



2023-2024

# **Bobbie Smith Elementary**

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

**Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

**Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

**Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

**Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

**Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

**Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.

**Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

**Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Findings**

**Written Analysis**

Over all FRSA increase from 28% to 57% Kinder FRSA above District Average (69%)I-ready and SBAC scores were below District for proficiency levels 61% off African American students met their Typical growth on their ELA I-ready. ELA and Math Typical Growth on Iready assessment were not aligned

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Goals**

**Written Analysis**

67% of grades TK-2 students will increase in the overall FRSA proficiency scores by the end of 2023-2024 school year. (Current 57% )55% of students will score early to or above grade level based on IReady diagnostic assessment results at the end of the year. (Current 45%)40% of grades 3-5 students will meet or exceed the standards on SBAC ELA for the 2023-2024 school year. ( Current 35%) The action plan includes focus on direct and differentiated instruction based upon current levels and grade level standards. Every student will have access to District materials and supplemental materials at their level with quality core instruction by teachers. Tier 2 support will be provided by Reading Specialists who with both in-class and pull out support to students who need supplemental resources and instruction in ELA. Additionally, students who are identified as significantly below grade level will be recommended for after school tutoring by an outside agency. This action plan will be monitored by ongoing PDSA cycles in which teachers collaborate, plan and analyze student data. The K-2nd Literacy lead will coach and model in classrooms. Select students will be monitored by Case Management team and discussed at monthly meetings.



## Comprehensive Needs Assessment

### Mathematics

#### Written Analysis - Math Findings

##### Written Analysis

34% of students scored early to or above grade level on the Iready assessment. 43% of African American students met their Typical Growth for Math I-ready 25% of grades 3-5 students scored met or exceeded on the SBAC math assessment. I-ready and SBAC scores were below District for proficiency levels EL and AA sub-groups will need to show significant gains to close the achievement gap.

## Comprehensive Needs Assessment

### Mathematics

#### Written Analysis - Math Goals

##### Written Analysis

44% of students will score Early to or Above grade level on the IReady third diagnostic math assessment at the end of the year. ( Current 34%) 35% of grades 3-5 students will score Met or Exceeded on the SBAC math assessment by the end of the school year. (Current 25%) The Math action plan also includes focus on direct and differentiated instruction by all teachers. Students will have access to Districted adopted texts and supplemental resources. Teachers will provide small group instruction for students who need preview/review of specific math concepts. Based upon iReady scores, students will be referred for math tutoring either by an outside agency or a classroom teacher. The new Math Lead will support teachers with Tier 1 instruction through coaching, modeling and collaboration. The effectiveness of the action plan will be monitored through iReady data, class assessments and District assessments. The Math Lead will meet with teachers and guide them through PDSA cycles focused on math achievement.

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Findings

##### Written Analysis

At least 51% EL students met their Typical Growth on either ELA or Math I-ready assessments. 19% EL students scored early to above grade level on the Math I-ready assessment compared to 29% on ELA. Implications for instruction to consider are small group instruction and increased student talk opportunities. Areas of growth to consider are Vocabulary and Comprehension.

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Goals

##### Written Analysis

43% of EL students will score early to or above grade level on the IReady third diagnostic ELA assessment at the end of the year. 35% of EL students will score early to or above grade level on the IReady third diagnostic math assessment at the end of the year. To reach these goals, the action plan will be for ELs to have increased opportunities to talk while engaging in designated and integrated ELD lessons throughout the day. The focus will be on listening and speaking activities to support engagement and understanding across the content. For students identified as "New Arrivals", a Literacy Specialist will provide pull-out small group instruction. The action plans will be monitored by District assessments and teacher observation with anecdotal records documenting language development.

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Findings

##### Written Analysis

Lack of attendance is a major concern throughout the entire District. Overall attendance has improved over the last two years. Smith had the lowest chronic absenteeism rate compared to school cohorts. Pulse Survey results were higher than last year in areas of Agency, Belonging, and Identity. Areas to consider based on Pulse Survey are "respecting each other" and "making friends".

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Goals

##### Written Analysis

76% of Smith students will show a positive ranking in the Pulse Survey in the area of respecting each other (Current: 56%) 76% of Smith students will show a positive ranking in the pulse survey in the area of Making Friends (Current 61%) 65% of students will think about the different parts of their identity (Race/Ethnicity) and how they shape who they are (Current: 59%) Smith will increase our attendance rate from 90.6% to 91.60% overall attendance during the 2023-24 school year. Smith will decrease our chronic absenteeism rate from 33.10% to 29% during the 2023-24 school year. The focus will be on engagement of students through purposeful and differentiated instruction to encourage motivation to attend school. Building a strong home school connection with staff, teachers and students will hopefully positively impact student attendance and SEL. Teachers will incorporate Harmony lessons into their daily schedules, specifically Meet Up and Buddy Up activities. Monitoring will occur through collaboration and documentation of absences with "All In" counselor, school counselor, parents and teachers. The Pulse Survey will be used to monitor SEL in 4th and 5th grade.

## Comprehensive Needs Assessment

### SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

<p>ELA</p>	<p>1) All students will show at least one-years academic growth for the 2022-23 school year, through the use of formative, district and standardized tests. Students achieving below grade level will demonstrate greater than one year of growth. 53% of grades TK-2 students will increase in the overall FRSA proficiency scores by the end of 2022-2023 school year.51% of students will score early to or above grade level based on IReady diagnostic assessment results at the end of the year.45% of grades 3-5 students will meet or exceed the standards on SBAC ELA for the 2022-2023 school year.All major Sub-groups (Hispanic, Cambodian, and African American) meeting the Math SBAC proficiency target will increase by 5% for the 2022-2023 school year.</p>	<p>Goal Partially or Not Met</p>	<p>At the beginning of 2023-24, over <math>\frac{1}{3}</math> of all students started the school year with a learning gap. 1/4 of all students started the school year being 2 grades below grade level. Although iReady, SBAC and FRSA results showed some progress across grade levels, the majority of upper and lower grade students did not have the fundamental skills to proficiently read and write. By the end of 2022-23, in iReady, Kinder showed a 21% growth, 1st grade had 29% growth, 2nd grade had 31% growth, 3rd grade had 25% growth, 4th grade had 17% growth and 5th grade had 19% growth. On SBAC, the following percentage of students had scored "Met or Exceeded": 31% for 3rd grade, 31% for 4th grade, 43% for 5th grade and 35% Overall. On FRSA the following grade level percentages represented proficiency: Kindergarten 67%, 1st grade 37%, 2nd grade 57%, Overall K-2nd 57%. It is important to note, Kindergarten's percentage was above the "Similar Schools" and "District" end of year percentages.</p>	<p>This school year teacher collective efficacy will be increased. There will be more teacher collaboration through grade level, staff development and PDSA meetings. Teachers will be able to analyze test data and discuss student with the common goal of improving student achievement. More time will be devoted throughout the year for Grade Levels to streamlining their PDSA Cycles to better meet the academic needs of students and accelerate student learning in ELA. After school tutoring will be offered in FRS for grades 1-2.</p>
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Math	<p>1) All students will show at least one-years academic growth for the 2022-23 school year, through the use of formative, district and standardized tests. Students achieving below grade level will demonstrate greater than one year of growth. 40% of students will score early to or above grade level on the IReady third diagnostic math assessment at the end of the year.39% of grades 3-5 students will score met or exceeded on SBAC math assessment by the end of the year.All major Sub-groups (Hispanic, Cambodian, and African American) meeting the Math SBAC proficiency target will increase by 5% for the 2022-2023 school year.</p>	Goal Partially or Not Met	<p>At the beginning of 2023-24, over <math>\frac{1}{3}</math> of all students started the school year with a learning gap. According to iReady data, 13% of all students started the school year being 2 grades below grade level and 47% were 1 grade level below grade level. On SBAC, the following students were categorized as “Met or Exceeded”; 24% of 3rd graders, 25% of 4th graders, 27% of 5th graders and 25% Overall. Upper and lower grade students did not have the fundamental skills to solve Common Core math problems.Although there was some success and growth with iReady, SBAC and math facts tests, students lacked the math concepts, vocabulary and reading availability to be proficient in mastering math problems. For at-risk students, Math tutoring was helpful in improving Math fact scores last school year.</p>	<p>This school year teacher collective efficacy will be increased. Grade level meetings, District PDs or staff development and PDSA cycles will be facilitated by the Math Coach Lead. There will be more opportunities for teachers to analyze test data, discuss student work, plan lessons collaboratively and observe lessons by OCIPD or Math Lead. Every 6 weeks, specific time will be allotted during the school day for Grade Levels to streamline their PDSA cycles to better meet the academic needs of students and support Math proficiency. After School Tutoring will be offered to 3rd-5th grade students focusing on Numbers and Operations.</p>
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English Learner	1) EL students will have an increase in the ELPAC summative overall Well Developed + Moderately Developed by 5% from the 2021-2022 school year. EL students will have an increase of 4% in both Math and ELA compared to their SBAC scores in 2021.	Goal Partially or Not Met	The Smith student population continues to be 1/3 ELL. Last year, Smith had one college aide providing support to the students designated as "New Arrivals" or at the earliest stage of English language development. After school tutoring was provided for a handful of students that showed interest in English tutoring. Several of the Literacy Specialists, focused their small group instruction around ELLs during guided reading instruction. Yet, according to ELPAC, the growth in ELD was minimal.	Integrated and Designated ELD time will be integral to daily instruction for all grade-levels. In addition, LLI and RR TOSAs will provide small group instruction in Tier Two support. This instruction will be for ELL students needing more ELD and literacy support through daily guided reading lessons. Furthermore, teachers will continue to learn to use the Elevation online platform to identify students, group students and implement lessons from the Elevation resources. Collaboration time through meetings or PDs will be given for teachers to plan lessons using literacy and ELD scaffolds to support ELL students. The District will provide an ELD coach to assist Smith with more ideas on integrated and designated ELD lessons to support student achievement in our EL students.
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Culture/Climate	<p>1) By the end of the 2022-23 school year, all students will feel physically, intellectually and emotionally safe in their classes, so they are willing to have a voice, take risks, and feel comfortable and engaged in their learning. Self Belonging and Growth Mindset will increase at least 4% compared to the Core Survey in 2022. Throughout the 2022-23 school year, teachers will work collaboratively with our site Literacy Team and Admin to analyze student data, monitor student progress and plan meaningful instructional opportunities to support and accelerate student literacy growth. Smith will increase our attendance rate to 93% overall attendance during the 2022-23 school year. Smith will decrease our chronic absenteeism rate to 16% during the 2022-23 school year.</p>	Goal Partially or Not Met	<p>Smith's attendance rate continued to be under 93% and Chronic rate was above 16% due to the challenges of long term COVID procedures and protocols. Many students are deemed to ill to be in school if they exhibit any Covid-like symptoms. TK had the lowest attendance rate and 5th grade had the highest. The "All In" Counselor and School counselor worked to increase attendance through incentives, parent meetings, home visits and awards assemblies during the school year. The Pulse Survey reported that 73% of Smith 4th and 5th graders felt a Sense of Belonging. Even though an emphasis was placed on making Smith an engaging, safe and fun place to learn, only 49% of students responded that it was easy to make friends at Smith</p>	<p>Based on the Pulse Survey, Smith will continue to concentrate on improving the students' sense of Self-Belonging. Student incentives such as Shout Outs and Bear Paws will be rewarded inside and outside the classroom. These rewards will recognize students for their behavior and academic achievement/growth. School wide assemblies will increase in order to honor students for their academic and personal achievements at school as well as promoting an awareness of an equity centered campus. Hopefully, by providing more incentives and engaging activities to students, their Sense of Belonging and attendance will increase as well. An emphasis will be placed on African American student attendance and ensuring a strong home-school connection in order to support students' SEL and their motivation to be present at school consistently. Lastly, there will be modifications to class schedules in 2024 to increase SEL through the Harmony curriculum.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The bilingual IOA will work with the students and their families identified as ""Habitual Truant"" or have chronic absenteeism/tardies through constant follow-up (ex. phone calls, access to Synergy and LROIX data, and referrals to outside agencies). 70% of our families are Spanish speaking and ELLs were our lowest performing subgroup (4% ELA and 6% Math on previous SBAC). The IOA will support to translate for academic interventions in school events, and make phone calls regarding academic progress, attendance and behavior as needed. The IOA will also support front office to help communicate to our EL parent our assistance programs (uniform program, health, technical assistance and food programs).</p> <p>(IN 4)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)

<p>Certificated staff will participate in professional development sessions on site or off campus district trainings/visits. These session will focus on CCSS Reading and Writing implementation using formative assessments to monor student progress and plan strategic interventions. The staff will focus on supporting all students with CCSS practices in particular struggling language learners and those at-risk. 3rd to 5th grade teachers will plan lessons on the integration of Foundational Reading Skills interventions for struggling students in Phonics, Phonemic Awareness, Decoding, Spelling and Dictation. Teachers will also study Math or ELA lessons using GRR, U's and Visible Learning components. (PD 4)</p>	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
<p>Purchase professional reading materials for staff to improve best practices with Math CCSS, ELA CCSS, Learning Targets, Formative Assessments Strategies, Student Collaborative Discussions, School Culture, Complex Text, etc... . Reading material will support tier I and Tier 2 interventions, guided reading, early literacy and/or lesson/unit planning. (SM 3)</p>	Somewhat Impactful	Limited or no impact	Somewhat Impactful	(Does not apply to this goal)
<p>The Intervention Classroom Teacher position will provide class size reduction in 4th and 5th grades and also eliminate the need for a combo class in upper grades. The teacher will work with the Literacy teacher to help support 5th grade students who are below grade level throughout the school year and help provide SEL support to students to meet Common Core Standards.</p> <p>Due to the Covid pandemic, upper grade students are struggling academically and socially (SEL). As a result, students are in need of interventions and small group instruction throughout the year. Teacher will work with the Literacy teacher to provide both academic and SEL support to at promise student.</p> <p>(IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of common areas. (IN 5)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Supplemental classroom material and/or resources needed to accelerate student learning throughout all grade levels ( textbooks, guided reading books, big books, student subscriptions, technology, manipulatives, p.e equipment, furniture, ext....) . Some reading supplies and/or materials will support tier II interventions, guided reading, early literacy and scaffolding. All resources will enhance classroom instruction throughout the 2022-2023 school year and beyond.</p> <p>(SM 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Parent workshops will be developed and provided to parents either during or after school hours. Workshops will be provided by school staff and focus on either curriculum areas (Science, Math, English, History, P.E , and Health), test taking strategies, technology, nutrition, common core, social development and work habits. The purpose of these workshops will be to communicate expectations to parents and how they can support their students at home to meet the needs standards/expectations. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate, Case Management Team, Counselor in the support of Social Emotional Learning and Climate/Culture of identified atpromise, ELL, and African-American students. Support IEP implementation of Tier 3 level students, as well. (IN 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Parents and VIPS are in need of resources for Parent Center. Parents will be working to increase communication between home and school and increase safety around campus, as well. Smith Parent center will need to update its technology (computers, document camera, projector, etc.....) and furniture as well. Parents will need resources and materials to hold parents meetings and workshops, as well. (PI 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Smith Elementary's School Site Council approved an occasional substitute to provide supplemental support in the areas of academics, SEL, technology, and professional development. This individual will provide student support in grades TK-5 to assist teachers in instructional learning goals and to help mitigate learning loss. Furthermore, this individual will cover classrooms so that teachers can go and observe other colleagues or meet with either Literacy Team, Counselor or Admin to enhance instruction in the classroom. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Certificated staff ( K-2nd grade) will participate in 12 hours of professional development and multiple coaching sessions throughout the school year. Professional Development and coaching will be led by Reading Recovery Teachers. Professional Release Days will be used to either analyze data, plan, create common assessments, collaborate and develop lessons for either the 3 components of the Integrated Model of Literacy using CCSS to include Guided and Independent Reading, Writing and Small Group Instruction (PD 1)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

<p>The additional time for the Teacher Librarian will provide supplemental reading support to students by providing access to literature and informational text, reader's advisory, database and chromebook instruction to support content area standards. Students not reading at grade level will have more opportunities to practice literary knowledge and comprehension skills through narrative presentations, identifying genres, connecting themes, identifying story elements and use of literary language. The teacher librarian will collaborate with the classroom teachers in the selection of library research materials and literacy lessons that will align to ELA content standards. (IN 3)</p>	<p>Strong Positive Impact</p>	<p>(Does not apply to this goal)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>Supplemental classroom material and/or resources needed to accelerate student learning throughout all grade levels ( textbooks, guided reading books, big books, student subscriptions, technology, manipulatives, p.e equipment, furniture, ext....) . Some reading supplies and/or materials will support tier II interventions, guided reading, early literacy and scaffolding. All resources will enhance classroom instruction throughout the 2022-2023 school year and beyond. (SM 4)</p>	<p>Strong Positive Impact</p>	<p>(Does not apply to this goal)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>Principal is provided with 23,000 of miscellaneous funds from SSC to cover operational expenses and emergency supplemental resources as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, student safety, furniture, books, supplies, or improving the climate and culture of the school, and/replace and improve technology equipment. 100% of this funds will be either taken from LCFF and/or Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6. (SM 1)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>ILT team will plan PD sessions for staff meetings and staff release days.</p> <p>PD content will come from focus in ELA and Math, ELD and Thinking Maps. Reading Sessions will consist of unpacking reading, writing, listening and speaking standards to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard. Writing Sessions will consist of ELD and CCSS implementation using Thinking Maps, Rubrics and Mini-Lessons. Math PD planning will include Unit and Lesson design and Standards for Mathematical Practices to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard.</p> <p>The staff will focus on supporting all students by using data from student work to formulate K-5 Formative Assessment Practices to monitor student progress and to further develop Learning targets using DOK with Complex Text and High Level Tasks. Teachers will also analyze data to provide students with actionable feedback. (PD 2)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

Provide translation at school-wide events such as Back to School Night, Conferences, Workshops, and Family Nights. Translations can take place before or after working hours, as well. Translations of written material and parent resources will also be needed. Additional after school events will also need the support of both classified and certificated staff. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional support for field trips to provide students with experiences and develop connections between content and their community. (SM 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The additional counselor time will provide direct services to support student attendance by monitoring chronic absentees and provide them with resources such as an individual contracts, home visits and collaborate with the teacher, attendance clerk and parents. The counselor will plan and develop parent workshops using a variety of community resources targeted to increase student achievement, student attendance and parenting tools. The counselor will develop and monitor that the most at-risk students are receiving intervention services through individual or small group interventions in academics, social, emotional or developmental needs as referred through the Case Management Team. The counselor will conduct small groups to assist students with social skills and behavioral skills for those with multiple disciplinary offenses. The counselor will make referrals for Site Based Mental Health services for students needing this intervention. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Two College Aides will work in small groups with at-risk EL students providing them with direct interventions in Math, Reading and Writing. Interventions include support with phonics, vocabulary development, review/reteach reading or writing passages, Thinking Maps, academic vocabulary in reading and math, linguistic patterns or sentence frames and math support with review/reteach key mathematical practices. Aides will work no more than 18 hours per week. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California	Students will participate in frequent and multiple formative and interim assessments within the grade	Wonders / Maravillas (Dual Immersion) and associated ancillary materials



<p>Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of</li> </ul>	<p>level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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formative assessment practices to identify students' progress and needs.

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

## Accountability Measure 1: Increase Achievement



# Interventions

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Teachers need to increase student engagement and to differentiate instruction in their classrooms. SBAC ELA 40, Elementary Reading - FRSA 40, EL Reclassification 20	Supplemental classroom material and/or resources needed to accelerate student learning throughout all grade levels ( textbooks, guided reading books, big books, student subscriptions, technology, manipulatives, p.e equipment, furniture, ext....) . Some reading supplies and/or materials will support tier II interventions, guided reading, early literacy and scaffolding. All resources will enhance classroom instruction throughout the 2022-2023 school year and beyond.	Low SES, Identified At-Risk Students	LCFF \$5,000 Title 1 \$5,000 Materials - LCFF 50%; Title 1 50%	08/29/2023 - 06/28/2024 Daily	Principal, ICC and Literary Teachers, and Classroom Teachers	Principal and Literacy Techers will monitor and conduct classroom observations to see if students are using appropriate materials and/or resources. SBAC ELA 40, Elementary Reading - FRSA 40, EL Reclassification 20

<p>There is a need for Smith students to have experiences outside the school setting. Funding for field trips helps support the cost associated with travel and admission to various museums, and community events.</p> <p>Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40, Core Curriculum 30</p>	<p>Additional support for field trips to provide students with experiences and develop connections between content and their community.</p>	<p>All Students</p>	<p>Title 1 \$5,000 Services - Title 1 100%</p>	<p>08/29/2023 - 06/28/2024 Trimester</p>	<p>Principal, Tosa and Counselor</p>	<p>The Principal, Facilitator, along with SSC will review field trips and monitor effectiveness for supporting students and providing them with hands- on experiences.</p> <p>Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40, Core Curriculum 30</p>
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<p>SSC Minutes School Satisfaction Surveys Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 50, Core Curriculum 20</p>	<p>Principal is provided with 4,000 of miscellaneous funds from SSC to cover supplemental / academic materials as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, books, fieldtrips, academic supplies, academic assemblies, and/or replace classroom academic resources. 100% of this funds will be either taken from Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6.</p>	<p>Low SES, Identified At-Risk Students</p>	<p>Title 1 \$4,000 Materials - Title 1 100%</p>	<p>08/29/2023 - 06/28/2024 Quarterly</p>	<p>Principal, and SSC</p>	<p>SSC Minutes School Satisfaction Surveys Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 50, Core Curriculum 20</p>
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<p>Smith Elementary conducts over 130 IEP's during the regular school year. Our Case Management Team has identified at least 40 atpromise student in need of extra support. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 10, SEL Survey 40, Other 10</p>	<p>Fund 0.4 FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate, Case Management Team, Counselor in the support of Social Emotional Learning and Climate/Culture of identified atpromise, ELL, and African-American students. Support IEP implementation, Threat Assessment, Suicide Assessment, of all students as well, as well.</p>	<p>African-American, Homeless, Identified At-Risk Students</p>	<p>LCFF \$26,726 Title 1 \$40,090 Psychologist .4 FTE - LCFF 40%; Title 1 60%</p>	<p>08/01/2023 - 06/28/2024 Weekly</p>	<p>School Psychologist</p>	<p>Case Managent sudent data will be monitored and discussed. LROIX Intervention Tracking System Data will be utilized for Tier 3 level of interventions. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 10, SEL Survey 40, Other 10</p>
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<p>Safety is the lowest rank component in Core Survey Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30, Basic Services 10</p>	<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of common areas.</p>	<p>All Students</p>	<p>LCFF Rec \$59,934 Hourly - Recreation Aide ( 8 ) for 414 hours annually - LCFF Rec 100%</p>	<p>08/01/2023 - 06/28/2024 Daily</p>	<p>Principal</p>	<p>Rec. Aide Schedule and Core Survey Results Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30, Basic Services 10</p>
<p>Students not performing at grade level due to inequities in social, emotional, health, or behavioral issues and despite other interventions still need additional support through counseling services. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 40, Culture-Climate Survey (Student-Staff) 10, SEL Survey 20</p>	<p>The additional counselor time will provide direct services to support student attendance by monitoring chronic absentees and provide them with resources such as an individual contracts, home visits and collaborate with the teacher, attendance clerk and parents. The counselor will plan and develop parent workshops using a variety of community resources targeted to increase student achievement, student attendance and parenting tools. The counselor will develop and monitor</p>	<p>All Parents, All Students, All Staff</p>	<p>LCFF \$24,629 Title 1 \$139,564 Counselor 1 FTE - LCFF 15%; Title 1 85%</p>	<p>08/01/2023 - 06/28/2024 Daily</p>	<p>Principal</p>	<p>Weekly intervention meetings with the Principal Bi-monthly Case Management Team meetings SST and IEP minutes Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 40, Culture-Climate Survey (Student-Staff) 10, SEL Survey 20</p>

	<p>that the most at-risk students are receiving intervention services through individual or small group interventions (Tier 1 and Tier 2) in academics, social, emotional or developmental needs as referred through the Case Management Team. The counselor will conduct small groups to assist students with social skills and behavioral skills for those with multiple disciplinary offenses. The counselor will make referrals for Site Based Mental Health services for students needing this intervention.</p>					
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**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**



<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
The need for instructional materials, facilities repair, and materials to improve or maintain a positive school climate will arise throughout the year. The site needs flexibility to purchase the materials quickly in order to maintain a safe and effective learning environment for our students. SBAC Math 10, Elementary Reading - FRSA 40, Culture-Climate Survey (Student-Staff) 30, Basic Services 20	Principal is provided with 13,000 of miscellaneous funds from SSC to cover operational expenses and emergency resources as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, student safety, furniture, supplies, assemblies, or improving the climate and culture of the school, and/replace and improve technology equipment, etc... 100% of this funds will be either taken from LCFF and/or Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6.	LCFF \$13,000 Materials - LCFF 100% Services - LCFF 100%	06/29/2023 - 06/28/2024 Quarterly	Principal, and SSC	SSC Minutes School Satisfaction Surveys
Parent involvement needed. After the YMCA family center left Smith, parents are asking for more opportunities to be involved in school. SBAC Math 20,	Additoinal 50% Facilitator position will be an extension providing SEL support and meeting compliance requirements. Furthermore,	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/31/2023 - 06/28/2024 Biweekly	Principal	Counselor, Tosa, and Principal will meet biweekly to determine steps to increase parent support across

<p>Elementary Reading - FRSA 20, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30</p>	<p>the Facilitator will work on strengthening parent engagement through our school. SSC and ELAC committees have requested for staff members to work with both parents and students, alike. Since 70% of our families speak Spanish at home, the Facilitator will preferably need to be bilingual. Facilitator will be utilizing Smith Parent Center to either meet with our “At Promise Students” or hold parent workshops/conferences, and/or facilitate VIPS programs/tasks. Facilitator will invite parents to school to hold workshops/meetings to provide resources or information on helping “At-risk” students. Facilitator will also make phone calls, regarding academic progress, attendance and behavior as needed. Facilitator will help to monitor and identify “At Risk” students to help explain academic progress and interventions to parents as well.</p>				<p>our school.</p>
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## Accountability Measure 3: Professional Development

### Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Professional Development for Math, EL and SEL Needed. - 2 full day subs per teacher (28 total) SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40	Certificated staff ( K-5nd grade) will participate in professional development and mutiple coaching/PDSA sessions throughout the school year. Professional Development and coaching will be led by Litereacy Team. Professional Release Days will be used to either analyze data, plan, create common assessments, collaborate and develop lessons for ELA, Math, SGI, writing, SEL and/or Guided Reading.	LCFF \$4,561 Title 1 \$9,122 Substitute teacher full day ( 9 ) for 2 days - LCFF 100% Substitute teacher full day ( 18 ) for 2 days - Title 1 100%	06/29/2023 - 06/28/2024 Semester	- Literacy Teachers. - Substitute teachers used to release certificated	Teacher participation in sessions and exit survey slips at the end of planning sessions. Principal RD agenda, GL data, notes and classroom walk-through feedback.
Our data shows an ELA gap between EOs/FEPS and English Learners and other students at-risk. Teachers need time to reflect and understand new practices using CCSS, and RTI	Certificated staff and ILT team will plan PD sessions for staff meetings and staff release days. PD content will come from focus in ELA and Math, ELD and Thinking Maps.	Title 1 \$7,954 LCFF \$5,187 Teacher Hourly Extra Comp ( 23 ) for 4 hours annually - Title 1 100% Teacher Hourly Extra Comp ( 6 ) for 10	06/29/2023 - 06/28/2024 Monthly	Certificated staff providing PD and paid at hourly rate.	Staff participation in sessions and exit surveys from the PD session. Collaborative Inquiry Walkthrough data

<p>and the connection between the two to better support students. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 10</p>	<p>Reading Sessions will consist of unpacking reading, writing, listening and speaking standards to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard. Writing Sessions will consist of ELD and CCSS implementation using Thinking Maps, Rubrics and Mini-Lessons. Math PD planning will include Unit and Lesson design and Standards for Mathematical Practices to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard. The staff will focus on supporting all students by using data from student work to formulate K-5 Formative Assessment Practices to monitor student progress and to further develop Learning targets using DOK with Complex Text and High Level Tasks. Teachers will also analyze data to provide students with actionable feedback.</p>	<p>hours annually - LCFF 100%</p>			<p>and feedback.</p>
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**Accountability Measure 3: Professional Development**

**Teacher Involvement**

**Describe Teacher Involvement**

**Written Analysis**

**Accountability Measure 4: Parent & Community**

**Parent and Community**



<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
There is a need for more parents to be involved in school events and activities, which will promote a positive school environment and increase the safety of all stakeholders, as well as Culture-Climate Survey (Parent) 100	Parents and VIPS are in need of resources for Parent Center. Parents will be working to increase communication between home and school and increase safety around campus, as well. Smith Parent center will need to update its technology (computers, document camera, projector, planners etc.....) and furniture as well. Parents will need resources and materials to hold parents meetings and workshops, as well.	Par Inv \$2,257 Materials - Par Inv 100%	08/29/2023 - 06/28/2024 Trimester	Principal, Secretary Community Worker Counselor	Parents will take leadership roles in school events. Parents will meet with principal every 2 months to determine next steps.

<p>More than 70% of the families speak Spanish as their primary language. There is a need for greater family participation in school-wide events, conferences, and workshops. Parents have identified the need for translation of materials sent home. SBAC Math 30, Elementary Reading - FRSA 30, EL Reclassification 40</p>	<p>Provide translation at school-wide events such as Back to School Night, Conferences, Workshops, and Family Nights. Translations can take place before or after working hours, as well. Translations of written material and parent resources will also be needed. Additional after school events will also need the support of both classified and certificated staff.</p>	<p>Par Inv \$537 Hourly - Recreation Aide ( 1 ) for 14 hours annually - Par Inv 100% Hourly - Senior Office Assistant ( 1 ) for 5 hours annually - Par Inv 100% Teacher Hourly Extra Comp ( 1 ) for 1 hours annually - Par Inv 100%</p>	<p>08/29/2023 - 06/28/2024 Quarterly</p>	<p>Office Supervisor and Principal</p>	<p>Sign-in sheets Parent surveys Title I documents Compliance Documents</p>
<p>According to parent school needs assessment, parents have identified a need to increase their knowledge about strategies to help their children with SEL, and academic needs to support school efforts. SBAC ELA 10, SBAC Math 10, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 50</p>	<p>Parent Events: Parent community events can take place before, during or after school to increase communication between school and home. Parents will be invited to assemblies during school to increase climate and culture of school. Parent workshops will be developed and provided to parents either during or after school hours. Workshops will be provided by school staff and focus on either curriculum areas (Science, Math, English, History, P.E , and Health), test taking strategies, technology, nutrition, common core, social development and work habits.</p>	<p>Par Inv \$2,260 Services - Par Inv 100%</p>	<p>08/29/2023 - 06/28/2024 Monthly</p>	<p>Classroom Teachers, Counselor, Office Clerk, Literacy Team and Principal</p>	<p>Exit surveys will be evaluated after workshops to determine next steps.</p>





### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	334016
Title I Parent and Family Involvement (3008)	5287

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	80220

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

### **Research LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Hugo Figueroa	12-31-1969
Staff	Classroom Teacher	Lorena Esquivias	09-26-2025
Staff	Classroom Teacher	Angela Boone	09-26-2025
Staff	Classroom Teacher	Lisa Oliver	09-26-2025
Staff	Non Classroom Teacher	Tamara Herrera	09-26-2025
Community	Parent	Raquina [REDACTED]	09-21-2024
Community	Parent	Elora [REDACTED]	09-21-2024
Community	Parent	Claudia [REDACTED]	09-21-2024
Community	Parent	Laura [REDACTED]	09-26-2025
Community	Parent	Sara [REDACTED]	09-26-2025

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Luz [REDACTED]
DELAC Representative	Parent of EL Student (required)	Maria [REDACTED]
Principal or Designee	Staff Member (required)	Hugo Figueroa
Secretary	Parent of EL Student (required)	Claudia [REDACTED]

Name	Representing
Cristina [REDACTED]	Parent of EL Student
Elora [REDACTED]	Parent of EL Student
Juan [REDACTED]	Parent of EL Student
Martha [REDACTED]	Parent of EL Student
Olga [REDACTED]	Parent of EL Student
Tamara Herrera	Staff Member

## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	12/05/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC discussed increasing parent involvement and support at home. They are requesting Parent Workshops focused on literacy, ELD, math, technology and SEL. They are also requesting classroom visitations of ELD support in small group or whole group settings. Funds will be set aside for parent workshops throughout the school year.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades Other: Parent Involvement at home Student Achievement Reports
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/28/2023
6. What was SSC's response to ELAC recommendations?	SSC agreed to allow ELAC parents to observe two literacy interventions at the next ELAC meeting on 12/5/23. SSC also agreed to support funding of Parent Workshops facilitated by Smith teachers or counselors and outside agencies if needed.





## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/28/2023
2. The SSC approved the **Home-School Compact** on 09/26/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/26/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/28/2023
6. The SPSA was approved at the following SSC Meeting: 11/28/2023

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_



# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI) ▾

Smith Elementary School ▾

If ATSI, identify subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth     | <input type="checkbox"/> Socioeconomically Disadvantaged       |
| <input type="checkbox"/> American Indian  | <input type="checkbox"/> Hispanic         | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American   | <input type="checkbox"/> Homeless         | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> English Learner  | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White                                 |
| <input type="checkbox"/> Filipino         |   |  |

### Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC      **November 28, 2023**

Signature of Principal

Signature of SSC Chair

## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

### Comments about Resource Inequities *(optional)*

Currently, Smith has 1.5 RSP teachers, 1.5 Counselors, 2 Speech & Language teachers and 3 SDC classrooms. We also have a psychologist on site 5 days a week. There is a Case Management team composed of the above staff members in addition to the IIC Facilitator, the SEL Facilitator, 4 Literacy Specialists who meet every 4-6 weeks to discuss students who have an SST or RFC.

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further

interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

### Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



# Smith Elementary School

565 E. Hill Street  
Long Beach, California 90806



## HOME-SCHOOL-STUDENT COMPACT 2023-2024

The staff and parents of Smith Elementary School have high expectations for themselves and the students at the school. We know that learning can take place when there is a cooperative partnership of effort and interest between home, school and the student.

**Smith Elementary School pledges to:**

- Provide a safe and orderly learning environment.
- Use Common Core Content Standards to guide instruction.
- Communicate with students' families regarding their academic progress and social development.
- Model and teach the elements of Smith Guidelines for Success.
- Provide homework and assistance that supports students' mastery of grade level content standards.
- Involve parents in the governance of the school.

**I have read and understand the Home-School-Student Compact:**

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
Teacher's signature

**As a parent I pledge to:**

- Send my child to school every day, on time, in uniform and prepared to learn.
- Attend important school programs, including Back-to-School Night, Open House and Parent Conferences.
- Participate in open communication with my child's teacher regarding his/her academic progress and social development.
- Read to/or monitor my child's nightly reading as required for the "Read to Succeed" Home Reading Program.
- Provide support to complete homework assignments.
- Volunteer at school when possible.
- Reinforce the Smith Guidelines for Success for good behavior and character.
- Parents are responsible for the financial costs of damaged or missing library materials or school property.
- Check my child's backpack every day for school or office papers and sign and return important documents.
- I understand that for the safety purposes, I should not leave my car temporarily parked in the middle of the street and/or block others from entering/or exiting parked spaces. I will follow all traffic laws for the safety of my child.
- I understand that I must always provide proper ID to enter the school.

**I have read and understand the Home-School-Student Compact:**

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

**As a student, I pledge to:**

- Come to school every day, in uniform and prepared to learn, unless I am ill.
- Complete all homework neatly and turn it in on time.
- Be responsible for my own behavior by making good choices in class and on the playground.
- Do my best in school by paying attention in class and following directions.
- Follow the Smith Guidelines for Success.
- Demonstrate scholarly character.

**I have read and understand the Home-School-Student Compact:**

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date



# Smith Elementary School

565 E. Hill Street  
Long Beach, California 90806  
(562) 595-9466



## CONTRATO HOGAR-ESCUELA-ESTUDIANTE 2023-2024

El personal y padres de la Escuela Primaria Smith tienen grandes expectativas para ellos mismos y los estudiantes de la escuela. Nosotros sabemos que el aprendizaje puede llevarse a cabo cuando existe una asociación de cooperación, esfuerzo e interés entre el hogar, escuela y el estudiante.

### La Escuela Primaria Smith promete:

- Proporcionar un ambiente de aprendizaje seguro y ordenado.
- Uso de las Estándares Estatales Comunes como guía de instrucción.
- Comunicación con las familias de los estudiantes con respecto a su progreso académico y desarrollo social.
- Modelar y enseñar los elementos de Guías para Éxito de Smith.
- Proporcionar tarea escolar y asistencia en la tarea escolar que refuerza las normas educativas a su nivel de grado.
- Envolver a los padres en el gobierno de la escuela.

**Yo he leído y comprendo el Contrato Hogar-Escuela-Estudiante:**

\_\_\_\_\_  
Firma de la Director

\_\_\_\_\_  
Firma del Maestro(a)

### Como padre yo prometo:

- Enviar a mi hijo(a) a la escuela todos los días, a tiempo, en su uniforme, y listo(a) para aprender.
- Asistir a los programas importantes de la escuela incluyendo Noche de Regreso a la Escuela, Casa Abierta, y Conferencias de Padres.
- Leer y escuchar a mi hijo/a leer todas las noches como lo requiere "Read to Succeed", el Club de Lectura en Casa de Smith.
- Participar en comunicación abierta con el maestro(a) de mi niño(a) con respecto a su progreso académico y social.
- Proporcionar apoyo para que termine su tarea escolar.
- Servir de voluntario(a) en la escuela cuando sea posible.
- Reforzar las Guías para Éxito de Smith para el buen comportamiento y carácter.
- Los padres se hacen responsables por el costo financiero de libros y materiales dañados o perdidos o de propiedad de la escuela.
- Revisar la mochila de mi hijo/a cada día para revisar papeles por parte del maestro o de la oficina y regresar firmados los documentos importantes.
- Yo entiendo de que por razones de seguridad, no debo dejar mi carro estacionado en medio de la calle y bloquear a otros carros que están entrando o saliendo de un estacionamiento. Yo voy a seguir todas las reglas de tráfico para la seguridad de mis hijo/a.
- Yo entiendo de que tengo proveer identificación para poder entrar a la escuela.

**Yo he leído y comprendo el Contrato Hogar-Escuela-Estudiante:**

\_\_\_\_\_  
Firma del Padre o Tutor

\_\_\_\_\_  
Fecha

### Como estudiante, yo prometo:

- Venir a la escuela todos los días en uniforme preparado(a) para aprender, a menos que esté enfermo(a).
- Terminar toda mi tarea escolar limpia y regresarla a tiempo.
- Ser un estudiante responsable de mi comportamiento tomando buenas decisiones en clase y patio de juegos.
- Hacer lo mejor que pueda en la escuela prestando atención en clase y siguiendo las instrucciones.
- Obedeciendo las Guías para Éxito de Smith.
- Demostrar un Comportamiento Académico.

**Yo he leído y comprendo el Contrato Hogar-Escuela-Estudiante:**

\_\_\_\_\_  
Firma del Estudiante

\_\_\_\_\_  
Fecha





# Smith Elementary School

565 E. Hill Street  
Long Beach, California 90806  
(562) 595-9466



## Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Smith Elementary has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Smith's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

### PART I

Smith agrees to implement the following requirements:

- jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

### PART II.

#### DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Smith Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Attendance at one of the district trainings or school site training. Topics include:
    - i. Responsibilities & Roles of SSC and its members
    - ii. Composition of SSCs
    - iii. Budgetary considerations
    - iv. Single Plan for Student Achievement
    - v. Role of ELAC and other advisory committees
  - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
    - i. Invite other parents and stakeholders to attend the meeting
    - ii. Advertise in Title 1 Newsletter, at Back-to-School night, through School Messenger, etc.
  - At Meeting
    - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
    - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
    - iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions

2. Smith Elementary will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
  - At a SSC & ELAC meeting
  - Section of Newsletter
  - Annual Title I Meeting
  - Main Office Counter
  - Back to School Night
  
3. Smith Elementary will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:
  - At SSC and ELAC meetings
  - Parent information meetings
  - School site council must vote to approve the guidelines
  
4. Smith Elementary will convene an Annual Title 1 Public Meeting to inform parents of the following:
  - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
  - Meetings offered hold a flexible number of meetings at varying times
  - Notifications/fliers sent home in language parents understand
  - Announcement made on school marquee, through School loop and School Messenger
  - Incentives, refreshments, and child care when available
  
5. Smith Elementary will provide updated information to parents about Title I programs throughout the school year:
  - Section of Newsletter
  - On Main Office Counter
  - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
  
6. Smith Elementary will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
  - Parent workshops; parent surveys
  - Coffee with the Principal
  - In school newsletters
  - Back-to-School night
  - At SSC & ELAC meetings
  - Community School Program
  
7. Smith Elementary will coordinate and integrate parental involvement programs and activities with Head Start, Schools Community Grant, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
  - Coordination of Transitional Kindergarten at selected sites
  - Promotion/advertisement of the District's Kindergarten festivals
  
8. Smith Elementary will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
  - At School site council meetings

### **PART III**

#### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Smith Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - District trainings offered for parents and staff
  - Parent education workshops on site
  - Parent-Teacher Conferences
  - Monthly calendars of Parent Workshops posted on district website
  - DCAC, DELAC and other district parent forums/meetings
  - District website resources: click "P" for Parent Involvement
  
2. Smith Elementary will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:
  - Outlines shared responsibility of home, school and student in academic achievement
  - Developed, discussed and reviewed at first SSC and ELAC meetings
  - School site council must vote to approve compact
  - Discussed and signed during November parent conferences
  
3. Smith Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following
  - the state's academic content standards
  - the state and local academic assessments including alternate assessments
  
4. Smith Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Effective Parent-Teacher Conferences
  - Success with Homework
  - Planning for Success (Goal Setting)
  - Study Skills and Homework
  - Family Reading
  - Family Math
  
5. Smith Elementary will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Teacher/Staff In-services on opening day of school
  
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Office Staff will be doing the translations of written materials/notifications that are sent to parents

### **PART IV.**

#### **DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS**

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

\* \* \* \* \*

PART V. ADOPTION

This Smith Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on \_09/26/2023\_ and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before next school site council meeting. Smith Elementary, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

*Hugo Figueroa*

---

Signature of Principal

09/26/2023

---

Date



# Smith Elementary School

565 E. Hill Street  
Long Beach, California 90806  
(562) 595-9466



## Guía de la participación paternal

Como escuela que recibe fondos de la Parte A del Título 1, la escuela Smith ha desarrollado, adjunto con los miembros del Concilio del Consejo Escolar y ha distribuido a los padres de los niños participantes, una Guía Escolar de la Participación de los Padres, que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las escuelas primarias y secundarias (ESEA). Las Guías establecen las expectativas de Smith para la participación de los padres y describe como la escuela implementará un número de actividades específicas para la participación de los padres. El Compacto entre la Casa y la Escuela está incorporado dentro de las Guías Escolares de la Participación de los Padres.

### PARTE I

**Smith Elementaría** está de acuerdo de implementar los siguientes requisitos:

- Junto con los padres desarrollar y distribuir a los padres participantes en el programa, las Guías de Participación para los Padres, en el cual los padres, la escuela y los niños están de acuerdo.
- Avisarles a los padres a cerca de Las Guías de la Participación Paternal Escolar de una manera que sea comprensible y uniforme y que se pueda practicar, estas guías se distribuirán a los padres en el idioma que ellos puedan entender.
- Tener las Guías de la Participación Paternal Escolar disponibles a la comunidad.
- Periódicamente actualizar las Guías de Participación Escolar de los Padres, para satisfacer los cambios de necesidades tanto de los padres como de la escuela.
- Adoptar el Compacto Escolar entre padres y la escuela como un componente de su Guía de Participación Paternal Escolar.
- Estar de acuerdo en ser gobernado por el siguiente estatuto definido por la participación paternal y llevar a cabo programas, actividades, y procedimientos de acuerdo a esta definición.

### PARTE II.

## **DESCRIPCIÓN DE CÓMO LA ESCUELA VA A IMPLEMENTAR LOS REQUISITOS DEL COMPONENTE DE LAS GUÍAS DE PARTICIPACIÓN PATERNAL ESCOLAR.**

**1. Smith Elementaría** tomara los siguientes pasos para animar a los padres a participar en el desarrollo de sus Guías de Participación para Padres de acuerdo a la sección escolar 1118(b) de ESEA:

- Asistir a uno de los entrenamientos del distrito o en su escuela: Temas incluidos:
  - i. Responsabilidad y el Papel del SSC (concilio del consejo escolar) y los Miembro
  - ii. Cuál es la composición del SSC
  - iii. Reviso de los presupuestos
  - iv. Plan único de logros del estudiante
  - v. El papel de ELAC y los otros comités del consejo.
- Planear reuniones con los padres del SSC y ELAC para revisar la información anterior de las actividades descritas en el Plan Único de los logros del estudiante.
  - i. Invitar a los padres y a otros accionistas a asistir a las juntas
  - ii. Anunciar en el boletín de Noticias del Título 1 Noche de regreso escolar (Noche de Regress Escolar) School Messenger, etc
- En las reuniones
  - i. Revisar las Guías del Plan Único de Logros del estudiante. Como grupo, anotar los cambios y hacer los ajustes necesarios (eliminar o incorporar) cuando sea necesario.
  - ii. Actualizar la Guía de Participación de Padres y el Compacto Escolar entre la casa y la escuela.
  - iii. Traducciones orales y por escrito disponibles en español y camboyano para permitirles a los padres su intervención en las discusiones.

2. **Smith Elementaria** tomara los siguientes pasos para distribuir a los padres y la comunidad local, las Guías de Participación Escolar de los Padres:
    - SSC y ELAC (concilio del Consejo Escolar, Comité Asesor del Estudiantado que está aprendiendo Inglés)
    - Sección del Boletín
    - Reunión Anual del Título 1
    - En el mostrador de la oficina principal
    - Noche de Regress Escolar (Back to School Night)
  
  3. **Smith Elementaria** Revisara periódicamente la Guía para la Participación Escolar de los Padres, para satisfacer las necesidades y los cambios de los padres y de la escuela:
    - En las juntas de SSC y ELAC
    - Juntas de información para padres
    - El Concilio de Consejo Escolar tiene que votar para aprobar estas guías
  
  4. **Smith Elementaria** Convocara juntas anuales públicas del Programa del Título 1 para informar a los padres lo siguiente:
    - Los requisitos del Programa del Título 1, como se utilizan los fondos del Título 1, en esta escuela y los derechos que tienen los padres de participar
    - Reuniones ofrecidas a diferentes días y horarios
    - Boletines de aviso enviados a casa en el idioma que los padres puedan comprender
    - Anuncios puestos en el letrero de la escuela (marquee) por School loop y School Messenger
    - Incentivos, meriendas y cuidado de niños cuando sea posible
  
  5. **Smith Elementaria**. proveerá a los padres información al corriente a cerca de los Programas de Título 1 durante el año escolar:
    - Sección del periódico escolar
    - En el mostrador principal de la escuela
    - En las reuniones de SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
  
  6. **Smith Elementaria** Proporcionara a los padres una descripción y explicación del programa de Estudio que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante, los niveles proficientes que se espera que el estudiante obtenga. La escuela también proveerá oportunidades, cuando se pueda, para juntas para formular sugerencias y participar en las decisiones relacionadas a la educación de sus hijos:
    - Talleres de capacitación para padres y encuestas
    - Cafecito con el Director
    - Anuncios en los periódicos escolares
    - Noche de regreso a la escuela (Back to School night)
    - En las reuniones de SSC y ELAC
    - Escuela Comunitaria
  
  7. **Smith Elementaria** coordinara e integrara un programa de participación de los padres con Jardín de Niños, Escuela Comunitaria y otros programas que animan y apoyan a los padres a participar en la educación temprana de sus hijos por:
    - Coordinación del programa de Transición del Jardín de Niños en sitios seleccionados
    - Promover y anunciar los festivales del distrito de Jardín de Niños
  
  1. **Smith Elementaria** presentará al distrito cualquier comentario de los padres si el plan general escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:
- **En las juntas del consilio escolar (SSC)**

### **PARTE III**

#### **RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

1. **Smith Elementaría** construirá una alta capacidad escolar y de los padres, para su participación total, para asegurar una participación efectiva de los padres y ser aliados para que con su apoyo se desarrolle la alianza de su participación de padres en la escuela y su comunidad para mejorar los logros académicos del estudiante por medio de las siguientes actividades:
  - Entrenamiento del distrito ofrecido para los padres y el personal
  - Talleres de capacitación para padres en la escuela
  - Conferencias entre padres y maestros
  - Calendarios mensuales puestos en la Web del distrito anunciando los talleres de capacitación para padres.
  - En reuniones como DCAC, DELAC y otras reuniones a nivel del distrito
  - Recursos del Distrito oprima “P” para Involucramiento de Padres bajo la página web del distrito.
2. **Smith Elementaría** Incorporara el Compacto entre la escuela y la casa, como componente del Plan de Guía de la Participación Paternal Escolar
  - Definir las responsabilidades compartidas entre la casa, la escuela y los estudiantes para sus logros académicos
  - Desarrollar, discutir y revisar, en las primeras reuniones del SSC y ELAC
  - El SSC tiene que votar para aprobar el compacto
  - Compartidos y firmados durante las conferencias de padres en noviembre
3. **Smith Elementaría** va a proveer con la ayuda del distrito asistencia a los padres de los niños que reciben servicios del distrito en la comprensión de los temas como los siguientes:
  - Las Normas Académicas del Estado
  - Las Evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas
4. **Smith Elementaría** va a proveer, con ayuda del distrito, materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos en el mejoramiento de su desarrollo académico, como entrenamientos de alfabetización usando tecnología, cuando sea apropiado, para fomentar la participación de los padres por:
  - Conferencias Efectivas entre Padres y Maestros
  - Éxito con Tareas
  - Planificando para Exito (Planificar Metas)
  - Destrezas de Estudios y Tareas
  - Lectura en Familia
  - Matemáticas en Familia
5. **Smith Elementaría** con la ayuda de su distrito y los padres, educará a sus maestros y al personal, en la forma de cómo llegar a comunicarse y trabajar con los padres como socios a un mismo nivel en el valor y lo útil que son las contribuciones de los padres y como implementar y coordinar los programas para padres y crear lazos entre los padres y las escuelas por medio de :
  - Talleres de desarrollo para maestros y el personal durante la apertura de la escuela
6. La escuela tomara, cuanto sea posible y apropiado, las siguientes acciones para asegurarse que la información relacionada a la escuela y los programas de los padres, reuniones y otras actividades, sean enviada a los padres de los estudiantes participantes en un formato uniforme, incluyendo otras formas si es solicitado, en una forma práctica y aplicable, y en un lenguaje que los padres puedan comprender:

- Personal de la escuela hará las traducciones por escrito de los materiales y avisos que serán enviados a los padres.

**PARTE IV,**  
**COMPONENTES DEL PLAN DE LA GUÍA DE LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA, DEJADO A LA DISCRECIÓN DE LA ESCUELA**

AVISO: La Guía de Participación de los padres en la escuela, puede incluir párrafos adicionales y describir otras actividades a la discreción de la escuela, en consultar con los padres para elegir y llevar a cabo el desarrollo de la capacidad de los padres para que participen en el apoyo a la escuela para los logros del desarrollo académico de sus hijos como por ejemplo las actividades a discreción enumerada bajo la sección 1118(e) del ESEA:

- La participación de los padres en el desarrollo de entrenamientos de los maestros, directores y otros educadores para mejorar la efectividad de los entrenamientos
- Proveyendo entrenamientos de alfabetización necesarios para los padres con los fondos del Título 1 Parte A, si el distrito escolar ha gastado todos los recursos disponibles para los entrenamientos
- Pagando por los gastos necesarios asociados con las actividades de participación de los padres, incluyendo transportación y costo del cuidado de niños, para que los padres puedan participar en las juntas relacionadas a la escuela y sus entrenamientos.
- Entrenando a los padres a enriquecer la participación de otros padres
- Para aumentar la colaboración y la participación de los padres en la educación de sus hijos es necesario hacer las reuniones escolares a diferentes horarios y días y hacer conferencias en casa, entre los padres y la escuela y otros educadores que trabajan directamente con los niños participantes, para acomodar los padres que no pueden asistir a esas conferencias en la escuela.
- Adoptar e implementar modelos de acercamiento para mejorar la participación de los padres.
- Establecer un concilio del consejo al nivel del distrito (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de los padres en los programas del Título 1 Parte A.
- Desarrollar el papel apropiado para los negocios y organizaciones de la comunidad, incluyendo organizaciones relacionadas con la fe, en actividades de participación paternal y
- Proveer otros apoyos razonables para la participación de los padres en las actividades relacionadas cuando sean requeridas bajo la sección 1118 cuando sea solicitado por los padres.

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**PARTE V. ADOPCIÓN**

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo con los padres de los niños participantes en los Programas del Título 1 Parte A. Estas Guías fueron adoptadas por los miembros del SSC en 09/27/2023 y serán efectivas por un periodo de 1 año. La escuela proveerá una copia de las Guías a padres en o antes de la próxima junta del concilio escolar. Smith Elementaría proveerá, cuando sea posible, una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

*Hugo Figueroa*

(Firma de la Directora)

09/26/2023

(Fecha)