

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Bobbie Smith Elementary**

School Plan for Student Achievement  
2024-2025

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

**Needs Assessment:**

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

**Accountability Measure I: Increase Achievement:**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [lbschools.net/lcap](https://lbschools.net/lcap). The LCAP Federal Addendum is presented at: [lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans](https://lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans)

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

Progress and components of LBUSD's Strategic Plan, viewable at [lbschools.net/departments/strategic-planning](https://lbschools.net/departments/strategic-planning), are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

**Goal 1: Reading: Proficiency**

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

**DCAC Recommendations:**

**Recommendation 1:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 2:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 3:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**DELAC Recommendations:**

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

Kindergarten sub groups (AA and ELL) performed above similar schools and the District. All grade-levels did not phase in Heggerty. Kinder and 3rd grade had the highest Growth in Iready data there was growth with all EL subgroups (EL, RFEP) students and African American Students in Iready placement scores. About 40% fall in the category of one year below grade level. More instructional time in phonics, fluency, vocabulary development and comprehension needs to be spent across grade levels to positively impact SBAC scores. Students with Disabilities fell in the "red band" in ELA.

On ELA SBAC the data showed the following results:

AA sub group made a 7% gain

Asian sub group made a 3% gain

ELs and RFEd gained 5%

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

### ELA Goals

52% of 3-5 students will score Met/Exceeded on SBAC, up from 31%. Black African American: 40% of 3-5 students will score Met/Exceeded on SBAC, up from 30%. English Learner: 32% of 3-5 students will score Met/Exceeded on SBAC, up from 23%. 50% of students will score early to or above grade level based on IReady diagnostic assessment results at the end of the year. (Current 34%) 38% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 24% in June 2024. Black African American: 55% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 50% in June 2024. English Learner: 32% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 24% in June 2024. 70% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 64% in June 2024. African American: 65% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 59% in June 2024. English Learner: 61% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 55% in June 2024. Students will receive SGI in a push in or pull out model with TOSAS focusing on Decoding or comprehension skills. Students with Disabilities will use the SGI program with the RSP teacher. Students will be monitored through formative assessment in SGI and iReady and Wonders assessments.

FRSA Goal: 70% of TK-2nd grade students will meet or exceed in overall proficiency scores by the end of the school year. iReady Goals: 75% of students will score early or above grade level by Diagnostic 3. 65% of ELs will score early or above grade level. 65% of AAs will score early or above grade level. 65% of Students with Disabilities will score early or above grade level. The action plan includes focus on direct and differentiated instruction based upon current levels and grade level standards. Every student will have access to District materials and supplemental materials at their level with quality core instruction by teachers. Tier 2 support will be provided by Reading Specialists, IIC and Leads with both in-class and pull out support to students who need supplemental resources and instruction in ELA. Additionally, students who are identified as significantly below grade level will be recommended for after school tutoring by an outside agency. This action plan will be monitored by ongoing PDSA cycles in which teachers collaborate, plan and analyze student data. The K-2nd Literacy Leads will coach and model in classrooms. Select students will be monitored by Case Management team and discussed at monthly meetings.

## **Comprehensive Needs Assessment: Mathematics**

### **Math Findings**

Across all grade levels on Iready-numbers and operations and algebraic thinking was strong. More instructional time needs to be dedicated to Measurement, Data, and Geometry earlier in the school year to impact Iready scores. Overall SBAC math data went up 4% African American and EL students had at least a 6% gain on overall SBAC scores. Geometry will be taught at the beginning of the school year to make sure enough instruction takes place before taking the SBAC test. AA students fell in the "red band" in Math.

### **Math Goals**

40% of 3-5 students will score Met/Exceeded on SBAC Math, up from 29% Black African American: 40% of 3-5 students will score Met/Exceeded on SBAC, up from 28%. English Learner: 32% of 3-5 students will score Met/Exceeded on SBAC, up from 20% 49% of students in grades 1-5 will score at Met/Exceeded on the I-Ready Math by the end of the 2024-2025 school year (current 35%) 40% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June 2025, up from 33% in June 2024. Black African American: 38% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June 2025, up from 24% in June 2024. English Learner: 32% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June 2025, up from 22% in June 2024. AA students will be targeted for SGI with the Math Lead when she coaches classroom teachers. AA students will have first priority for tutoring when program begins. AA math achievement will be monitored by anecdotal records of Math Lead, weekly formative assessment and District Summative assessments.

## **Comprehensive Needs Assessment: English Learners**



**English Learner Findings**

ELLs are above District and some similar schools on the FRSA. According to Iready data, approximately 40% of ELs are one year below grade level in ELA and Math. ELLs displayed at least a 6% growth in SBAC math scores.

**English Learner Goals**

50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024. Smith's action plan will include more targeted ELD instruction in both designated and integrated ELD on a daily basis. Literacy TOSA and counselor will monitor ELPAC data. Literacy TOSA will facilitate teacher PD in collecting ELD data and instructional practice. IIC, counselor and Literacy TOSAs will monitor ELA achievement of ELs.

**Comprehensive Needs Assessment: Culture/Climate Domain**

**Culture/Climate Findings**

Chronic absenteeism decreased by 6.6% from 2022 to 2023. EL chronic absenteeism is lower than District by 5.1%. AA students are in the red band in chronic absenteeism. Family Survey is above 90% in all categories. Pulse Survey results were higher than last year in areas of Agency, Belonging, and Identity displaying consistent growth since 2022. On the Pulse Survey in area of Identity: AA subgroup has strongest responses to identity questions. 7.4 % of Students with Disabilities were suspended and in the red band.

**Culture/Climate Goals**

Smith will increase our attendance rate from 91.6% to 93.5% overall attendance during the 2024-25 school year. (Current 91.6%)Smith will decrease our chronic absenteeism rate from 26.3% to 24% during the 2024-25 school year. (Current 26.3%)Smith will target TK/K parents about the importance of attendance.AA students are in the red band in chronic absenteeism. Counselors will monitor AA attendance on a weekly basis through Google Docs and will contact families via text, email and informal meetings to problem solve the chronic absenteeism issue. On the Pulse survey, students will increase their positive ranking in the area of Identity from 78% to 81% in the 2024-25 school year. (Current 78%) Cultural awareness and work around cultural identity should continue to be part of our school and classroom environments. Smith will continue with more family/school community opportunities by providing a welcoming school climate and building the home/school connection)Family Survey is above 90% in all categories the goal will be to remain at 90 or above. To decrease suspension rate of Students with Disabilities by 4 %, counselors will continue Monday morning assemblies focused on Guidelines for success. SDC classes and the classrooms with the most RSP and S&L students will receive anti-bullying lessons focusing on communication and coping skills. Teachers and Rec Aides will receive PD on Conscience Discipline to support SEL development.

## Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) 67% of grades TK-2 students will increase in the overall FRSA proficiency scores by the end of 2023-2024 school year. (Current 57%) 55% of students will score early to or above grade level based on IReady diagnostic assessment results at the end of the year. (Current 45%) 40% of grades 3-5 students will meet or exceed the standards on SBAC ELA for the 2023-2024 school year. (Current 35%) The action plan includes focus on direct and differentiated instruction based upon current levels and grade level standards. Every student will have access to District materials and supplemental materials at their level with quality core instruction by teachers. Tier 2 support will be provided by Reading Specialists who with both in-class and pull out support to students who need	Goal Partially or Not Met	Smith was unable to meet the SBAC goal due to the fact 46% of students scored at least 1 year below grade level. Only 64% of Kinder through 2nd graders met criteria for FRSA proficiency. It is important to note, on iReady, 1st through 5th grade, 29% of students were at grade level. Although iReady, SBAC and FRSA results showed some progress across grade levels, the majority of Smith students do not have the fundamental literacy skills to be proficient or at grade level on the above tests. At the end of the 2023-24 school year on iReady, 55% of students in grade 1 through 5 met Growth Target criteria. Currently 1/3 of students receive small group instruction, intervention or tutoring.	This school year teacher efficacy will continue to be emphasized. Collaboration will continue through grade level, PDs and PDSA meetings. Teachers will analyze data, plan lessons and discuss student progress as a team. The common goal will be to increase student achievement in ELA. More time will be allotted for teachers to reflect on their PDSA cycles. They will monitor instruction and students meeting success criteria. Teachers will focus on students who need extra ELA support by providing small group differentiation or tutoring. Finally, student engagement will be targeted in all classrooms.

<p>supplemental resources and instruction in ELA. Additionally, students who are identified as significantly below grade level will be recommended for after school tutoring by an outside agency. This action plan will be monitored by ongoing PDSA cycles in which teachers collaborate, plan and analyze student data. The K-2nd Literacy lead will coach and model in classrooms. Select students will be monitored by Case Management team and discussed at monthly meetings.</p>			
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Math	<p>1) 44% of students will score Early to or Above grade level on the IReady third diagnostic math assessment at the end of the year. ( Current 34%) 35% of grades 3-5 students will score Met or Exceeded on the SBAC math assessment by the end of the school year. (Current 25%) The Math action plan also includes focus on direct and differentiated instruction by all teachers. Students will have access to Districted adopted texts and supplemental resources. Teachers will provide small group instruction for students who need preview/review of specific math concepts. Based upon iReady scores, students will be referred for math tutoring either by an outside agency or a classroom teacher. The new Math Lead will support teachers with Tier 1 instruction through coaching, modeling and collaboration. The effectiveness of the action plan will be monitored through iReady data, class assessments and District assessments. The Math Lead will meet with teachers and guide them through PDSA cycles focused on math achievement.</p>	Goal Partially or Not Met	<p>At the beginning of 2024-25 year, 46% of Smith students in grades 1-5 scored 1 level below grade level on iReady. On SBAC, 40% of students did not meet grade level competency. Overall, students did not have the fundamental skills to solve Common Core math problems. Although there was some success and growth with iReady, SBAC and math facts, students lacked the math concepts, vocabulary and reading availability to be proficient in mastering math problems. For students needing more support, Math tutoring was helpful in improving Math basic skills.</p>	<p>This school year teacher collective efficacy will continue to be emphasized. Grade level meetings, District QCIs, staff development and PDSA cycles will be facilitated by the Math Coach Lead. There will be more opportunities for teachers to analyze test data, discuss student work, plan lessons collaboratively and observe lessons by OCIPD Coaches and Math Lead. Every 6 weeks, specific time will be allotted during the school day for Grade Levels to streamline their PDSA cycles to better meet the academic needs of students and support Math proficiency. After School Tutoring or Enrichment will be offered in 2025.</p>
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English Learner	1) 43% of EL students will score early to or above grade level on the IReady third diagnostic ELA assessment at the end of the year. 35% of EL students will score early to or above grade level on the IReady third diagnostic math assessment at the end of the year. To reach these goals, the action plan will be for ELs to have increased opportunities to talk while engaging in designated and integrated ELD lessons throughout the day. The focus will be on listening and speaking activities to support engagement and understanding across the content. For students identified as "New Arrivals", a Literacy Specialist will provide pull-out small group instruction. The action plans will be monitored by District assessments and teacher observation with anecdotal records documenting language development.	Goal Partially or Not Met	The Smith student population continues to be 1/3 ELL. Ms. Roman, an Interventionist, provides support to the students designated as "New Arrivals" or at the earliest stage of English language development. After school tutoring was provided for a handful of students that showed interest in English tutoring. Several of the Literacy Specialists, focused their small group instruction around ELLs during guided reading instruction. Yet, according to ELPAC, the growth in ELD was minimal.	Integrated and Designated ELD time will be integral to daily instruction for all grade-levels. In addition, LLI and TOSAs will provide Tier Two support. This instruction will be for ELL students needing more ELD or literacy support through daily literacy lessons. Furthermore, teachers will continue to learn to use the Ellevation online platform to identify students, group students and implement lessons from the Ellevation resources. Collaboration time through meetings or PDs will be given for teachers to plan lessons using literacy and ELD scaffolds to support ELL students. The District will provide QCI trainings to assist Smith with more ideas on integrated and designated ELD lessons to support student achievement for our EL students.
Culture/Climate	1) 76% of Smith students will show a positive ranking in the Pulse Survey in the area of respecting each other (Current: 56%)76% of Smith students will show a positive ranking in the pulse survey in the area of	Goal Partially or Not Met	Smith's attendance rate was consistent enough to no longer be part of the All In initiative. Yet students are deemed to ill to be in school if they exhibit Covid-like symptoms. TK and Kinder still struggle with high absence rates	Based on the Pulse Survey, Smith will continue to concentrate on improving the students' Identity and sense of Self-Belonging. Student incentives such as Shout Outs and Bear Paws will be rewarded inside and outside the classroom. These rewards will recognize students for their behavior and academic

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

since it is the first time in school for many of the students. Proper hygiene is imperative in these classrooms. The "All In" Counselor and School counselor worked to increase attendance through incentives, parent meetings, home visits and awards assemblies during the school year. The Pulse Survey reported that 73% of Smith 4th and 5th graders felt a Sense of Belonging. Emphasis was placed on making Smith an engaging, safe and fun place to learn through school wide events built around culture and community.

achievement/growth. School wide assemblies will increase in order to honor students for their academic and personal achievements at school as well as promoting an awareness of an equity centered campus. Hopefully, by providing more incentives and engaging activities to students, their Sense of Belonging and attendance will increase as well. An emphasis will be placed on African American student attendance and ensuring a strong home-school connection in order to support students' SEL and their motivation to be present at school consistently. Lastly, there will be modifications to class schedules in 2024 to increase SEL through the Harmony curriculum.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The additional counselor time will provide direct services to support student attendance by monitoring chronic absentees and provide them with resources such as an individual contracts, home visits and collaborate with the teacher, attendance clerk and parents. The counselor will plan and develop parent workshops using a variety of community resources targeted to increase student achievement, student attendance and parenting tools. The counselor will develop and monitor that the most at-risk students are receiving intervention services through individual or small group interventions (Tier 1 and Tier 2) in academics, social, emotional or developmental needs as referred through the Case Management Team. The counselor will conduct small groups to assist students with social skills and behavioral skills for those with multiple disciplinary offenses. The counselor will make referrals for Site Based Mental Health services for students needing this intervention. (IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of common areas. (IN 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Fund 0.4 FTE for school psychologist to support Tier 2 and Tier 3 level interventions w ith students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate, Case Management Team, Counselor in the support of Social Emotional Learning and Climate/Culture of identified atpromise, ELL, and African-American students. Support IEP implementation, Threat Assessment, Suicide Assessment, of all students as well, as well. (IN 4)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

<p>Additional 50% Facilitator position will be an extension providing SEL support and meeting compliance requirements. Furthermore, the Facilitator will work on strengthening parent engagement through our school. SSC and ELAC committees have requested for staff members to work with both parents and students, alike. Since 70% of our families speak Spanish at home, the Facilitator will preferably need to be bilingual. Facilitator will be utilizing Smith Parent Center to either meet with our “At Promise Students” or hold parent workshops/conferences, and/or facilitate VIPS programs/tasks. Facilitator will invite parents to school to hold workshops/meetings to provide resources or information on helping “At-risk” students. Facilitator will also make phone calls, regarding academic progress, attendance and behavior as needed. Facilitator will help to monitor and identify “At Risk” students to help explain academic progress and interventions to parents as well. (IN 5)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>Certificated staff ( K-5nd grade) will participate in professional development and multiple coaching/PDSA sessions throughout the school year. Professional Development and coaching will be led by Literacy Team. Professional Release Days will be used to either analyze data, plan, create common assessments, collaborate and develop lessons for ELA, Math, SGI, writing, SEL and/or Guided Reading. (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Certificated staff and ILT team will plan PD sessions for staff meetings and staff release days.</p> <p>PD content will come from focus in ELA and Math, ELD and Thinking Maps. Reading Sessions will consist of unpacking reading, writing, listening and speaking standards to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard. Writing Sessions will consist of ELD and CCSS implementation using Thinking Maps, Rubrics and Mini-Lessons. Math PD planning will include Unit and Lesson design and Standards for Mathematical Practices to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard.</p> <p>The staff will focus on supporting all students by using data from student work to formulate K-5 Formative Assessment Practices to monitor student progress and to further develop Learning targets using DOK with Complex Text and High Level Tasks. Teachers will also analyze data to provide students with actionable feedback. (PD 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact



Parents and VIPs are in need of resources for Parent Center. Parents will be working to increase communication between home and school and increase safety around campus, as well. Smith Parent center will need to update its technology (computers, document camera, projector, planners etc.....) and furniture as well. Parents will need resources and materials to hold parents meetings and workshops, as well. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Parent Events: Parent community events can take place before, during or after school to increase communication between school and home. Parents will be invited to assemblies during school to increase climate and culture of school. Parent workshops will be developed and provided to parents either during or after school hours. Workshops will be provided by school staff and focus on either curriculum areas (Science, Math, English, History, P.E , and Health), test taking strategies, technology, nutrition, common core, social development and work habits. (PI 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Principal is provided with 13,000 of miscellaneous funds from SSC to cover operational expenses and emergency resources as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, student safety, furniture, supplies, assemblies, or improving the climate and culture of the school, and/replace and improve technology equipment, etc... 100% of this funds will be either taken from LCFF and/or Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Supplemental classroom material and/or resources needed to accelerate student learning throughout all grade levels ( textbooks, guided reading books, big books, student subscriptions, technology, manipulatives, p.e equipment, furniture, ext....) . Some reading supplies and/or materials will support tier II interventions, guided reading, early literacy and scaffolding. All resources will enhance classroom instruction throughout the 2022-2023 school year and beyond. (SM 2)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Additional support for field trips to provide students with experiences and develop connections between content and their community. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Principal is provided with 4,000 of miscellaneous funds from SSC to cover supplemental / academic materials as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, books, field trips, academic supplies, academic assemblies, and/or replace classroom academic resources. 100% of this funds will be either taken from Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6. (SM 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> </ul>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>

- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

3 – 5: Smarter Balanced Assessment Consortium summative Assessments

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

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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>

<p>Students not performing at grade level due to inequities in social, emotional, health, or behavioral issues and despite other interventions still need additional support through counseling services. EL  Reclassification 10, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30</p>	<p>The additional 0.5 FTE counselor time will provide direct services to support student attendance by monitoring chronic absentees and provide them with resources such as an individual contracts, home visits and collaborate with the teacher, attendance clerk and parents. The counselor will plan and develop parent workshops using a variety of community resources targeted to increase student achievement, student attendance and parenting tools. The counselor will develop and monitor that the most at-risk students are receiving intervention services through individual or small group interventions (Tier 1 and Tier 2) in academics, social, emotional or</p>	<p>All Parents, All Students, All Staff</p>	<p>LCFF \$36,099 Title 1 \$54,149 Counselor .5 FTE - LCFF 40%; Title 1 60%</p>	<p>08/19/2024 - 06/30/2025 Daily</p>	<p>Principal</p>	<p>Weekly intervention meetings with the Principal Bi-monthly Case Management Team meetings SST and IEP minutes EL Reclassification 10, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30</p>
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	<p>developmental needs as referred through the Case Management Team. The counselor will conduct small groups to assist students with social skills and behavioral skills for those with multiple disciplinary offenses. The counselor will make referrals for Site Based Mental Health services for students needing this intervention.</p>					
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<p>SSC Minutes School Satisfaction Surveys SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 40, Elementary Math - Math Facts 20</p>	<p>Principal is provided with 5,000 of miscellaneous funds from SSC to cover supplemental / academic materials as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, books, fieldtrips, academic supplies, academic assemblies, and/or replace classroom academic resources. 100% of this funds will be either taken from Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6.</p>	<p>Low SES, Identified At-Risk Students</p>	<p>Title 1 \$5,000 Materials - Title 1 100%</p>	<p>08/19/2024 - 06/30/2025 Quarterly</p>	<p>Principal, and SSC</p>	<p>SSC Minutes School Satisfaction Surveys SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 40, Elementary Math - Math Facts 20</p>
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<p>Teachers need to increase student engagement and to differentiate instruction in their classrooms. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 20, Elementary Math - Math Facts 20</p>	<p>Supplemental classroom material and/or resources needed to accelerate student learning throughout all grade levels ( textbooks, guided reading books, big books, student subscriptions, technology, manipulatives, p.e equipment, furniture, ext....) . Some reading supplies and/or materials will support tier II interventions, guided reading, early literacy and scaffolding. All resources will enhance classroom instruction throughout the 2022-2023 school year and beyond.</p>	<p>Low SES, Identified At-Risk Students</p>	<p>Title 1 \$10,000 Materials - Title 1 100%</p>	<p>08/19/2024 - 06/30/2025 Daily</p>	<p>Principal, ICC and Literary Teachers, and Classroom Teachers</p>	<p>Principal and Literacy Techers will monitor and conduct classroom observations to see if students are using appropriate materials and/or resources. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 20, Elementary Math - Math Facts 20</p>
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Student engagement needs to be increased, and ELA and math curriculum needs to be integrated into art lessons, as well. Culture-Climate Survey (Student-Staff) 60, Elective Curriculum 40	\$5,000 will be set aside to cover any costs associated with Smith's Art Lab. Supplemental art material and/or resources are needed throughout the school year to support the learning of art of all students throughout the 2024-2025 school year.	Low SES, Identified At-Risk Students	LCFF \$5,000 Materials - LCFF 100%	08/19/2024 - 06/30/2025 Daily	Principal, and Classroom Teachers	Principal, ICC, and program facilitator will monitor and conduct classroom observations to see if students are using appropriate materials and/or resources. Culture-Climate Survey (Student-Staff) 60, Elective Curriculum 40
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<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
TK and Kinder teachers will hold an informational meeting/orientation at the end of summer to transition students to being in school as well as informing the parents of the developmental stages and expectations from TK to Kindergarten.	Counselors will have several parent meetings in English and Spanish explaining the "school of choice" process for 5th grade students. Counselors will also visit classrooms and prepare 5th grade students about the protocols and expectations of middle school.	

## Accountability Measure 2: Organizational Climate

### Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
<p>Parent involvement needed. After the YMCA family center left Smith, parents are asking for more opportunities to be involved in school. Elementary Reading - FRSA 30, Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>	<p>Additoinal 50% Facilitator position will be an extension providing SEL support and meeting compliance requirements. Furthermore, the Facilitator will work on strengthening parent engagement through our school. SSC and ELAC committees have requested for staff members to work with both parents and students, alike. Since 70% of our families speak Spanish at home, the Facilitator will preferably need to be bilingual. Facilitator will be utilizing Smith Parent Center to either meet with our "At Promise Students" or hold parent workshops/conferences, and/or facilitate VIPS programs/tasks. Facilitator will invite parents to school to hold workshops/meetings to provide resources or information on helping "At-risk" students.</p>	<p>LCFF \$31,604 Title 1 \$58,694 Program Facilitator .5 FTE - LCFF 35%; Title 1 65%</p>	<p>08/19/2024 - 06/30/2025 Biweekly</p>	<p>Principal</p>	<p>Counselor, Tosa, and Principal will meet biweekly to determine steps to increase parent support across our school.</p>

	Facilitator will also make phone calls, regarding academic progress, attendance and behavior as needed. Facilitator will help to monitor and identify "At Risk" students to help explain academic progress and interventions to parents as well. Facilitator will also be the ELA lead for grades K-2.				
The need for instructional materials, facilities repair, and materials to improve or maintain a positive school climate will arise throughout the year. The site needs flexibility to purchase the materials quickly in order to maintain a safe and effective learning environment for our students. Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30, Basic Services 10	Principal is provided with 5,000 of miscellaneous funds from SSC to cover operational expenses and emergency resources as necessary throughout the year. All expenses will be reported to school Site Council and need to support academic achievement, student safety, furniture, supplies, assemblies, or improving the climate and culture of the school, and/replace and improve technology equipment, etc... 100% of this funds will be either taken from LCFF and/or Title One to support Local Control and Accountability Plan Goals priority areas 1 and 6.	LCFF \$5,000 Materials - LCFF 100%	08/19/2024 - 06/30/2025 Quarterly	Principal, and SSC	SSC Minutes School Satisfaction Surveys

### Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Our data shows an ELA gap between EOs/FEPS and English Learners and other students at-risk. Teachers need time to reflect and understand new practices using CCSS, and RTI and the connection between the two to better support students. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 10	Certificated staff will plan PD sessions for staff meetings and staff release days. Certificated staff will also develop lessons and create assessments needed. PD content will come from focus in ELA and Math, ELD and Thinking Maps. Reading Sessions will consist of unpacking reading, writing, listening and speaking standards to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard. Writing Sessions will consist of ELD and CCSS implementation using Thinking Maps, Rubrics and Mini-Lessons. Math PD planning will include Unit and Lesson design and Standards	Title 1 \$7,478 Teacher Hourly Extra Comp ( 8 ) for 10 hours annually - Title 1 100%	08/19/2024 - 06/30/2025 Monthly	Certificated staff providing PD and paid at hourly rate.	Staff participation in sessions and exit surveys from the PD session. Collaborative Inquiry Walkthrough data and feedback.

	for Mathematical Practices to identify task analysis and assessments to match instructional formative assessment strategies so that students can master the standard. The staff will focus on supporting all students by using data from student work to formulate K-5 Formative Assessment Practices to monitor student progress and to further develop Learning targets using DOK with Complex Text and High Level Tasks. Teachers will also analyze data to provide students with actionable feedback.				
Professional Development for Math, EL and SEL Needed. - 2 full day subs per teacher (26 total) SBAC ELA 30, SBAC Math 20, Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 20	Certificated staff ( K-5nd grade) will participate in professional development and mutiple coaching/PDSA sessions throughout the school year. Professional Development and coaching will be led by Litereacy Team. Professional Release Days will be used to either analyze data, plan, create common assessments, collaborate and develop lessons for ELA, Math, SGI, writing, SEL and/or Guided Reading.	Title 1 \$12,448 Substitute teacher full day ( 23 ) for 2 days - Title 1 100%	08/19/2024 - 06/30/2025 Semester	- Literacy Teachers. - Substitute teachers used to release certificated	Teacher participation in sessions and exit survey slips at the end of planning sessions. Principal RD agenda, GL data, notes and classroom walk-through feedback.

## Describe Teacher Involvement

Smith will be reestablishing school Committees this year. Every teacher and support staff will take part in the following committees to improve student achievement and the culture and climate of our school: Leadership, Parent /Community Involvement, Equity and Cultural Relevance, School Wide Events, School Climate/Team Building and "Guidelines for Success", Staff will also participate in PDSA cycles to build collaboration amongst grade levels and consistency of ELA and Math instruction.

## Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
There is a need for more parents to be involved in school events and activities, which will promote a positive school environment and increase the safety of all stakeholders, as well as Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 80	Parents and VIPS are in need of resources for Parent Center. Parents will be working to increase communication between home and school and increase safety around campus, as well. Smith Parent center will need to update its technology (computers, document camera, projector, planners etc.....) and furniture as well. Parents will need resources and materials to hold parents meetings and workshops, as well.	Par Inv \$2,000 Materials - Par Inv 100%	08/19/2024 - 06/30/2025 Trimester	Principal, Secretary Community Worker Counselor	Parents will take leadership roles in school events. Parents will meet with principal every 2 months to determine next steps.

<p>According to parent school needs assessment, parents have identified a need to increase their knowledge about strategies to help their children with SEL, and academic needs to support school efforts. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 80</p>	<p>Parent Events: Parent community events can take place before, during or after school to increase communication between school and home. Parents will be invited to assemblies during school in increase climate and culture of school. Parent workshops will be developed and provided to parents either during or after school hours. Workshops will be provided by school staff and focus on either curriculum areas (Science, Math, English, History, P.E , and Health), test taking strategies, technology, nutrition, common core, social development and work habits.</p>	<p>Par Inv \$2,386 Services - Par Inv 100%</p>	<p>08/19/2024 - 06/30/2025 Monthly</p>	<p>Classroom Teachers, Counselor, Office Clerk, Literacy Team and Principal</p>	<p>Exit surveys will be evaluated after workshops to determine next steps.</p>
<p>More than 70% of the families speak Spanish as their primary language. There is a need for greater family participation in school-wide events, conferences, and workshops. Parents have identified the need for translation of materials sent home. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 80</p>	<p>Provide translation at school-wide events such as Back to School Night, Conferences, Workshops, and Family Nights. Translations can take place before or after working hours, as well. Translations of written material and parent resources will also be needed. Additional after school events will also need the support of both classified and certificated staff.</p>	<p>Par Inv \$414 OT - Senior Office Assistant ( 1 ) for 4 hours annually - Par Inv 100% OT - Senior Office Assistant ( 1 ) for 4 hours annually - Par Inv 100%</p>	<p>08/19/2024 - 06/30/2025 Quarterly</p>	<p>Office Supervisor and Principal</p>	<p>Sign-in sheets Parent surveys Title I documents Compliance Documents</p>





### School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	157620
Title I Parent and Family Involvement (3008)	5330

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	77000

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

Midyear Adjustments:

*The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.*

### **Title I Reservations**

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

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

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

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

### **Homeless Education**

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

### **Research/TISB LROIX Development**

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

### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

**Youth Orchestra**

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

**Assistance to Schools****Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

**Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**CORE**

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

**APEX Online**

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

**Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

**Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Hugo Figueroa	
Staff	Classroom Teacher	Angela Boone	06-30-2025
Staff	Classroom Teacher	Lorena Esquivias	06-30-2025
Staff	Classroom Teacher	Lisa Oliver	06-30-2025
Staff	Other School Personnel	Tamara Herrera	06-30-2025
Community	Parent/Community Member	█████ Monzon	06-30-2025
Community	Parent/Community Member	██████████ Luna	06-30-2026
Community	Parent/Community Member	█████ Iniguez	06-30-2026
Community	Parent/Community Member	██████████ Caldwell	06-30-2026
Community	Parent/Community Member	█████ Hancock	06-30-2026

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████████ Martinez
DELAC Representative	Parent of EL Student (required)	██████████ Romero
Principal or Designee	Staff Member (required)	Hugo Figueroa
Secretary	Parent of EL Student (required)	██████ Meza

Name	Representing
██████ Monzon	Parent of EL Student
██████ Carrillo	Parent of EL Student
██████████ Toch	Parent of EL Student
██████ Iniguez	Parent of EL Student
██████ Gonzalez	Parent of EL Student
██████ Try	Parent of EL Student
██████████ Luna	Parent of EL Student
██████ Ung	Parent of EL Student
Tamara Herrera	Staff Member





## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/14/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC parents stated there is a need for more parent workshops in the areas of SEL, math and literacy so that they can support their children at home with student achievement. It was suggested that Parent workshops continue this year in both SEL and academic areas to support academic and behavioral achievement of Smith’s ELLs. Also, parents would like assistance from EEP office with the VIPS process and Parent University resources so that they can support ELL students in the classroom, cafeteria and playground as well.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades Other: Counseling and Behavioral referrals due to SEL issues.
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/22/2024
6. What was SSC's response to ELAC recommendations?	SSC recommended to continue parent workshops throughout the school year in academics and SEL. Smith will host one parent workshop a month facilitated by Smith staff as well as promoting District workshops on site and throughout LBUSD.



## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/22/2024
2. The SSC approved the **Home-School Compact** on 09/24/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/24/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/19/2024, 09/20/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/22/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

### LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

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

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

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



## HOME-SCHOOL-STUDENT COMPACT 2024-25

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

### Smith Elementary School pledges to:

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

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

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Principal's signature

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Teacher's signature

### As a parent I pledge to:

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

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

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Parent's signature

---

Date

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

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

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

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

\_\_\_\_\_  
Date



## CONTRATO HOGAR-ESCUELA. ESTUDIANTE 2024-2025

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

### La Escuela Primaria Smith promete:

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

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

Firma de la Director

Firma del Maestro(a)

*Mr. Hugo Figueroa*

### Como padre yo prometo:

- o Enviar a mi hijo(a) a la escuela todos los días, a tiempo, en su uniforme, y listo(a) para aprender,
  - o Asistir a los programas importantes de la escuela incluyendo Noche de Regreso a la Escuela, Casa Abierta, y Conferencias de Padres.
  - o Leer y escuchar a mi hijo/a leer todas las noches como lo requiere "Read to Succeed", el Club de Lectura en Casa de Smith.
  - o Participar en comunicación abierta con el maestro(a) de mi niño(a) con respecto a su progreso académico y social.
  - o Proporcionar apoyo para que termine su tarea escolar.
  - o Servir de voluntario(a) en la escuela cuando sea posible.
  - o Reforzar las Guías para Éxito de Smith para el buen comportamiento y carácter.
- Los padres se hacen responsables por el costo financiero de libros y materiales dañados o perdidos o de propiedad de la escuela.
- Revisar la mochila de mi hijo/a cada día para revisar papeles por parte del maestro o de la oficina y regresar firmados los documentos importantes.

Yo entiendo de que por razones de seguridad, no debo dejar mi carro estacionado en medio de la calle y bloquear a otros carros que están entrando o saliendo de un estacionamiento. Yo voy a seguir todas las reglas de tráfico para la seguridad de mis hijo/a.

Yo entiendo de que tengo proveer identificación para poder entrar a la escuela.

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

Firma del Padre o Tutor

Fecha

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Como estudiante yo prometo:

Venir a la escuela todos los días en uniforme preparado(a) para aprender, a menos que esté enfermo(a).

Terminar toda mi tarea escolar limpia y regresarla a tiempo.

Ser un estudiante responsable de mi comportamiento tomando buenas decisiones en clase y patio de juegos.

Hacer lo mejor que pueda en la escuela prestando atención en clase y siguiendo las instrucciones.

Obedeciendo las Guías para Éxito de Smith. Demostrar un Comportamiento Académico.

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

Firma del Estudiante

Fecha

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# Smith Elementary School

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



## Parental Involvement Guidelines 2024-2-25

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

### PART I

Smith agrees to implement the following requirements:

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

### PART II.

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

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



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

### **PART III**

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

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

### **PART IV.**

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

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

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

\* \* \* \* \*

PART V. ADOPTION

This Smith Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 09/26/2024 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before next school site council meeting. Smith Elementary, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

*Hugo Figueroa*

\_\_\_\_\_  
Signature of Principal

09/26/2024

\_\_\_\_\_  
Date



# Smith Elementary School

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



## Guía de la participación paternal 2024-2025

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

### PARTE I

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

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

### PARTE II.

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

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

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

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

### **PARTE III**

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

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

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

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

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

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

\* \* \* \* \*

**PARTE V. ADOPCIÓN**

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo con los padres de los niños participantes en los Programas del Título 1 Parte A. Estas Guías fueron adoptadas por los miembros del SSC en 09/26/2024 y serán efectivas por un periodo de 1 año. La escuela proveerá una copia de las Guías a padres en o antes de la próxima junta del concilio escolar. Smith Elementaría proveerá, cuando sea posible, una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

*Hugo Figueroa*

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(Firma de la Directora)

09/26/2024

(Fecha)