



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	5/15/2026	6/18/2026

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.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
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.....	22
Academic Engagement	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	40
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	45
School Site Council Membership	46
Recommendations and Assurances	47
Instructions.....	48
Appendix A: Plan Requirements	55
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	58
Appendix C: Select State and Federal Programs	61

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

Based on 2024 California Dashboard results, Katherine Smith has identified students with disabilities, those experiencing low socioeconomic status, and Hispanic students as needing additional support in ELA, math, and chronic absenteeism. To engage families, we hold bimonthly Family Pride meetings and our Community Liaison connects with families in person and by phone in Spanish. Our SSC and ELAC committees guide decision-making, while Community Schools focus groups address equity gaps. As a Community School since 2024, our Wellness Center provides bilingual counseling, small groups, yoga, art, music, and referrals to community resources.

To identify and address academic needs, we administer iReady diagnostics three times per year and use faculty meetings at each benchmark to collaborate and scale best practices. Our full-time RTI teacher provides targeted ELA instruction and leads data analysis PDs four times per year. We partner with Friends of New Tech to deliver PD focused on surface, deep, and transfer learning alongside GLAD strategies for integrated ELD. We also use the Evergreen Safety Survey, CSEIS protocols, and PBIS surveys to monitor student and staff needs.

Our PBIS Tier 1 and 2 teams meet twice monthly with specialists to support our highest-need students and maintain the best possible learning environment. We look forward to seeing meaningful growth among our target student groups 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

- 4/10/26 School Plan Review and Input Safety Plan Approval
- 5/15/26 School Plan Approval by SSC

Parent Pride/ELAC

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

Faculty Meeting

- 3/26/26 Goals Review
- 4/09/26 Review of Needs & Data
- 4/30/26 Alignment of Site Needs and Goals with District LCAP Goals

- 5/07/26 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.

For the 2026–2027 school year, Katherine Smith Elementary remains committed to improving student attendance and academic achievement. According to the California School Dashboard, our Chronically Absent rate improved by decreasing 5.4%. While this progress is encouraging, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities continue to demonstrate higher rates of chronic absenteeism. KS will continue to prioritize attendance and punctuality through student recognition assemblies, direct outreach and support from our School Liaison, and ongoing collaboration with families to ensure students attend school consistently unless they are ill.

In English Language Arts, our overall performance declined 17.8 points from the previous year. During the 2026–2027 school year, we will continue to provide targeted intervention, differentiated instruction, and academic support for our most vulnerable student groups, including Hispanic students, English Learners, and Students with Disabilities, in order to improve literacy outcomes and overall academic achievement.

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 demonstrated a decline of 10.3 points from the previous year. English Learners and English Only students performed 96.7 points below standard, indicating a significant need for additional academic support. During the 2026–2027 school year, we will continue to implement targeted intervention, differentiated instruction, and focused small-group support to address learning gaps and improve mathematical achievement for these student groups.

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) demonstrated a 13.2% decline in growth compared to the previous year’s performance. During the 2026–2027 school year, we will strengthen our instructional capacity in the area of English Language Development by providing targeted professional development, refining instructional practices, and implementing additional supports designed to more effectively meet the academic and language needs of our English Learners.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	3.17%	3.75%	3.32%	12	14	12
Asian	19.00%	23.59%	20.22%	72	88	73
Filipino	4.22%	3.49%	2.77%	16	13	10
Hispanic/Latino	68.34%	61.39%	67.31%	259	229	243
Pacific Islander	1.32%	1.88%	1.39%	5	7	5
White	0.53%	1.07%	0.83%	2	4	3
Multiple/No Response	3.43%	4.56%	3.32%	13	17	12
Total Enrollment				379	373	361

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		34	18
Kindergarten	46	46	47
Grade 1	47	41	41
Grade 2	53	47	43
Grade3	51	51	45
Grade 4	48	51	57
Grade 5	50	53	51
Grade 6	68	50	59
Total Enrollment	379	373	361

Conclusions based on this data:

1. Katherine Smith Elementary's overall enrollment has declined over the past three school years, decreasing from 379 students in 2023–2024 to 361 students in 2025–2026. This trend highlights the importance of maintaining strong family engagement, student attendance, and community outreach efforts to support student retention and enrollment stability.
2. Hispanic/Latino students continue to represent the largest student subgroup at Katherine Smith Elementary, comprising 67.31% of the student population in 2025–2026. Asian students remain the second largest subgroup at

20.22%. These demographic trends emphasize the continued need for culturally responsive instruction, family partnerships, and targeted academic supports for multilingual learners and diverse student populations.

3. Enrollment trends by grade level show fluctuations across primary and upper grade levels, including increases in Grade 4 and Grade 6 enrollment during the 2025–2026 school year. These changes indicate a need to continuously monitor class sizes, staffing allocations, intervention supports, and instructional resources to ensure all students receive effective academic and social-emotional support.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	174	132	132	50.0%	45.9%	36.6%
Fluent English Proficient (FEP)	56	59	56	13.3%	14.8%	15.5%
Reclassified Fluent English Proficient (RFEP)	22	27	20	3.3%	5.8%	5.54%

Conclusions based on this data:

1. The percentage of students identified as English Learners has steadily declined over the past three school years, decreasing from 50.0% in 2023–2024 to 36.6% in 2025–2026. Despite this decline, English Learners continue to represent a significant portion of the student population, emphasizing the continued need for strong English Language Development (ELD) instruction and targeted academic support.
2. The percentage of students identified as Fluent English Proficient (FEP) has gradually increased from 13.3% in 2023–2024 to 15.5% in 2025–2026. This growth suggests that more students are entering school with English proficiency and may require differentiated instruction to continue advancing academically.
3. Reclassification data indicates positive progress in supporting English Learners toward language proficiency. The percentage of Reclassified Fluent English Proficient (RFEP) students increased from 3.3% in 2023–2024 to 5.8% in 2024–2025, demonstrating improvement in students meeting reclassification criteria and highlighting the effectiveness of targeted language supports and intervention programs.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	51	51	50	51	48	50	51	48	98.0	100	94.1
Grade 4	53	53	50	53	53	48	53	53	48	100.0	100	96
Grade 5	63	48	52	63	48	51	63	48	51	100.0	100	98.1
Grade 6	70	66	51	69	66	50	69	66	50	98.6	100	98
All Grades	237	218	204	235	218	197	235	218	197	99.2	100	96.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2358.	2341.	2327.	12.00	1.96	0.00	14.00	21.57	12.50	26.00	9.80	35.42	48.00	66.67	52.08
Grade 4	2416.	2394.	2381.	3.77	9.43	6.25	28.30	11.32	10.42	16.98	16.98	10.42	50.94	62.26	72.92
Grade 5	2437.	2466.	2447.	6.35	12.50	9.80	23.81	20.83	23.53	17.46	29.17	21.57	52.38	37.50	45.10
Grade 6	2470.	2433.	2502.	7.25	4.55	6.00	18.84	6.06	36.00	30.43	27.27	26.00	43.48	62.12	32.00
All Grades	N/A	N/A	N/A	7.23	6.88	5.58	21.28	14.22	20.81	22.98	21.10	23.35	48.51	57.80	50.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.00	5.88	2.08	52.00	60.78	56.25	34.00	33.33	41.67
Grade 4	1.89	15.09	4.17	73.58	41.51	60.42	24.53	43.40	35.42
Grade 5	7.94	8.33	11.76	66.67	66.67	62.75	25.40	25.00	25.49
Grade 6	8.70	4.55	6.00	49.28	39.39	68.00	42.03	56.06	26.00
All Grades	8.09	8.26	6.09	60.00	50.92	61.93	31.91	40.83	31.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	0.00	0.00	52.00	37.25	45.83	44.00	62.75	54.17
Grade 4	1.89	1.89	2.08	52.83	35.85	31.25	45.28	62.26	66.67
Grade 5	7.94	8.33	5.88	44.44	60.42	50.98	47.62	31.25	43.14
Grade 6	8.70	1.52	4.00	43.48	25.76	68.00	47.83	72.73	28.00
All Grades	5.96	2.75	3.05	47.66	38.53	49.24	46.38	58.72	47.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	1.96	10.42	66.00	70.59	50.00	30.00	27.45	39.58
Grade 4	1.89	5.66	4.17	77.36	64.15	58.33	20.75	30.19	37.50
Grade 5	1.59	16.67	3.92	69.84	58.33	74.51	28.57	25.00	21.57
Grade 6	11.59	7.58	6.00	65.22	60.61	78.00	23.19	31.82	16.00
All Grades	5.11	7.80	6.09	69.36	63.30	65.48	25.53	28.90	28.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.00	3.92	2.08	66.00	58.82	52.08	32.00	37.25	45.83
Grade 4	7.55	9.43	8.33	60.38	56.60	56.25	32.08	33.96	35.42
Grade 5	3.17	10.42	9.80	60.32	62.50	56.86	36.51	27.08	33.33
Grade 6	8.70	9.09	12.00	63.77	57.58	64.00	27.54	33.33	24.00
All Grades	5.53	8.26	8.12	62.55	58.72	57.36	31.91	33.03	34.52

Conclusions based on this data:

1. CAASPP English Language Arts participation rates remained strong across all grade levels during the 2025–2026 school year, with the school testing 96.6% of enrolled students overall. Maintaining high participation rates ensures accurate student achievement data and demonstrates continued family and school support for statewide assessment participation.

2. Grade-level performance data indicates significant variation in student achievement across grade levels. Grade 6 demonstrated the strongest performance growth, increasing the percentage of students meeting or exceeding standards from 10.61% in 2023–2024 to 42.0% in 2024–2025. This growth suggests that targeted intervention and instructional supports in upper grades are positively impacting student achievement.
3. While some grade levels demonstrated academic growth, a substantial percentage of students continue to perform below standard in English Language Arts. In 2024–2025, 50.25% of students overall scored in the “Standard Not Met” category. These results highlight the continued need for targeted literacy intervention, differentiated instruction, and focused support for English Learners, Hispanic students, and Students with Disabilities to improve academic outcomes.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	51	51	50.	51	47	50	51	47	98.0	100	92.2
Grade 4	53	53	50	53	53	50	53	53	50	100.0	100	100
Grade 5	63	48	52	63	48	51	63	48	51	100.0	100	98.1
Grade 6	70	66	51	69	65	51	69	65	51	98.6	98.5	100
All Grades	237	218	204	235	217	199	235	217	199	99.2	99.5	97.5

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2359.	2372.	2364.	4.00	5.88	4.26	22.00	19.61	17.02	24.00	21.57	17.02	50.00	52.94	61.70
Grade 4	2429.	2405.	2411.	7.55	7.55	4.00	20.75	11.32	18.00	30.19	33.96	30.00	41.51	47.17	48.00
Grade 5	2429.	2452.	2422.	3.17	8.33	1.96	12.70	14.58	9.80	12.70	27.08	27.45	71.43	50.00	60.78
Grade 6	2452.	2418.	2481.	4.35	1.54	7.84	17.39	7.69	19.61	20.29	23.08	33.33	57.97	67.69	39.22
Grade 11															
All Grades	N/A	N/A	N/A	4.68	5.53	4.52	17.87	12.90	16.08	21.28	26.27	27.14	56.17	55.30	52.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.00	13.73	4.26	50.00	35.29	42.55	44.00	50.98	53.19
Grade 4	11.32	5.66	4.00	43.40	32.08	48.00	45.28	62.26	48.00
Grade 5	3.17	6.25	3.92	38.10	43.75	35.29	58.73	50.00	60.78
Grade 6	2.90	0.00	1.96	39.13	29.23	50.98	57.97	70.77	47.06
Grade 11									
All Grades	5.53	5.99	3.52	42.13	34.56	44.22	52.34	59.45	52.26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.00	9.80	6.38	34.00	39.22	38.30	56.00	50.98	55.32
Grade 4	3.77	7.55	8.00	64.15	37.74	42.00	32.08	54.72	50.00
Grade 5	4.76	12.50	1.96	39.68	50.00	52.94	55.56	37.50	45.10
Grade 6	4.35	3.08	9.80	47.83	35.38	56.86	47.83	61.54	33.33
All Grades	5.53	7.83	6.53	46.38	40.09	47.74	48.09	52.07	45.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	3.92	4.26	58.00	58.82	55.32	34.00	37.25	40.43
Grade 4	7.55	7.55	8.00	56.60	56.60	54.00	35.85	35.85	38.00
Grade 5	6.35	2.08	1.96	55.56	64.58	49.02	38.10	33.33	49.02
Grade 6	2.90	3.08	11.76	57.97	49.23	60.78	39.13	47.69	27.45
All Grades	5.96	4.15	6.53	57.02	56.68	54.77	37.02	39.17	38.69

Conclusions based on this data:

1. Mathematics CAASPP participation rates remained strong during the 2024–2025 school year, with 97.5% of enrolled students participating in testing. High participation rates across grade levels provide reliable achievement data and reflect continued schoolwide efforts to support student engagement and assessment readiness.
2. Overall mathematics achievement data indicates that 52.26% of students performed in the “Standard Not Met” category during the 2024–2025 school year. Although this reflects a slight improvement from 55.30% in 2023–2024, the data demonstrates a continued need for targeted mathematics intervention, differentiated instruction, and increased support in foundational mathematical concepts and procedures.
3. Grade-level and claim-level data show areas of growth in mathematical reasoning and problem solving, particularly in Grade 6. Grade 6 students demonstrated improvement in the areas of Problem Solving and Modeling/Data Analysis, with students performing “At or Near Standard” increasing from 35.38% in 2023–2024 to 56.86% in 2024–2025. Additionally, Grade 6 students showed growth in Communicating Reasoning, indicating that instructional focus on mathematical discourse and reasoning strategies is positively impacting student achievement.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1392.7	1383.9	1374.4	1403.8	1385.6	1374.5	1366.7	1380.1	1374.0	35	34	23
1	1423.2	1390.1	1405.3	1458.7	1416.0	1435.7	1387.1	1364.0	1374.5	18	27	15
2	1447.7	1434.6	1417.0	1463.7	1466.3	1440.2	1431.2	1402.2	1393.3	17	19	24
3	1465.8	1430.6	1457.2	1480.4	1425.6	1476.2	1450.8	1435.1	1437.8	19	14	19
4	1504.4	1475.6	1451.5	1519.0	1474.1	1446.0	1489.3	1476.6	1456.6	26	18	14
5	1524.5	1524.7	1533.7	1532.1	1533.3	1540.9	1516.4	1515.4	1525.7	41	18	15
6	1517.3	1507.4	1500.4	1516.3	1504.6	1504.2	1517.9	1509.6	1496.2	35	36	19
All Grades										191	166	129

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.43	21.21	13.04	22.86	21.21	26.09	34.29	21.21	21.74	31.43	36.36	39.13	35	33	23
1	11.11	11.11	0.00	16.67	11.11	13.33	27.78	33.33	60.00	44.44	44.44	26.67	18	27	15
2	23.53	0.00	4.17	23.53	36.84	16.67	11.76	21.05	33.33	41.18	42.11	45.83	17	19	24
3	15.79	0.00	0.00	26.32	21.43	47.37	31.58	35.71	26.32	26.32	42.86	26.32	19	14	19
4	19.23	5.56	0.00	50.00	33.33	7.14	11.54	33.33	50.00	19.23	27.78	42.86	26	18	14
5	31.71	16.67	33.33	39.02	33.33	26.67	12.20	50.00	26.67	17.07	0.00	13.33	41	18	15
6	25.71	13.89	15.79	42.86	25.00	42.11	14.29	30.56	21.05	17.14	30.56	21.05	35	36	19
All Grades	20.94	11.52	9.30	33.51	24.85	26.36	19.90	30.91	32.56	25.65	32.73	31.78	191	165	129

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.14	21.21	21.74	20.00	21.21	26.09	34.29	18.18	13.04	28.57	39.39	39.13	35	33	23
1	38.89	22.22	6.67	22.22	18.52	60.00	22.22	25.93	20.00	16.67	33.33	13.33	18	27	15
2	29.41	21.05	20.83	17.65	42.11	25.00	29.41	15.79	16.67	23.53	21.05	37.50	17	19	24
3	42.11	14.29	26.32	21.05	35.71	36.84	15.79	0.00	15.79	21.05	50.00	21.05	19	14	19
4	53.85	16.67	14.29	30.77	44.44	21.43	11.54	11.11	35.71	3.85	27.78	28.57	26	18	14
5	51.22	44.44	53.33	31.71	50.00	26.67	2.44	5.56	13.33	14.63	0.00	6.67	41	18	15
6	42.86	25.00	47.37	37.14	33.33	26.32	5.71	22.22	10.53	14.29	19.44	15.79	35	36	19
All Grades	39.79	23.64	27.13	27.23	32.73	31.01	15.71	16.36	17.05	17.28	27.27	24.81	191	165	129

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		18.18	13.04		27.27	17.39		30.30	34.78		24.24	34.78		33	23
1		7.41	0.00		11.11	6.67		7.41	46.67		74.07	46.67		27	15
2		0.00	0.00		21.05	12.50		10.53	12.50		68.42	75.00		19	24
3		0.00	0.00		7.14	15.79		42.86	31.58		50.00	52.63		14	19
4		0.00	0.00		16.67	0.00		38.89	28.57		44.44	71.43		18	14
5		11.11	13.33		5.56	20.00		55.56	40.00		27.78	26.67		18	15
6	8.57	2.78	10.53	31.43	22.22	10.53	28.57	36.11	26.32	31.43	38.89	52.63	35	36	19
All Grades	7.85	6.67	5.43	23.04	17.58	12.40	27.75	30.30	30.23	41.36	45.45	51.94	191	165	129

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	21.21	26.09	54.29	39.39	39.13	31.43	39.39	34.78	35	33	23
1	44.44	29.63	26.67	38.89	44.44	60.00	16.67	25.93	13.33	18	27	15
2	29.41	36.84	12.50	52.94	47.37	62.50	17.65	15.79	25.00	17	19	24
3	21.05	21.43	21.05	57.89	42.86	36.84	21.05	35.71	42.11	19	14	19
4	34.62	27.78	14.29	53.85	50.00	50.00	11.54	22.22	35.71	26	18	14
5	34.15	27.78	20.00	48.78	72.22	66.67	17.07	0.00	13.33	41	18	15
6	17.14	11.11	15.79	68.57	55.56	63.16	14.29	33.33	21.05	35	36	19
All Grades	26.70	23.64	19.38	54.45	49.70	53.49	18.85	26.67	27.13	191	165	129

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.14	21.21	13.04	42.86	42.42	43.48	40.00	36.36	43.48	35	33	23
1	22.22	14.81	6.67	66.67	51.85	80.00	11.11	33.33	13.33	18	27	15
2	29.41	26.32	25.00	47.06	63.16	41.67	23.53	10.53	33.33	17	19	24
3	52.63	14.29	52.63	21.05	35.71	26.32	26.32	50.00	21.05	19	14	19
4	57.69	33.33	14.29	38.46	38.89	50.00	3.85	27.78	35.71	26	18	14
5	75.61	72.22	80.00	12.20	27.78	13.33	12.20	0.00	6.67	41	18	15
6	65.71	44.44	68.42	20.00	33.33	15.79	14.29	22.22	15.79	35	36	19
All Grades	49.21	32.12	36.43	31.94	41.82	37.98	18.85	26.06	25.58	191	165	129

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.71	9.09	13.04	65.71	63.64	52.17	28.57	27.27	34.78	35	33	23
1	27.78	18.52	0.00	0.00	22.22	20.00	72.22	59.26	80.00	18	27	15
2	35.29	0.00	4.17	23.53	31.58	20.83	41.18	68.42	75.00	17	19	24
3	0.00	0.00	0.00	31.58	14.29	42.11	68.42	85.71	57.89	19	14	19
4	3.85	0.00	0.00	38.46	38.89	21.43	57.69	61.11	78.57	26	18	14
5	19.51	11.11	20.00	48.78	38.89	53.33	31.71	50.00	26.67	41	18	15
6	8.57	5.56	10.53	54.29	25.00	26.32	37.14	69.44	63.16	35	36	19
All Grades	13.09	7.27	6.98	42.93	35.15	34.11	43.98	57.58	58.91	191	165	129

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	39.39	21.74	40.00	33.33	21.74	40.00	27.27	56.52	35	33	23
1	0.00	3.70	0.00	50.00	33.33	60.00	50.00	62.96	40.00	18	27	15
2	5.88	5.26	0.00	58.82	42.11	45.83	35.29	52.63	54.17	17	19	24
3	15.79	0.00	0.00	52.63	64.29	68.42	31.58	35.71	31.58	19	14	19
4	7.69	11.11	0.00	53.85	55.56	42.86	38.46	33.33	57.14	26	18	14
5	26.83	22.22	6.67	46.34	61.11	80.00	26.83	16.67	13.33	41	18	15
6	20.00	25.00	15.79	57.14	58.33	68.42	22.86	16.67	15.79	35	36	19
All Grades	16.23	18.18	6.98	50.26	47.88	53.49	33.51	33.94	39.53	191	165	129

Conclusions based on this data:

1. ELPAC data indicates that many English Learners continue to perform within the lower performance levels in overall language proficiency. In 2024–2025, 31.78% of students scored at Level 1 and 32.56% scored at Level 2 in

Overall Language performance, demonstrating the continued need for intensive English Language Development (ELD) instruction, targeted intervention, and structured language support across grade levels.

2. Oral language development remains an area of relative strength for students. In the Speaking domain, 36.43% of students performed at the “Well Developed” level in 2024–2025, while the percentage of students at the “Beginning” level decreased slightly compared to prior years. These results suggest that instructional strategies emphasizing collaborative conversations, academic discourse, and structured speaking opportunities are positively impacting student language development.
3. Reading and Writing domains continue to represent the greatest areas of need for English Learners. In 2024–2025, 58.91% of students scored at the “Beginning” level in Reading and 39.53% scored at the “Beginning” level in Writing. Additionally, only 6.98% of students achieved the “Well Developed” level in Writing. These findings highlight the need for continued focus on foundational literacy skills, academic vocabulary development, structured writing instruction, and differentiated supports to improve English Learner achievement.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
373	76.7%	35.4%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	35.4%
Foster Youth	1	0.3%
Homeless	5	1.3%
Socioeconomically Disadvantaged	286	76.7%
Students with Disabilities	59	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.8%
American Indian	0	0.0%
Asian	88	23.6%
Filipino	13	3.5%
Hispanic	229	61.4%
Two or More Races	17	4.6%
Pacific Islander	7	1.9%
White	4	1.1%

Conclusions based on this data:

- Socioeconomically Disadvantaged students continue to represent a significant majority of the Katherine Smith Elementary student population. During the 2024–2025 school year, 76.7% of students qualified as

Socioeconomically Disadvantaged, highlighting the ongoing need for targeted academic intervention, social-emotional supports, family outreach, and access to supplemental resources to address barriers to student success.

2. English Learners make up a substantial portion of the school population, accounting for 35.4% of enrolled students in 2024–2025. This data emphasizes the continued importance of implementing strong English Language Development (ELD) instruction, language supports across content areas, and professional development focused on meeting the needs of multilingual learners.
3. Hispanic students remain the largest racial/ethnic subgroup at Katherine Smith Elementary, representing 61.4% of the student population, followed by Asian students at 23.6%. These demographic trends reinforce the importance of culturally responsive teaching practices, strong family engagement, and instructional strategies that support the diverse academic and cultural needs of the school community.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Katherine Smith Elementary maintained an overall “Yellow” performance level in English Language Arts, Mathematics, and English Learner Progress on the 2025 California School Dashboard. These results indicate that the school is demonstrating moderate progress academically, while also identifying the need for continued targeted instruction, intervention, and support to increase student achievement across all content areas.

2. Chronic Absenteeism was identified in the “Red” performance category, indicating that student attendance continues to be a significant area of concern. Improving attendance rates will remain a schoolwide priority through increased family outreach, attendance monitoring, recognition programs, and collaboration with students and families to reduce barriers to consistent school attendance.
3. Suspension data fell within the “Orange” performance category, demonstrating the need to continue strengthening positive behavior supports and school climate initiatives. Katherine Smith Elementary will continue to focus on PBIS implementation, restorative practices, social-emotional learning, and proactive behavioral interventions to improve student behavior, increase school connectedness, and create a positive learning environment for all students.

School and Student Performance Data

Academic Performance English Language Arts

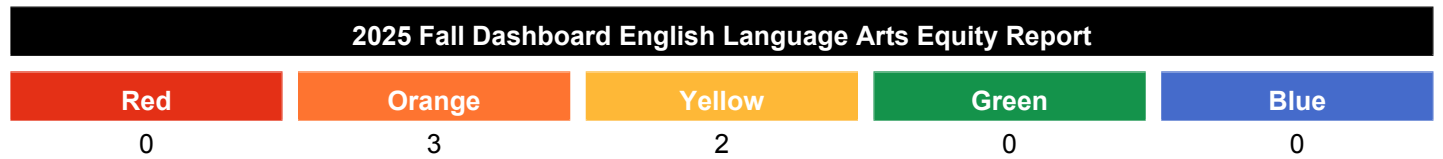
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>67.1 points below standard</div> <div>Increased 7 points</div> <div>194 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>68.7 points below standard</div> <div>Increased 9 points</div> <div>83 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>73.5 points below standard</div> <div>Increased 5.6 points</div> <div>152 Students</div>

Students with Disabilities  Orange 116.5 points below standard Increased 32.4 points 34 Students	African American  No Performance Color 123.5 points below standard 11 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 3.5 points below standard Declined 7.3 points 42 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange 81.6 points below standard Increased 9.3 points 116 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Overall English Language Arts performance for All Students remained in the "Yellow" performance category on the 2025 California School Dashboard, with students performing 67.1 points below standard. Although overall performance increased by 7 points from the previous year, continued targeted literacy instruction and intervention will be necessary to further improve student achievement.
2. Several student groups demonstrated growth in English Language Arts performance despite remaining below standard. English Learners increased 9 points, Hispanic students increased 9.3 points, and Socioeconomically Disadvantaged students increased 5.6 points from the previous year. These gains suggest that targeted supports and intervention efforts are beginning to positively impact student learning outcomes.
3. Students with Disabilities continue to represent the student group with the greatest academic need in English Language Arts, performing 116.5 points below standard despite an increase of 32.4 points from the previous year. This data highlights the need for continued differentiated instruction, specialized academic intervention, and collaborative support services to address significant learning gaps and improve literacy achievement for Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

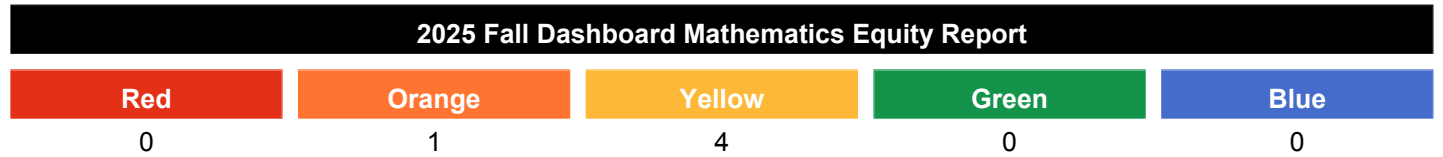
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>78.8 points below standard</div> <div>Increased 9.6 points</div> <div>196 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>75.7 points below standard</div> <div>Increased 21 points</div> <div>85 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>85.2 points below standard</div> <div>Increased 9.8 points</div> <div>154 Students</div>

Students with Disabilities  Orange 111.1 points below standard Increased 37.7 points 34 Students	African American  No Performance Color 142.3 points below standard 11 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 23.6 points below standard Declined 10.5 points 44 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Yellow 91.6 points below standard Increased 14.9 points 116 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

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 Science

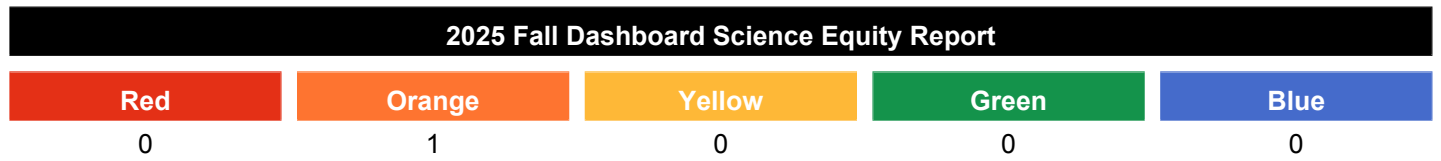
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>40.1 science points</div> <div>Declined 5.1 points</div> <div>51 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>44.8 science points</div> <div>Increased 3.8 points</div> <div>25 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>37.7 science points</div> <div>Declined 6.6 points</div> <div>43 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 51.8 science points Maintained 1.1 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 36.2 science points Declined 8 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Overall Science performance for All Students was in the “Orange” performance category on the 2025 California School Dashboard, with students scoring 40.1 points below standard. Schoolwide science performance declined by 5.1 points from the previous year, indicating a continued need to strengthen science instruction, inquiry-based learning opportunities, and access to rigorous academic experiences aligned to the California Science Standards.
2. Socioeconomically Disadvantaged students and Hispanic students also performed in the “Orange” category and demonstrated declines in science achievement. Socioeconomically Disadvantaged students declined 6.6 points, while Hispanic students declined 8 points from the previous year. These results highlight the importance of targeted academic supports, differentiated instruction, and increased access to hands-on science learning opportunities for historically underserved student groups.
3. English Learners demonstrated slight improvement in science performance, increasing 3.8 points from the previous year despite remaining below standard. This growth suggests that language supports, academic vocabulary development, and integrated English Language Development strategies may be positively impacting student access to science instruction and content understanding.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
42.6 making progress.	making progress.
Number Students: 94 Students	Number Students: 2 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1%	39.4%	4.3%	38.3%

Conclusions based on this data:

1. Katherine Smith Elementary earned a “Yellow” performance level on the 2025 California School Dashboard English Learner Progress Indicator, with 42.6% of English Learners making progress toward English language proficiency. This indicates moderate progress overall while highlighting the continued need to strengthen English Language Development instruction and targeted supports for multilingual learners.
2. Data from the Student English Language Acquisition Results shows that 38.3% of English Learners progressed at least one ELPI level during the 2024–2025 school year, while 4.3% maintained the highest proficiency level (ELPI Level 4). These results demonstrate that many students are continuing to make measurable language growth toward proficiency.
3. A significant percentage of students, 39.4%, maintained lower ELPI levels (1L, 2L, 2H, 3L, or 3H), while 18.1% decreased at least one ELPI level. This data highlights the need for continued intervention, designated and integrated ELD instruction, academic language development, and differentiated classroom supports to accelerate language acquisition and improve outcomes for English Learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

28.9% Chronically Absent

Increased 2.8

395 Students

English Learners



Orange

23.1% Chronically Absent

Declined 1.8

143 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Socioeconomically Disadvantaged



Red

31.8% Chronically Absent

Increased 3.2

311 Students

Students with Disabilities  Red 40.3% Chronically Absent Increased 6.5 72 Students	African American  No Performance Color 56.3% Chronically Absent Declined 10.4 16 Students	American Indian  No Performance Color 0 Students
Asian  Green 9.9% Chronically Absent Declined 5.2 91 Students	Filipino  No Performance Color 30.8% Chronically Absent Declined 0.5 13 Students	Hispanic  Red 32.2% Chronically Absent Increased 6.9 245 Students
Two or More Races  No Performance Color 36.8% Chronically Absent Increased 3.5 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Chronic absenteeism remains a significant area of concern for Katherine Smith Elementary, with All Students identified in the “Red” performance category on the 2025 California School Dashboard. Overall, 28.9% of students were classified as chronically absent, representing an increase of 2.8 percentage points from the previous year. This data highlights the continued need for strong attendance intervention systems, family outreach, and student engagement strategies.
2. Several student groups demonstrated particularly high rates of chronic absenteeism. Students with Disabilities had the highest chronic absenteeism rate at 40.3%, followed by Hispanic students at 32.2% and Socioeconomically Disadvantaged students at 31.8%. These findings emphasize the importance of targeted attendance supports, case management, and collaboration with families to address barriers impacting student attendance.
3. While overall chronic absenteeism increased for many student groups, some groups demonstrated improvement. English Learners decreased chronic absenteeism by 1.8 percentage points, and Asian students decreased by 5.2 percentage points, earning a “Green” performance level with 9.9% chronically absent. These results suggest that focused attendance supports and family engagement efforts may be positively impacting student attendance outcomes for these groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

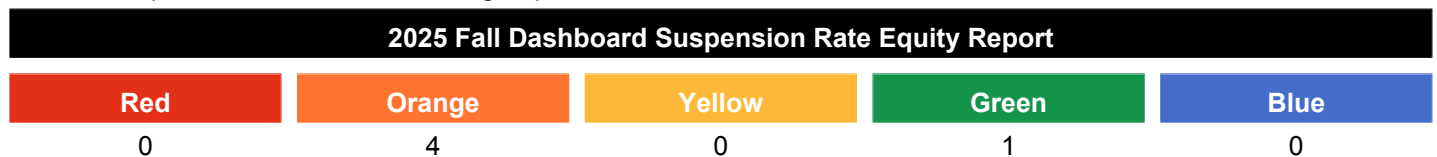
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.6% suspended at least one day Maintained 0.2% 418 Students	English Learners  Orange 3.4% suspended at least one day Increased 0.7% 148 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 4.6% suspended at least one day Increased 1.3% 325 Students

Students with Disabilities  Orange 8.1% suspended at least one day Declined 2.9% 74 Students	African American  No Performance Color 16.7% suspended at least one day Increased 16.7% 18 Students	American Indian  No Performance Color 0 Students
Asian  Orange 3.1% suspended at least one day Increased 0.4% 98 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Green 2.7% suspended at least one day Declined 1.2% 259 Students
Two or More Races  No Performance Color 5.3% suspended at least one day Declined 1% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

- Overall suspension rates at Katherine Smith Elementary remained in the “Orange” performance category on the 2025 California School Dashboard. During the 2024–2025 school year, 3.6% of students were suspended at least one day, reflecting a slight increase of 0.2 percentage points from the previous year. These results indicate the continued need to strengthen proactive behavior supports, restorative practices, and social-emotional interventions.
- Students with Disabilities experienced the highest suspension rate among identified student groups, with 8.1% suspended at least one day. Although this subgroup demonstrated a decline of 2.9 percentage points from the previous year, the data highlights the importance of continued behavioral supports, intervention systems, and collaboration between general education and special education staff to meet student needs.
- Hispanic students demonstrated positive improvement in suspension outcomes, earning a “Green” performance level with 2.7% suspended at least one day and a decline of 1.2 percentage points from the previous year. This improvement suggests that schoolwide PBIS systems, restorative practices, and proactive student supports may be positively impacting student behavior and school climate.

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 will ensure equitable access to high-quality instruction and academic excellence for all students by strengthening Priority standards-based teaching practices, targeted intervention systems, and English Language Development instruction. Through ongoing professional development, data analysis, collaborative planning, and implementation of rigorous academic standards, the school will improve student achievement in English Language Arts, Mathematics, Science, and English Learner Progress, with a specific focus on supporting English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. Additionally, the school will strengthen attendance, behavioral, and social-emotional support systems to improve student engagement, reduce chronic absenteeism and suspension rates, and create a positive, inclusive learning environment where all students can succeed.

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.

Katherine Smith Elementary continues to demonstrate areas of academic growth while also identifying significant needs in student achievement, attendance, and school climate. According to the 2025 California School Dashboard, the school earned a Yellow performance level in English Language Arts, Mathematics, and English Learner Progress, while Science and Suspension rates remained in the Orange category and Chronic Absenteeism remained in the Red category. Achievement gaps continue to exist for English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities.

CAASPP data indicates that a large percentage of students continue to perform below standard in both English Language Arts and Mathematics. ELPAC data shows that while 42.6% of English Learners are making progress toward English proficiency, many students continue to struggle in Reading and Writing. CAST results demonstrate continued need for improvement in science achievement, particularly for English Learners and Socioeconomically Disadvantaged students.

Local i-Ready data aligns with state assessment trends and identifies continued areas of need in reading comprehension, vocabulary development, geometry, and measurement/data analysis. Additionally, chronic absenteeism and suspension data indicate a continued need to strengthen attendance systems, PBIS implementation, restorative practices, and social-emotional supports to improve student engagement and school climate.

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	Katherine Smith Elementary is identified in the Orange category for Suspension Rate, with 3.6% of students suspended at least one day. Students with Disabilities had an 8.1% suspension rate, while Hispanic students had a 2.7% suspension rate. Chronic Absenteeism remained in the Red category with 28.9% of students chronically absent.	Suspension rates and chronic absenteeism rates will decrease for all students, with targeted reductions for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.
CAASPP ELA	All Students performed 67.1 points below standard in English Language Arts. English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities performed significantly below standard.	The percentage of students meeting or exceeding standards in ELA will increase by at least 5%, and achievement gaps among targeted student groups will decrease.
CAASPP Math	Over 52% of students scored in the "Standard Not Met" category in Mathematics. English Learners, Hispanic students, and Students with Disabilities performed below standard.	Math proficiency rates will increase by at least 5%, and the percentage of students performing below standard will decrease across all student groups.
CAST	All Students performed 40.1 points below standard in Science. Hispanic students and Socioeconomically Disadvantaged students demonstrated declines in achievement.	Science proficiency rates will improve by at least 5%, with increased performance among English Learners and Socioeconomically Disadvantaged students.
ELPAC	42.6% of English Learners made progress toward English proficiency. Reading and Writing domains remained areas of greatest need, with high percentages of students performing at beginning levels.	At least 50% of English Learners will demonstrate progress toward English proficiency, with increased performance in Reading and Writing domains.
iReady Reading T3 Diagnostic in Language Arts	Students continue to struggle in Overall Comprehension and Vocabulary development, with targeted student groups performing below grade-level expectations.	The percentage of students performing Early On Grade Level or Mid/Above Grade Level in Reading will increase by at least 5%.
iReady Reading T3 Diagnostic in Math	Students demonstrated greatest areas of need in Geometry, Measurement, and Data Analysis, with many students performing below grade-level expectations.	The percentage of students performing Early On Grade Level or Mid/Above Grade Level in Mathematics will increase by at least 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	Strategy 1.1 Professional Development Review of PBL, ELPAC, CAASPP, and i-Ready data indicates a continued need to improve academic outcomes, particularly for English Learners and other identified student groups. In response, Katherine Smith Elementary strengthened collaboration with the Educational	All students Students in grades 1-4 who meet the criteria for ELA support as outlined in the CCEIS plan.	16250 General Fund 5800: Professional/Consulting Services And Operating Expenditures i.e. Differentiated PBL Training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Services Department through support from the District ELD Coach and Program Specialist to enhance instructional practices, intervention systems, and language development supports. The school also implemented GLAD instructional coaching and support in grades TK–6 to increase academic language development, student engagement, and access to rigorous instruction across content areas. In addition, Katherine Smith partnered with New Tech High to integrate Project Based Learning into classroom instruction, providing students with authentic, inquiry-driven learning experiences that deepen content understanding and build critical thinking skills. These targeted strategies and professional learning opportunities are designed to improve English Learner achievement, literacy development, and overall student academic performance.		
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide Tier 2 interventions and targeted supports for students identified as performing below grade level in i-Ready Reading and/or Mathematics. Students who are below grade level or at risk of not meeting literacy standards will receive additional academic support through programs and services such as SEAT, school enrichment intervention, extended-day support, and extended-year learning opportunities.</p>	<p>All students</p> <p>Students performing below grade level</p>	<p>23000.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention</p> <p>7667.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Release and collaboration PBL</p>
1.3	Students will have access to high-quality digital content and instructional resources that support learning and achievement in English Language Arts, Mathematics, and Science.	<p>All students</p> <p>Kinder and 1st Grade students</p> <p>English Language Learners</p>	<p>4,660 Supplemental Fund 4000-4999: Books And Supplies i.e. IXL to support ELA and Math</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

Analysis of ELPAC, CAASPP, and i-Ready data indicates a continued need for improvement in student academic performance, particularly for English Learners and other identified student groups. In response to these results, Katherine Smith Elementary increased collaboration with the Educational Services Department through support from the District ELD Coach and Program Specialist to strengthen instructional practices and intervention systems. Additional strategies included implementation of GLAD instructional coaching and support in grades TK–6 to strengthen academic language development, student engagement, and access to rigorous instruction. These supports are intended to improve English Language Development, literacy, and overall academic achievement. While current data demonstrates ongoing areas of need, the school believes these targeted strategies and professional learning opportunities will positively impact student growth and performance outcomes.

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 Elementary will strengthen student, parent, and community engagement by expanding programs and supports that foster positive connections between school and home while supporting the development of the whole child. The school will strengthen family partnerships through ongoing communication, family engagement opportunities, and collaboration with community resources to support student success academically, socially, and emotionally.

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 identifies Chronic Absenteeism and Suspension Rates as areas of need for Katherine Smith Elementary. Chronic absenteeism remains high, particularly among Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, indicating a need for stronger attendance supports, family outreach, and student engagement strategies.

Suspension data and Office Discipline Referral trends indicate a continued need to strengthen PBIS implementation, restorative practices, social-emotional learning, and conflict resolution skills. Physical aggression continues to account for a significant number of discipline incidents, demonstrating the need to support students in self-regulation, problem solving, and positive peer interactions.

District and site climate survey data also indicate an opportunity to strengthen student and family understanding of schoolwide expectations and behavior systems. Katherine Smith Elementary will continue to improve communication, family engagement, and school connectedness to support a safe, positive, and inclusive school environment.

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	Katherine Smith Elementary is identified in the Red category for Chronic Absenteeism, with 28.9% of students chronically absent. Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students demonstrated the highest absenteeism rates.	Chronic absenteeism rates will decrease schoolwide by at least 5%, with targeted reductions for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.
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. Katherine Smith Elementary is identified in the Orange category for Suspension Rate, with 3.6% of	Suspension rates will decrease schoolwide, with targeted reductions for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 5%.

	students suspended at least one day. Students with Disabilities demonstrated the highest suspension rates.ended, putting them in red.	
PowerSchool Chronic Absenteeism Report	PowerSchool data indicates that approximately 24–29% of students were chronically absent during the 2024–2025 school year. Hispanic students represented a significant percentage of chronically absent students.	The percentage of chronically absent students will decrease by at least 5%, with increased attendance rates among targeted student groups.
PowerSchool Incident Management	School discipline data indicates that physical aggression and student conflict continue to account for a significant percentage of Office Discipline Referrals. Alternative means of correction were used in the majority of incidents.	Office Discipline Referrals related to physical aggression and conflict will decrease through implementation of PBIS, restorative practices, and social-emotional supports.
EESD Safety Survey	Survey results indicate that staff familiarity with schoolwide expectations is high, while student and community familiarity with schoolwide rules and expectations remains significantly lower.	Student and family familiarity with schoolwide expectations, PBIS systems, and behavior supports will increase through improved communication, family engagement, and school climate initiatives.

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	<p>Strategy 2.1 PBIS</p> <p>Staff will continue to implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) system to foster a positive, safe, and supportive school...Staff will continue to implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) system to foster a positive, safe, and supportive school climate for all students. Tier 1 universal supports will include regular recognition of positive student behavior, schoolwide reward systems, student assemblies, and asset-building activities. SEL and Project Cornerstone lessons will be integrated into classroom instruction to strengthen students' social-emotional skills and sense of belonging. Behavioral data will be reviewed regularly by Tier 1 and Tier 2 teams to identify students needing additional support, and targeted Tier 2 interventions will be provided accordingly. Ongoing professional development will ensure staff are equipped with effective, research-based behavior support strategies to meet the needs of all students, particularly those in our identified target groups.</p>	All students	<p>3200.00</p> <p>Supplemental Fund</p> <p>4000-4999: Books And Supplies</p> <p>PBIS</p>
2.2	<p>Strategy 2.2 Family Engagement</p> <p>To strengthen collaboration between families, the school, and the community, the school will provide a variety of opportunities for parent and caregiver engagement. Activities may include, but are not</p>	<p>All students</p> <p>EL Students</p>	<p>5677.00</p> <p>Title III</p> <p>4000-4999: Books And Supplies</p> <p>Purchasing supplemental materials for enrichment.</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	limited to, Family Nights in partnership with PTA, Open House, Back-to-School Night, School Beautification Days, Spirit Days, community service projects, volunteer opportunities, attendance workshops, and parent engagement nights.		
2.3	<p>Strategy 2.3 Family Communication</p> <p>Support ongoing family communication through the use of digital and printed resources to strengthen home-to-school connections. Resources may include, but are not limited to, PBIS handbooks, homework folders, Friday folders, student planners, ParentSquare messaging, email communication, translation services, home visits, SST handbooks, and 504 handbooks.</p>	All Students	<p>500.00</p> <p>Supplemental Fund</p> <p>4000-4999: Books And Supplies</p> <p>Bilingual homework folder/planners for parent communication</p>
2.4	<p>Strategy 2.4 Enrichment Opportunities</p> <p>Staff will provide students with regular opportunities to develop leadership skills and positively contribute to the school community. Leadership opportunities may include, but are not limited to, Student Council, Expect Respect, peer mentoring programs, and social skills development activities. Students will also have opportunities to participate in a variety of enrichment activities outside of the regular school day. Enrichment opportunities may include, but are not limited to, Artisans Club, collaborations with local high school organizations, and teacher-led clubs and activities.</p>	All students	<p>8,511</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>SEAT Hours</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

Katherine Smith Elementary continued to prioritize family and student engagement through partnerships with community organizations, local agencies, and neighborhood groups that provided activities, resources, and support opportunities for students and families. The school implemented family engagement events, attendance outreach, PBIS activities, and opportunities for student leadership and student voice throughout the school year.

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

Katherine Smith Elementary will provide a rigorous, supportive, and equitable learning environment that ensures all students reach their highest academic potential. Through Priority standards-based instruction, targeted intervention, English Language Development, data-driven instructional practices, and ongoing professional development, the school will improve student achievement in English Language Arts, Mathematics, Science, and English Learner Progress as measured by CAASPP, ELPAC, CAST, i-Ready Diagnostics, and the California School Dashboard.

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 student performance on the CAASPP assessments in English Language Arts, Mathematics, and Science to measure academic achievement and growth. Katherine Smith Elementary is currently identified in the Yellow performance category for English Language Arts, Mathematics, and English Learner Progress, while Science remains in the Orange category. CAST Science data also demonstrates a continued need for improvement in science achievement, particularly among English Learners and Socioeconomically Disadvantaged students. While some student groups demonstrated growth, overall science performance remains below standard.

Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Locally, Evergreen School District utilizes i-Ready Diagnostic assessments in grades Transitional Kindergarten through sixth grade to monitor progress toward grade-level proficiency. Current i-Ready Reading and Mathematics data indicates that many students continue to perform below grade-level expectations, particularly in reading comprehension, vocabulary, geometry, and measurement/data analysis. Data also indicates a continued need to provide targeted intervention and differentiated support for English Learners, Hispanic students, and other identified student groups.

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.	Assessment data indicates continued academic need in English Language Arts, Mathematics, Science, and English Learner Progress. Approximately 21% of students met or exceeded standards in ELA and Mathematics, while over 50% performed in the "Standard Not Met" category. CAST and ELPAC data, along with local i-Ready results, indicate continued need for support in reading comprehension, vocabulary, geometry, measurement, and data analysis.	Student proficiency rates will increase by at least 5% in ELA, Mathematics, Science, English Learner Progress, and i-Ready Reading and Math performance.
Data indicates continued academic need in ELA, Mathematics, Science, and English Learner Progress, with over 50% of students performing below standard.	Student achievement will improve in ELA, Mathematics, Science, and English Learner Progress, with increased proficiency rates and reduced achievement gaps among identified student groups.	Student proficiency rates will increase in ELA, Mathematics, Science, and English Learner Progress, while achievement gaps among identified student groups will decrease.

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>To ensure students have full access to learning opportunities, staff will provide the operational resources, materials, and support services necessary to maintain effective instruction and school operations. Resources and services may include, but are not limited to, classroom and department budgets, copier maintenance and supplies, and additional staff time to complete projects and responsibilities beyond regular work hours.</p>	All Students	<p>5,652.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries English Language Learners</p> <p>1360.00 Title III 4000-4999: Books And Supplies Purchasing office supplies.</p> <p>10606.00 Supplemental Fund 4000-4999: Books And Supplies Grade-level budgets</p> <p>2000.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance.</p> <p>6646.00 General Fund 2000-2999: Classified Personnel Salaries Yard duty support</p>

Annual Review

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.

Katherine Smith Elementary implemented targeted intervention, standards-based instruction, English Language Development supports, small-group instruction, PBIS, restorative practices, and professional development to improve student achievement and school climate. Staff utilized CAASPP, ELPAC, CAST, i-Ready, and classroom data to provide differentiated support for English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.

Implementation of these strategies resulted in areas of growth in English Language Arts, mathematics reasoning, and English Learner Progress. The school also strengthened attendance monitoring, family outreach, and behavioral supports.

Although growth was demonstrated in several areas, data indicates continued need for improvement in academic proficiency, chronic absenteeism, and suspension rates. Continued focus will be placed on targeted intervention, student engagement, attendance supports, social-emotional learning, and positive behavior systems.

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

There were no major differences between the intended implementation and the budgeted expenditures associated with this goal. Katherine Smith Elementary continued to implement targeted academic interventions, English Language Development supports, PBIS systems, restorative practices, professional development, and student support programs as planned.

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.

Based on analysis of state and local data, Katherine Smith Elementary will continue this goal with increased focus on targeted intervention, English Language Development, attendance improvement, PBIS implementation, restorative practices, and social-emotional supports. Additional emphasis will be placed on improving outcomes for English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students in English Language Arts, Mathematics, Science, and student engagement indicators.

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	\$95,729.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title III	\$7,037.00

Subtotal of additional federal funds included for this school: \$7,037.00

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	\$31,407.00
Supplemental Fund	\$57,285.00

Subtotal of state or local funds included for this school: \$88,692.00

Total of federal, state, and/or local funds for this school: \$95,729.00

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	4331.00	4,331.00
Supplemental Fund	57,285.00	0.00
General Fund	31,407.00	0.00
Title III	7,037.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	31,407.00
Supplemental Fund	57,285.00
Title III	7,037.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,830.00
2000-2999: Classified Personnel Salaries	6,646.00
4000-4999: Books And Supplies	26,003.00
5000-5999: Services And Other Operating Expenditures	2,000.00
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	8,511.00
2000-2999: Classified Personnel Salaries	General Fund	6,646.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	16,250.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	36,319.00
4000-4999: Books And Supplies	Supplemental Fund	18,966.00

5000-5999: Services And Other Operating Expenditures	Supplemental Fund	2,000.00
4000-4999: Books And Supplies	Title III	7,037.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,577.00
Goal 2	17,888.00
Goal 3	26,264.00

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
Doris Malmin	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
	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, Doris Malmin on 5/19/26



SSC Chairperson, Carmen Navarro on 5/22/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



Katherine Smith School

Designed for the 21st Century Learner

FamilyEngagement Plan 2026 - 2027

At Katherine Smith Elementary School, we believe family engagement is the participation of parents and family members in authentic, two-way, and meaningful communication involving student learning and related school activities.

Katherine Smith Elementary School has jointly developed a mutually agreed-upon parent & family engagement policy with parents and family members that establishes the school's objectives for meaningful family engagement. Katherine Smith Elementary School commits to the following to strengthen student achievement, learning, and success:

Parents play an integral role in supporting their child's learning. Parents are encouraged to be actively involved in their child's education. This involvement can include regularly communicating with classroom teachers, attending conferences and school events, participating in School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), and attending district/school parent workshops. Parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child.

This policy guides the school's strategies to strengthen school and parent partnerships in all programs. When schools, families, and communities work together to support learning, children do better in school, stay in school longer, and better engage in their education.

Communication and Collaboration:

Distribute yearly parent surveys to all parents of students enrolled in our school to involve parents in developing this plan and provide input on using parent and family engagement funds. Provide parents access to information on the district's parent and family engagement plan, the district's Local Control Accountability Plan (LCAP), and the School Accountability Report Cards (SARCs) through the school/district website. Copies of these documents are available for parents upon request at the individual school sites.

Engage parents in dialogue about parent engagement during the following meetings: District Parent Advisory Committee Meetings Open Houses SSC (open to the public) Parent Workshops Coffee Chat with the Principal Back to School Night School-Hosted Events PTA Events SEL program / Partnerships

Katherine Smith Elementary School commits to building the school's staff and parent capacity to cultivate strong family engagement. Through planned collaboration and training, we will maintain the authentic engagement of parents and family members. This genuine engagement will develop the necessary partnerships among the school, families, and communities to improve student engagement and academic achievement.

Katherine Smith Elementary

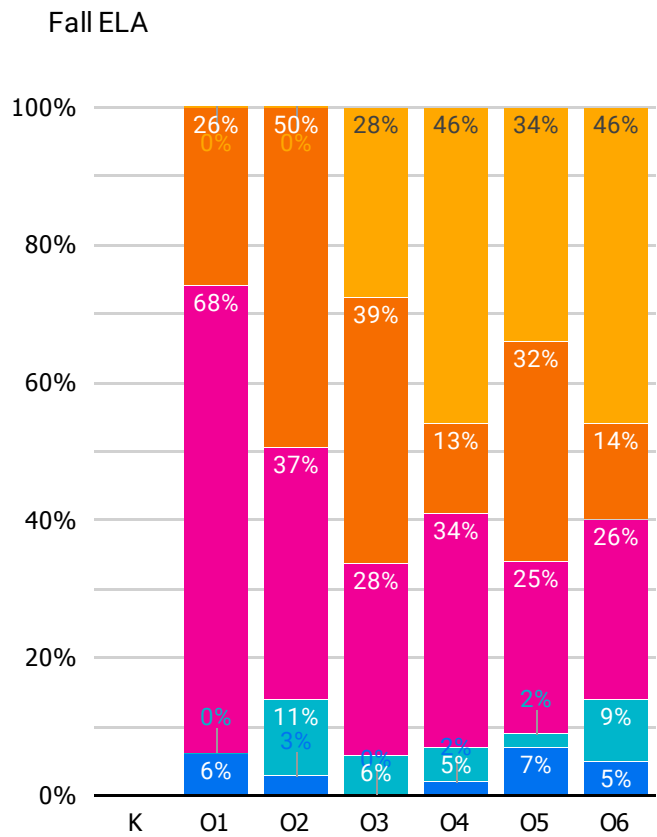
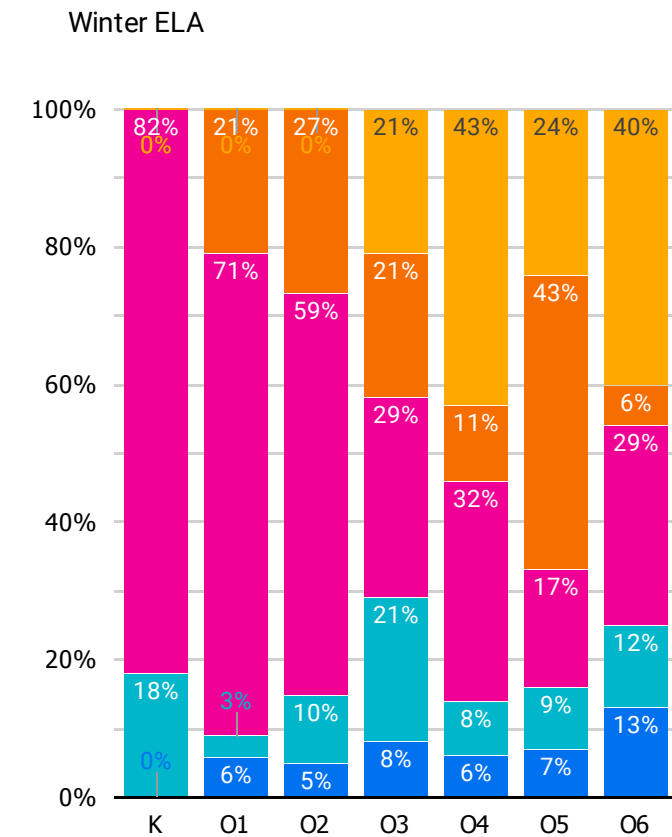
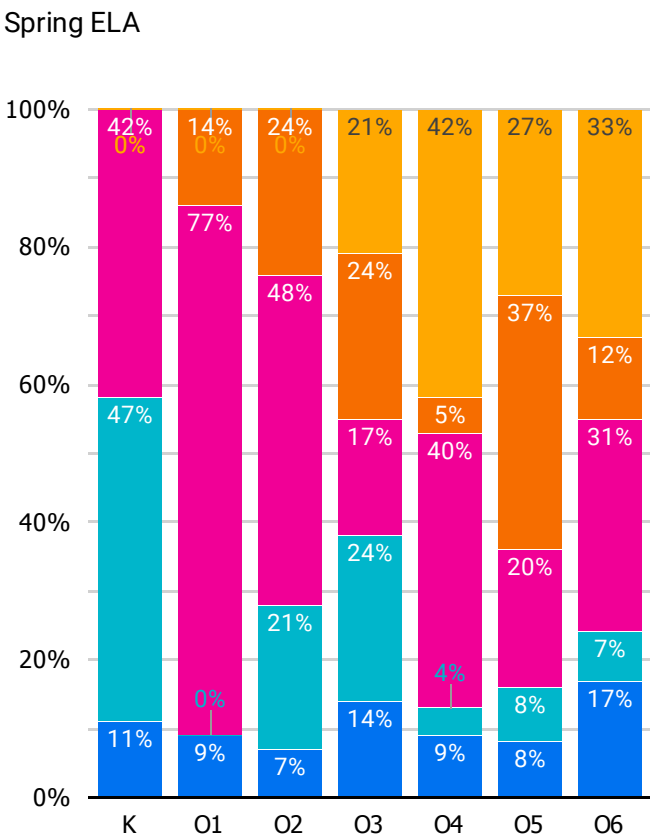
School will help parents understand: California and District academic standards and metrics connected to student learning and progress. Programs for parents to learn about the

challenging State academic standards and local academic assessments, including alternative forms of assessment that might be provided. Opportunities to participate in activities and workshops supporting social-emotional learning, mental health, wellness, and other topics related to student success.

Katherine Smith Elementary School will support staff in developing and maintaining family engagement. Information and resources on strengthening family engagement and improving school-family communication strategies will be regularly disseminated to increase family participation ,improve school-family connections and strengthen ties within the school community.

Katherine Smith English Language Arts Data 2025 - 2026

- % Students Three or More Grade Levels Below
- % Students Two Grade Levels Below
- % Students One Grade Level Below
- % Students Early On Grade Level
- % Students Mid or Above Grade Level



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	2	0	23	9	0
O2	1	4	14	19	0
O3	0	1	5	7	5
O4	1	3	19	7	26
O5	3	1	11	14	15
O6	3	5	15	8	26

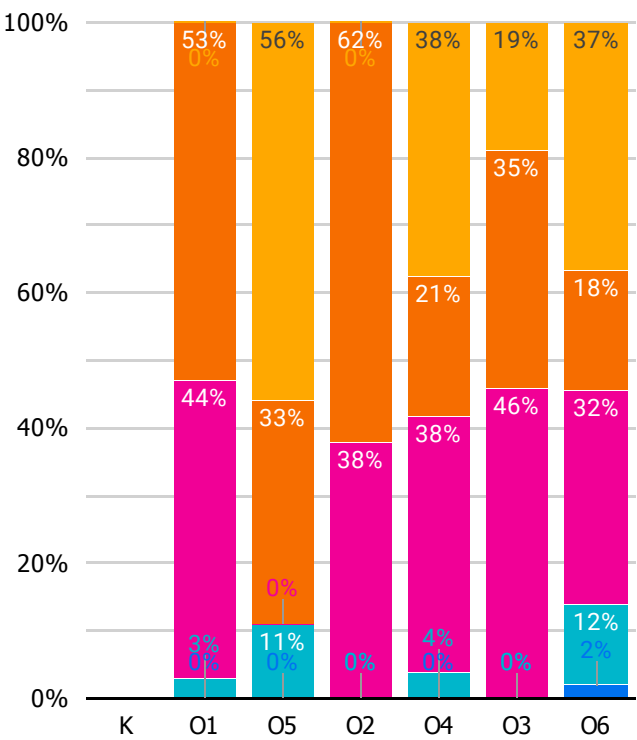
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	0	6	28	0	0
O1	2	1	24	7	0
O2	2	4	24	11	0
O3	3	8	11	8	8
O4	3	4	17	6	23
O5	3	4	8	20	11
O6	7	6	15	3	21

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	4	17	15	0	0
O1	3	0	27	5	0
O2	3	9	20	10	0
O3	6	10	7	10	9
O4	5	2	22	3	23
O5	4	4	10	18	13
O6	10	4	18	7	19

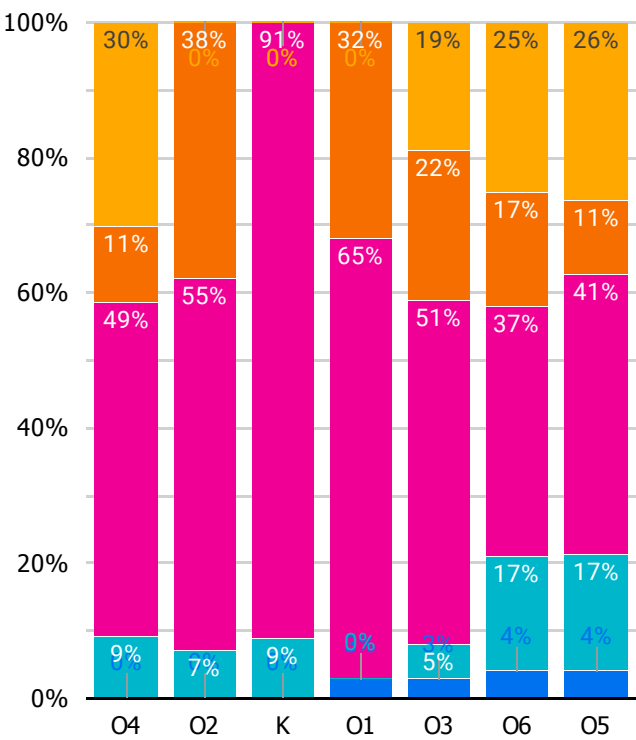
Katherine Smith Math Data Fall 2025 - 2026

- % Students Three or More Grade Levels Below
- % Students Two Grade Levels Below
- % Students One Grade Level Below
- % Students Early On Grade Level
- % Students Mid or Above Grade Level

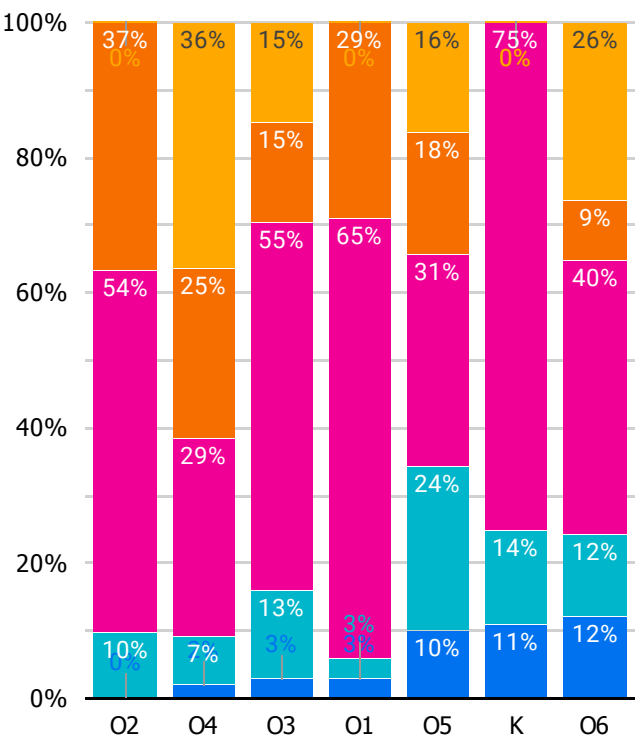
Fall Math



Winter Math



Spring Math



Grade ^	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	0	1	14	17	0
O2	0	0	15	24	0
O3	0	0	12	9	5
O4	0	2	20	11	20
O5	0	1	0	3	5
O6	1	7	18	10	21

Grade ^	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	0	3	31	0	0
O1	1	0	22	11	0
O2	0	3	23	16	0
O3	1	2	19	8	7
O4	0	5	26	6	16
O5	2	8	19	5	12
O6	2	9	19	9	13

Grade ^	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	4	5	27	0	0
O1	1	1	22	10	0
O2	0	4	22	15	0
O3	1	5	22	6	6
O4	1	4	16	14	20
O5	5	12	15	9	8
O6	7	7	23	5	15



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	KATHERINE SMITH	SITE #	002	ALLOCATION:	\$	31,407.00		
			3 digits - 0##					
<i>Certificated Salaries (for timesheets)</i>			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher			010-1100-0	1120	00-1170	1000	002	
SEAT School Enrichment(required \$55.86 x 125 hours)			010-1100-0	1120	00-1170	1000	002	6,983
Substitute Teachers (paid by site)			010-1100-0	1150	00-1170	1000	002	
<i>Subs for absences are charged to the District:</i>			010-1100-0	1150	00-1298	1000	081	
<i>Other*</i>			010-1100-0		00-1170		002	
21.88% Benefits			010-1100-0	3xx1	00-1170		002	1,527
<i>Classified Salaries (for timesheets)</i>								
Hourly Classroom Aide / Paraprofessional			010-1100-0	2190	00-1170	1000	002	
Hourly M&O / Custodian			010-1100-0	2224	00-1170	8100	002	
Hourly Clerical			010-1100-0	2460	00-1170	2700	002	
Hourly Health Aide			010-1100-0	2950	00-1170	3140	002	
Hourly Noon Duty Extra Noon Duty			010-1100-0	2950	00-1170	3900	002	6,647
<i>Other*</i>			010-1100-0		00-1170		002	
35.38% Benefits			010-1100-0	3xx2	00-1170		002	
<i>Supplies (for POs & reimbursements)</i>								
Books			010-1100-0	4200	00-1170	1000	002	
Classroom Supplies			010-1100-0	4310	00-1170	1000	002	
Office Supplies			010-1100-0	4351	00-1170	2700	002	
Equipment \$500 -4,999 (function depends on use*)			010-1100-0	4400	00-1170		002	
<i>Other*</i>			010-1100-0		00-1170		002	
<i>Other Services & Operating Costs (for POs & reimbursements)</i>								
Travel/Conference			010-1100-0	5210	00-1170	1000	002	
Conference Registration Fees			010-1100-0	5220	00-1170	1000	002	
Mileage Reimbursement			010-1100-0	5299	00-1170	1000	002	
Maintenance Repair			010-1100-0	5610	00-1170	8100	002	
Computer Repair			010-1100-0	5611	00-1170	1000	002	
Copier Maintenance (required = Purchasing PO)			010-1100-0	5615	00-1170	1000	002	
Consultant/Contractors Friends of New Tech			010-1100-0	5815	00-1170	1000	002	16,250
web subscriptions and software			010-1100-0	5826	00-1170	1000	002	
Field Trip			010-1100-0	5840	00-1170	1000	002	
<i>Other*</i>			010-1100-0		00-1170		002	
<i>Other*</i>			010-1100-0		00-1170			
<i>*Fill out with Business Office - we're happy to help</i>								
					TOTAL BUDGET			31,407
Statutory Benefits Calculation								should match Allocation
19.10%	STRS (Certificated only)	3101					variance:	1
26.40%	PERS (Classified only)	3202						
6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

NEIGHBOURHOOD SAFETY UNIT							
FY 2026-27							
SCHOOL:	KATHERINE SMITH	SITE #	002	ALLOCATION:	\$ 75,000.00		
Certificated Salaries (for timesheets)		FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher - Homework Club/Enrichment		060-9011-0	1120	00-1752	1000	002	16,570
Substitute Teachers (paid by site)		060-9011-0	1150	00-1752	1000	002	
Subs for absences are charged to the District:		010-0000-0	1150	00-1298	1000	081	
Other*		060-9011-0		00-1752		002	
21.88%	Benefits	060-9011-0	3xx1	00-1752		002	3,625
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional		060-9011-0	2190	00-1752	1000	002	
Other*		060-9011-0		00-1752		002	
35.38%	Benefits	060-9011-0	3xx2	00-1752		002	-
Supplies (for POs & reimbursements)							
Books		060-9011-0	4200	00-1752	1000	002	
Classroom Supplies		060-9011-0	4310	00-1752	1000	002	
Office Supplies		060-9011-0	4351	00-1752	2700	002	
Equipment \$500 -4,999 (function depends on use*)		060-9011-0	4400	00-1752		002	
Other* - Yearbook		060-9011-0		00-1752		002	4,400
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference		060-9011-0	5210	00-1752	1000	002	
Conference Registration Fees		060-9011-0	5220	00-1752	1000	002	
Mileage Reimbursement		060-9011-0	5299	00-1752	1000	002	
Consultant/Contractors -Recess & Lunch Activities?		060-9011-0	5815	00-1752	1000	002	50,405
Field Trip		060-9011-0	5840	00-1752	1000	002	
Other*		060-9011-0		00-1752		002	
Other*		060-9011-0		00-1752			
*Fill out with Business Office - we're happy to help							
TOTAL BUDGET						75,000	
						should match Allocation	
19.10%	STRS (Certificated only)	3101				variance:	-
26.40%	PERS (Classified only)	3202					
6.20%	OASDI (CL)	331X					
1.45%	Medicare (CE & CL)	332X					
0.05%	State Unemployment (CE & CL)	350X					
1.275%	Workers Comp (CE & CL)	360X					



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET

FY 2026-27

SCHOOL:	KATHERINE SMITH	SITE #	002		ALLOCATION:	\$ 7,037.00		
			3 digits - 0##					
Certificated Salaries (for timesheets)			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher enrichment - Glad Stipend - Whitman			060-4203-0-	1120	00-1551	1000	002	
Hourly Teacher			060-4203-0-	1120	00-1551	1000	002	
Substitute Teachers (paid by site)			060-4203-0-	1150	00-1551	1000	002	
Subs for absences are charged to the District:			060-4203-0-	1150	00-1298	1000	081	
Other*			060-4203-0-		00-1551		002	
21.88%	Benefits		060-4203-0-	3xx1	00-1551			
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	
Other*			060-4203-0-		00-1551		002	
35.38%	Benefits		060-4203-0-	3xx2	00-1551			
Supplies (for POs & reimbursements)								
Books			060-4203-0-	4200	00-1551	1000	002	1,360
Classroom Supplies			060-4203-0-	4310	00-1551	1000	002	5,677
Office Supplies			060-4203-0-	4351	00-1551	2700	002	
Equipment \$500 -4,999 (function depends on use*)			060-4203-0-	4400	00-1551		002	
Other*			060-4203-0-		00-1551		002	
Other Services & Operating Costs (for POs & reimbursements)								
Travel/Conference			060-4203-0-	5210	00-1551	1000	002	
Conference Registration Fees			060-4203-0-	5220	00-1551	1000	002	
Mileage Reimbursement			060-4203-0-	5299	00-1551	1000	002	
Maintenance Repair			060-4203-0-	5610	00-1551	8100	002	
Computer Repair			060-4203-0-	5611	00-1551	1000	002	
Copier Maintenance			060-4203-0-	5615	00-1551	1000	002	
Consultant/Contractors			060-4203-0-	5815	00-1551	1000	002	
Software, Subscriptions & Licenses			060-4203-0-	5826	00-1551	1000	002	
Field Trip			060-4203-0-	5840	00-1551	1000	002	
Other*			060-4203-0-		00-1551		002	
Other*			060-4203-0-		00-1551			
*Fill out with Business Office - we're happy to help								
					TOTAL BUDGET			7,037
Statutory Benefits Calculation							should match Allocation	
19.10%	STRS (Certificated only)	3101					variance:	-
26.40%	PERS (Classified only)	3202						
6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						

0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

			TITLE I BUDGET					
			FY 2026-27					
SCHOOL:	KATHERINE SMITH	SITE #	002		ALLOCATION:	\$ 4,331.00		
			3 digits - 0##					
Parent Engagement - required			060-3010-0-	4351	00-1511		1,831	
Kinder Boot Camp Supplies			060-3010-0-	1120	00-1512	1000	2,500	
Kinder Boot Camp Timesheets			060-3010-0-	1120	00-1512	1000		
28.0750%	Benefits		060-3010-0-	3xx1	00-1512			
*Fill out with Business Office - we're happy to help								
					TOTAL BUDGET		4,331	
Statutory Benefits Calculation							should match Allocation	
19.10%	STRS (Certificated only)	3101					variance:	-
26.40%	PERS (Classfied only)	3202						
6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

 EVERGREEN SCHOOL DISTRICT SAN JOSE, CALIFORNIA				SUPPLEMENTAL BUDGET				pbis
				FY 2026-27				
SCHOOL:	KATHERINE SMITH	SITE #	002	ALLOCATION:		\$	57,285.00	
			3 digits - 0##					
Certificated Salaries (for timesheets)			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher Intervention			010-0159-0	1120	00-1590	1000	002	17,618
Hourly Teacher			010-0159-0	1120	00-1590	1000	002	
Substitute Teachers (paid by site) -Gunita Nagi			010-0159-0	1150	00-1590	1000	002	7,667
Subs for absences are charged to the District:			010-0159-0	1150	00-1298	1000	081	
Other*			010-0159-0		00-1590		002	
21.88% Benefits			010-0159-0	3xx1	00-1590		002	5,382
Classified Salaries (for timesheets)								
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	
Other*			010-0159-0		00-1590		002	
35.38% Benefits			010-0159-0	3xx2	00-1590			
Supplies (for POs & reimbursements)								
Books			010-0159-0	4200	00-1590	1000	002	3,700
Classroom Supplies /Instructional Supplies Classroom			010-0159-0	4310	00-1590	1000	002	10,606
Office Supplies.			010-0159-0	4351	00-1590	2700	002	
Equipment \$500 -4,999 (function depends on use*)			010-0159-0	4400	00-1590		002	
Other*			010-0159-0		00-1590		002	
Other Services & Operating Costs (for POs & reimbursements)								
Travel/Conference			010-0159-0	5210	00-1590	1000	002	
Conference Registration Fees			010-0159-0	5220	00-1590	1000	002	
Mileage Reimbursement			010-0159-0	5299	00-1590	1000	002	
Maintenance Repair			010-0159-0	5610	00-1590	8100	002	
Computer Repair			010-0159-0	5611	00-1590	1000	002	
Copier Maintenance			010-0159-0	5615	00-1590	1000	002	2,000
Consultant/Contractors			010-0159-0	5815	00-1590	1000	002	
Software, Subscriptions & Licenses IXL			010-0159-0	5826	00-1590	1000	002	4,660
Field Trip			010-0159-0	5840	00-1590	1000	002	
Other* Stipend GLAD Facilitator			010-0159-0		00-1590		002	5,652
Other*			010-0159-0		00-1590			
*Fill out with Business Office - we're happy to help								
					TOTAL BUDGET			57,285
Statutory Benefits Calculation							should match Allocation	
19.10%	STRS (Certificated only)	3101					variance:	(0)
26.40%	PERS (Classified only)	3202						
6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						

0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

PROP 28 ART & MUSIC BUDGET

FY 2026-27

SCHOOL: **KATHERINE SMITH** SITE # **002** ALLOCATION: \$ **13,279.00** Carry Over - 16K

Certificated Salaries (for timesheets)

	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-6770-0	1120	00-1110	1000	002	
Substitute Teachers (paid by site)	060-6770-0	1150	00-1110	1000	002	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
Other*	060-6770-0		00-1110		002	
21.88% Benefits	060-6770-0	3xx1	00-1110		002	-

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-6770-0	2190	00-1110	1000	002	
Other*	060-6770-0		00-1110		002	
35.38% Benefits	060-6770-0	3xx2	00-1110		002	-

Supplies (for POs & reimbursements)

Books	060-6770-0	4200	00-1110	1000	002	
Classroom Supplies	060-6770-0	4310	00-1110	1000	002	
Equipment \$500 -4,999 (function depends on use*)	060-6770-0	4400	00-1110		002	
Other*	060-6770-0		00-1110		002	

Other Services & Operating Costs (for POs & reimbursements)

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	16,880
Field Trip	060-6770-0	5840	00-1110	1000	002	
Other*	060-6770-0		00-1110		002	

Other*

060-6770-0

00-1110

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

TOTAL BUDGET

16,880

Statutory Benefits Calculation

19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

should match Allocation

variance: (3,601)



EVERGREEN
SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET

FY 2026-27

SCHOOL: **KATHERINE SMITH** SITE # **002** ALLOCATION: \$ **-**

Certificated Salaries (for timesheets)

	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	
<i>Other*</i>	060-9101-0		00-1715		002	
<i>21.88% Benefits</i>	060-9101-0	3xx1	00-1715		002	-

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	002	
<i>Other*</i>	060-9101-0		00-1715		002	
<i>35.38% Benefits</i>	060-9101-0	3xx2	00-1715		002	-

Supplies (for POs & reimbursements)

Books	060-9101-0	4200	00-1715	1000	002	
Classroom Supplies	060-9101-0	4310	00-1715	1000	002	
Office Supplies	060-9101-0	4351	00-1715	2700	002	
Equipment \$500 -4,999 (<i>function depends on use*</i>)	060-9101-0	4400	00-1715		002	
<i>Other*</i>	060-9101-0		00-1715		002	

Other Services & Operating Costs (for POs & reimbursements)

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	060-9101-0	5840	00-1715	1000	002	
<i>Other*</i>	060-9101-0		00-1715		002	

*Other**

060-9101-0

00-1715

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

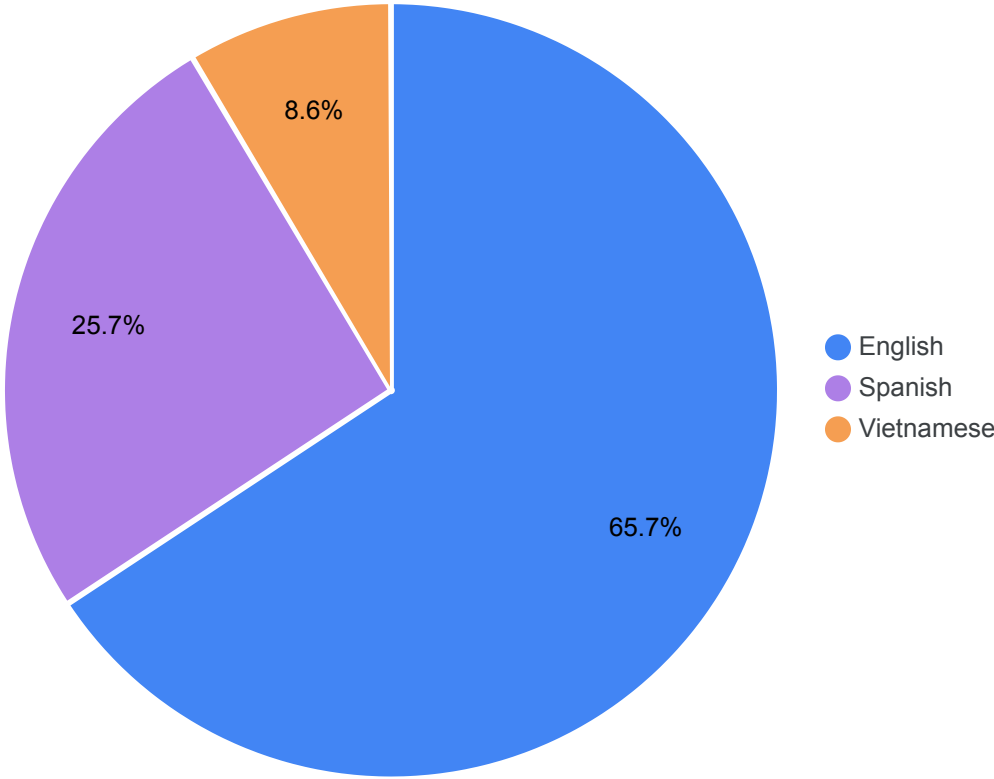
TOTAL BUDGET

-

Statutory Benefits Calculation

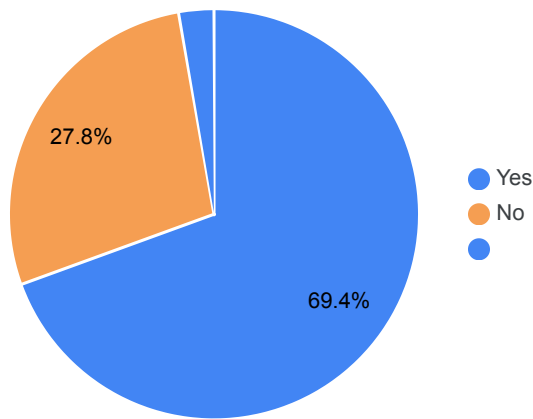
19.10%	STRS (Certificated only)	3101					<i>should match Allocation</i>
26.40%	PERS (Classified only)	3202					<i>variance:</i>
6.20%	OASDI (CL)	331X					-
1.45%	Medicare (CE & CL)	332X					
0.05%	State Unemployment (CE & CL)	350X					
1.275%	Workers Comp (CE & CL)	360X					

Katherine Smith Elementary: Language

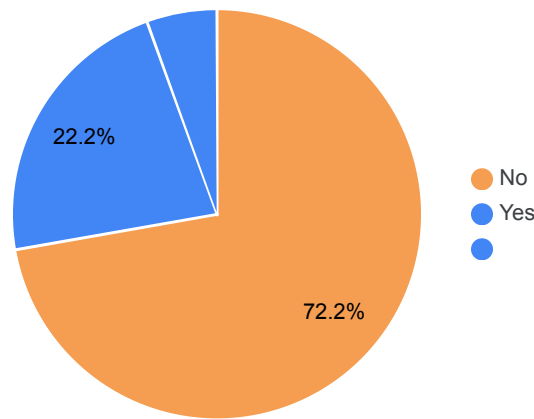


Katherine Smith Elementary: Are you the Parent/Guardian of:

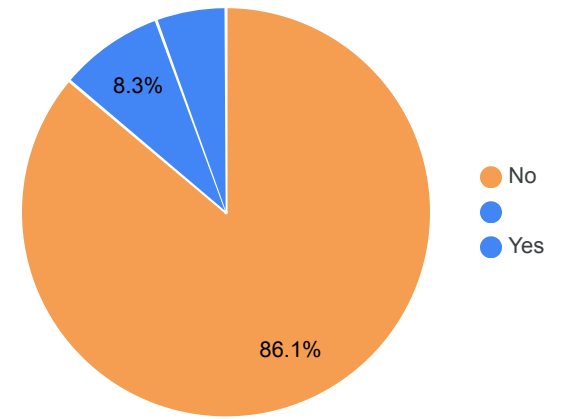
English Learner



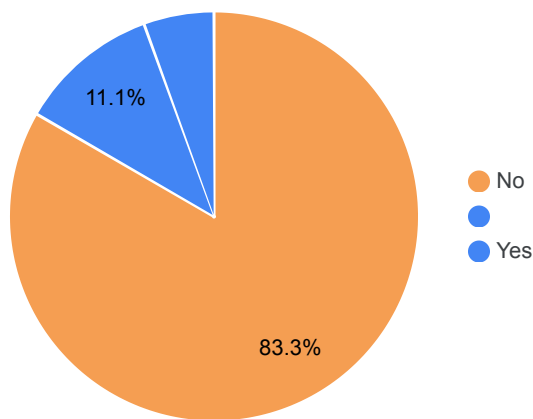
Receiving special education services



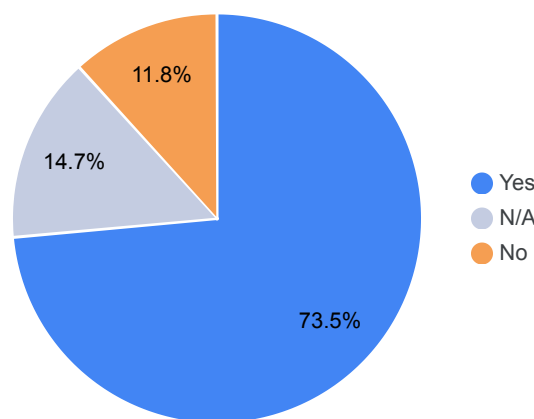
Foster youth



Migrant education program



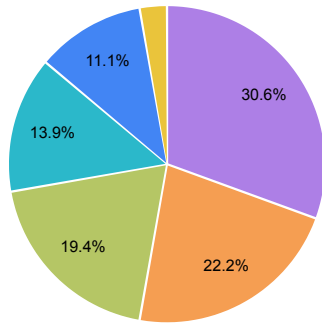
Free or reduced lunch



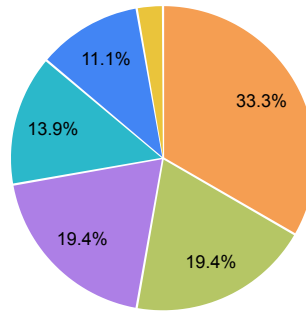
Katherine Smith Elementary: How much do you find the following to be a problem at your child's school?

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

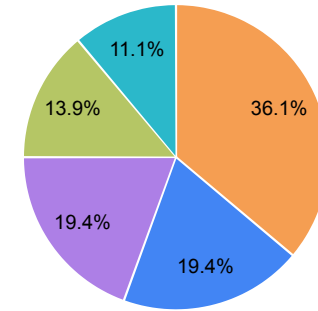
Bullying



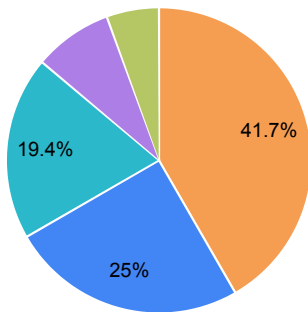
Harassment, and intimidation



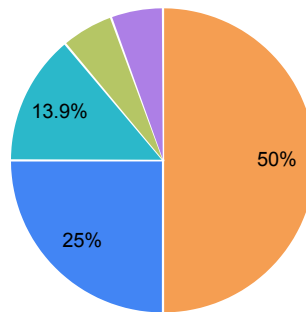
Fights and Assault



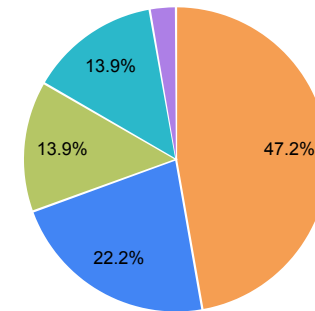
Student interest in gangs



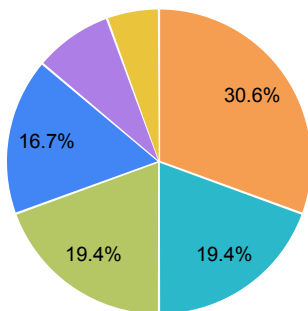
Illegal weapons



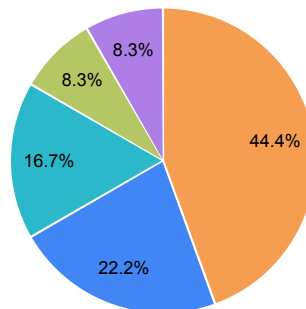
Graffiti and vandalism



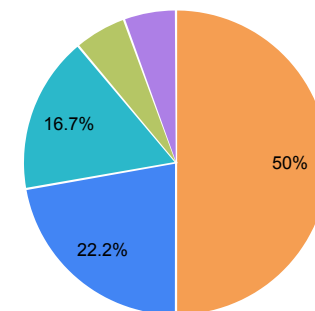
People trespassing on campus



Drug use



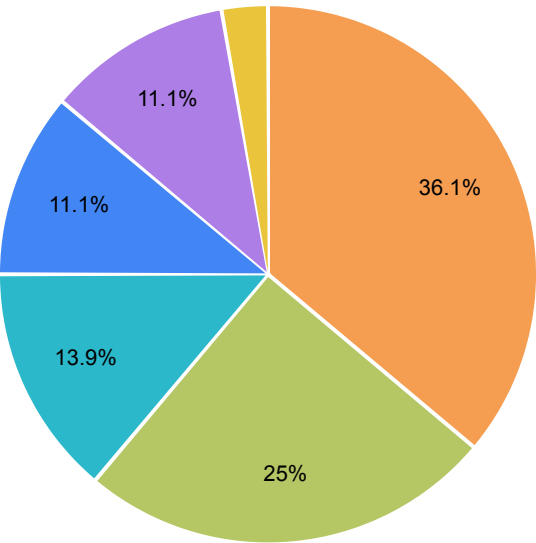
Alcohol use



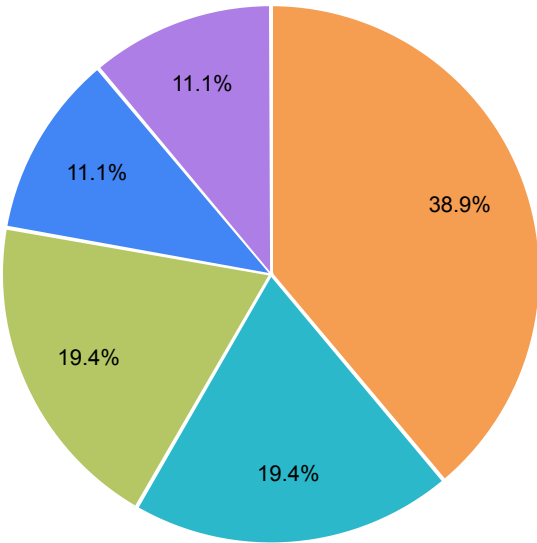
Katherine Smith Elementary: Students at my child's school get put down because of their_____.

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

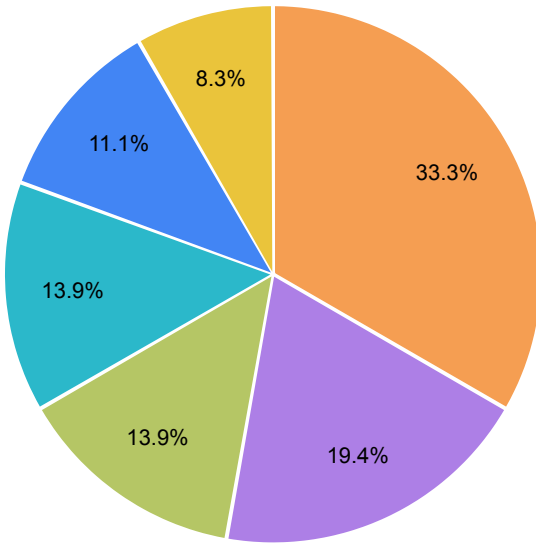
Race



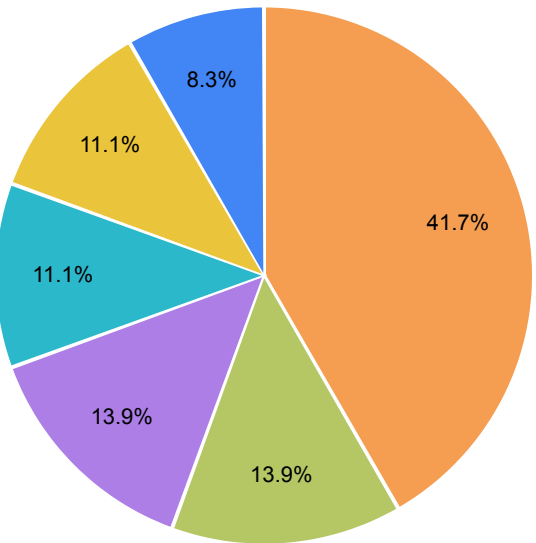
Gender or gender identification



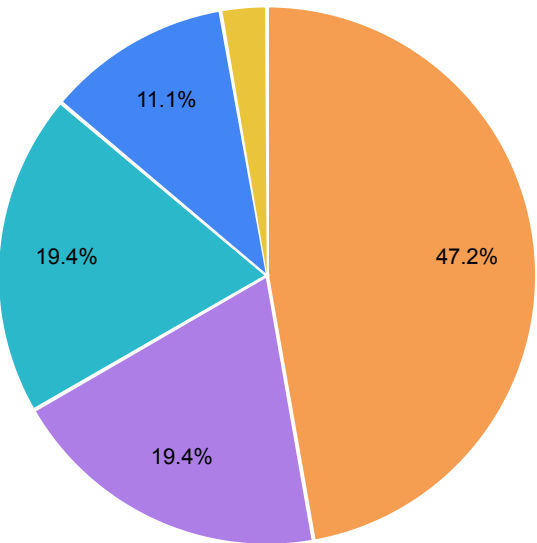
Learning difficulties



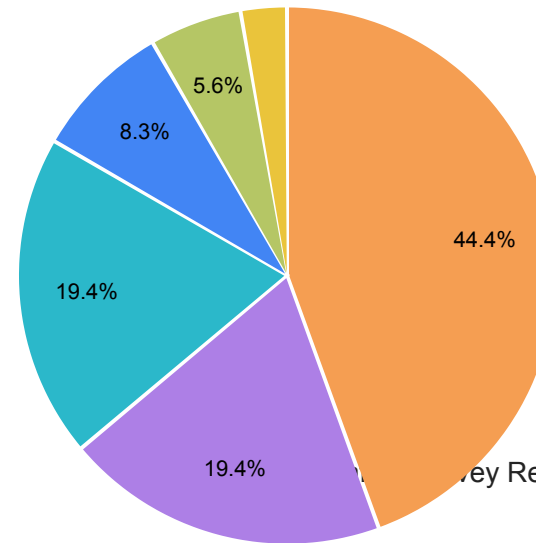
Clothing or physical appearance



Religion or cultural practices



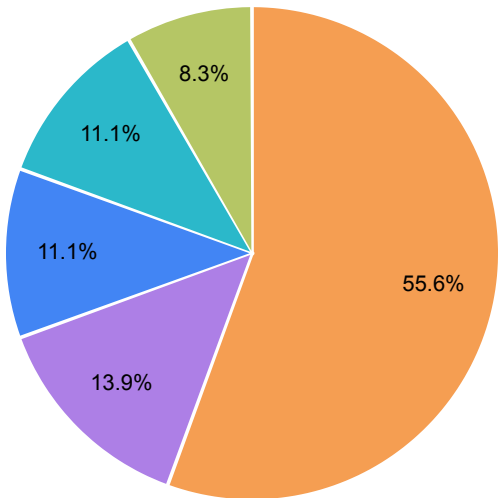
Sexual orientation



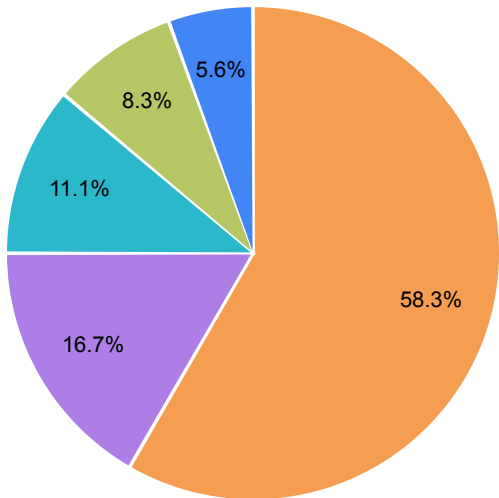
Katherine Smith Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ____?

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

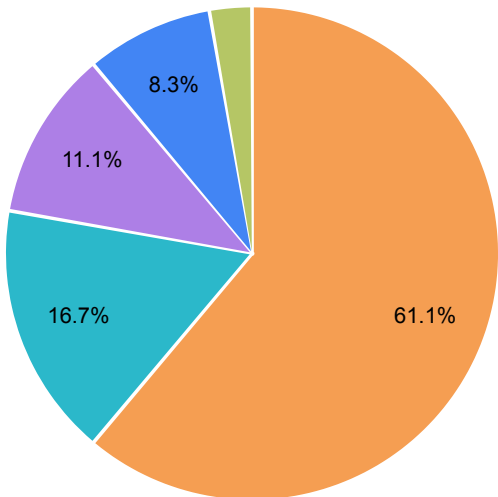
Race



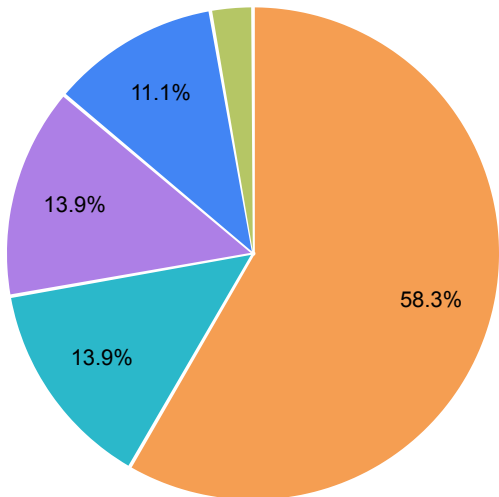
Learning difficulties



Religion or Cultural Practices



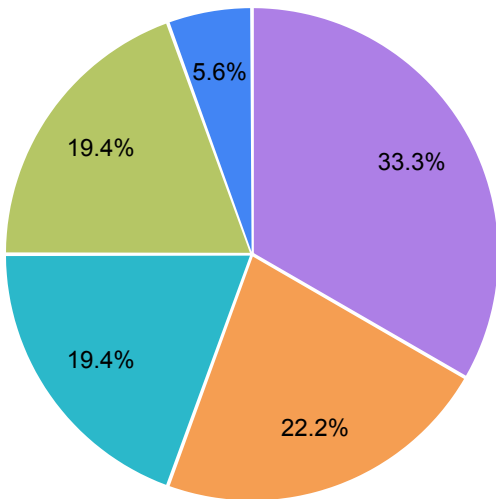
Sexual orientation



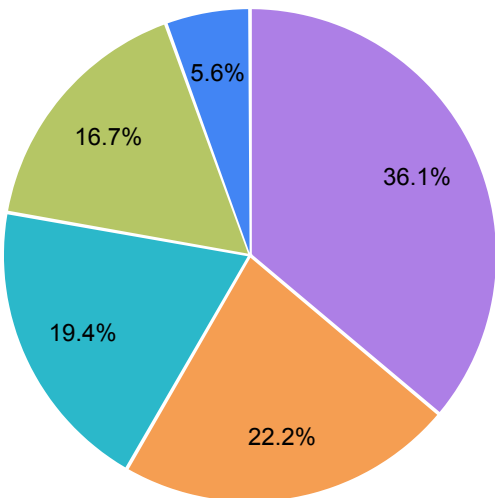
Katherine Smith Elementary: How familiar are you with the following at your child's school?

- Very familiar
- Familiar
- Somewhat familiar
- Not familiar at all

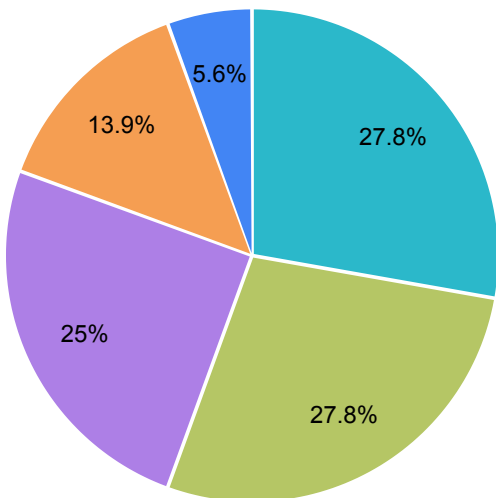
Classroom rules and consequences



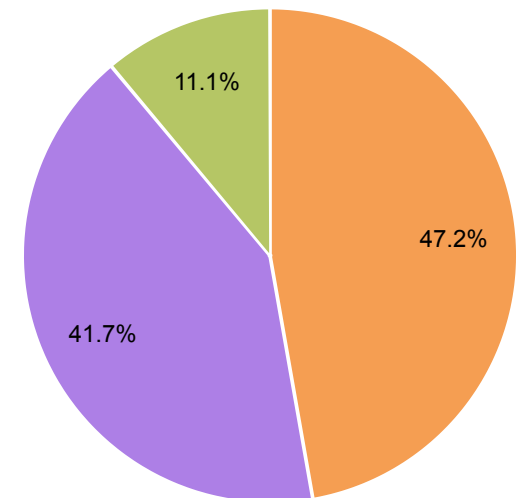
School-wide rules and consequences



Cyberbullying rules and consequences

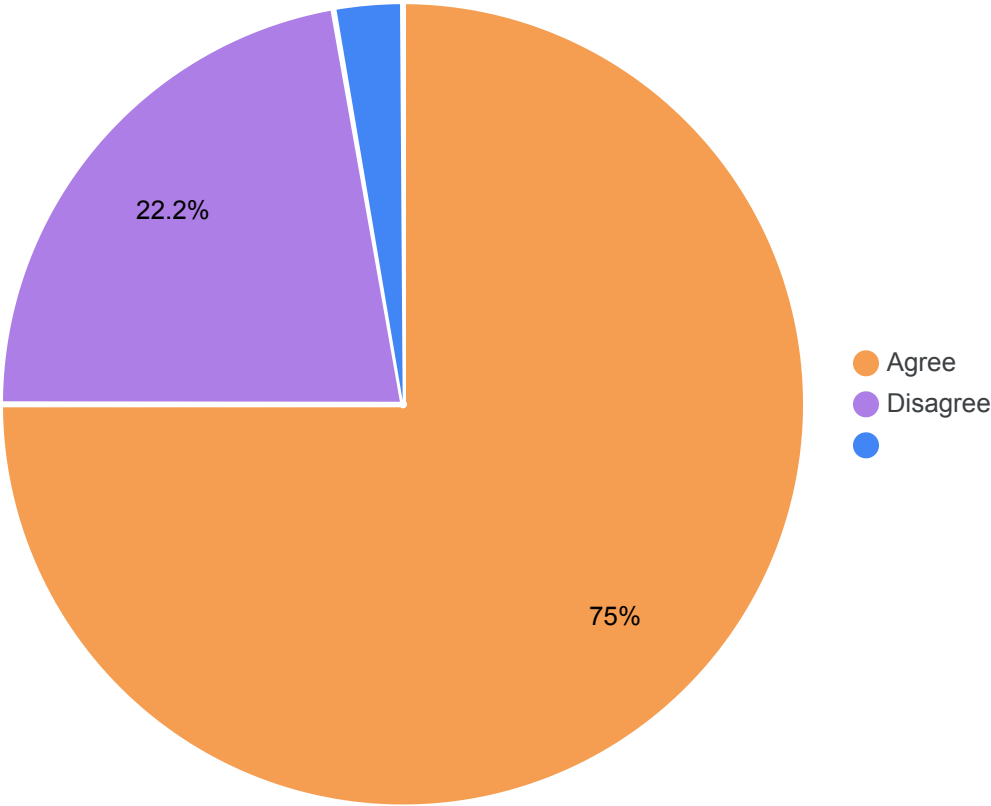


Rules and expectations of the school are clear and well known to me



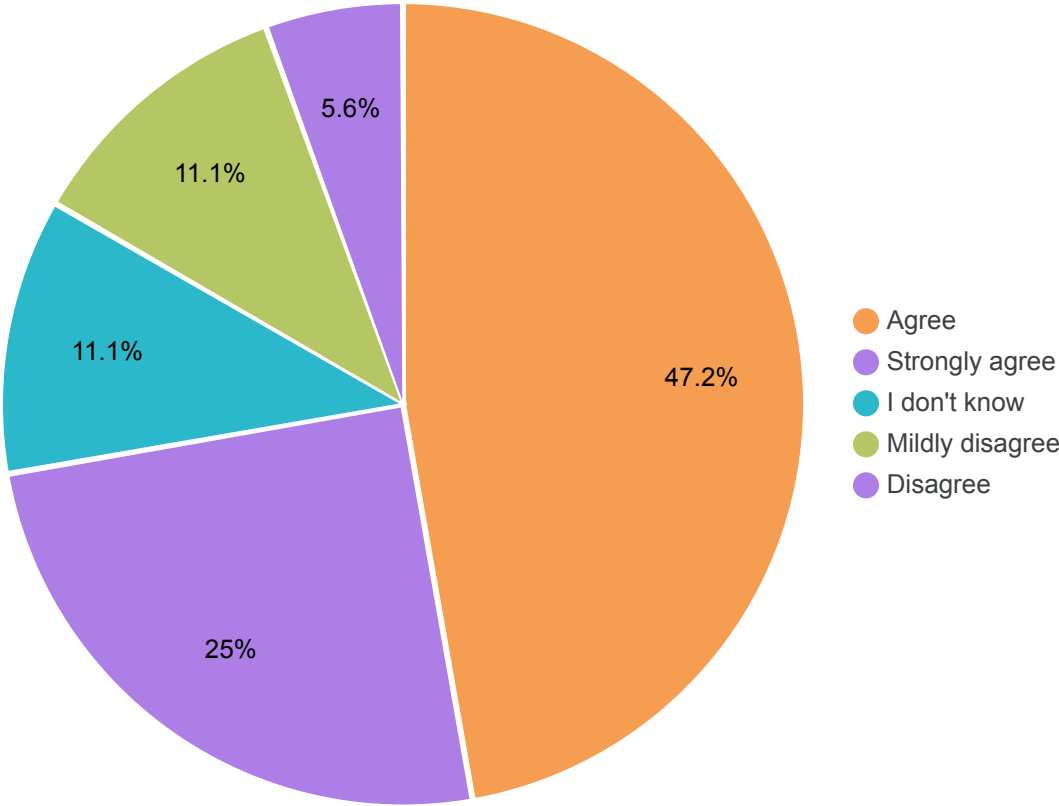
Katherine Smith Elementary

I am aware of the District's Wellness Connections webpage



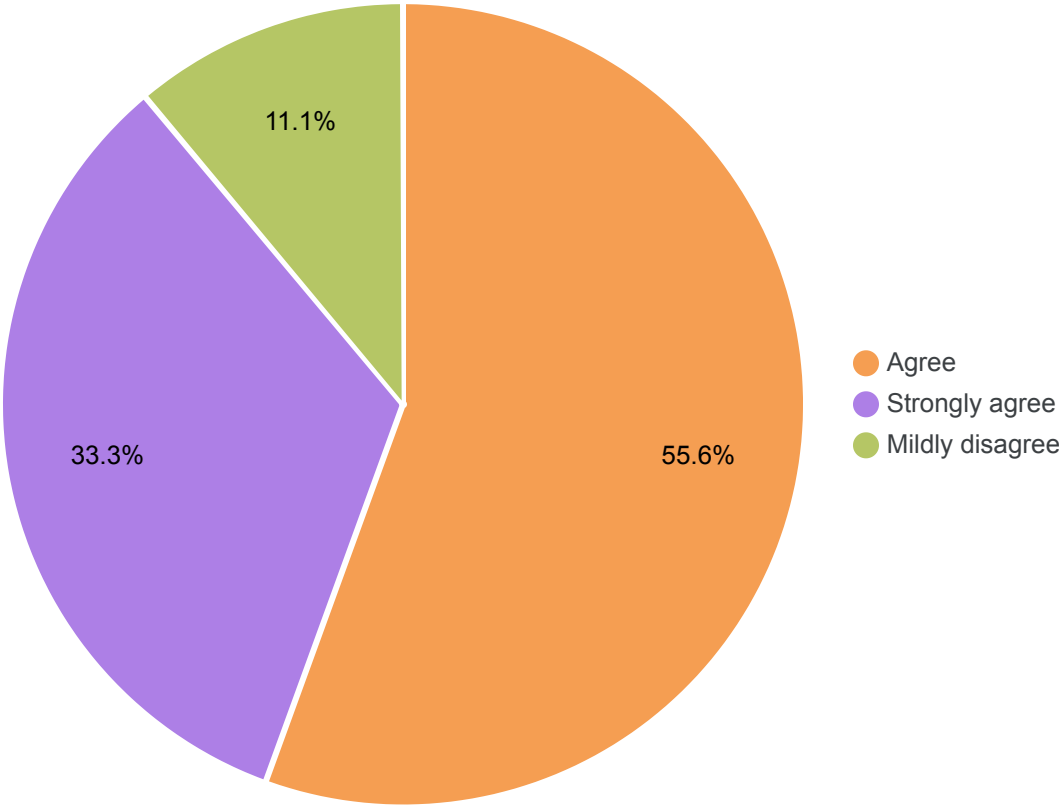
Katherine Smith Elementary

The school has a way to recognize positive behavior among students

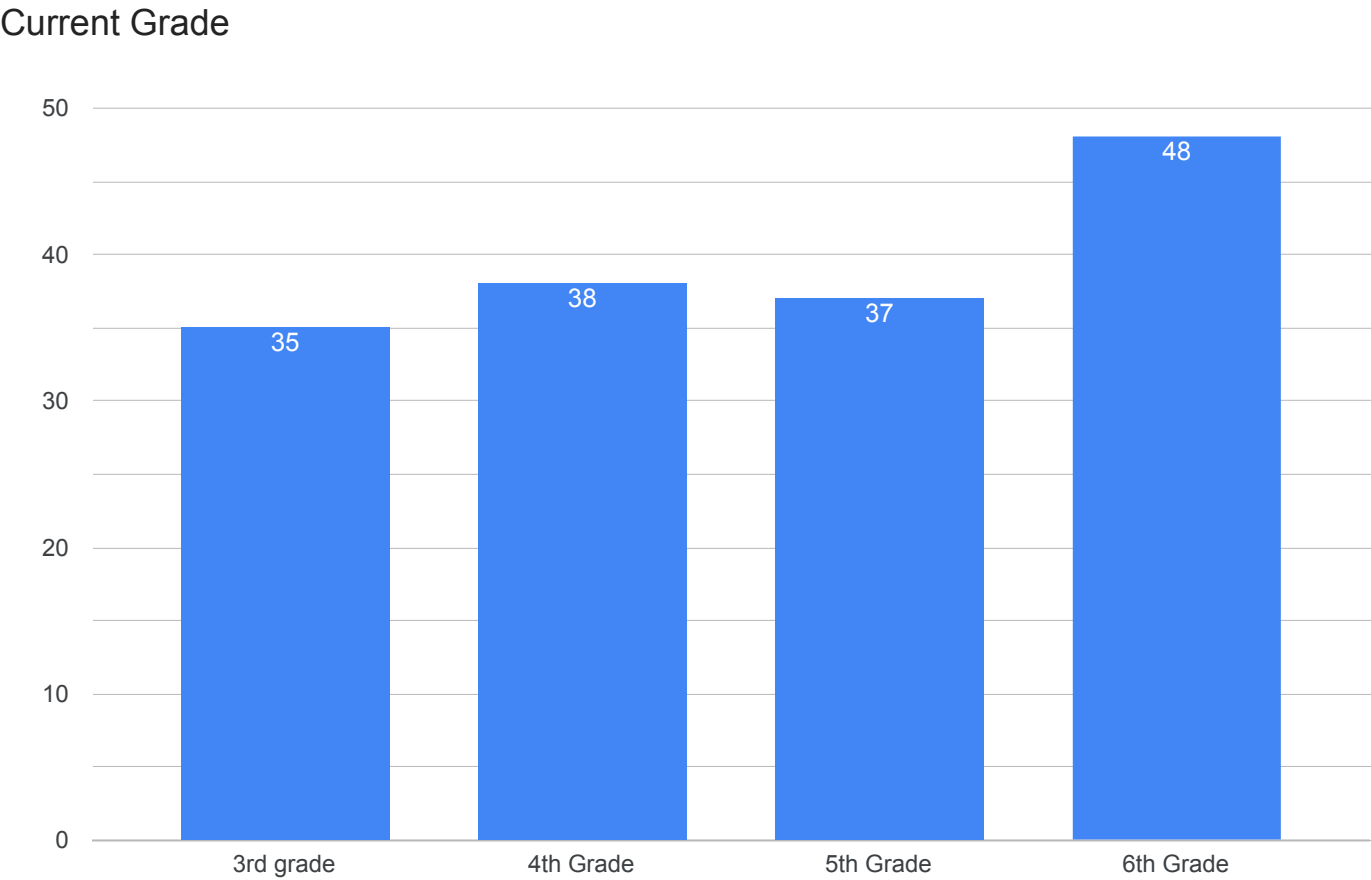


Katherine Smith Elementary

The facilities and grounds are well maintained

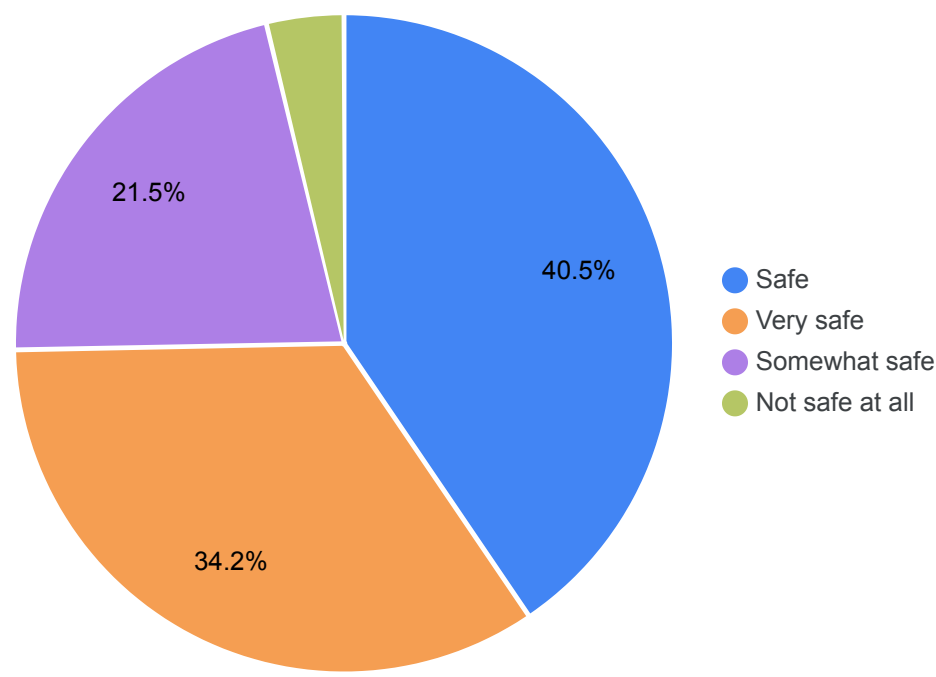


Katherine Smith Elementary



Katherine Smith Elementary

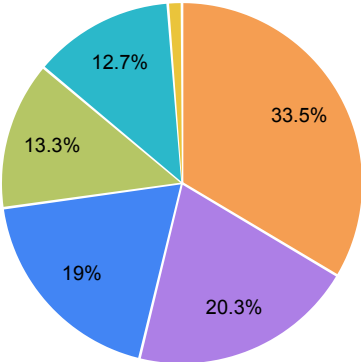
How safe do you feel at school?



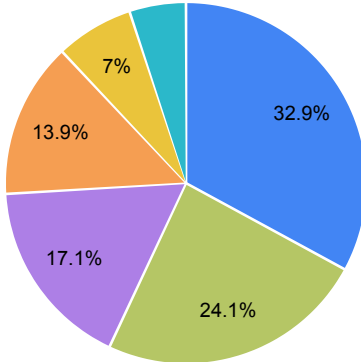
Katherine Smith Elementary: How much do you find the following to be a problem at your school?

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

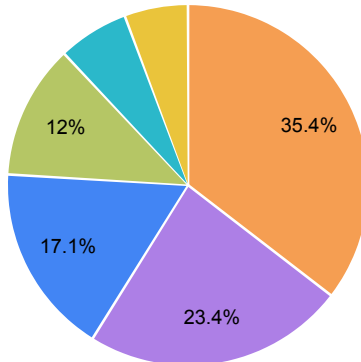
Bullying



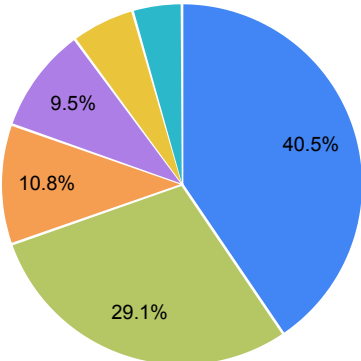
Harassment & Intimidation



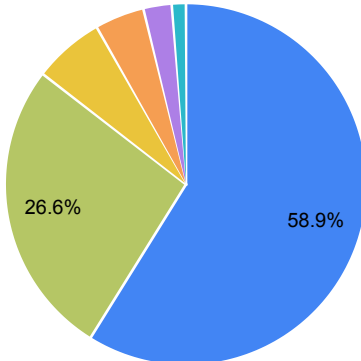
Fights & Assault



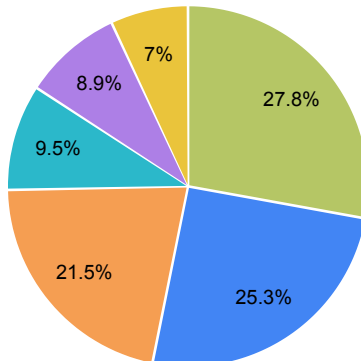
Student interest in Gangs



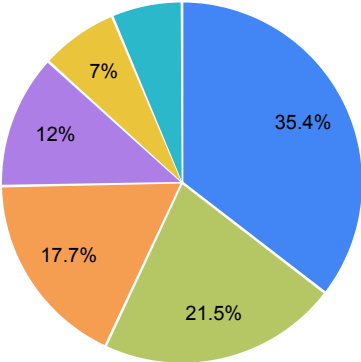
Illegal weapons



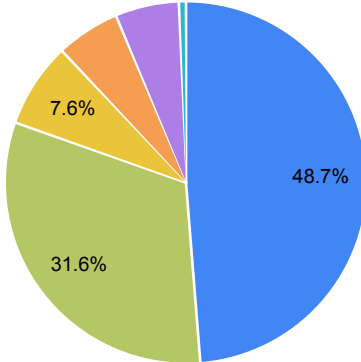
Graffiti & Vandalism



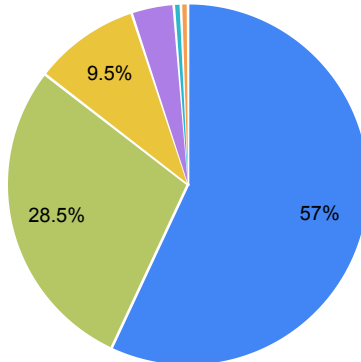
People trespassing on campus



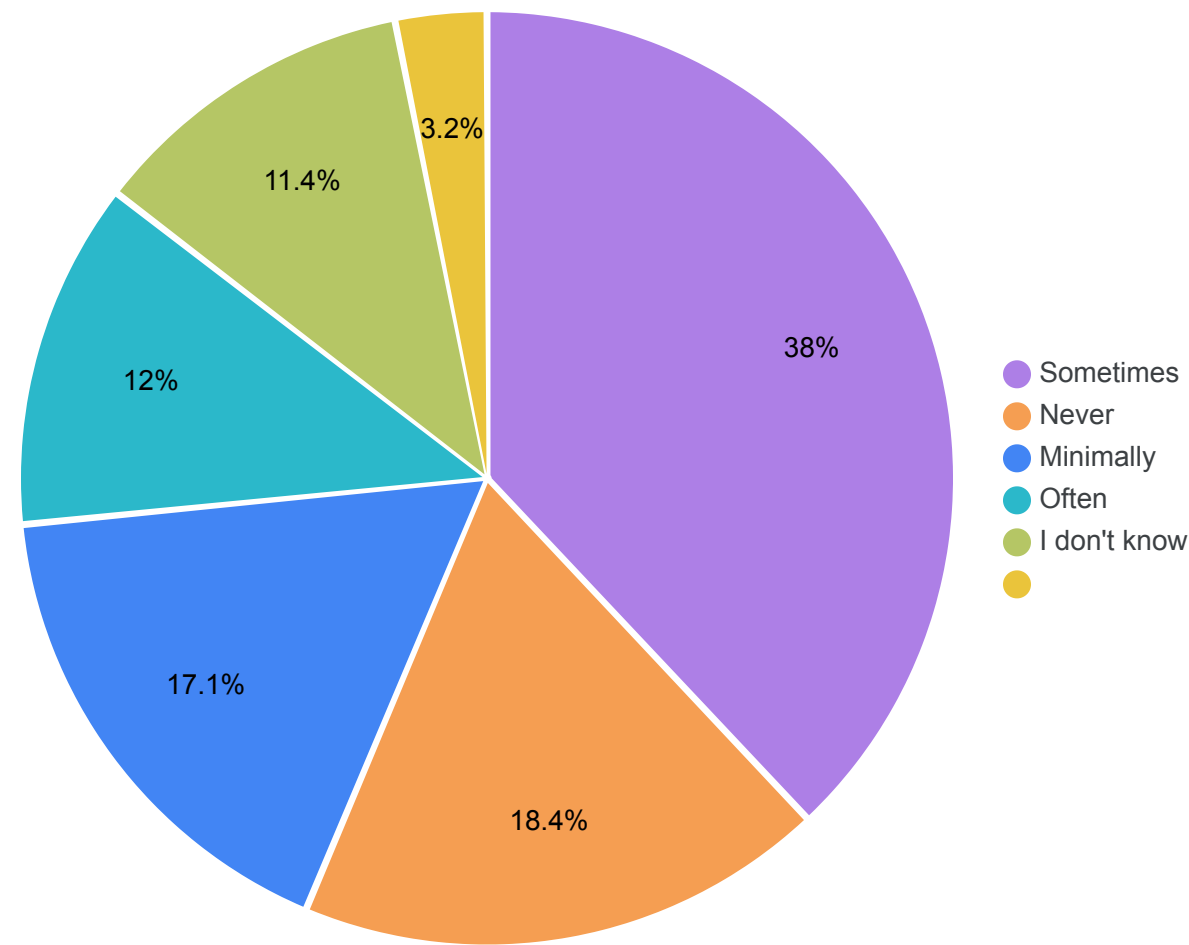
Drug use



Alcohol use



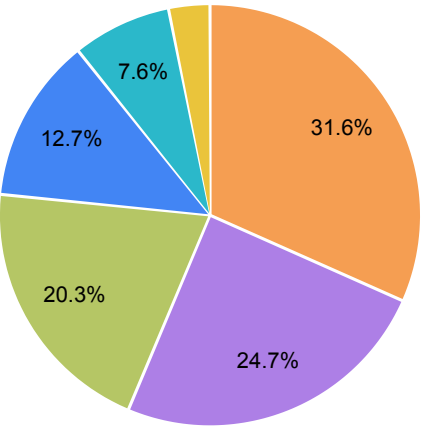
Katherine Smith Elementary: How often do you hear or see any act of bullying at your school?



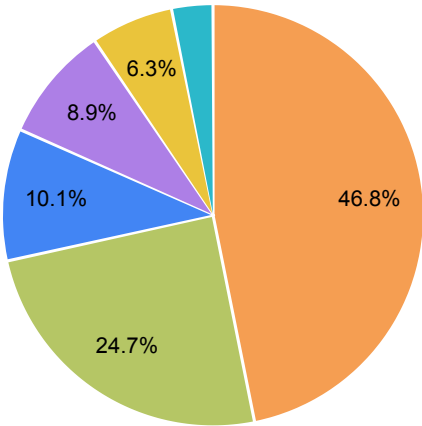
Katherine Smith Elementary: Students at my school get put down because of their ____.

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

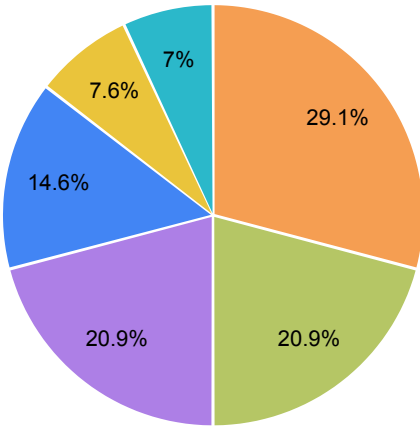
Race



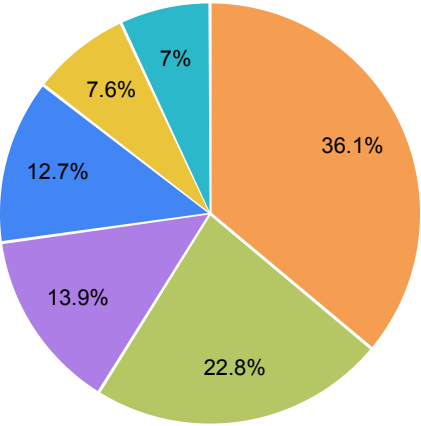
Gender or Gender Identification



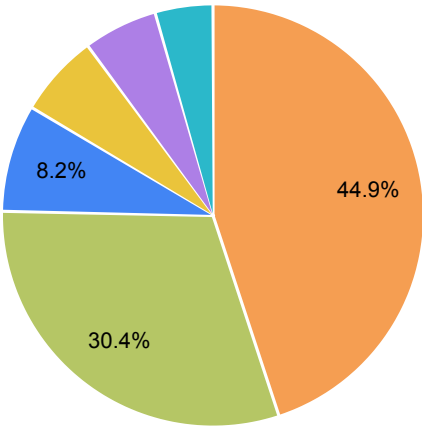
Learning difficulties



Clothing or physical appearance



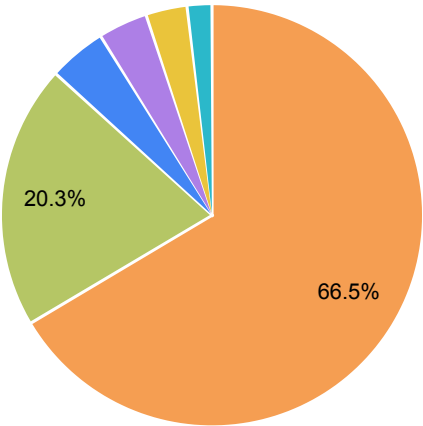
Religion or cultural practices



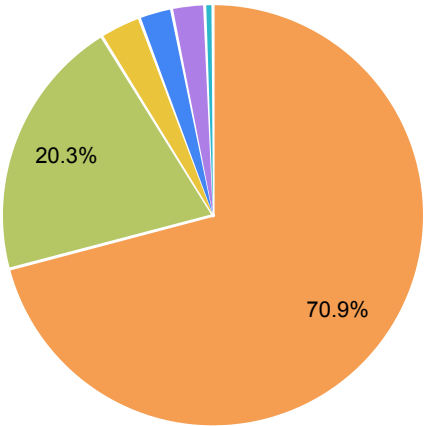
Katherine Smith Elementary: How often do you hear ADULTS at your school make fun of differences such as_____.

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

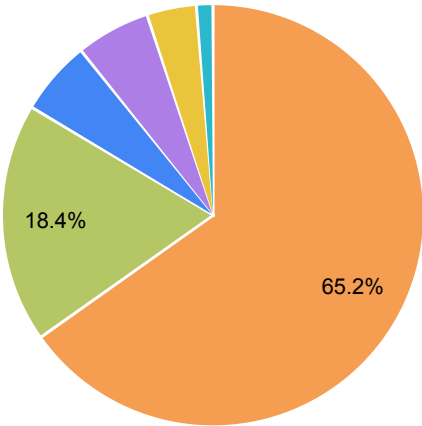
Race



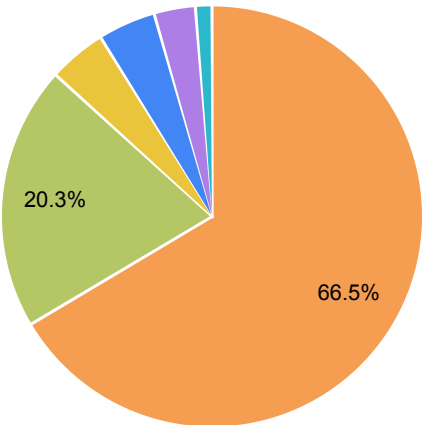
Gender or Gender Identification



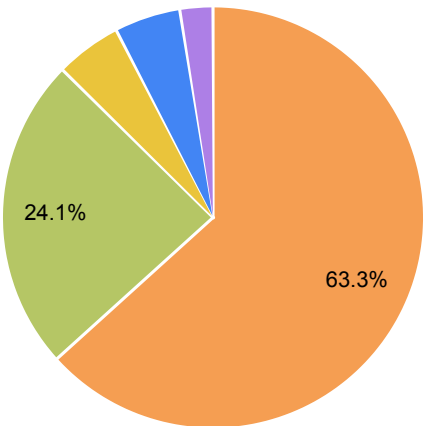
Learning difficulties



Clothing or physical appearance



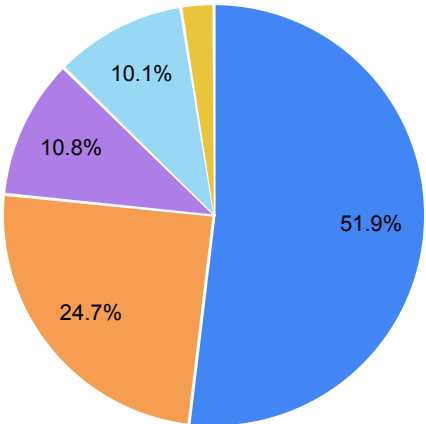
Religion or cultural practices



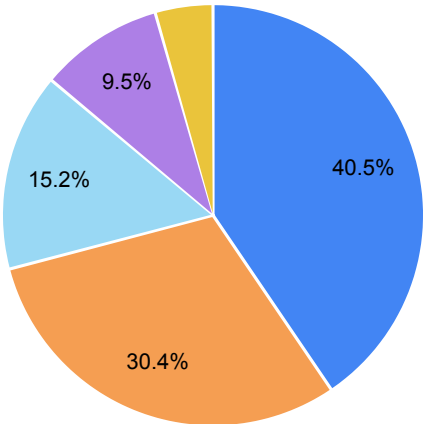
Katherine Smith Elementary: How familiar are you with the following?

- Very familiar
- Familiar
- Somewhat familiar
- Not familiar at all
-

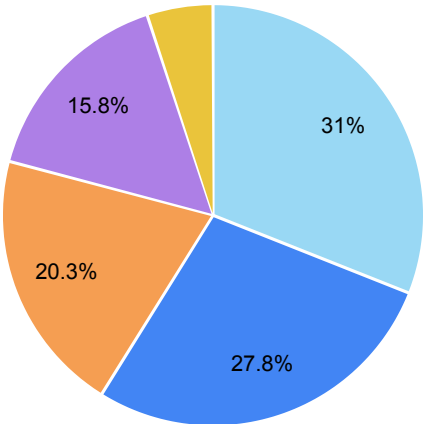
Classroom rules and consequences



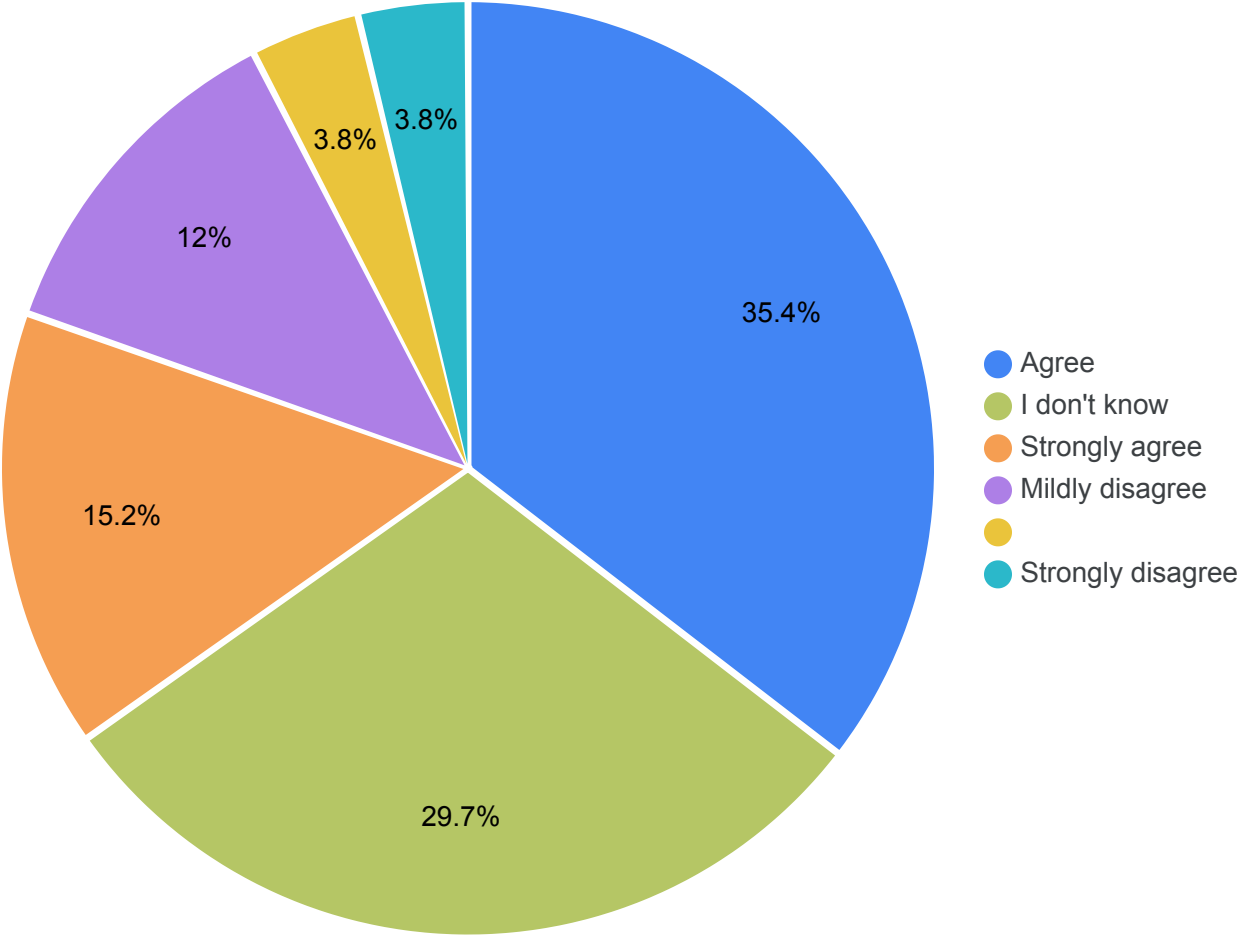
School-wide rules and consequences



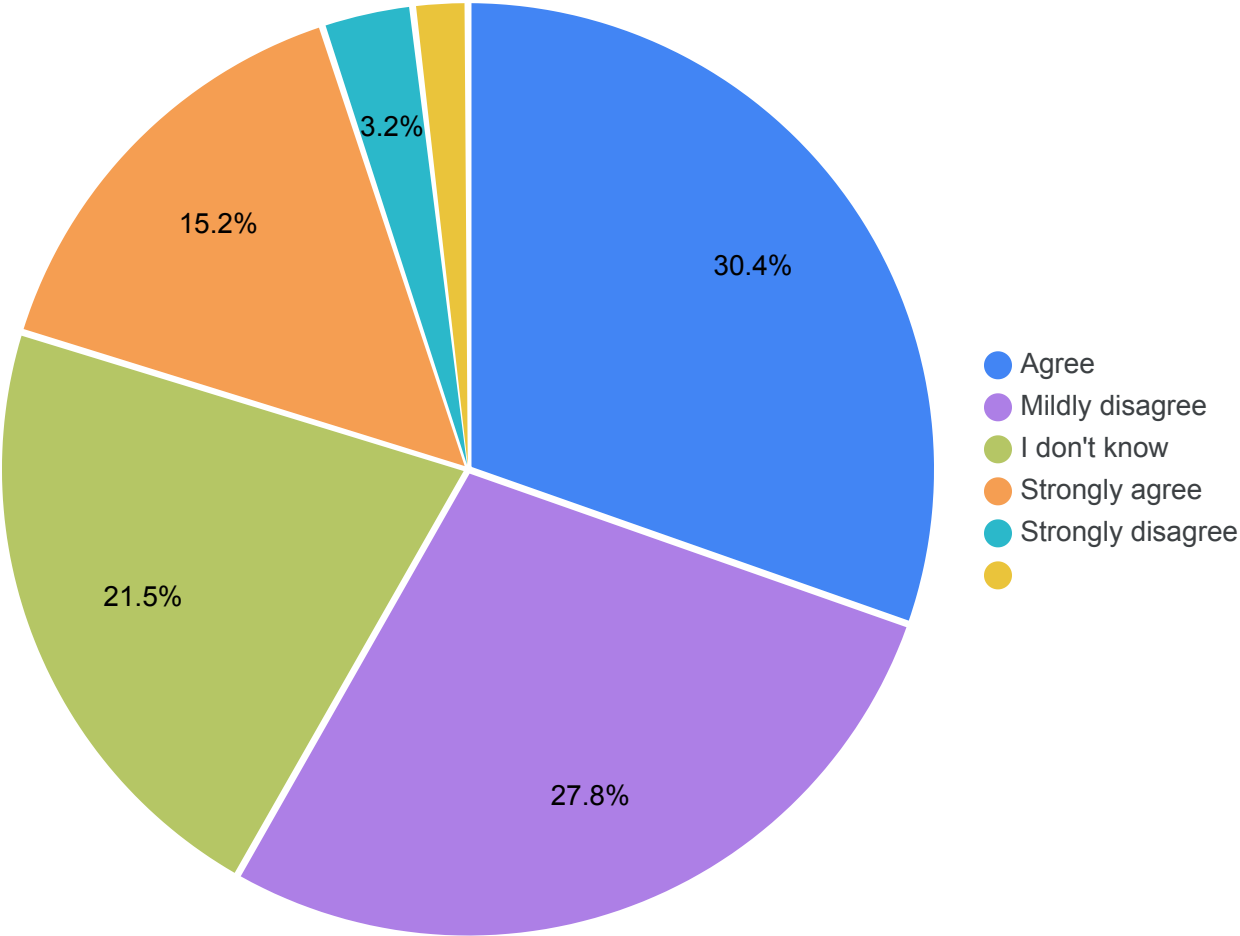
Cyberbullying rules and consequences



Katherine Smith Elementary: I think that suspensions and expulsions are assigned when necessary.



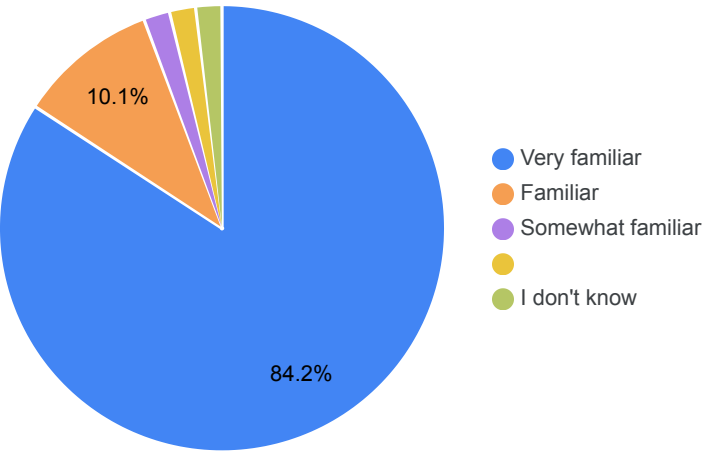
Katherine Smith Elementary: The facilities and grounds are well maintained at my school.



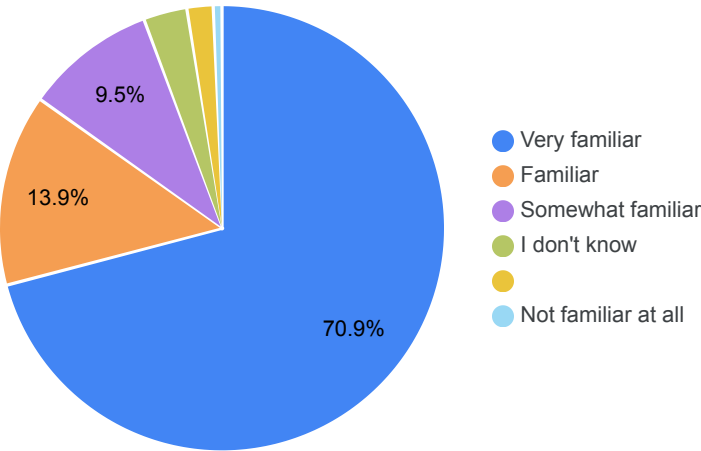
Katherine Smith Elementary: How well do understand your school Emergency procedures?

- Very familiar
- Familiar
- Somewhat familiar
-
- I don't know
- Not familiar at all

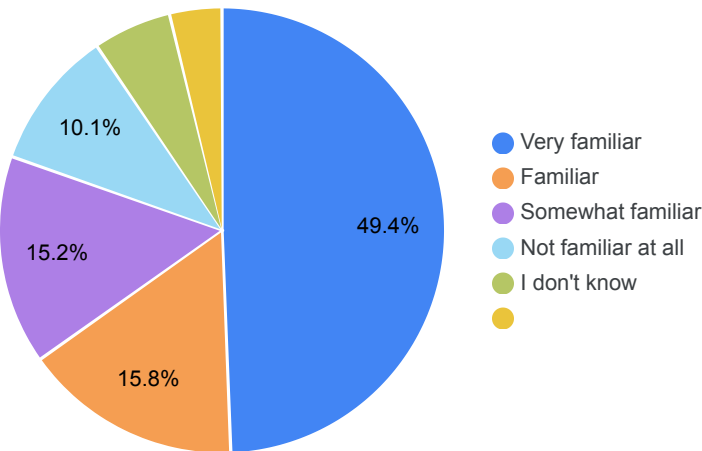
Fire Drill



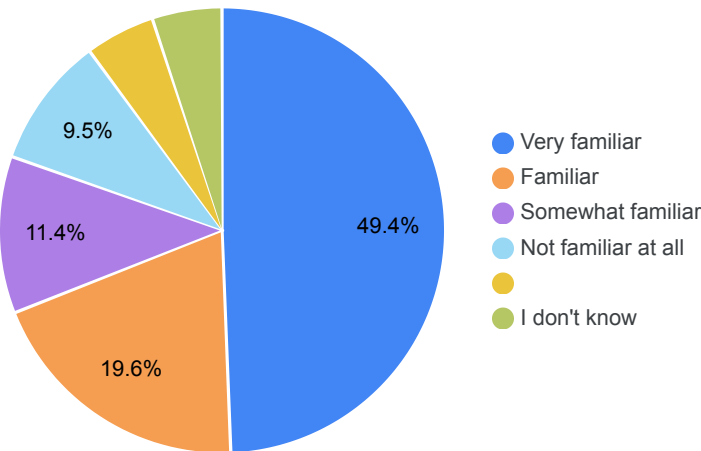
Earthquake Drill



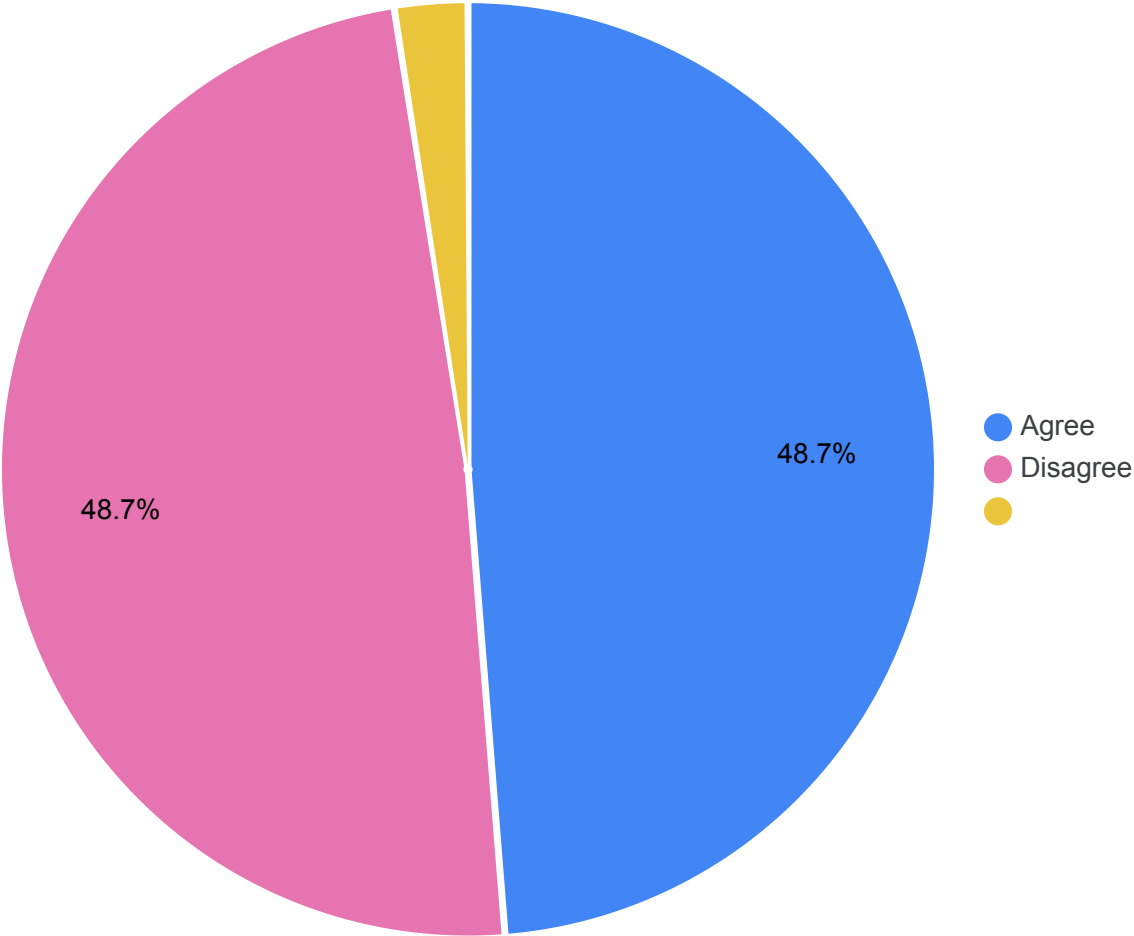
Shelter in Place



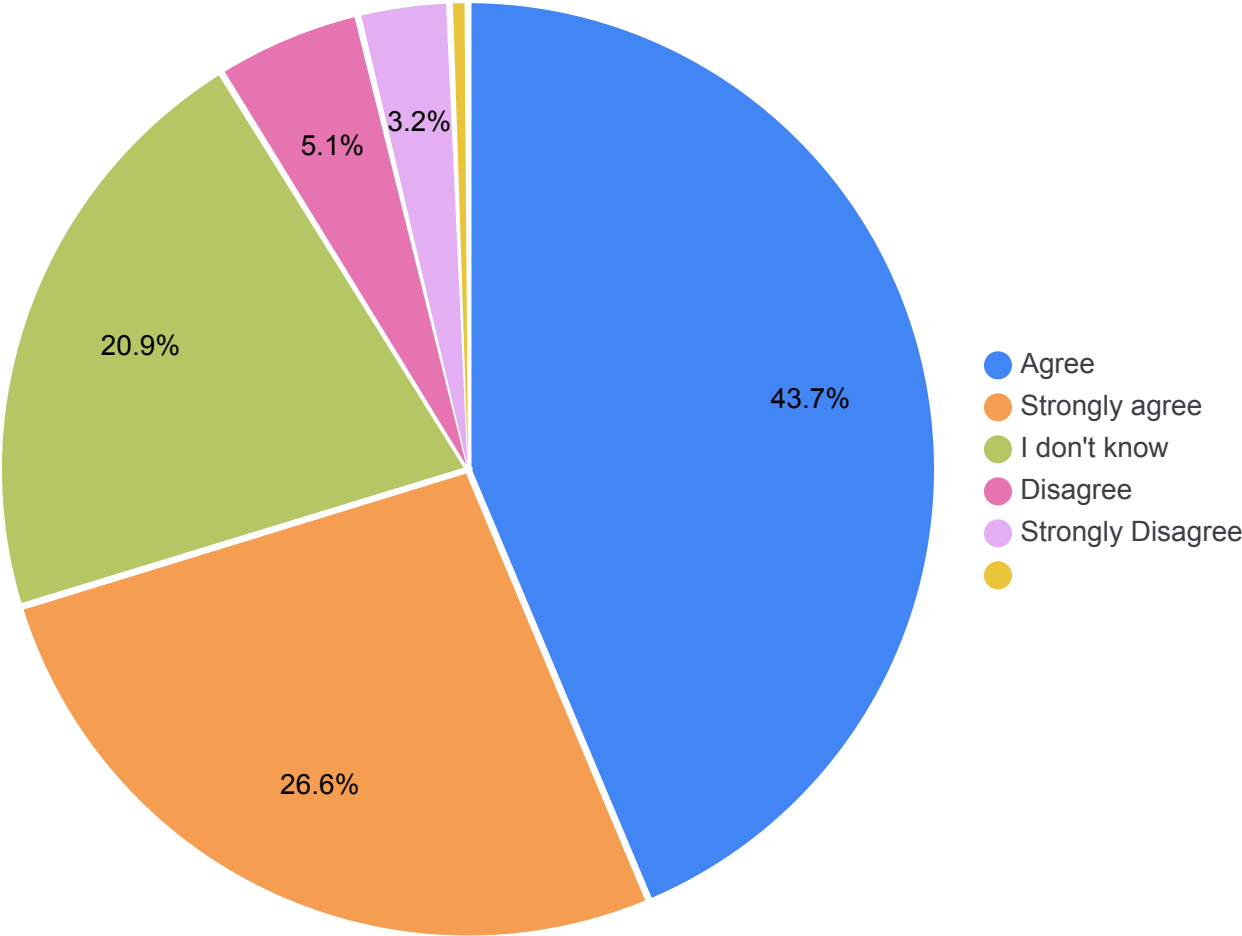
Run, Hide, Defend



Katherine Smith Elementary: I am aware of the District's Wellness Connections webpage.



Katherine Smith Elementary: My school has a way to recognize positive behavior among students.



Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]

I hear other students talk

13.6%

I don't know.

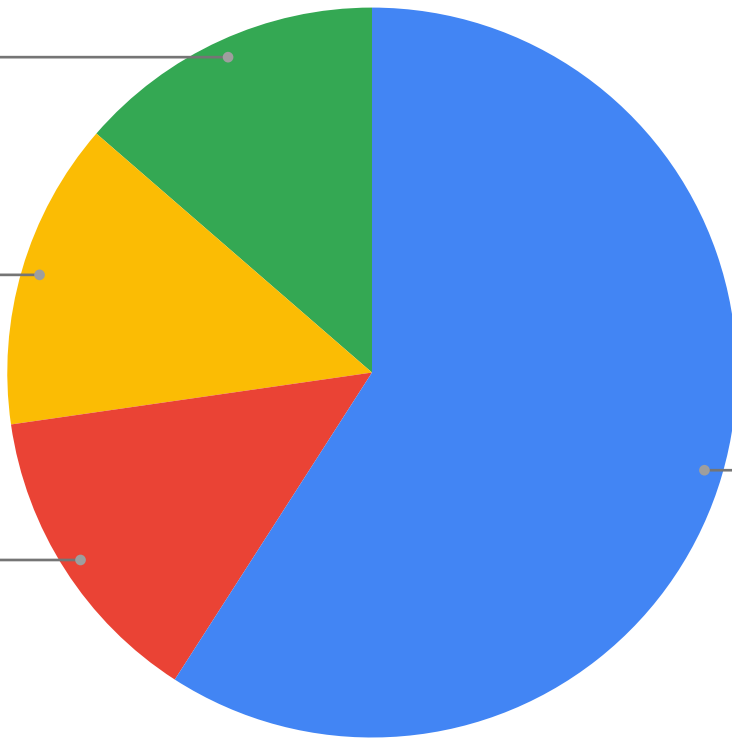
13.6%

I see this happening

13.6%

I never hear or see this

59.1%



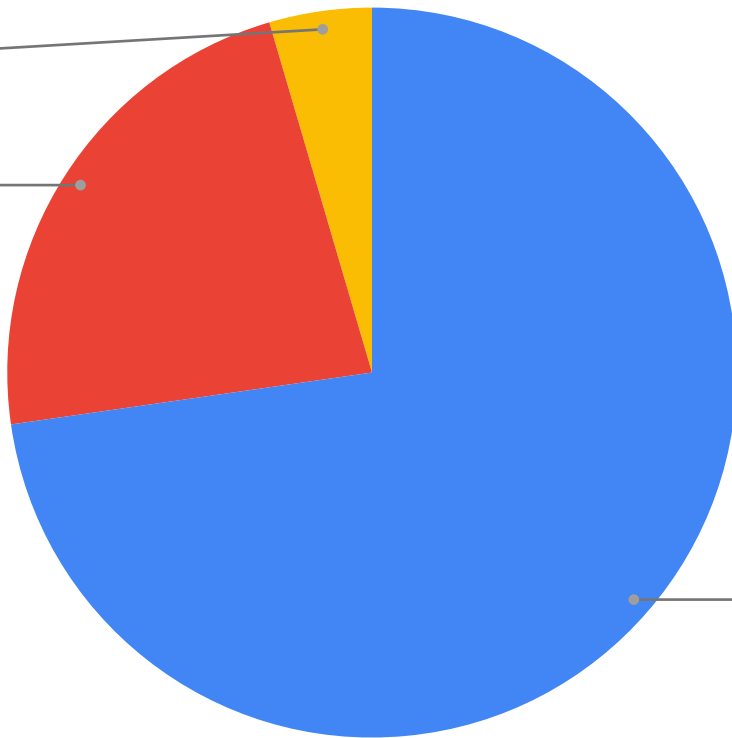
Count of How much do you find the following to be a problem at your school? [Illegal weapons]

I hear other students talk

4.5%

I don't know.

22.7%



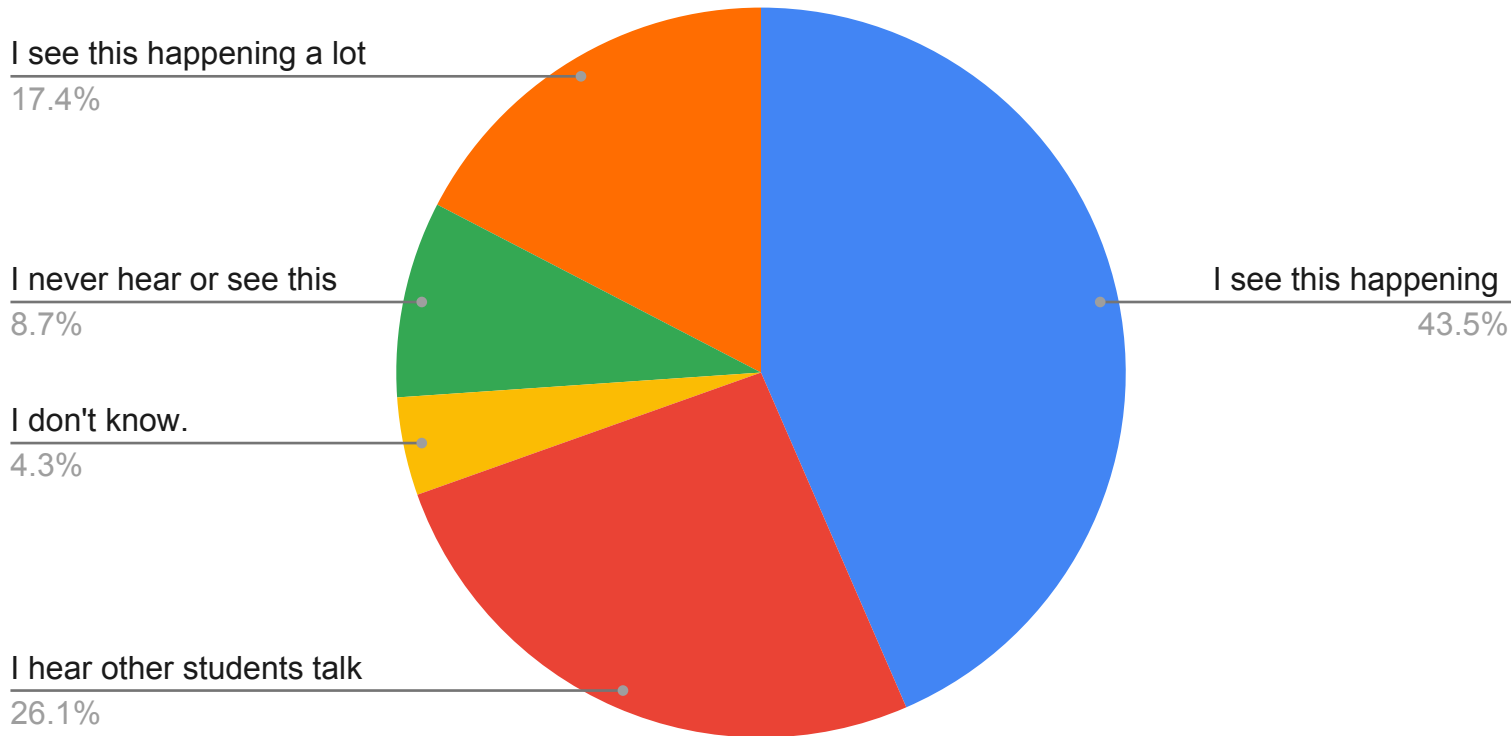
I never hear or see this

72.7%

Count of I think Staff enforces rules fairly and appropriately.



Count of How much do you find the following to be a problem at your school? [Bullying]



Count of How much do you find the following to be a problem at your school? [Drug use]

I see this happening

4.5%

I don't know.

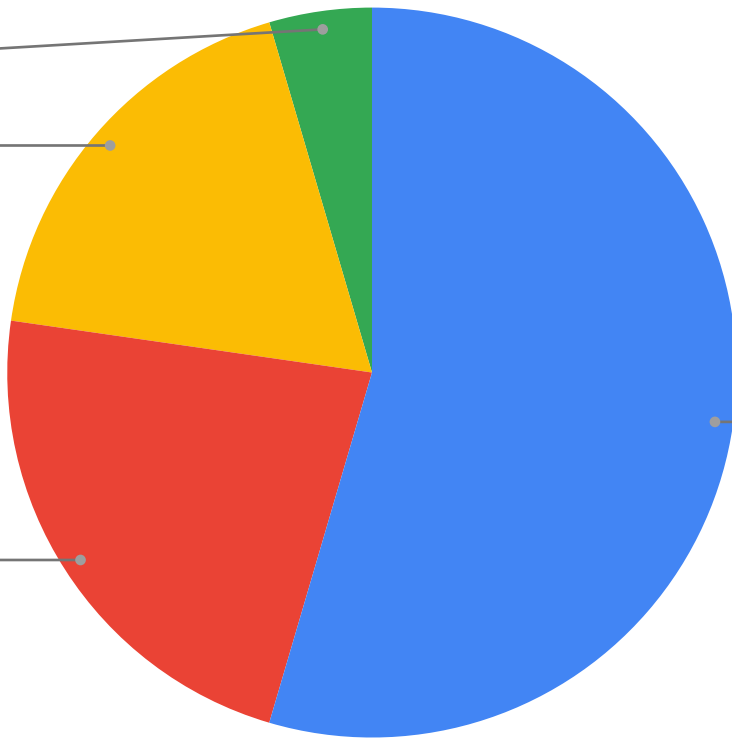
18.2%

I hear other students talk

22.7%

I never hear or see this

54.5%



Count of How much do you find the following to be a problem at your school? [Fights and Assault]

I see this happening a lot

13.6%

I never hear or see this

22.7%

I hear other students talk

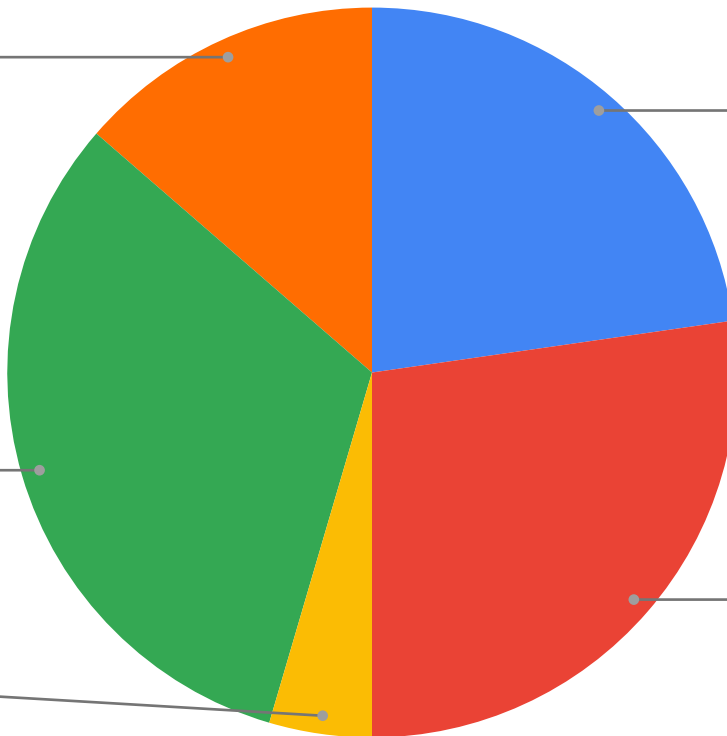
31.8%

I see this happening

27.3%

I don't know.

4.5%



Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]

I see this happening a lot

9.1%

I never hear or see this

18.2%

I hear other students talk

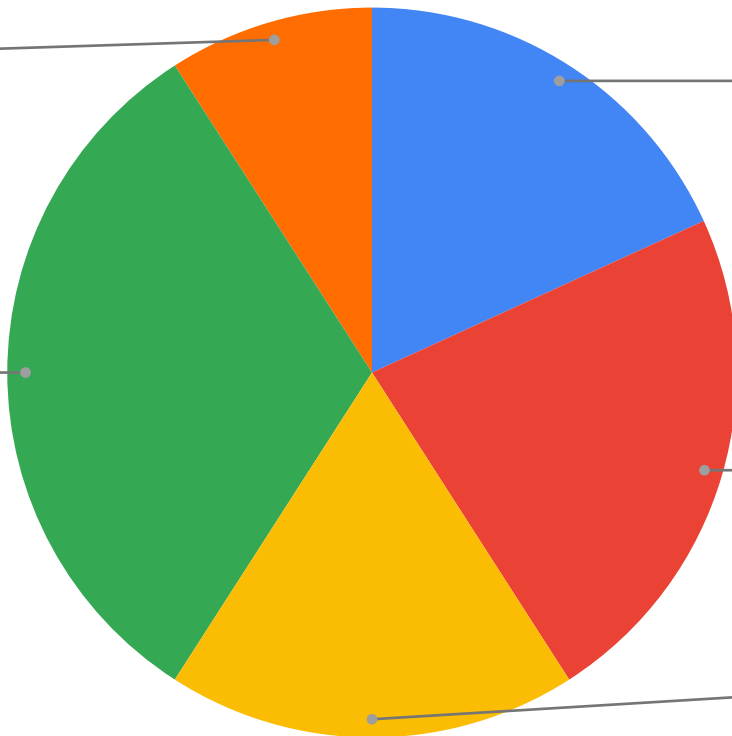
31.8%

I see this happening

22.7%

I don't know.

18.2%



Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]

I see this happening a lot

9.1%

I never hear or see this

18.2%

I hear other students talk

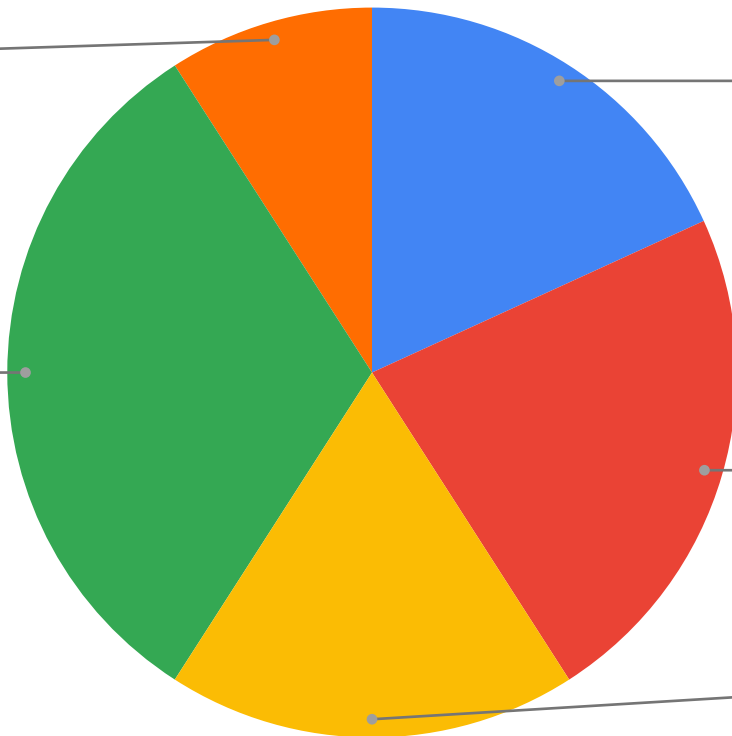
31.8%

I see this happening

22.7%

I don't know.

18.2%



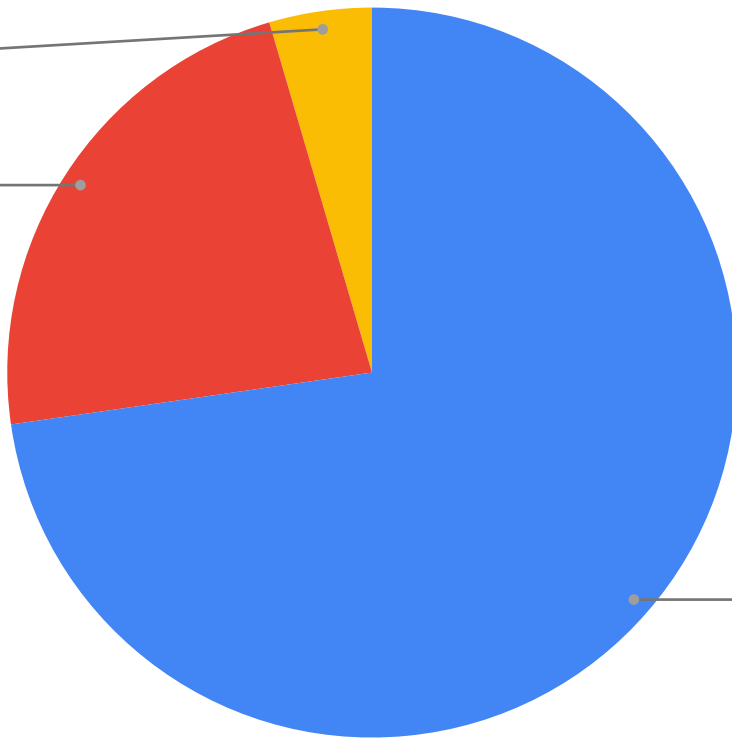
Count of How much do you find the following to be a problem at your school? [Illegal weapons]

I hear other students talk

4.5%

I don't know.

22.7%



I never hear or see this

72.7%

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]

I don't know.

4.5%

I see this happening

18.2%

I hear other students talk

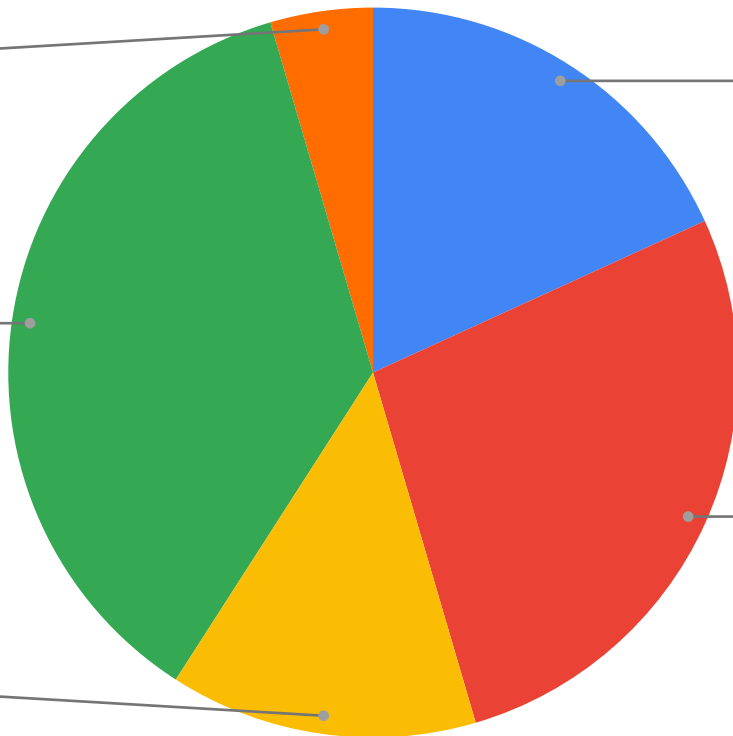
36.4%

I never hear or see this

27.3%

I see this happening a lot

13.6%



Count of How much do you find the following to be a problem at your school? [Student interest in gangs]

I see this happening

9.1%

I don't know.

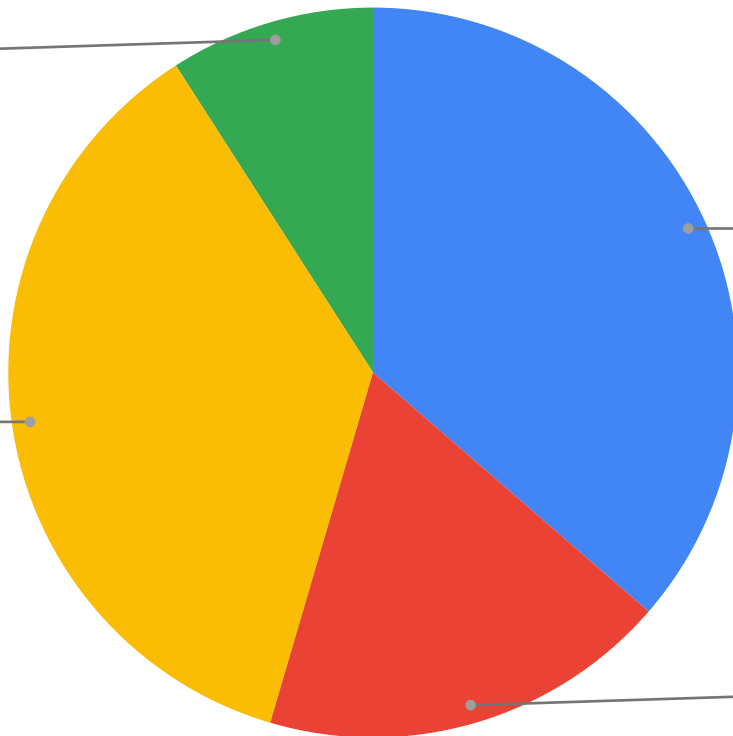
36.4%

I never hear or see this

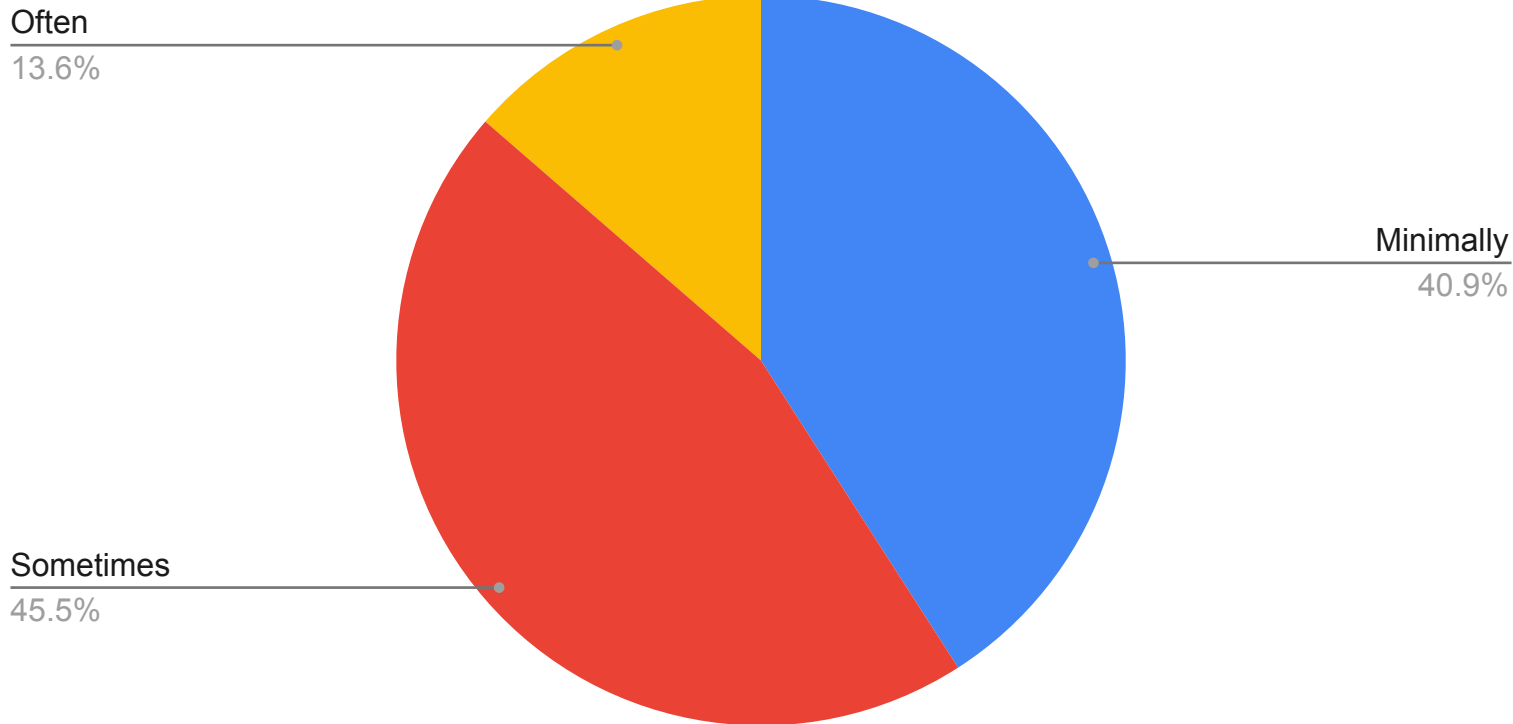
36.4%

I hear other students talk

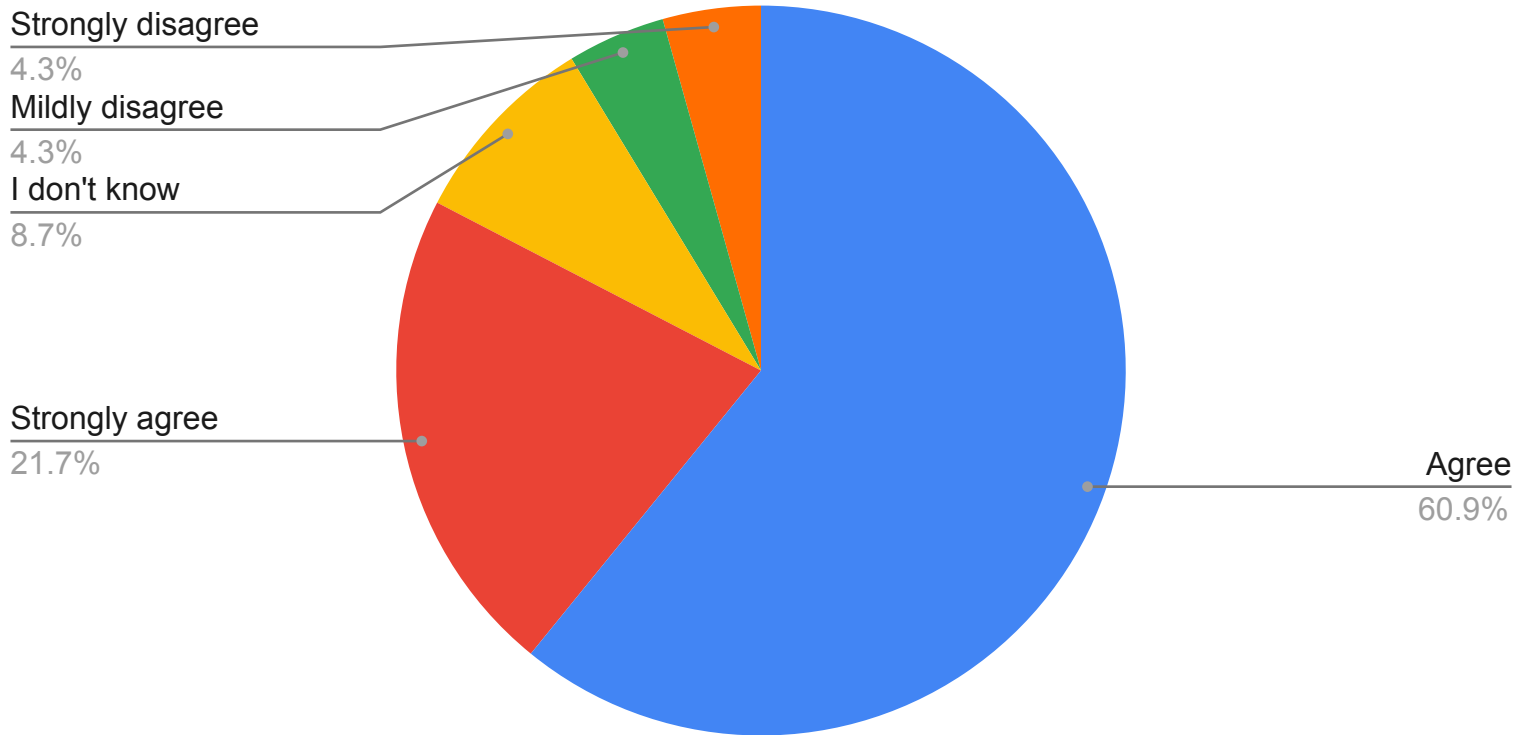
18.2%



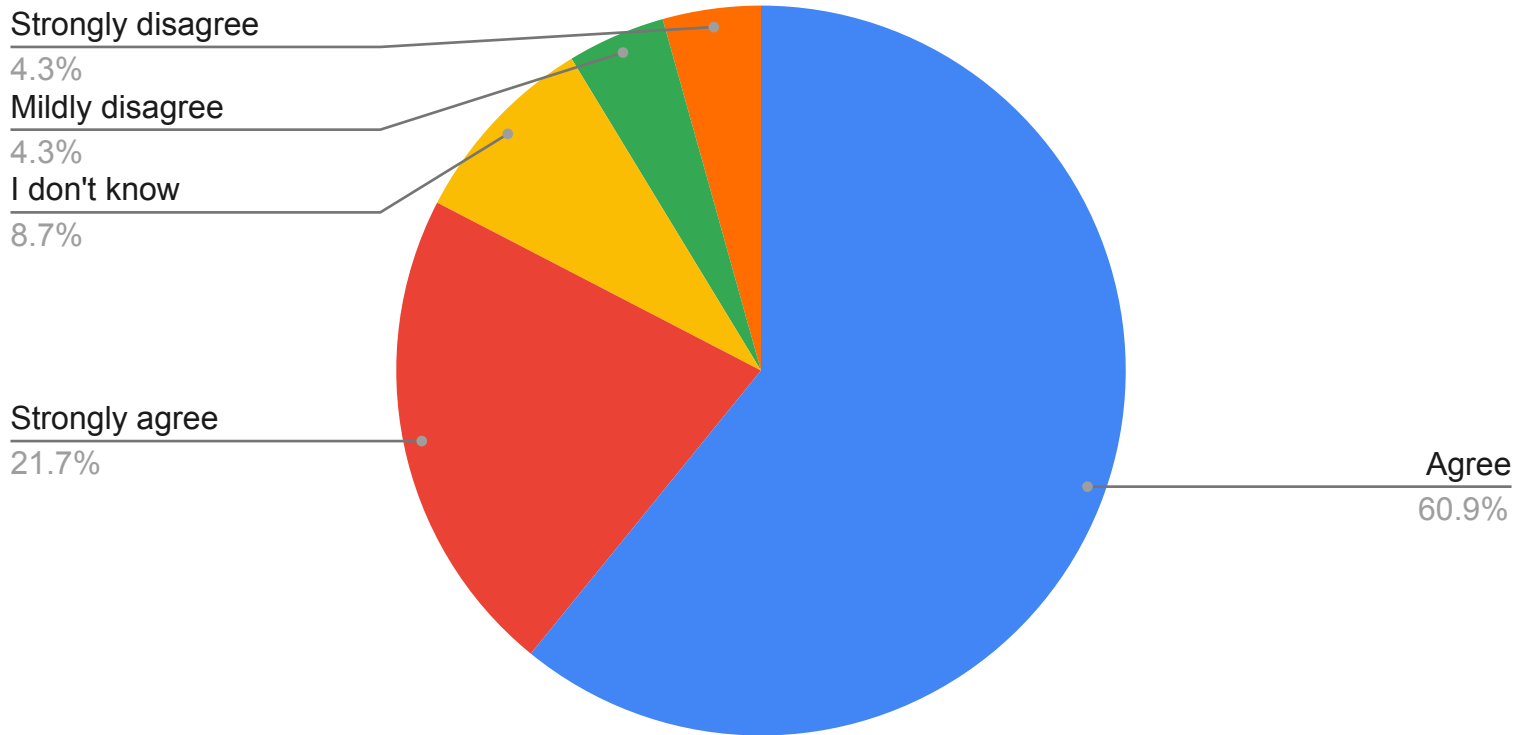
Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt



Count of I think that suspensions and expulsions are assigned when necessary.



Count of I think that suspensions and expulsions are assigned when necessary.



Count of My school provides adequate training for staff on school policies and procedures.

Mildly disagree

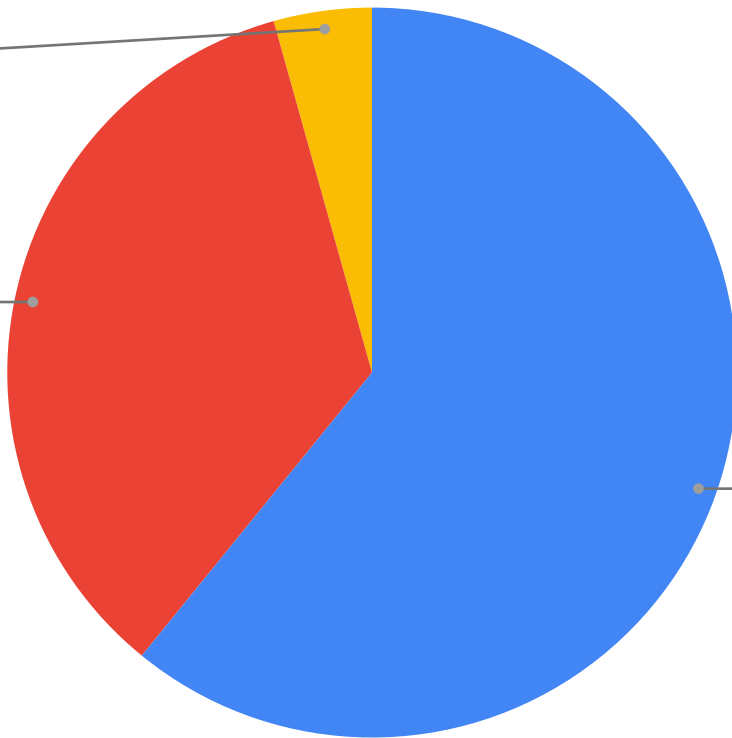
4.3%

Strongly agree

34.8%

Agree

60.9%



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

Unsatisfied

4.3%

Somewhat satisfied

4.3%

Very satisfied

52.2%

Satisfied

39.1%

