	Somewhat fami	Very familiar	Agree
Strongly disagr	Agree	Very familiar	Very familiar	Somewhat fami	Somewhat fami	Disagree
I don't know	Agree	Very familiar	Familiar	Somewhat fami	Somewhat fami	Agree
I don't know	Strongly agree	Familiar	Somewhat fami	Somewhat fami	Familiar	Agree
Mildly disagree	Agree	Very familiar	Familiar	Somewhat fami	Somewhat fami	Agree
Agree	Agree	Familiar	Familiar	Familiar	Somewhat fami	Agree
Agree	Agree	Very familiar	Familiar	Somewhat fami	Somewhat fami	Agree
Strongly agree	Agree	Familiar	Very familiar	Familiar	Very familiar	Agree
Agree	Agree	Very familiar	Very familiar	Not familiar at ε	Very familiar	Agree
I don't know	I don't know	Very familiar		Very familiar	Very familiar	Agree
Agree	Agree	Very familiar	Familiar	Familiar	Somewhat fami	Agree
Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Somewhat fami	Agree
Mildly disagree	Mildly disagree	Very familiar	Very familiar	Not familiar at ε	Not familiar at ε	Agree
Mildly disagree	Strongly disagr	Very familiar	Familiar	Very familiar	Very familiar	Disagree
I don't know	Mildly disagree	Very familiar	Familiar	I don't know	Very familiar	Disagree
Strongly disagr	Mildly disagree				Not familiar at ε	Disagree
I don't know	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Agree	Strongly agree	Very familiar	Familiar	Very familiar	Very familiar	Disagree
Strongly disagr	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree

Strongly agree	Mildly disagree	Very familiar	Very familiar	Very familiar	Familiar	Disagree
Agree	Mildly disagree	Very familiar	Very familiar	Familiar	Somewhat fami	Disagree
Strongly agree	Mildly disagree	Very familiar	Somewhat fami	Familiar	Not familiar at ε	Disagree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
I don't know	Strongly agree	Very familiar	I don't know	Very familiar	Very familiar	Disagree
Strongly agree	Agree	Very familiar	Familiar	Not familiar at ε	Somewhat fami	Disagree
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Agree
I don't know	Agree	Very familiar	Very familiar	Somewhat fami	Very familiar	Disagree
I don't know	Mildly disagree	Very familiar	Very familiar	Familiar	Very familiar	Disagree
I don't know	Strongly agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree
Strongly disagree	I don't know	Very familiar	Very familiar	Somewhat fami	Very familiar	Disagree
Mildly disagree	Agree	Very familiar	Familiar	Very familiar	Very familiar	Disagree
I don't know	Mildly disagree	Very familiar	Very familiar	Very familiar		Disagree
I don't know	I don't know	Very familiar	Familiar	Very familiar	Familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Somewhat fami	Somewhat fami	Agree
Agree		Very familiar	Very familiar	Not familiar at ε	Very familiar	Agree
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	Agree	Familiar	Not familiar at ε	Not familiar at ε	Not familiar at ε	Agree
I don't know	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Agree	Agree	Familiar	Somewhat fami	Not familiar at ε	Somewhat fami	Agree
Mildly disagree	Agree	Familiar	Familiar	Not familiar at ε	Somewhat fami	Disagree
Agree	Agree	Familiar	Familiar	Somewhat fami	Very familiar	Disagree
Strongly agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Mildly disagree		Very familiar	Very familiar	Familiar	Very familiar	Agree
I don't know	I don't know	Very familiar	Very familiar	I don't know	Familiar	Disagree
Mildly disagree	Strongly disagree	Very familiar	Very familiar	Very familiar	Familiar	Disagree
Strongly disagree		Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Strongly agree		Very familiar	Very familiar	Very familiar	Very familiar	Disagree
I don't know	Mildly disagree	Very familiar	Very familiar	I don't know	I don't know	Disagree
I don't know	I don't know	Very familiar	Familiar	I don't know	Very familiar	Disagree
I don't know	Agree	Very familiar	Somewhat fami	Very familiar	Very familiar	Disagree
I don't know	Agree	Very familiar	Familiar	Familiar	I don't know	Disagree
Strongly agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Agree	Strongly agree	Very familiar	I don't know	Very familiar	Very familiar	Disagree
I don't know	I don't know	Very familiar	I don't know	Very familiar	Familiar	Disagree
Agree	Strongly agree	Very familiar	Very familiar	Familiar	I don't know	Agree
Mildly disagree	Agree	Very familiar	Very familiar	Familiar	Somewhat fami	Agree
Agree	Mildly disagree	Very familiar	Very familiar	Not familiar at ε	Very familiar	Agree
I don't know	Agree	Very familiar	Very familiar	Not familiar at ε	Not familiar at ε	Agree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Agree	Familiar	Somewhat fami	Somewhat fami	Not familiar at ε	Agree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree

Agree	I don't know	Familiar	Familiar	Familiar	Familiar	Agree
Strongly disagree	Agree	Somewhat familiar				Agree
Mildly disagree	Agree	Very familiar	Somewhat familiar	Not familiar at all	I don't know	Agree
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree
Mildly disagree	Mildly disagree	Familiar	Familiar	Familiar	Familiar	Agree
Agree	Mildly disagree	Familiar	Familiar	Familiar	Very familiar	Agree
Strongly agree	Mildly disagree	Very familiar	Very familiar	Not familiar at all	Very familiar	Agree
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Strongly agree	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Agree	Very familiar	Very familiar	Familiar	Somewhat familiar	Disagree
Strongly agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree
Agree	I don't know	Very familiar	Very familiar	Familiar	Very familiar	Agree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	
Strongly agree	Strongly agree	Very familiar	Very familiar	Familiar	Familiar	Agree
Strongly agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Mildly disagree	Mildly disagree	Somewhat familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree
Agree	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Mildly disagree	Mildly disagree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Agree
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Somewhat familiar	Agree
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Strongly agree		Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Mildly disagree	Very familiar	Somewhat familiar	I don't know	Somewhat familiar	Disagree
I don't know	Agree	Very familiar	Familiar	Not familiar at all	Somewhat familiar	Agree
I don't know	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Strongly disagree	I don't know	Very familiar	Very familiar	Not familiar at all	Not familiar at all	Disagree
I don't know	Mildly disagree	Very familiar	I don't know	Not familiar at all	I don't know	Disagree
Agree	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
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Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	I don't know	Very familiar				Disagree
Strongly disagree	I don't know	Very familiar	Very familiar	Very familiar	I don't know	Disagree
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I don't know	I don't know	Very familiar	Familiar	I don't know	Not familiar at all	Disagree
Strongly agree	Strongly agree	Very familiar				Agree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Mildly disagree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Strongly agree	Strongly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	Strongly disagree	Not familiar at all	I don't know	Not familiar at all	I don't know	Agree
Mildly disagree	Mildly disagree	Very familiar	Very familiar	Not familiar at all	Somewhat familiar	Agree

My school has a way to recognize positive behavior among students. What is something you would like to see improved regarding safety at your school?

Strongly Disagree

Agree

Strongly agree

Strongly agree A k9 dog to guard and patrol

Disagree

Strongly agree

I don't know

I don't know i dont know.?

I don't know

Agree when like someone gets hurt the peppole out at the black top don't do anything exept one lady

Agree I want my school to be safety because i don't want nobody to get heart and we need to be care

Strongly agree

Agree

I don't know

Agree i would like to see an emergency team that are trained to protect us from shooters and on the l

Agree security at our school for safety

Agree

I don't know police or security that will help our district

Agree

Agree

Agree

Agree race problem

Strongly agree safte

I don't know police searching school everyday

Agree

Agree I'm not sure.

Strongly agree I don't know.

Agree We need more yard duty's at recess and at the bathrooms because the last time i went to the b

I don't know Maybe keep gates closed during school time because if there was a active shooter entering ou

Agree i don't know

Agree making students stop vandalising the school bathroom

Agree I don't know

Agree i don't know

Disagree I dont know

I don't know I don't know

I don't know

I don't know more yard duties out at lunch because there are kids that go where they are not supposed and

Strongly agree

Agree Nothing, I think our school is safe enough.

Agree my grades

Strongly Disagree

Strongly Disagree More strict because last year a kid punched me in the gut and nobody did any thing even our o

Agree I think the reason why students don't really tell adults about bullying is because most of the tim

Agree

I don't know

I don't know less bad words

Agree Nothing really i think my school is safe because officers are near our school

Agree Nothing

Disagree The kids at Katherine smith are wanna be gangsters I have punched before

Strongly agree

Agree

I don't know Be kind to others

Agree I dont know

Agree Run, Hide Defend, drills need to happen more at Katherine Smith because I've done it maybe t

I don't know i honestly don ´ t know

Agree

Disagree People can't enter the school from the back gate. Close gates after 8:30 Am.

I don't know I don't know

I don't know I don't know

Strongly Disagr NOTHING

Agree

Agree

Agree

Agree

Agree I Dont know

Strongly agree Race

Agree i do'nt know

Strongly agree be kiand

Agree

Agree have well trained cops gaurd in front of the school

Agree ldk

I don't know i don't now

Agree grds

Strongly agree i want to see a cop on campuses

Strongly agree i wont cops

Disagree more trees to block the place

Agree police everywhere and a indoor playground

I don't know long fences,poice,and id to get to school
Agree A big gate
Agree i would like a taller fence
Strongly agree that a kinder gardner can be an little sweet exep for trouble makers.
Strongly agree i will have a log gate
Strongly agree i want a better bairacad
Agree
Strongly agree i what a code on the gate
Agree tall fence
Strongly agree mor Helqers
I don't know safer play stuf
Agree the fins
Strongly agree high fences
Agree film a girde
Agree i don't know
Agree I don,t know
Agree no rocky tracks because u trip and fall
I don't know i don`t know
Strongly agree
Agree
I don't know
Disagree
I don't know
Strongly agree
I don't know
Disagree
I don't know
I don't know
Disagree
Agree
Agree
Agree
I don't know
I don't know
I don't know
Agree people geting hurt by people
Agree fights
Agree The bathrooms
Strongly agree
Agree Not being racist among others and and stoping bullying.
Agree when a shooter is at our school don't hide in the class room run when the coast is clear.
Strongly agree telling kids to stop cursing

and there was this that makes us clean a mess even tho it is not our mess.
e full

loss animals i would feel fully safe if those changes where made thank you.

oathroom there was marker stain on the toilets and someone clog the sink. We also need to clear of the track b
r school we wouldnt be safe but if it was closed the active shooter wont enter

l kids getting hurt. And I think they should make a day where we all have to make the school nice and clean bec

ld coach was there and he never did any thing.

ie it would only make it worse and the person getting bullied would have the label of a snitch or a tattletale.

twice, or thrice in my time here at Katherine Smith

ecause there is too much geese poop and geese in the way.

cause I hate seeing the lunch area so dirty.

area we have our lunch boxes and it makes me feel unsafe. Please fix these and Thank you

8929287329837189379387183789721398173ft fence