

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lucille J. Smith Elementary School	19-64691-6014898	September 30, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district’s initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Needs Assessment results: Spring Survey of Parents

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges. Also, due to the impact of the pandemic and students needing to social distance, students were unable to utilize strategies, such as turn and talks to strengthen development in the instructional focus area. As a result, this school year will be an opportunity to revisit the instructional focus to allow students to engage in meaningful conversations and strengthen their understanding across the curriculum.

Principal walkthroughs: Formal and informal classroom observations are conducted by the Principal.

Evaluation process: A formal observation protocol is utilized by administrative staff members after classroom observations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Locally designed formative math assessments are given each trimester in elementary, and IABs are administered in middle school math classes for the same purpose. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 2 and 5 in elementary. Unit 5 also serves as a reclassification criterion for K-3 students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Summative and formative assessments will be used to determine student needs for interventions, staff development, purchase of materials, lesson plans, and classroom support. Professional learning communities of teachers and other staff will use the data to develop, design and implement instruction. Student achievement will be the goal.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Regular and ongoing staff development continues at the district and school site levels. Teachers will receive grade level specific professional development in the new Benchmark Advance ELA/ELD curriculum with an emphasis on academic discourse. Teachers will also continue to receive professional development in the area of collaboration and professional learning communities to improve mathematical instructional practices.

- * Teachers are trained in the most current techniques and strategies that align with district-adopted curricular programs and assessment tools.
- * Teachers are provided with bi-monthly grade-level planning meetings.
- * Teachers have also established grade level collaboration times before and after school.
- * They use these opportunities to focus on improving student learning and increasing student achievement by analyzing student assessment data, instructional practices and student work.
- * In addition, we have a library/media clerk to support our school library and curriculum needs. Smith also has a community liaison who supports parent volunteers, parent workshops/ trainings and organizes school events.

Teacher teams meet to analyze data and plan for instruction three to four times a month. Teachers collaborate around strategies, assessments, progress monitoring, lesson study, differentiated instruction, and data-guided instruction in support of instructional growth and student achievement.

Instructional Assistants in the Learning Center and Literacy Center receive professional development on intervention programs and processes, progress monitoring, mandated reporter, suicide prevention, and PBIS.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A Language Arts Specialist, Math TOSA, and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers have 50 minutes of structured collaboration time per week while students are at PE. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lucille Smith School currently uses the California Common Core Standards. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials. Cognitive Guided Instruction (CGI) and Readers and Writers Workshop are used to support the core curriculum.. All teachers have access to all supplemental materials on site.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Smith adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Trimester maps are provided by the district and used to pace for instruction. Grade levels also develop pacing guides and co-plan lessons.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. In addition, the Literacy Center houses supplemental resources available to all teachers that are aligned with the standards..

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards aligned instructional materials are used in all core curriculum areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lucille Smith School provides the following instructional interventions to serve and support underperforming students:

1. A variety of push-in and pull-out interventions through the Literacy Center and Learning Center targeting literacy, decoding, vocabulary and Math.
2. Small group instruction in the classroom as part of the core instructional program.
3. Level 1 and 2 tiered instructional interventions in the classrooms.
4. Before-school and afterschool intervention and enrichment programs
5. Math TOSA, ELIRT, and the Language Arts Specialist support teachers with professional development on differentiating instruction and providing classroom tier 2 support.

Teachers use the following research based practices to raise student achievement: California State Approved Core Curriculum, Cycle of inquiry, Collaborative Learning Communities, Cognitive Guided Instruction, Response to Intervention and other intervention support.

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

We believe in a "parents as partners" approach to parent engagement. Parent presence in our school validates the importance of education for their children.

The community liaison plays a vital role in bridging the gap between home and school, as she works to involve families in school activities and parent learning opportunities. She helps to connect families with a variety of service providers within the District and the community. The community liaison and social worker also provide a number of bilingual workshops focused on literacy, math, ELD, social emotional learning, mental health services, and student attendance. Additional resources available to parents and families include:

Realizing Amazing Potential (RAP) after-school program

P. S. Arts

Resource Specialist

A Social Worker

Counseling Interns

The Learning Center

Health Aide on-site

School Psychologist (.5 FTE)

Speech Therapist (.66 FTE)

Adaptive P.E. Specialist

Occupational Therapist

Little Company of Mary Physical Education Program

Little Company of Mary Hospital Medical Van

Annual Eye Exams

Network for a Healthy CA

Annual Dental Screenings

Referrals available for Counseling

Attendance Program (ACT)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

1. Title III funds are used to provide resources for English-learners. 2. Title I and LCFF monies are used to implement RTi interventions 3. Tutoring assistance is provided to assist under- performing students. 5. LCFF and Title I help to fund before and after-school interventions.

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, certificated teachers, and classified employees. SSC meets on a monthly basis to review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	12.69%	13.0%	12.95%	51	51	47
Asian	6.97%	6.9%	4.96%	28	27	18
Filipino	1.24%	1.3%	1.93%	5	5	7
Hispanic/Latino	73.13%	71.7%	73.55%	294	281	267
Pacific Islander	0.25%	0.3%	0.28%	1	1	1
White	4.73%	5.4%	4.96%	19	21	18
Multiple/No Response	1%	1.5%	1.38%	4	6	5
Total Enrollment				402	392	363

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	60	52	50
Grade 1	67	66	52
Grade 2	50	74	66
Grade 3	72	52	69
Grade 4	74	75	55
Grade 5	79	73	71
Total Enrollment	402	392	363

Conclusions based on this data:

1. Enrollment has declined over the past 3 years from 402 to 363 in the 2022-23 school year. This trend of decreasing enrollment has impacted the region and indicates a need to develop programs which attract families to the district.
2. The biggest subgroup of students are Hispanic. 74% of students are Hispanic. The second largest subgroup is the African American subgroup. 12.95% of students are African American.
3. The percentage of African Americans has remained steady at approximately 13% for the past two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	143	109	110	34.3%	27.1%	28.1%
Fluent English Proficient (FEP)	52	74	58	12.5%	18.4%	14.8%
Reclassified Fluent English Proficient (RFEP)	6	35	5	4.0%	24.5%	4.6%

Conclusions based on this data:

1. Of the 363 students enrolled at Smith, 110 (28.1%) of the students are English learners, 5 (4.6%) are RFEP, and 58 (14.8%) are FEP. The data indicates that specific academic and language needs of language learners need to be considered and supported so that 28% of Smith students can access pathways for reclassification.
2. The number of students reclassified over the last couple years has been consistent. We must continue to support our Language designated ELD block.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	71		50	70		0	70		0	98.6		0.0
Grade 4	72		79	72		0	72		0	100		0.0
Grade 5	84		73	80		0	80		0	95.2		0.0
All	227		202	222		0	222		0	97.8		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2416.			18.57			28.57			22.86			30.00		
Grade 4	2487.			26.39			33.33			22.22			18.06		
Grade 5	2510.			25.00			30.00			21.25			23.75		
All Grades	N/A	N/A	N/A	23.42			30.63			22.07			23.87		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	17.14			55.71			27.14			
Grade 4	25.00			52.78			22.22			
Grade 5	26.25			50.00			23.75			
All Grades	22.97			52.70			24.32			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	17.14			50.00			32.86		
Grade 4	20.83			66.67			12.50		
Grade 5	28.75			53.75			17.50		
All Grades	22.52			56.76			20.72		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	15.71			68.57			15.71		
Grade 4	31.94			61.11			6.94		
Grade 5	21.25			60.00			18.75		
All Grades	22.97			63.06			13.96		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	18.57			55.71			25.71		
Grade 4	25.00			59.72			15.28		
Grade 5	30.00			47.50			22.50		
All Grades	24.77			54.05			21.17		

Conclusions based on this data:

1. In ELA, 47.1% of Smith students met or exceeded standard in grade 3, 35.3% in grade 4, and 64.8% in grade 5. This data indicates that, as a school site, we need to continue to refine our practices with the Benchmark curriculum in order to improve student achievement.
2. Needs: Our 4th graders had 45.1% students not meeting standard. This indicates a need for targeted intervention.
3. In 2018-19, 53.8% of students met or exceeded standard. In 2021-22, 50.5% of Smith students met or exceeded standard. This data indicates our students still need specific academic support and interventions.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	71		50	70		0	70		0	98.6		0.0
Grade 4	72		79	72		0	72		0	100		0.0
Grade 5	84		73	83		0	83		0	98.8		0.0
All	227		202	225		0	225		0	99.1		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2423.			14.29			30.00			31.43			24.29		
Grade 4	2502.			25.00			33.33			30.56			11.11		
Grade 5	2522.			28.92			19.28			34.94			16.87		
All Grades	N/A	N/A	N/A	23.11			27.11			32.44			17.33		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	24.29			45.71			30.00			
Grade 4	41.67			38.89			19.44			
Grade 5	34.94			33.73			31.33			
All Grades	33.78			39.11			27.11			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	20.00			48.57			31.43		
Grade 4	30.56			51.39			18.06		
Grade 5	28.92			42.17			28.92		
All Grades	26.67			47.11			26.22		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	22.86			57.14			20.00		
Grade 4	31.94			51.39			16.67		
Grade 5	26.51			54.22			19.28		
All Grades	27.11			54.22			18.67		

Conclusions based on this data:

1. In Math 44.1% of students met or exceeded standard in grade 3, 18% in grade 4, and 46.4% in grade 5.
2. Overall, our math scores have dropped 12.2% from the 2018-19 score of 50.2%. Teachers need more support with the implementation of EDM and CGI practices to address learning loss and missing skills.
3. Needs: Our 4th grade students have the greatest needs with only 18% meeting standard. This indicates a need for academic support and interventions for this cohort of students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1421.4	1411.2	1453.3	1426.0	1421.4	1467.1	1410.7	1387.3	1421.5	18	16	20
1	1487.4	1451.6	1463.4	1483.8	1471.8	1470.7	1490.4	1430.8	1455.6	31	16	20
2	1486.1	1510.5	1472.1	1491.6	1525.3	1480.6	1480.4	1495.5	1463.3	30	22	22
3	1509.8	1501.5	1492.4	1501.8	1491.2	1499.9	1517.3	1511.5	1484.4	33	27	17
4	1505.7	1553.3	1515.8	1497.8	1550.3	1522.1	1513.1	1555.9	1509.2	17	24	25
5	1535.4	1497.6	1539.1	1521.6	1486.8	1542.3	1548.8	1508.0	1535.5	16	22	18
All Grades										145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	25.00	*	62.50	45.00	*	31.25	10.00	*	6.25	20.00	18	16	20
1	64.52	6.25	10.00	*	37.50	40.00	*	43.75	40.00	*	12.50	10.00	31	16	20
2	50.00	27.27	9.09	*	59.09	50.00	*	9.09	22.73	*	4.55	18.18	30	22	22
3	*	33.33	11.76	36.36	44.44	35.29	33.33	14.81	52.94	*	7.41	0.00	33	27	17
4	*	62.50	28.00	*	20.83	44.00	*	16.67	20.00	*	0.00	8.00	17	24	25
5	*	18.18	27.78	*	54.55	44.44	*	9.09	27.78	*	18.18	0.00	16	22	18
All Grades	40.69	27.56	18.85	32.41	45.67	43.44	17.93	18.90	27.87	8.97	7.87	9.84	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	45.00	*	75.00	30.00	*	18.75	5.00	*	6.25	20.00	18	16	20
1	70.97	37.50	35.00	*	31.25	30.00	*	25.00	30.00	*	6.25	5.00	31	16	20
2	63.33	45.45	22.73	*	45.45	36.36	*	4.55	36.36	*	4.55	4.55	30	22	22
3	33.33	40.74	29.41	45.45	40.74	58.82	*	7.41	11.76	*	11.11	0.00	33	27	17
4	*	75.00	72.00	*	20.83	20.00	*	4.17	0.00	*	0.00	8.00	17	24	25
5	*	40.91	61.11	*	40.91	33.33	*	0.00	5.56	*	18.18	0.00	16	22	18
All Grades	52.41	42.52	45.08	30.34	40.94	33.61	9.66	8.66	14.75	7.59	7.87	6.56	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.25	15.00	*	37.50	40.00	*	37.50	25.00	*	18.75	20.00	18	16	20
1	61.29	0.00	5.00	*	25.00	45.00	*	37.50	20.00	*	37.50	30.00	31	16	20
2	40.00	9.09	4.55	*	68.18	45.45	*	18.18	22.73	*	4.55	27.27	30	22	22
3	*	18.52	5.88	*	48.15	11.76	*	22.22	58.82	*	11.11	23.53	33	27	17
4	*	37.50	12.00	*	41.67	32.00	*	16.67	32.00	*	4.17	24.00	17	24	25
5	*	4.55	5.56	*	36.36	22.22	*	36.36	50.00	*	22.73	22.22	16	22	18
All Grades	33.10	14.17	8.20	24.83	44.09	33.61	26.90	26.77	33.61	15.17	14.96	24.59	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	45.00	*	93.75	35.00	*	6.25	20.00	18	16	20
1	74.19	56.25	55.00	*	37.50	35.00	*	6.25	10.00	31	16	20
2	73.33	40.91	18.18	*	54.55	68.18	*	4.55	13.64	30	22	22
3	*	14.81	17.65	60.61	70.37	70.59	*	14.81	11.76	33	27	17
4	*	54.17	52.00	76.47	37.50	44.00	*	8.33	4.00	17	24	25
5	*	4.55	33.33	*	77.27	61.11		18.18	5.56	16	22	18
All Grades	52.41	28.35	37.70	40.00	61.42	51.64	7.59	10.24	10.66	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.25	20.00	*	81.25	60.00	*	12.50	20.00	18	16	20
1	64.52	18.75	20.00	*	75.00	75.00	*	6.25	5.00	31	16	20
2	60.00	50.00	22.73	*	45.45	63.64	*	4.55	13.64	30	22	22
3	51.52	66.67	76.47	45.45	25.93	23.53	*	7.41	0.00	33	27	17
4	*	79.17	68.00	*	20.83	24.00	*	0.00	8.00	17	24	25
5	68.75	63.64	88.89	*	18.18	11.11	*	18.18	0.00	16	22	18
All Grades	56.55	51.97	48.36	36.55	40.16	43.44	*	7.87	8.20	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.25	15.00	66.67	87.50	70.00	*	6.25	15.00	18	16	20
1	64.52	6.25	20.00	*	43.75	55.00	*	50.00	25.00	31	16	20
2	53.33	9.09	18.18	*	81.82	59.09	*	9.09	22.73	30	22	22
3	*	11.11	0.00	54.55	77.78	52.94	39.39	11.11	47.06	33	27	17
4		20.83	16.00	64.71	70.83	60.00	*	8.33	24.00	17	24	25
5	*	13.64	5.56	*	54.55	66.67		31.82	27.78	16	22	18
All Grades	32.41	11.81	13.11	45.52	70.08	60.66	22.07	18.11	26.23	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	43.75	45.00	*	31.25	30.00	*	25.00	25.00	18	16	20
1	48.39	0.00	5.00	41.94	87.50	70.00	*	12.50	25.00	31	16	20
2	*	9.09	4.55	73.33	86.36	63.64	*	4.55	31.82	30	22	22
3	39.39	29.63	5.88	54.55	62.96	76.47	*	7.41	17.65	33	27	17
4	*	50.00	8.00	*	45.83	76.00	*	4.17	16.00	17	24	25
5	*	13.64	5.56	*	68.18	77.78	*	18.18	16.67	16	22	18
All Grades	38.62	25.20	12.30	53.10	63.78	65.57	8.28	11.02	22.13	145	127	122

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the previous year, 41% of ELs scored at a level 4 on the overall summative ELPAC test. 32% of students scored at a level 3.
2. The highest performing domains in the "Well Developed" range are speaking (57%) and listening (52%). This reflects the implementation of the district's focus on academic discourse.
3. The reading domain had the lowest percentage of students scoring in the "Well Developed" range, with only 32.41%. Additionally, ELs struggled in the writing domain with 38.62% of students scoring in the "Well Developed" range. This indicates the need of continued growth and need of targeted interventions and technology to support our ELD instruction.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
363	87.8	28.1	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	28.1
Foster Youth	1	0.3
Homeless	10	2.6
Socioeconomically Disadvantaged	344	87.8
Students with Disabilities	40	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	51	13.0
American Indian or Alaska Native		
Asian	27	6.9
Filipino	5	1.3
Hispanic	281	71.7
Two or More Races	6	1.5
Native Hawaiian or Pacific Islander	1	0.3
White	21	5.4

Conclusions based on this data:

1. Approximately 28% of Smith students are classified as English Learners. This indicates a need to continue to have a differentiated, robust designated and integrated ELD program.

2. 87.8% of Smith students are socioeconomically disadvantaged students. Due to this, additional academic supports/interventions should continue to remain in place for SES students who struggle academically.
3. 74% of Smith's student body is Latino/Hispanic. The next largest subgroup is African American at 12.95% and Asian at 6.9%. This indicates the need for additional supports to help these student groups to reach proficiency.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Third- fifth grade students are performing at high performance (blue) in Math. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
2. Third- fifth grade students are performing at high level (green) in Language Arts. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
3. Chronic Absenteeism is rated at the orange level. This indicates a need at Smith to focus on PBIS incentives to improve attendance at the classroom and site levels. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

Academic Performance English Language Arts

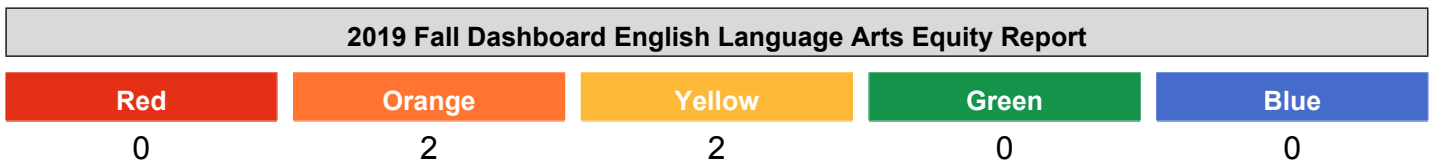
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 3.5 points above standard Maintained -2.7 points 219	<p>English Learners</p> Orange 9 points below standard Maintained -2 points 96	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Yellow 1.1 points below standard Declined -9.2 points 178	<p>Students with Disabilities</p> No Performance Color 67.1 points below standard Declined Significantly -20.3 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.3 points below standard Declined -13.2 points 31	 No Performance Color 0 Students	 No Performance Color 9.8 points above standard Declined Significantly -37.1 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.7 points above standard Maintained ++2.4 points 159	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
39 points below standard Declined -3.7 points 66	57.2 points above standard Increased Significantly ++18.2 points 30	6.4 points above standard Declined -5.1 points 111

Conclusions based on this data:

- English Learner - Reclassified only students declined by 2.9 points. English Learner students increased by 21.3 points. English Only students increased by 14.2 points. Based on this data, Smith needs to continue to provide designated ELD time, provide additional PD for teachers on integrated ELD practices, and provide newcomer support. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- SES students currently scored 8.1 scaled score points above level 3. This was an increase of 19.2 points from the previous year. Based on this data, Smith needs to continue providing targeted interventions in ELA and provide PD in the areas of ELA strategies and effective use of the curriculum. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- Students with disabilities are currently 45.3 points below level 3. This was an increase of 27.4 points from the previous year. Based on this data, Smith needs to continue to provide intervention software and technology to SWEDs. Additionally, SPED teachers need to be provided release time for articulation of individual student needs/goals with general education teachers. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

Academic Performance Mathematics

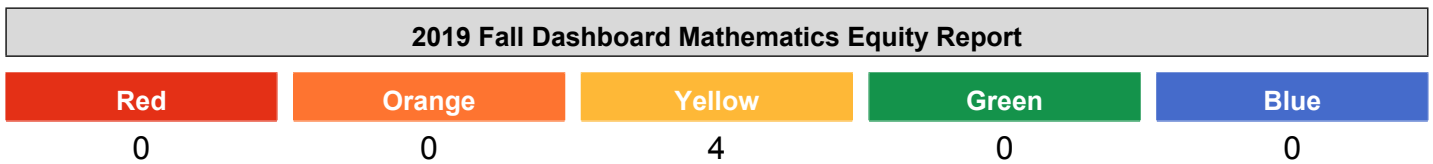
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 2.2 points above standard Declined -6.1 points 219	<p>English Learners</p> Yellow 4.3 points below standard Maintained -2.4 points 96	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Yellow 3.3 points below standard Declined -12.6 points 178	<p>Students with Disabilities</p> No Performance Color 62.4 points below standard Declined Significantly -38.1 points 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 14.7 points below standard Declined -9.9 points 31		 No Performance Color 44.4 points above standard Declined Significantly -24.8 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.7 points below standard Maintained -1.6 points 159	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
23.6 points below standard Declined -5.1 points 66	38.1 points above standard Increased ++13.1 points 30	2.7 points above standard Declined -9.2 points 111

Conclusions based on this data:

- We had an increase in overall Math achievement of 15.8 points. Math is an area of strength at Smith. This is attributed to years of CGI math professional development and UCLA Math project grants. Teachers take a balanced approach to math incorporating CGI strategies and Everyday Math curriculum adoption. The Math TOSA works closely with staff to build capacity with teachers across the grade levels. Based upon this data, Smith needs to continue to offer teachers additional hours and release time to collaborate and plan lessons that increase student achievement. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- Students with Disabilities grew significantly (increased 47.8 points). However, are still 24.7 points below level 3. Based on this data, Smith needs to purchase instructional materials and technology for SWD. Additionally, Smith needs to support articulation between SPED and general education teachers to ensure individual student needs and goals are being met. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- Reclassified English Learners increased by 4.5 points. English Learners showed a significant increase of 23.2 points. English only students increased by 14.4 points. We must continue to provide professional learning opportunities for ELD, provide release time for lab days and instructional rounds, and provide family engagement nights as well as parent workshops on math concepts and instruction. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

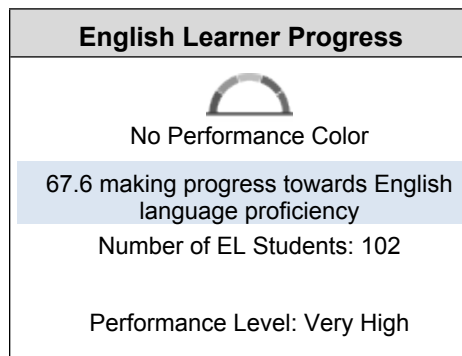
Academic Performance English Learner Progress

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.7	20.5	5.8	61.7

Conclusions based on this data:

1. In English Language Arts, Smith's overall progress indicates an improvement in performance to green (high) at an increase of 19.2 points. Based upon this growth, specific supports for English Learners need to continue. Smith will specifically focus on the following: newcomer interventions, additional PD for teachers on integrated ELD practices and how to increase academic discourse, designated ELD support with instructional materials, and targeted interventions in ELA for English learners. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
2. In Mathematics, English Learner progress in Math indicates a significant improvement in performance. Based upon this data, the need for continued PD for teachers on integrated ELD practices as well as academic discourse is needed in order to support English learners advance in proficiency in mathematics. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

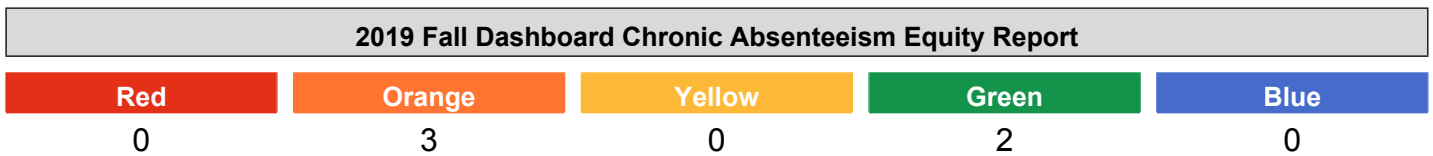
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 8.1 Increased +1.7 432	<p>English Learners</p>  Orange 5.2 Increased +1.2 153	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p>  Orange 8.9 Increased +1.5 348	<p>Students with Disabilities</p>  Green 6.4 Declined -1.8 47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 8.6 Declined -3.4 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.1 Increased +7.1 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8 Increased Significantly +3.1 312	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 5.3 Declined -13.3 19

Conclusions based on this data:

1. African Americans increased their level of chronic absenteeism to 12.1%. This indicates a need to implement programs and monitor attendance for this subgroup. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
2. Students with disabilities have a chronic absenteeism rate of 7.4%. This indicates a need to continue to monitor attendance for this subgroup and increase parental awareness. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
3. Overall, Smith has a chronic absenteeism rate of 6.4%, which is lower than the district average of 7.2%. However, Smith's rate has increased 1.4%. This indicates a need to continue to improve our attendance monitoring practices and continue to implement attendance incentives at the classroom, grade, and site levels. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

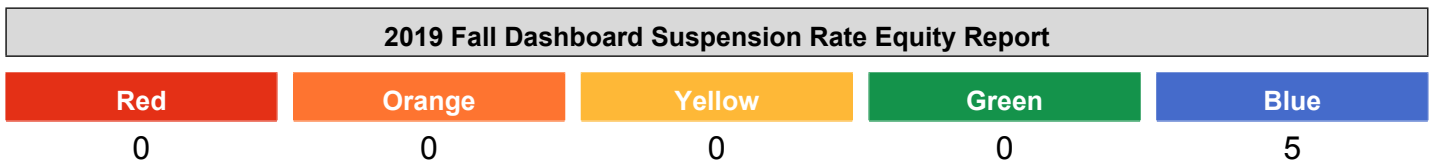
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Declined -0.9</p> <p>441</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>157</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Declined -0.5</p> <p>354</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -2</p> <p>47</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -5.2 59	 No Performance Color Less than 11 Students - Data 8	 No Performance Color 0 Maintained 0 28	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.3 318	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0

Conclusions based on this data:

1. The Fall 2018 suspension rate data indicates that EL's, Asian, White, and Homeless are rated very low at 0%. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
2. The Fall 2018 suspension rate data for Hispanic and Socioeconomically Disadvantaged Students is rated very low between 0.3% and 0.5%. This indicates a decrease for both student groups of -0.3%. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
3. The Fall 2018 suspension rate data indicates the highest suspension rates for African Americans (5.2% with an increase of 3.2%) and Students with disabilities (maintaining at 2%). Based on this data, Smith should continue its PBIS implementation as well as its use of the school Social Worker and counseling programs. Additionally, Smith should consider implementing programs to target African American students as a means of support. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Academic Achievement: ELA, SLA, ELD, Math, Science, S.S, P.E

LEA/LCAP Goal

LEA GOAL: 1 ENSURE ACADEMIC ACHIEVEMENT In the area of English Language Arts, Mathematics, Science, Social Studies, Physical Education, and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2018-2019 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners.

Goal 1

By the conclusion of the 2022-23 school year, student achievement on local ELA benchmarks will increase by 5% in all grade levels measures by local benchmark assessments. By the end of the 2022-23 school year, the number of Smith students scoring in the range of meeting or exceeding standard will increase by 3% in English Language Arts on the SBAC. By the end of the 2022-23 school year, student achievement on local math benchmarks will increase by 5% in all grade levels as measured by Everyday Math assessment benchmarks. By the end of the 2022-23 school year, the percentage of students in 3rd -5th grade meeting or exceeding standard on the SBAC math assessment will increase by 5%. Fifteen percent of Smith's English learner student subgroup will reclassify to RFEP language fluency status. By the end of the 2022-23 school year, African-American, Hispanic, and English learner subgroups will achieve a 5% academic achievement growth as measured by local benchmark assessments and SBAC.

Identified Need

Areas of identified need in academic achievement include: Increasing academic achievement for English Learners in 4th grade in the areas of ELA and math as they are performing below the district average. Increasing academic achievement for African-Americans in grades 3-4 in the areas of ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd grade SBAC ELA Scaled Score	Scaled Score 2021/22 SBAC Data	Scaled Score 2022/23 SBAC Data
All students	2416	2426
Hispanic	2401	2411
African American	2405	2415
EL	2364	2374
SLD	2457	2467
3rd grade SBAC Math Scaled Score	Scaled Score 2021/22 SBAC Data	Scaled Score 2022/23 SBAC Data
All students	2416	2426

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic African American EL SLD	2403 2383 2381 2390	2413 2393 2391 2400
4th grade SBAC ELA Scaled Score All students Hispanic African American EL SLD	Scaled Score 2021/22 SBAC Data 2420 2419 2404 2380 2327	Scaled Score 2022/23 SBAC Data 2430 2429 2414 2390 2337
4th grade SBAC Math Scaled Score All students Hispanic African American EL SLD	Scaled Score 2021/22 SBAC Data 2414 2426 2359 2401 2384	Scaled Score 2022/23 SBAC Data 2424 2436 2369 2411 2394
5th grade SBAC ELA Scaled Score All students Hispanic African American EL SLD	Scaled Score 2021/22 SBAC Data 2529 2528 2539 2439 2450	Scaled Score 2022/23 SBAC Data 2539 2538 2549 2549 2460
5th grade SBAC Math Scaled Score All students Hispanic African American EL SLD	Scaled Score 2021/22 SBAC Data 2519 2515 2520 2444 2385	Scaled Score 2022/23 SBAC Data 2529 2525 2530 2454 2395

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a \$300 supply budget for certificated staff to ensure all students have materials and school supplies needed for learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5400

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
4310:Instructional Materials
Provide a \$300 supply budget for certificated staff to ensure all students have materials and school supplies needed for learning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support CCSS and instructional programs and curriculum implementation, purchase instructional materials.

Purchase books to support teachers in participating in a book study to improve instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
4310-Instructional Materials: To support CCSS and instructional programs and curriculum implementation, purchase instructional materials.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fund additional hours for Long Term Sub to set up, prep, plan, and prep for classroom instruction. Not to exceed \$1,000.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Supp & Con 1
1000-1999: Certificated Personnel Salaries
1170: Fund additional hours for Long Term Sub to set up, prep, plan, and prep for classroom instruction. Not to exceed \$1,000.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase recess and PE equipment to encourage physical activity and socialization through play for all students.

Purchase instructional materials to help support teachers to facilitate lesson activities that will foster increased academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1318	Supp & Con 1 4000-4999: Books And Supplies 4350-Direct Purchase-Purchase recess and PE equipment to encourage physical activity and socialization through play for all students.
1408	Supp & Con 1 4000-4999: Books And Supplies 4350-Direct Purchase- Purchase instructional materials to help support teachers to facilitate lesson activities that will foster increased academic achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure Access & Equity

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2018/2019 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and reclassified English Learners.

Goal 2

By the end of 2022-23 school year, students in the following subgroups will increase their scaled score distance from met as measured by the SBAC ELA and mathematics assessment. In ELA, African American students had an average scale score of 2437. The goal for African American students will be to increase their average scale score to 2457. In ELA, English Learners had an average scaled score of 2390. The goal of English Learners will be to increase their average scale score to 2400. In ELA, students with specific Learning Disabilities had an average scale score of 2419. The goal for SLD students will be to increase their scale score to 2429. In math, African American students had an average scaled score of 2402. The goal for this subgroup will be to increase their average scaled score to 2412. In math, English Learners had an average scaled score of 2406. The goal for this subgroup will be to increase their average scaled score to 2422. In math, students with specific Learning Disabilities had an average scaled score of 2403. The goal for this subgroup will be to increase their average scaled score to 2413.

Identified Need

Areas of identified need in academic achievement include: Increasing academic achievement for English Learners in grades 4 and 5 in the areas of ELA and math. Students with disabilities in all grade levels show an achievement gap when compared to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African American Students ELA SBAC Scaled Scores	Scaled Score 2021-22 SBAC Data 3rd: 2405 4th: 2404 5th: 2539	Scaled Score 2022-23 SBAC Data 3rd: 2415 4th: 2414 5th: 2549
African American Students Math SBAC Scaled Scores	Scaled Score 2021-22 SBAC Data 3rd: 2383	Scaled Score 2022-23 SBAC Data 3rd: 2393

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th: 2359 5th: 2520	4th: 2369 5th: 2530
English Learner Students ELA SBAC Scaled Scores	Scaled Score 2021-22 SBAC Data 3rd: 2364 4th: 2380 5th: 2439	Scaled Score 2022-23 SBAC Data 3rd: 2374 4th: 2390 5th: 2449
English Learner Students Math SBAC Scaled Scores	Scaled Score 2021-22 SBAC Data 3rd: 2381 4th: 2401 5th: 2444	Scaled Score 2022-23 SBAC Data 3rd: 2391 4th: 2411 5th: 2454
Students with Specific Learning Disabilities ELA SBAC Scaled Scores	Scaled Score 2021-22 SBAC Data 3rd: 2457 4th: 2327 5th: 2450	Scaled Score 2022-23 SBAC Data 3rd: 2467 4th: 2337 5th: 2460
Students with Specific Learning Disabilities Math SBAC Scaled Scores	Scaled Score 2021-22 SBAC Data 3rd: 2390 4th: 2384 5th: 2385	Scaled Score 2022-23 SBAC Data 3rd: 2400 4th: 2394 5th: 2395

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, EL, African-American, SWD, Hispanic or Latino

Strategy/Activity

To address students achieving below standard, fund additional hours for teachers to collaborate, analyze data, and create lesson plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1170: To address students achieving below standard, fund additional hours for teachers to collaborate, analyze data, and create lesson plans.

2740

Title I
3000-3999: Employee Benefits
Fringe certificated hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, EL, African-American, SWD, Hispanic or Latino

Strategy/Activity

To support struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency in Language Arts, provide one instructional assistant. (15 hours per week)

To support struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency in Language Arts, provide one instructional assistant. (15 hours per week)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12578

Source(s)

Title I
2000-2999: Classified Personnel Salaries

	<p>2131: Bilingual Instructional Aide Salary To support struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency in Language Arts, provide one instructional assistant. (15 hours per week)</p>
11120	<p>Title I 2000-2999: Classified Personnel Salaries 2130: Instructional Aide Salary To increase newcomer, English Learners and struggling students' access to the general education curriculum, provide one instructional assistant. (15 hours per week)</p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, EL, African-American, SWD, Hispanic or Latino

Strategy/Activity

To support struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency in Language Arts, provide additional hours for instructional assistants.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
2130: Instructional Aide Salary Additional Hours
To support struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards

	proficiency in Language Arts, provide additional hours for instructional assistants.
1213	Title I 3000-3999: Employee Benefits Fringe classified hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, EL, African-American, SWD, Hispanic or Latino

Strategy/Activity

Fund additional hours of before and after school interventions for socio-economically disadvantaged students, English Learners, and other significant subgroups who are approaching standard in ELA or math. Interventions may be conducted by classroom teachers, LAS, Math TOSA, or ELIRT

To support struggling students in foundational skills and fluency, fund additional hours to certificated staff to participate in a book study focused on the improvement of reading instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries 1170: Certificated Additional Hours
2250	Title I 1000-1999: Certificated Personnel Salaries 1170: To support struggling students in foundational skills and fluency, fund additional hours to certificated staff to participate in a book study focused on the improvement of reading instruction.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SED, ELs, Hispanic or Latino

Strategy/Activity

To support CGI implementation, purchase supplemental math materials.

To support interventions for students struggling in ELA and ELD, purchase supplemental intervention materials.

To extend the learning for GATE students and those exceeding standard

To support ELD, CGI implementation, NGSS standards, purchase supplemental instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies 4310-Instructional Materials and Supplies To support CGI implementation, purchase supplemental math materials.
2000	Title I 4000-4999: Books And Supplies 4310-Instructional Materials and Supplies To support interventions for students struggling in ELA and ELD, purchase supplemental intervention materials.
200	Supp & Con 2 4000-4999: Books And Supplies 4310: To extend the learning for GATE students and those exceeding standard
1000	Supp & Con 2 4000-4999: Books And Supplies 4310-Instructional Materials and Supplies To support ELD, CGI implementation, NGSS standards, purchase supplemental instructional materials.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SED, ELs, Hispanic or Latino

Strategy/Activity

Purchase computer software to mitigate learning loss and increase student access to ELA and math instructional platforms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2700

Source(s)

Title I
4000-4999: Books And Supplies
4340:Comp Software
Purchase computer software to mitigate learning loss and increase student access to ELA and math instructional platforms.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

To support social justice practices, purchase picture books on topics around diversity, inclusion, and social justice.

To support English Learners reclassify as RFEP, purchase incentive books and materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1617

Source(s)

Title I
4000-4999: Books And Supplies
4210: Books and Reference Materials
To support social justice practices, purchase picture books on topics around diversity, inclusion, and social justice.

1000

Title I
4000-4999: Books And Supplies
4210: Books and Reference Materials
To support English Learners reclassify as RFEP, purchase incentive books and materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

Additional Hours for LAS, ELIRT and teachers to analyze data, plan SSTs, targeted interventions for small group instruction and site professional development. Not to exceed \$2000

Additional hours for for site meetings and administrative events, such as parent and instructional meetings that support equity and access for all.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Supp & Con 2
1000-1999: Certificated Personnel Salaries
1170: Add'l Hours for Certificated
Additional Hours for LAS, ELIRT and teachers
to analyze data, plan SSTs, targeted
interventions for small group instruction and site
professional development.

1500

Supp & Con 2
1000-1999: Certificated Personnel Salaries
1170: Additional hours for for site meetings and
administrative events, such as parent and
instructional meetings that support equity and
access for all.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

Smith Administrator to attend the ACSA Every Child Counts Symposium in Palm Desert, January 11-13 <https://www.acsa.org/Professional-Learning/Conferences/every-child-counts-symposiumRegistration> \$775 Lodging and Meals per District Guidelines

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 5800: Professional/Consulting Services And Operating Expenditures 5220: Smith Administrator to attend the ACSA Every Child Counts Symposium in Palm Desert, January 11-13 https://www.acsa.org/Professional-Learning/Conferences/every-child-counts-symposiumRegistration \$775 Lodging and Meals per District Guidelines

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Parent and Student Engagement

LEA/LCAP Goal

In the area of Parent and Student Engagement, the LESD will see a 2% improvement over the next three years in the CA Healthy Kids Surveys as well as suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement.

Goal 3

By the conclusion of the 2022-23 school year, Smith school will increase ADA to reach the goal of 97%. Smith Elementary will decrease the number of chronically absent students from 38 to 10.

Identified Need

Areas of identified need include the following: increasing school-wide ADA, decreasing suspensions and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism All students	Baseline 38 Students	Expected 10 Students
Number of Suspensions	2021-22 0 Students	2022-23 0 Students
Average Daily Attendance (ADA):	2020-21 90%	2022-23 97%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fund additional hours for translations to support communication with parents and families.

Fund additional hours for Community Liaison to support parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1900	Supp & Con 3 2000-2999: Classified Personnel Salaries 2170: Add'l Classified Hours Fund additional hours for translations to support communication with parents and families.
1400	Supp & Con 3 2000-2999: Classified Personnel Salaries 2930: Add'l Classified Hours Fund additional hours for Community Liaison to support student and parent engagement.
1170	Supp & Con 3 3000-3999: Employee Benefits Fringe Classified Hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fund additional hours for certificated teachers to support student and parent engagement and to promote school activities, such as Family Nights. No more than 50 hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Supp & Con 3 1000-1999: Certificated Personnel Salaries 1170: Additional Certificated Hours

Fund additional hours for certificated teachers to support student and parent engagement and to promote school activities, such as Family Nights.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional hours for LMC to support and prep for the reopening of school library

Fund additional hours for Library Media Clerk to facilitate Cheetah Empowerment Book Club and a coding program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Supp & Con 3
2000-2999: Classified Personnel Salaries
2930: Additional hours for LMC to support and prep for the reopening of school library

500

Supp & Con 3
2000-2999: Classified Personnel Salaries
2930: Fund additional hours for Library Media Clerk to facilitate Cheetah Empowerment Book Club and a coding program.

227

Supp & Con 3
2000-2999: Classified Personnel Salaries
Classified Fringe Hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support PBIS implementation and student attendance, purchase attendance incentives and other PBIS materials.

To support English Learners reclassify to RFEP, purchase incentive items and materials.

Purchase materials to help promote student engagement and improve classroom climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Supp & Con 3 4000-4999: Books And Supplies 4350: To support PBIS implementation and student attendance, purchase attendance incentives and other PBIS materials.
281	Supp & Con 3 4000-4999: Books And Supplies 4350: To support English Learners reclassify to RFEP, purchase incentive items and materials.
1000	Supp & Con 3 4000-4999: Books And Supplies 4350: Purchase materials to help promote student engagement and improve classroom climate.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supports and items for students, including manipulatives, sensory items, and resources to support social skills narratives and appropriate peer engagement and play.

Purchase items and materials to support and increase student engagement.

Purchase materials to support Kinder and 1st Grade Jumpstart

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I 4000-4999: Books And Supplies 4350: Supports and items for students, including manipulatives, sensory items, and resources to

	support social skills narratives and appropriate peer engagement and play.
2000	Title I 4000-4999: Books And Supplies 4350: Purchase items and materials to support and increase student engagement.
100	Supp & Con 3 4000-4999: Books And Supplies 4350: Purchase materials to support Kinder and 1st Grade Jumpstart

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fund additional hours for classified staff to receive trainings on PBIS, restorative justice, and behavior management strategies. (\$300)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Supp & Con 3
2000-2999: Classified Personnel Salaries
2930: Classified Additional Hours

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

Purchase materials and supplies to support family workshops and trainings.

Purchase books and materials for Smith Parent Book Club (Workshops) and focus on topics that help to empower parents in their support of student learning at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Supp & Con 3 4000-4999: Books And Supplies 4350: Direct Purchase Purchase materials and supplies to support family workshops and trainings.
1148	Title I Parent Involvement 4000-4999: Books And Supplies 4310:Books/Reference Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

Purchase books for Cheetah Empowerment Book Club.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies 4210: Purchase books for Cheetah Empowerment Book Club.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

Fund additional hours to classified staff to support school events, maintain safety, and aid with student and parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1400

Supp & Con 3
2000-2999: Classified Personnel Salaries
2930: Fund additional hours to classified staff to support school events, maintain safety, and aid with student and parent engagement.

424

Supp & Con 3
3000-3999: Employee Benefits
Fringe Classified Hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fund additional hours for certificated staff to plan and support PBIS and "Kindness Crew" activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

Supp & Con 3
1000-1999: Certificated Personnel Salaries
1170: Fund additional hours for certificated teachers to plan and support PBIS and "Kindness Crew" activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Learning Environments

LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

Goal 4

By the conclusion of the 2022-23 school year, increase the student use of technology to enhance learning and become proficient in 21st Century technology skills and increase the student to device ratio. Currently, Smith school has a device to student ratio that is greater than 1:1. Furthermore, Smith school will meet 100% Williams Compliance expectations for facilities, textbooks, and teacher credentialing.

Identified Need

Identified areas of need include maintaining up to-date student Chromebooks and iPads.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebook to Student Ratio grades 1-5	5th - 1:1 4th - 1:1 3rd - 1:1	Maintain
Ipad to Student Ratio grades K	2nd - 1:1 1st - 1:1 K - 1:1	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchases for STEM supplies, equipment and technology (including ipads and chromebooks) for 21st Century classrooms and makerspace to enrich a high-poverty school in order to improve design thinking and 21st Century skills for the lowest performing students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies 4350: Direct Purchase Purchases for STEM supplies, equipment and technology (including ipads and chromebooks) for 21st Century classrooms and makerspace enrichment of a high-poverty school in order to improve design thinking and 21st Century skills for the lowest performing students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase technology & STEM materials to support tech integration in classrooms, SBAC testing and makerspace. Including headphones with microphones and mice, and other miscellaneous materials.

Instructional Materials for 21st Century Learning

Support 21st Century learning, purchase tech and miscellaneous items

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Supp & Con 4 4000-4999: Books And Supplies 4350: To support assessments and 21st Century learning, purchase mice, headphones, miscellaneous instructional materials.
2758	Supp & Con 4 4000-4999: Books And Supplies

	4310: Instructional Materials for 21st Century Learning
1935	Supp & Con 4 4000-4999: Books And Supplies 4400: Support 21st Century learning, purchase tech and miscellaneous items

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support a modern library, purchase library supplies and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Supp & Con 4 4000-4999: Books And Supplies 4210: To support a modern library, purchase library supplies and materials.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Fund release time for the collaboration between tech liaisons and gen.ed teachers to plan and facilitate lessons on use of 21st Century tools/technology and Makerspace

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Supp & Con 4 1000-1999: Certificated Personnel Salaries 1161:Fund release time for the collaboration between tech liaisons and gen.ed teachers to plan and facilitate lessons on use of 21st Century tools/technology and Makerspace

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support the functioning of the main office, purchase office supplies, materials and required furniture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Supp & Con 4
4000-4999: Books And Supplies
4350: To support the functioning of the main office, purchase office supplies, materials and required furniture.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,887.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$64,818.00
Title I Parent Involvement	\$1,148.00

Subtotal of additional federal funds included for this school: \$65,966.00

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

State or Local Programs	Allocation (\$)
Supp & Con 1	\$12,126.00
Supp & Con 2	\$4,700.00
Supp & Con 3	\$14,902.00
Supp & Con 4	\$16,193.00

Subtotal of state or local funds included for this school: \$47,921.00

Total of federal, state, and/or local funds for this school: \$113,887.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supp & Con 1	12,126.00
Supp & Con 2	4,700.00
Supp & Con 3	14,902.00
Supp & Con 4	16,193.00
Title I	64,818.00
Title I Parent Involvement	1,148.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,450.00
2000-2999: Classified Personnel Salaries	34,925.00
3000-3999: Employee Benefits	5,547.00
4000-4999: Books And Supplies	44,465.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supp & Con 1	1,000.00
4000-4999: Books And Supplies	Supp & Con 1	11,126.00
1000-1999: Certificated Personnel Salaries	Supp & Con 2	3,500.00

4000-4999: Books And Supplies	Supp & Con 2	1,200.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	2,700.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	6,227.00
3000-3999: Employee Benefits	Supp & Con 3	1,594.00
4000-4999: Books And Supplies	Supp & Con 3	4,381.00
1000-1999: Certificated Personnel Salaries	Supp & Con 4	3,000.00
4000-4999: Books And Supplies	Supp & Con 4	13,193.00
1000-1999: Certificated Personnel Salaries	Title I	17,250.00
2000-2999: Classified Personnel Salaries	Title I	28,698.00
3000-3999: Employee Benefits	Title I	3,953.00
4000-4999: Books And Supplies	Title I	13,417.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,500.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,148.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,126.00
Goal 2	64,418.00
Goal 3	19,150.00
Goal 4	18,193.00

School Site Council Membership

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

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

Name of Members	Role
Cristal Moore	Principal
Alex Castillo	Other School Staff
Trish Morrissey	Classroom Teacher
Cathy Nguyen	Other School Staff
Tracy Bennett	Classroom Teacher
Pat Kearney	Parent or Community Member
Beverly De Guzman	Parent or Community Member
Varun Tamrakar	Parent or Community Member
Reyna Escareno	Parent or Community Member
Katherine Slay	Parent or Community Member
Sidney Roles	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9-30-22.

Attested:

Principal, Cristal Moore on 9-30-22

SSC Chairperson, Katherine Slay on 9-30-22



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	Departmental Advisory Committee

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	SSC Chairperson, Katherine Slay on 9-30-22