

# Emma C. Smith Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Emma C. Smith Elementary School
Street	391 Ontario Drive
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4750
Principal	Joseph Meunier
Email Address	jmeunier@lvjUSD.org
Website	<a href="http://www.livermoreschools.org/smith">www.livermoreschools.org/smith</a>
County-District-School (CDS) Code	01-61200-6001259

Entity	Contact Information
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>Phone Number</b>	(925) 606-3200
<b>Superintendent</b>	Kelly Bowers
<b>Email Address</b>	kbowers@lvjUSD.org
<b>Website</b>	www.livermoreschools.org

## School Description and Mission Statement (School Year 2019-20)

### Core Values for Teaching and Learning

In support of our District's mission, our Superintendent and staff will adhere to the following core values for teaching and learning:

- LVJUSD schools will be safe, inclusive and welcoming for all students and their families.
- LVJUSD will provide current, relevant and engaging instructional materials and strategies that allow students to personalize their educational experience.
- LVJUSD will deliver innovative teaching and professional development that ensures the highest quality instruction that is responsive to each student's needs.
- All LVJUSD students will have equitable access to a wide range of challenging and inspiring courses and specialized programs that prepare students for college and career.

### Principal's Message

Emma C. Smith Elementary School, a 2016 California Gold Ribbon School and a California Distinguished School in 2002 and 2006, offers a learning environment that allows each student to grow as an individual. We base educational and program decisions on what is best for the students. We recognize students throughout the year in their classrooms and at awards assemblies for academic achievement, good behavior, character traits, and attendance. Families are welcomed and provide strong support for our school.

Emma C. Smith Elementary School uses its mission and vision to guide them in ensuring that the needs of all students are met.

### Mission

To ensure collaboration, communication, cooperation, and creativity along with high levels of learning for all students in order to prepare them to become responsible and productive community members.

### Vision

To provide all students at Emma C. Smith Elementary School with:

- a challenging curriculum that is aligned with the State standards.
- instruction that is engaging, differentiated, and data-driven that meets the needs of every student.
- a supportive, caring, safe, respectful, and student-centered climate that fosters positive character, self-esteem, and self-motivation.

The Instructional Leadership Team meets regularly to plan for school-wide and grade-level activities that follow the mission and vision. Grade level teams guide intervention and enrichment time. Transitional kindergarten and kindergarten students come to school on a staggered schedule to ensure small group instruction during reading. Students in grades 1-5 participate in intervention or enrichment time for 40 minutes 4 times a week. Professional development also follows the mission and vision. Staff participate in whole group, small group, and individual professional development. When staff members participate in professional development, the information is shared with others that it is applicable to. English Learners receive 30 minutes daily of designated English Language Development (ELD) instruction. Students and families participate in orientation into Transitional Kindergarten (TK) and kindergarten and 6th grade to make the transitions smooth. Families at Smith are extremely active in the school community. Families participate in the Parent-Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and volunteer in classrooms. Their support of Smith helps to ensure that the staff are able to carry out the school's mission and vision.

### **District Mission and Vision Statements**

Each student will graduate with the skills needed to contribute and thrive in a changing world.

### **District Goals**

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school to be college and/or career ready.

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Goal 3: Enhance parent and community engagement and communication.

### **Student Enrollment by Grade Level (School Year 2018-19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	114
<b>Grade 1</b>	119
<b>Grade 2</b>	108
<b>Grade 3</b>	107
<b>Grade 4</b>	127
<b>Grade 5</b>	144
<b>Total Enrollment</b>	719

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	17.4
Filipino	2.4
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.3
White	49.5
Two or More Races	9.6
Socioeconomically Disadvantaged	7.6
English Learners	5
Students with Disabilities	12.7
Foster Youth	0.1
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	33	31	642
Without Full Credential	2	0	1	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/2019

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards.

Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018	Yes	0%
Mathematics	Investigations 3, Pearson 2016	Yes	0%
Science	California Edition, Macmillan/McGraw-Hill 2007	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History-Social Science for California, Scott Foresman 2006	Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Smith School continually strives to improve our educational programs and facilities. Smith underwent a major renovation project, which was completed in the spring of 2005. A state-of-the-art learning environment was created with student learning as a focal point, and includes 30 classrooms, two science labs, a library, media center, office, and new playground. Classrooms are equipped with wiring, equipment, and other features of a modern-day educational facility. The majority of the site is seven years old. The multipurpose room, science building, and kindergarten building, which are more than 36 years old, were also remodeled.

During the 2013-14 school year, our district placed a fence around the school. Visitors and volunteers must check in through the office.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs, and educational technology for 21st-century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical

Education (CTE) courses

- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 7/30/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Good	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	K3 toilet won't flush, work order #106386 - Completed 9/17; Girls RR by 33 handicap toilet not working, Work Order #106388 - Completed 8/13; Water fountain between 31-33 low flow, work order # 106388 - Completed 8/13
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Good	None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	75	62	63	50	50
Mathematics (grades 3-8 and 11)	74	73	51	50	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	373	98.68	1.32	75.34
Male	185	181	97.84	2.16	69.61
Female	193	192	99.48	0.52	80.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	89.23
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	66.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	191	186	97.38	2.62	74.73



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	40	40	100.00	0.00	75.00
Socioeconomically Disadvantaged	25	25	100.00	0.00	32.00
English Learners	47	47	100.00	0.00	61.70
Students with Disabilities	61	57	93.44	6.56	43.86
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	373	98.68	1.32	72.92
Male	185	181	97.84	2.16	74.59
Female	193	192	99.48	0.52	71.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	83.08
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	60.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	191	186	97.38	2.62	73.12
Two or More Races	40	40	100.00	0.00	75.00
Socioeconomically Disadvantaged	25	25	100.00	0.00	28.00
English Learners	47	47	100.00	0.00	55.32
Students with Disabilities	61	57	93.44	6.56	43.86
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.9	28.1	51.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There is a range of opportunities for parents to engage with schools, including Parent-Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the superintendent of schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of the district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the superintendent. Each school also has formal advisory groups including School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control Accountability Plan (LCAP) Advisory Committee and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

There is a strong, supportive link between Emma C. Smith Elementary School and the parent community. Parents are an integral part of support through Autumn Treasures, a Parent Teacher Association (PTA) fund-raiser that raises funds for various school programs, assemblies, classroom resources, field trips, technology, and school events. We are fortunate to have dedicated parents who volunteer their time and support for our many programs. By participating in the PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), or volunteering throughout the school, there are many opportunities to be involved with your child’s education.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.9	0.9	3.2	2.1	2.7	3.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Smith School provides a safe, comfortable learning environment that contributes to students’ academic success. Our schoolwide rules provide safety for all and emphasize positive behavior and problem-solving in a peaceful and cooperative manner. We work closely with the school community to provide children with a supportive, caring environment that fosters self-esteem, self-motivation and a sense of responsibility. We encourage children to respect each other and always do their best.

The school safety plan was reviewed and updated by our safety committee with a final review at our August 2019 staff meeting. Emma Smith's safety team has met this school year (10/9/19) to update the plan and conclude that our school is a safe place for students and staff. The school site council along with the school safety team are diligently working to find areas that need remediation and ways that we can include social-emotional learning in our practice.

Our campus is secured with closed and locked gates during school hours, requiring all visitors to check-in at the office through our computerized badge system. In the event of an evacuation, procedures are in place to allow a quick visual to account for all students and staff. Fire, earthquake and lockdown drills are practiced regularly on a district schedule. Using Blackboard, we can quickly call several phone numbers and email simultaneously to alert parents in case of an emergency.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		5		25		5		23		5	
1	26		4		26		4		24	1	4	
2	26		4		25		4		27		4	
3	26		5		26		4		26		4	
4	25	3	8		23	2	10		31		4	
5	32		5		27	1	5		25	1	5	
Other**	9	2			5	2			9	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,738	\$1,438	\$5,300	\$79,978
District	N/A	N/A	\$5,866	\$79,725.00
Percent Difference - School Site and District	N/A	N/A	-10.1	0.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-34.5	-2.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement and oversee Migrant Education, Native American Education, Special Education, Gifted and Talented Education (GATE) program services; intervention; summer school; Tri-Valley Teacher Induction Project (TV/TIP) and new teacher support; professional development; and the English learner (EL) program.

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

The following categorical programs provide the following services.

#### Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.

- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,289	\$51,374
Mid-Range Teacher Salary	\$77,897	\$80,151
Highest Teacher Salary	\$97,468	\$100,143
Average Principal Salary (Elementary)	\$134,920	\$126,896
Average Principal Salary (Middle)	\$138,131	\$133,668
Average Principal Salary (High)	\$149,584	\$143,746
Superintendent Salary	\$314,959	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

#### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Our district recognizes that each employee—classified, certificated and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator, and staff member to further develop the appropriate knowledge, skills, and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve, and enhance professional knowledge, practices, and skills.

During the 2019-2020 school year, relevant and timely professional development will be available and delivered to employees. In addition, two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; Positive Behavior Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate, and Advanced Placement programs.