

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 29, 2023	October 19, 2023

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.

Principal walkthroughs: Formal and informal classroom observations are conducted weekly by the Principal to monitor site and district initiatives.

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 to all English Learners annually to help determine the English language proficiency, 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 i-Ready assessments 3x per year to all students to assess reading and math 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. Achievement proficiency on 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. Teachers will also continue to receive professional development in the area of collaboration and professional learning communities.

- * Teachers are trained in the most current techniques and strategies that align with district-adopted curricular programs and assessment tools.
- * Teachers are provided with weekly and 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 i-Ready data, as well as common formative assessments, 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 initiatives and 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) is 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 analyzing student data (i.e. I-Ready, summative and formative assessments) allows professional learning communities to collaboratively develop grade level appropriate assignments, design student supports, and differentiate lessons to meet student need as a means of increasing student achievement.

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

Site Social Worker

Counseling Interns

The Learning Center

Health Aide on-site

School Psychologist (.5 FTE)

Speech Therapist (.80 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.

Educational Partner 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).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	13.0%	12.95%	12.24%	51	47	41
Asian	6.9%	4.96%	5.67%	27	18	19
Filipino	1.3%	1.93%	1.79%	5	7	6
Hispanic/Latino	71.7%	73.55%	72.84%	281	267	244
Pacific Islander	0.3%	0.28%	0.3%	1	1	1
White	5.4%	4.96%	5.37%	21	18	18
Multiple/No Response	1.5%	1.38%	0.9%	6	5	3
Total Enrollment				392	363	335

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	52	50	50
Grade 1	66	52	48
Grade 2	74	66	52
Grade 3	52	69	67
Grade 4	75	55	66
Grade 5	73	71	52
Total Enrollment	392	363	335

Conclusions based on this data:

1. Enrollment has declined over the past 3 years from 392 to 336 in the 2023-24 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. 73% of students are Hispanic. The second largest subgroup is the African American subgroup. 12% 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	110	118	121	28.10%	32.5%	36.1%
Fluent English Proficient (FEP)	58	70	43	14.80%	19.3%	12.8%
Reclassified Fluent English Proficient (RFEP)	5			4.5%		

Conclusions based on this data:

1. Of the 335 students enrolled at Smith, 121 (36.1%) of the students are English learners and 43 (12.8%) are FEP. The data indicates that specific academic and language needs of English learners need to be considered and supported so Smith students can access pathways for reclassification.
2. Despite the percentage of reclassification increasing for our ELs by 3.1%, our data indicates an ongoing need to support designated and integrated ELD.
3. Offering before and after school interventions, such as Newcomer Support and ELPAC Club is needed to help provide our ELs with additional opportunities to engage in language development.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	69	63	0	68	63	0	68	63	0.0	98.6	100.0
Grade 4	79	56	66	0	53	65	0	53	65	0.0	94.6	98.5
Grade 5	73	73	53	0	72	52	0	72	52	0.0	98.6	98.1
All Grades	202	198	182	0	193	180	0	193	180	0.0	97.5	98.9

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2415.	2418.		20.59	25.40		26.47	23.81		20.59	23.81		32.35	26.98
Grade 4		2422.	2441.		5.66	15.38		32.08	20.00		18.87	21.54		43.40	43.08
Grade 5		2529.	2476.		29.17	11.54		36.11	30.77		19.44	19.23		15.28	38.46
All Grades	N/A	N/A	N/A		19.69	17.78		31.61	24.44		19.69	21.67		29.02	36.11

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		8.82	17.46		70.59	61.90		20.59	20.63		
Grade 4		1.89	12.31		79.25	66.15		18.87	21.54		
Grade 5		15.28	11.54		75.00	57.69		9.72	30.77		
All Grades		9.33	13.89		74.61	62.22		16.06	23.89		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.06	11.11		45.59	63.49		32.35	25.40
Grade 4		1.89	9.23		67.92	56.92		30.19	33.85
Grade 5		31.94	11.54		55.56	59.62		12.50	28.85
All Grades		20.21	10.56		55.44	60.00		24.35	29.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82	9.52		75.00	76.19		16.18	14.29
Grade 4		7.55	9.23		64.15	69.23		28.30	21.54
Grade 5		12.50	19.23		77.78	59.62		9.72	21.15
All Grades		9.84	12.22		73.06	68.89		17.10	18.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.65	17.46		61.76	58.73		20.59	23.81
Grade 4		5.66	10.77		69.81	66.15		24.53	23.08
Grade 5		23.61	9.62		61.11	75.00		15.28	15.38
All Grades		16.58	12.78		63.73	66.11		19.69	21.11

Conclusions based on this data:

1. In ELA, 49.2% of Smith students met or exceeded standard in grade 3, 35.4% in grade 4, and 42.3% 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. Overall achievement indicates a need for small group instruction and targeted intervention.
3. Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sondag System:

The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic

awareness, phonics, fluency and vocabulary. Souday meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Souday System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	69	63	0	68	63	0	68	63	0.0	98.6	100.0
Grade 4	79	56	66	0	53	65	0	53	65	0.0	94.6	98.5
Grade 5	73	73	53	0	73	53	0	73	53	0.0	100.0	100.0
All Grades	202	198	182	0	194	181	0	194	181	0.0	98.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2415.	2410.		16.18	14.29		27.94	26.98		16.18	30.16		39.71	28.57
Grade 4		2409.	2446.		0.00	12.31		16.98	20.00		33.96	32.31		49.06	35.38
Grade 5		2514.	2456.		26.03	5.66		19.18	18.87		28.77	28.30		26.03	47.17
All Grades	N/A	N/A	N/A		15.46	11.05		21.65	22.10		25.77	30.39		37.11	36.46

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		22.06	20.63		44.12	47.62		33.82	31.75	
Grade 4		3.77	16.92		47.17	40.00		49.06	43.08	
Grade 5		35.62	15.09		43.84	35.85		20.55	49.06	
All Grades		22.16	17.68		44.85	41.44		32.99	40.88	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.65	14.29		39.71	55.56		42.65	30.16
Grade 4		1.89	16.92		39.62	44.62		58.49	38.46
Grade 5		24.66	5.66		53.42	54.72		21.92	39.62
All Grades		15.98	12.71		44.85	51.38		39.18	35.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.12	11.11		55.88	69.84		25.00	19.05
Grade 4		5.66	12.31		45.28	53.85		49.06	33.85
Grade 5		15.07	3.77		57.53	64.15		27.40	32.08
All Grades		13.92	9.39		53.61	62.43		32.47	28.18

Conclusions based on this data:

1. In Math 41.3% of students met or exceeded standard in grade 3, 32.3% in grade 4, and 24.5% in grade 5. Teachers need to focus more on i-Ready data to address learning loss and missing skills.
2. Overall, our math scores show an area of need. Based upon this data, teachers need to utilize small groups as a means of differentiating and provide additional support.
3. Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sondag System:

The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sondag meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sondag System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery

of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1453.3	1431.9	1430.6	1467.1	1439.8	1433.4	1421.5	1413.3	1423.6	20	24	23
1	1463.4	1435.1	1441.8	1470.7	1453.3	1451.6	1455.6	1416.4	1431.4	20	18	23
2	1472.1	1485.3	1469.6	1480.6	1492.4	1475.1	1463.3	1477.7	1463.8	22	20	17
3	1492.4	1485.3	1501.8	1499.9	1485.0	1501.8	1484.4	1485.2	1501.2	17	21	18
4	1515.8	1491.7	1501.7	1522.1	1493.7	1499.4	1509.2	1489.2	1503.6	25	18	18
5	1539.1	1530.8	1516.0	1542.3	1529.8	1518.2	1535.5	1531.3	1513.2	18	20	17
All Grades										122	121	116

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	16.67	26.09	45.00	45.83	26.09	10.00	25.00	30.43	20.00	12.50	17.39	20	24	23
1	10.00	11.11	0.00	40.00	50.00	56.52	40.00	22.22	30.43	10.00	16.67	13.04	20	18	23
2	9.09	5.00	5.88	50.00	65.00	47.06	22.73	20.00	23.53	18.18	10.00	23.53	22	20	17
3	11.76	4.76	22.22	35.29	52.38	44.44	52.94	33.33	16.67	0.00	9.52	16.67	17	21	18
4	28.00	11.11	11.11	44.00	27.78	38.89	20.00	50.00	38.89	8.00	11.11	11.11	25	18	18
5	27.78	25.00	23.53	44.44	45.00	23.53	27.78	15.00	47.06	0.00	15.00	5.88	18	20	17
All Grades	18.85	12.40	14.66	43.44	47.93	39.66	27.87	27.27	31.03	9.84	12.40	14.66	122	121	116

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.00	20.83	26.09	30.00	45.83	30.43	5.00	16.67	21.74	20.00	16.67	21.74	20	24	23
1	35.00	27.78	21.74	30.00	38.89	43.48	30.00	16.67	21.74	5.00	16.67	13.04	20	18	23
2	22.73	35.00	29.41	36.36	40.00	35.29	36.36	25.00	23.53	4.55	0.00	11.76	22	20	17
3	29.41	19.05	38.89	58.82	47.62	38.89	11.76	28.57	16.67	0.00	4.76	5.56	17	21	18
4	72.00	33.33	27.78	20.00	27.78	38.89	0.00	22.22	27.78	8.00	16.67	5.56	25	18	18
5	61.11	60.00	29.41	33.33	20.00	29.41	5.56	5.00	35.29	0.00	15.00	5.88	18	20	17
All Grades	45.08	32.23	28.45	33.61	37.19	36.21	14.75	19.01	24.14	6.56	11.57	11.21	122	121	116

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.00	8.33	8.70	40.00	45.83	26.09	25.00	37.50	56.52	20.00	8.33	8.70	20	24	23
1	5.00	5.56	0.00	45.00	38.89	30.43	20.00	16.67	43.48	30.00	38.89	26.09	20	18	23
2	4.55	5.00	5.88	45.45	40.00	41.18	22.73	25.00	23.53	27.27	30.00	29.41	22	20	17
3	5.88	9.52	5.56	11.76	14.29	38.89	58.82	42.86	38.89	23.53	33.33	16.67	17	21	18
4	12.00	0.00	0.00	32.00	16.67	27.78	32.00	38.89	50.00	24.00	44.44	22.22	25	18	18
5	5.56	5.00	11.76	22.22	35.00	11.76	50.00	45.00	41.18	22.22	15.00	35.29	18	20	17
All Grades	8.20	5.79	5.17	33.61	32.23	29.31	33.61	34.71	43.10	24.59	27.27	22.41	122	121	116

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.00	25.00	26.09	35.00	58.33	52.17	20.00	16.67	21.74	20	24	23
1	55.00	27.78	52.17	35.00	55.56	39.13	10.00	16.67	8.70	20	18	23
2	18.18	30.00	23.53	68.18	70.00	64.71	13.64	0.00	11.76	22	20	17
3	17.65	19.05	27.78	70.59	66.67	66.67	11.76	14.29	5.56	17	21	18
4	52.00	50.00	22.22	44.00	22.22	55.56	4.00	27.78	22.22	25	18	18
5	33.33	25.00	23.53	61.11	60.00	52.94	5.56	15.00	23.53	18	20	17
All Grades	37.70	28.93	30.17	51.64	56.20	54.31	10.66	14.88	15.52	122	121	116

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	20.83	21.74	60.00	58.33	56.52	20.00	20.83	21.74	20	24	23
1	20.00	16.67	0.00	75.00	66.67	86.96	5.00	16.67	13.04	20	18	23
2	22.73	45.00	52.94	63.64	50.00	35.29	13.64	5.00	11.76	22	20	17
3	76.47	52.38	61.11	23.53	38.10	38.89	0.00	9.52	0.00	17	21	18
4	68.00	22.22	33.33	24.00	66.67	61.11	8.00	11.11	5.56	25	18	18
5	88.89	70.00	58.82	11.11	15.00	35.29	0.00	15.00	5.88	18	20	17
All Grades	48.36	38.02	35.34	43.44	48.76	54.31	8.20	13.22	10.34	122	121	116

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.00	16.67	13.04	70.00	75.00	78.26	15.00	8.33	8.70	20	24	23
1	20.00	33.33	13.04	55.00	27.78	56.52	25.00	38.89	30.43	20	18	23
2	18.18	5.00	5.88	59.09	75.00	64.71	22.73	20.00	29.41	22	20	17
3	0.00	0.00	5.56	52.94	61.90	61.11	47.06	38.10	33.33	17	21	18
4	16.00	0.00	0.00	60.00	55.56	77.78	24.00	44.44	22.22	25	18	18
5	5.56	5.00	11.76	66.67	75.00	47.06	27.78	20.00	41.18	18	20	17
All Grades	13.11	9.92	8.62	60.66	62.81	64.66	26.23	27.27	26.72	122	121	116

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.00	37.50	47.83	30.00	45.83	39.13	25.00	16.67	13.04	20	24	23
1	5.00	0.00	0.00	70.00	77.78	78.26	25.00	22.22	21.74	20	18	23
2	4.55	10.00	11.76	63.64	60.00	58.82	31.82	30.00	29.41	22	20	17
3	5.88	23.81	44.44	76.47	61.90	44.44	17.65	14.29	11.11	17	21	18
4	8.00	11.11	16.67	76.00	61.11	61.11	16.00	27.78	22.22	25	18	18
5	5.56	35.00	11.76	77.78	50.00	70.59	16.67	15.00	17.65	18	20	17
All Grades	12.30	20.66	22.41	65.57	58.68	58.62	22.13	20.66	18.97	122	121	116

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
335	85.4	36.1	
Total Number of Students enrolled in Lucille J. Smith Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	36.1
Foster Youth		
Homeless	4	1.2
Socioeconomically Disadvantaged	286	85.4
Students with Disabilities	44	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	12.2
Asian	19	5.7
Filipino	6	1.8
Hispanic	244	72.8
Two or More Races	3	0.9
Pacific Islander	1	0.3
White	18	5.4

Conclusions based on this data:

1. Approximately 36% 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. 85.4% of Smith students are socioeconomically disadvantaged students. Due to this, additional academic supports/interventions should remain in place for SES students who struggle academically.
3. 72.8% of Smith's student body is Latino/Hispanic. The next largest subgroup is African American at 12.2% and Asian at 5.7%. This indicates the need for providing additional supports to ensure student groups reach proficiency.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Smith's suspension rate increased. This shows that Smith should continue its use of PBIS and focus on how to maintain a positive school climate.
2. English Learner progress is low. This data shows the importance of using the ELPI to monitor student progress and identify areas of need to improve achievement.

3. Chronic Absenteeism is high. This is an area of need and requires school wide incentives and increased student engagement.

School and Student Performance Data

Academic Performance English Language Arts

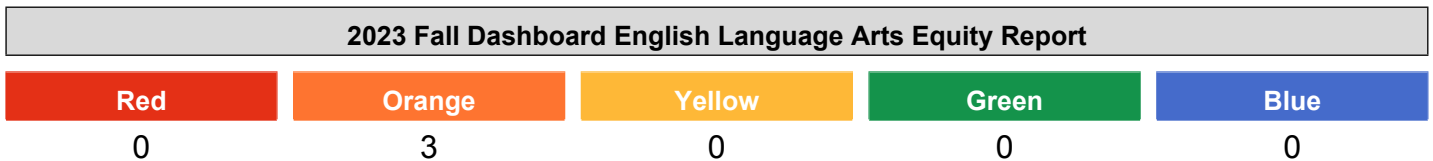
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 23.2 points below standard Decreased Significantly -15.1 points 175 Students	English Learners Orange 48.8 points below standard Decreased Significantly -19.3 points 58 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 27.9 points below standard Decreased -12.1 points 148 Students	Students with Disabilities 55.6 points below standard Decreased Significantly -27.9 points 27 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>42.1 points below standard</p> <p>Increased Significantly +23.1 points</p> <p>27 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>23.1 points below standard</p> <p>Decreased -12.2 points</p> <p>122 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>61.1 points below standard</p> <p>11 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>80.5 points below standard</p> <p>Decreased -10.2 points</p> <p>39 Students</p>	<p>16.1 points above standard</p> <p>Decreased Significantly -33 points</p> <p>19 Students</p>	<p>18.8 points below standard</p> <p>Decreased Significantly -19.6 points</p> <p>96 Students</p>

Conclusions based on this data:

- English Learners scored at 27.9 points below standard. 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.
- Several student groups performed below standard (i.e. Hispanic, SES, SWD, and AA). This data shows that Smith should focus on providing interventions and purchasing supplemental instructional materials to increase student achievement.
- Students with disabilities scored 55.6 points below standard. 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.

School and Student Performance Data

Academic Performance Mathematics

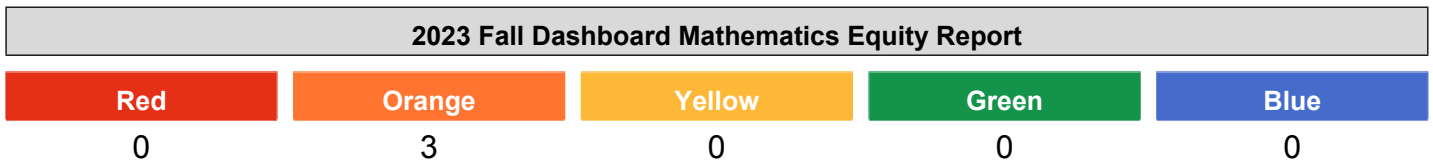
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 42.8 points below standard Decreased -14.8 points 175 Students	English Learners Orange 56.1 points below standard Decreased Significantly -19.5 points 58 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 48.1 points below standard Decreased -11.5 points 148 Students	Students with Disabilities 87.8 points below standard Decreased Significantly -23 points 27 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>73.3 points below standard</p> <p>Increased Significantly +22.5 points</p> <p>27 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>42.4 points below standard</p> <p>Decreased -12.3 points</p> <p>122 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>79.8 points below standard</p> <p>11 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>84.1 points below standard</p> <p>Decreased -14.6 points</p> <p>39 Students</p>	<p>1.5 points above standard</p> <p>Decreased Significantly -25.6 points</p> <p>19 Students</p>	<p>44.6 points below standard</p> <p>Decreased -12.4 points</p> <p>96 Students</p>

Conclusions based on this data:

- Overall, Smith students are performing 42.8 points below standard . Based upon this data, Smith needs to focus attention on i-Ready data to identify student need and address next steps in learning.
- Students with Disabilities performed at 87.8 points below standard 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.
- RFEPs scored 1.5 points above standard. This demonstrates the importance of focusing on ELD instruction and its impact on math achievement and collaboration with our site ELIRT.

School and Student Performance Data

Academic Performance English Learner Progress

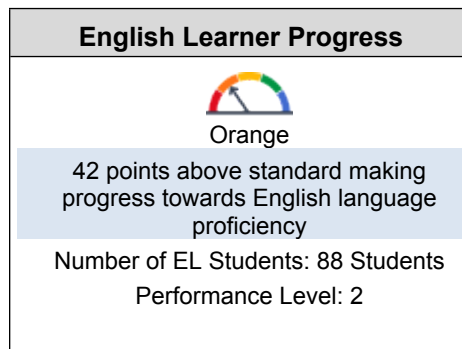
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 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.

2023 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
20	31	0	37

Conclusions based on this data:

- Smith's overall progress indicates progress is being made toward English language proficiency. This demonstrates the need for continued PD for teachers on integrated ELD practices as well as how to strengthen academic vocabulary development and problem-solving skills
- Data shows that 20% of students decreased one ELPI level. Based upon this data, 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.
- Based upon the data, 37% of students progressed at least one ELPI level. This data shows that Smith is making progress in meeting the needs of our ELs and the importance of maintaining some of our instructional practices.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

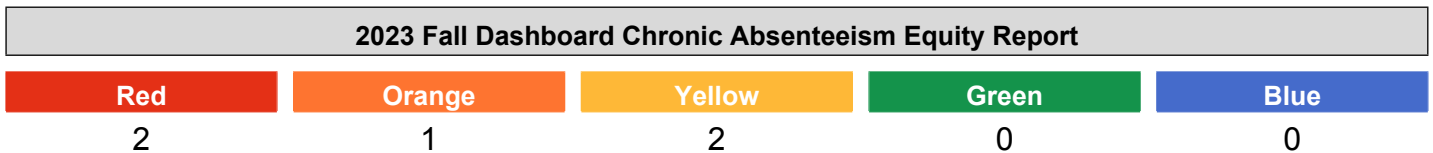
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>28.9% Chronically Absent</p> <p>Declined -2.6</p> <p>349 Students</p>	<p>English Learners</p> <p>Orange</p> <p>32% Chronically Absent</p> <p>Declined -1.8</p> <p>128 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>31.2% Chronically Absent</p> <p>Declined Significantly -3.5</p> <p>298 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>24.1% Chronically Absent</p> <p>Maintained -0.4</p> <p>54 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 41.3% Chronically Absent Increased 6.6 46 Students	 No Performance Color 0 Students	10% Chronically Absent Declined -5 20 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29% Chronically Absent Declined Significantly -3.8 252 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	11.1% Chronically Absent Declined -25.7 18 Students

Conclusions based on this data:

- Smith's highest percentage for chronic absenteeism is with our African American student group (41.3%). This indicates a need to monitor attendance, hold parent meetings, and implement programs (Trajectory of Hope/RISE Program) to address and target the needs of this subgroup.
- LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns at Smith Elementary the following steps are in place to address our students' needs, including those students with disabilities.:

 School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). School sites will continue to promote positive attendance via Positive Behavior Intervention Supports.
- Overall, Smith has a chronic absenteeism rate of 28.9%. This data reflects a continued need to improve our attendance monitoring practices, educate families, and continue to implement attendance incentives at the classroom, grade, and site levels.

School and Student Performance Data

Conditions & Climate Suspension Rate

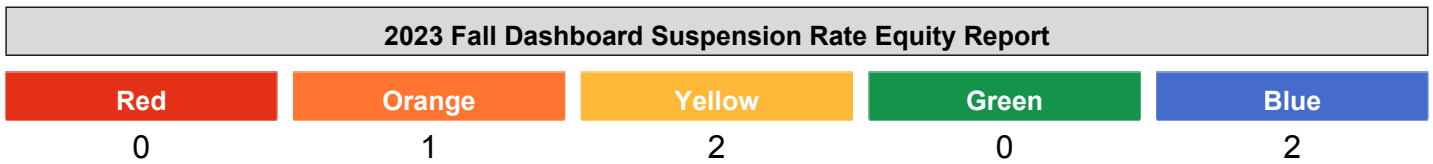
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.6% suspended at least one day Increased 0.6 354 Students	English Learners Yellow 0.8% suspended at least one day Increased 0.8 129 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 0.7% suspended at least one day Increased 0.7 303 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 56 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4.1% suspended at least one day Increased 4.1 49 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 20 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 254 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 18 Students

Conclusions based on this data:

1. The Fall 2023 suspension rate data indicates that 0.6% of students were suspended. This demonstrates the need of SEL support and the use of other means of correction to improve behaviors.
2. Data shows an increase in the suspension rate for our AA student group to 4.1% being suspended for at least one day. This data reveals the importance of utilizing our school-wide PBIS system to teach and reinforce expected behaviors.

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 2023-2024 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 3-5 in the areas of ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd grade SBAC ELA Scaled Score All students Hispanic African American EL SLD	Scaled Score 2022/23 SBAC Data	Scaled Score 2023/24 SBAC Data
3rd grade SBAC Math Scaled Score All students	Scaled Score 2022/23 SBAC Data	Scaled Score 2023/24 SBAC Data 2426 2413

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic African American EL SLD		2393 2391 2400
4th grade SBAC ELA Scaled Score All students Hispanic African American EL SLD	Scaled Score 2022/23 SBAC Data	Scaled Score 2023/24 SBAC Data 2430 2429 2414 2390 2337
4th grade SBAC Math Scaled Score All students Hispanic African American EL SLD	Scaled Score 2022/23 SBAC Data 2414 2426 2359 2401 2384	Scaled Score 2023/24 SBAC Data 2424 2436 2369 2411 2394
5th grade SBAC ELA Scaled Score All students Hispanic African American EL SLD	Scaled Score 2022/23 SBAC Data 2529 2528 2539 2439 2450	Scaled Score 2023/24 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)

5950

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.

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)
1430	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

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)
2618	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.
2253	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.

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

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.

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 2022-23 SBAC Data 3rd: 2415 4th: 2414 5th: 2549	Scaled Score 2023-24 SBAC Data 3rd: 2425 4th: 2424 5th: 2559
African American Students Math SBAC Scaled Scores	Scaled Score 2022-23 SBAC Data 3rd: 2393	Scaled Score 2023-24 SBAC Data 3rd: 2403

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th: 2369 5th: 2530	4th: 2379 5th: 2540
English Learner Students ELA SBAC Scaled Scores	Scaled Score 2022-23 SBAC Data 3rd: 2374 4th: 2390 5th: 2449	Scaled Score 2023-24 SBAC Data 3rd: 2384 4th: 2400 5th: 2459
English Learner Students Math SBAC Scaled Scores	Scaled Score 2022-23 SBAC Data 3rd: 2391 4th: 2411 5th: 2454	Scaled Score 2023-24 SBAC Data 3rd: 2401 4th: 2421 5th: 2464
Students with Specific Learning Disabilities ELA SBAC Scaled Scores	Scaled Score 2022-23 SBAC Data 3rd: 2467 4th: 2337 5th: 2460	Scaled Score 2023-24 SBAC Data 3rd: 2477 4th: 2347 5th: 2470
Students with Specific Learning Disabilities Math SBAC Scaled Scores	Scaled Score 2022-23 SBAC Data 3rd: 2400 4th: 2394 5th: 2395	Scaled Score 2023-24 SBAC Data 3rd: 2410 4th: 2404 5th: 2405

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.
Provide release time for grade level PLCs to engage in data analysis and plan for small group instruction to address students' academic, social, and behavioral needs..

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)
14000	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.
5000	Title I 1000-1999: Certificated Personnel Salaries 1161: Provide release time for PLCs to engage in data analysis and plan for small group instruction to address students' academic, social, and behavioral needs.
3064	Title I 3000-3999: Employee Benefits Fringes

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)	Source(s)
15962	Title I 2000-2999: Classified Personnel Salaries 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)
8773	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)
1652	Title I 3000-3999: Employee Benefits Fringes

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)	Source(s)
2000	Title I 2000-2999: Classified Personnel Salaries 2170: 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.
1032	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
2000	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

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)

1575

Source(s)

Title I
4000-4999: Books And Supplies
4350-Instructional Materials and Supplies
To support CGI implementation, purchase supplemental math materials.

2860

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

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)

3740

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)

329

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.

500	Title I 4000-4999: Books And Supplies 4210: Books and Reference Materials To support English Learners reclassify as RFEP, purchase incentive books and materials
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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)	Source(s)
1000	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.
1086	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.
469	Supp & Con 2 3000-3999: Employee Benefits Fringes

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

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.

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)

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 2023-24 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 58 Students	Expected 15 Students
Number of Suspensions	2022-23 2 Students	2023-24 0 Students
Average Daily Attendance (ADA):	2022-23 90%	2023-24 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.
900	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)
1200	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.
766	Supp & Con 3 3000-3999: Employee Benefits Fringes

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 the operations of a functioning 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)	Source(s)
1500	Supp & Con 3 2000-2999: Classified Personnel Salaries 2930: Additional hours for LMC to support the operations of a functioning 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.
709	Supp & Con 3 3000-3999: Employee Benefits 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.
300	Supp & Con 3 4000-4999: Books And Supplies 4350: To support English Learners reclassify to RFEP, purchase incentive items and materials.
1900	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.

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)
1209	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.

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 materials to increase parent involvement to empower Smith 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)

1785

Source(s)

Supp & Con 3
4000-4999: Books And Supplies

	4350: Direct Purchase Purchase materials and supplies to support family workshops and trainings.
1481	Title I Parent Involvement 4000-4999: Books And Supplies 4350:Direct Purchase

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)
2000	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 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)
1000	Supp & Con 3 1000-1999: Certificated Personnel Salaries 1170: Fund additional hours for certificated teachers to plan and support PBIS 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 2023-24 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.

Purchases to support the TREC (Technology, Robotics, Engineering, and Coding) program to increase to improve design thinking and enrichment for 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)
18987	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.
500	Title I 4000-4999: Books And Supplies 4350: Direct Purchase Purchases to support the TREC (Technology, Robotics, Engineering, and Coding) program to increase to improve design thinking and enrichment for 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

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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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)

500

Source(s)

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

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)

5000

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.

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	\$125,024.00

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	\$84,683.00
Title I Parent Involvement	\$1,481.00

Subtotal of additional federal funds included for this school: \$86,164.00

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	\$12,251.00
Supp & Con 2	\$2,755.00
Supp & Con 3	\$18,354.00
Supp & Con 4	\$5,500.00

Subtotal of state or local funds included for this school: \$38,860.00

Total of federal, state, and/or local funds for this school: \$125,024.00

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	12,251.00
Supp & Con 2	2,755.00
Supp & Con 3	18,354.00
Supp & Con 4	5,500.00
Title I	84,683.00
Title I Parent Involvement	1,481.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,286.00
2000-2999: Classified Personnel Salaries	33,835.00
3000-3999: Employee Benefits	9,286.00
4000-4999: Books And Supplies	55,617.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Supp & Con 1	12,251.00
1000-1999: Certificated Personnel Salaries	Supp & Con 2	2,086.00
3000-3999: Employee Benefits	Supp & Con 2	469.00
4000-4999: Books And Supplies	Supp & Con 2	200.00

1000-1999: Certificated Personnel Salaries	Supp & Con 3	2,200.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	7,100.00
3000-3999: Employee Benefits	Supp & Con 3	3,069.00
4000-4999: Books And Supplies	Supp & Con 3	5,985.00
4000-4999: Books And Supplies	Supp & Con 4	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	22,000.00
2000-2999: Classified Personnel Salaries	Title I	26,735.00
3000-3999: Employee Benefits	Title I	5,748.00
4000-4999: Books And Supplies	Title I	30,200.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,481.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,251.00
Goal 2	66,242.00
Goal 3	21,544.00
Goal 4	24,987.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cristal Moore	Principal
Sidney Roles	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
Amy Cifuentes	Parent or Community Member
Katherine Slay	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 9-29-23.

Attested:

Principal, Cristal Moore on 9-29-23

SSC Chairperson, Katherine Slay on 9-29-23