

School Year: 2018-19



School Plan for Student Achievement (SPSA) Template

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 (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Agnes L. Smith Elementary School
Address	770 17th Street Huntington Beach, CA 92648
County-District-School (CDS) Code	30-66530-6028831
Principal	Deborah Randall
District Name	Huntington Beach City School District
SPSA Revision Date	October 4, 2018
Schoolsite Council (SSC) Approval Date	October 8, 2018
Local Board Approval Date	November 13, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision - Smith Elementary School will provide opportunities for high academic achievement and creative learning to all students.

Mission - Our mission is to provide optimal instruction in a safe learning environment in which all students feel successful and prepared for a 21st century career or college future.

School Profile

Smith Elementary School was built in 1950, and is located in south Huntington Beach, three blocks from the Pacific Ocean. Smith School is a learning community of 744 students in grades K - 5, 50 teachers and support staff, and a thriving extended family of parents and community partners. The classrooms are equipped with Smartboards, document cameras and multiple computers. Our school is a welcoming, safe, clean, attractive campus which provides an optimal learning environment and is an asset to our community. Smith School was recognized as a California Gold Ribbon School and as a California Title I High Achievement School in 2016. All stakeholders of the Smith Surfers learning community strive to continually improve and be the very best we can be, as we "Ride the Wave to Success."

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Smith Elementary School staff along with the PTA, School Site Council, and ELAC members, were consulted in creating and implementing the SPSA (School Plan for Student Achievement) and annual review. The Student Senate was also apprised and asked of their opinions concerning school goals and future endeavors to ensure continuous improvement in all areas of our school's pursuit of success.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	0.5%	0.50%	6	4	4
African American	1.1%	1.1%	1.12%	9	9	9
Asian	5.3%	6.0%	6.72%	45	50	54
Filipino	0.4%	0.6%	0.50%	3	5	4
Hispanic/Latino	21.3%	21.7%	22.26%	180	180	179
Pacific Islander	0.2%	0.1%	0.12%	2	1	1
White	63.6%	59.8%	58.08%	537	496	467
Multiple/No Response	6.9%	0.8%	1.37%	58	7	11
Total Enrollment				844	829	804

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	115	105	104
Grade 1	152	119	117
Grade 2	131	143	119
Grade 3	175	141	140
Grade 4	135	172	144
Grade 5	136	149	180
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Total Enrollment	844	829	804

Conclusions based on this data:

1. The enrollment has declined in the past several years.

2. Our student diversity continues to be fairly consistent over the past several years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	39	43	47	4.6%	5.2%	5.8%
Fluent English Proficient (FEP)	31	50	53	3.7%	6.0%	6.6%
Reclassified Fluent English Proficient (RFEP)	0	15	8	0.0%	38.5%	18.6%

Conclusions based on this data:

1. The percentage of English Learner students has steadily increased over the past three years.
2. There was a significant increase in the reclassified fluent English proficient percentage of students from 2015-2017, and an 19.9% decrease in percentage from 2018 compared to the previous year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	174	139	141	173	136	139	172	136	138	99.4	97.8	98.6
Grade 4	139	173	141	138	171	140	137	171	139	99.3	98.8	99.3
Grade 5	137	148	179	134	145	177	134	145	176	97.8	98	98.9
All Grades	450	460	461	445	452	456	443	452	453	98.9	98.3	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2445.	2451.	2472.	31	35.29	42.75	24	27.94	31.88	27	22.79	15.94	17	13.97	9.42
Grade 4	2500.	2495.	2524.	36	33.92	48.92	29	30.99	25.90	22	18.13	13.67	12	16.96	11.51
Grade 5	2528.	2545.	2542.	32	31.72	38.64	31	43.45	32.95	13	11.72	9.66	24	13.10	18.75
All Grades	N/A	N/A	N/A	33	33.63	43.05	28	34.07	30.46	21	17.48	12.80	18	14.82	13.69

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	29	37.50	47.10	49	40.44	41.30	22	22.06	11.59	
Grade 4	38	37.43	39.57	47	45.03	49.64	15	17.54	10.79	
Grade 5	38	40.28	39.77	39	49.31	41.48	23	10.42	18.75	
All Grades	35	38.36	41.94	46	45.01	43.93	20	16.63	14.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	31.62	44.20	47	48.53	43.48	19	19.85	12.32
Grade 4	34	33.33	47.48	53	51.46	41.01	13	15.20	11.51
Grade 5	40	36.81	44.32	36	49.31	39.77	24	13.89	15.91
All Grades	36	33.92	45.25	45	49.89	41.28	19	16.19	13.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	24.26	28.99	77	64.71	65.22	6	11.03	5.80
Grade 4	22	25.15	30.22	67	64.91	66.19	11	9.94	3.60
Grade 5	22	27.08	25.57	69	65.28	61.93	10	7.64	12.50
All Grades	20	25.50	28.04	71	64.97	64.24	9	9.53	7.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	36.03	40.58	51	50.00	51.45	21	13.97	7.97
Grade 4	33	33.33	43.88	55	52.63	44.60	12	14.04	11.51
Grade 5	38	37.50	47.73	54	50.69	38.07	7	11.81	14.20
All Grades	33	35.48	44.37	53	51.22	44.15	14	13.30	11.48

Conclusions based on this data:

1. Analysis of our data reveals a positive trend of 75% have met or exceeded standards.
2. Interventions will be provided for students in the Nearly Met achievement level to ensure successfully meeting the standards in the future.
3. Interventions will be provided for the students who did not meet the standards through either special education or Title I intervention and support.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	174	138	141	174	136	139	173	136	139	100	98.6	98.6
Grade 4	139	173	141	138	171	139	137	171	139	99.3	98.8	98.6
Grade 5	137	148	179	134	144	177	134	144	177	97.8	97.3	98.9
All Grades	450	459	461	446	451	455	444	451	455	99.1	98.3	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2456.	2460.	2489.	25	30.15	50.36	42	30.88	25.90	19	26.47	16.55	14	12.50	7.19
Grade 4	2512.	2511.	2522.	29	33.92	41.01	45	32.16	35.25	19	23.98	15.11	7	9.94	8.63
Grade 5	2522.	2543.	2538.	24	31.25	35.59	30	29.17	26.55	28	26.39	21.47	18	13.19	16.38
All Grades	N/A	N/A	N/A	26	31.93	41.76	39	30.82	29.01	22	25.50	18.02	13	11.75	11.21

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	43	47.79	62.59	38	34.56	29.50	18	17.65	7.91	
Grade 4	50	50.29	58.27	34	31.58	28.78	15	18.13	12.95	
Grade 5	31	39.58	45.20	37	40.28	32.20	31	20.14	22.60	
All Grades	42	46.12	54.51	37	35.25	30.33	21	18.63	15.16	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	39.71	48.92	50	47.06	41.73	14	13.24	9.35
Grade 4	36	38.60	37.41	48	46.20	48.20	15	15.20	14.39
Grade 5	30	36.11	36.16	49	46.53	48.02	22	17.36	15.82
All Grades	34	38.14	40.44	49	46.56	46.15	17	15.30	13.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	33.82	53.62	53	51.47	34.78	10	14.71	11.59
Grade 4	42	43.27	45.32	45	42.69	45.32	13	14.04	9.35
Grade 5	21	29.17	30.51	58	56.94	52.54	21	13.89	16.95
All Grades	34	35.92	42.07	52	49.89	44.93	14	14.19	13.00

Conclusions based on this data:

1. Students identified in the Not Met bracket of achievement will be provided support through either special education, Title I intervention, or differentiated instruction in the general education classroom..
2. Small Group Intervention through Title I funding of certificated support personnel, will be placed on students in the Nearly Met achievement level to ensure students are meeting standards.
3. Teachers are recommended to utilize practice tests to help be prepared for the testing session.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1457.7	1454.0	1465.8	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				52

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	34	65.38	14	26.92	*	*	*	*	52

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	41	78.85	*	*	*	*	*	*	52

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			12
Grade 1	*	*					*	*	*
Grade 2	*	*			*	*			*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	27	51.92	*	*	13	25.00	*	*	52

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	100.00					12
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	41	78.85	*	*	*	*	52

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*			*	*	*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	39	75.00	*	*	*	*	52

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	25	48.08	20	38.46	*	*	52

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	26	50.00	24	46.15	*	*	52

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. There is room for improvement in all areas measured of this report.
2. Our team will make a conscious effort to utilize all interventions before suspension of a student.
3. Attention will be given to implementing First Best Instruction in all content areas and in implementing district programs with fidelity, for continued improvement.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. The site and district SARB program will have an impact on improving attendance rates.
2. Recognition of perfect attendance and excellent attendance will be provided for the entire student body in awards assemblies and electronic newsletters showing attendance as a priority for learning at our school.
3. Students and families will be given resources and supports to assist them in getting children to school and in finding success at school and home.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The "Growth Mindset" mantra is reminded to students and staff in morning announcements, Making Positive Choices assembly is scheduled for the third week of October, with a "tune-up" assembly by Phoenix House on making positive choices, in January. We will also have monthly Character Counts recognition and will be utilizing Phoenix House "Lunch Bunch" small group counseling for thirty-two students so far, for students identified with needs in varied areas.
Fifth Grade students receive Phoenix House Character Education curriculum, and the Second Step character lessons are used in every grade level.
2. Again as a staff, we will collectively work to implement every intervention and resource available so as not to have to use suspension as a means to change unwanted behavior.
3. There is room for improvement in most of the areas measured. We are forming new clubs (School Newspaper) and empowering students with more confidence-building opportunities. (Reading morning announcements, helping at assemblies, tutoring small groups of primary grade students in their recess time (1x/per week), etc.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Our EL students have maintained a "very high" favorable rate in regard to suspensions, at 0%.
2. The EL student population has increased by 3.2% maintaining the "high" level in overall progress.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2018 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- Although scores increased overall there is work to be done in particular with our special needs, Hispanic and English Learner populations.
- We will work to best utilize our resources to improve the areas aforementioned.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. 70.77% of 3rd-5th gr. students met or exceeded standards in math on the 2018 SBAC, and there has been continual progress over the last three years.

2. Intervention such as small group instruction with a certificated teacher, and differentiating instruction, will take place to target needed areas.
3. Although there are significant improvements, there is room to improve in the subgroups of our Students with Special Needs, Hispanic, and English learners.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2017	2018

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2017

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2017	2018

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2017	2018

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The EI population has progressed in both Ela and math content areas.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2017	2018
Suspension	()	()

Conclusions based on this data:

1. All interventions and resources will be utilized before resorting to suspension of students.
2. Phoenix House and Outreach counseling will be utilized fully including the fifth grade character resiliency curriculum, "Lunch Bunch" small group counseling sessions, and individual counseling.
3. Counselors and staff will refer families and students to Phoenix House Family Strengthening services when applicable and will also refer 5th grade families and students to the HOPE Scholars mental health services for deeper level counseling and mental wellness.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2016	2017	2018

Graduation

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- In regard to suspensions, although proud of the accomplishments of our Asian and Hispanic subgroups, there is clearly still much to do for improving in our groups of White, Students with Disabilities, as well as with the Two or More Races subgroup.

2. Students with Disabilities, Hispanic, and Low Socioeconomic need supports/interventions for improvement in English language arts.
3. Students with Disabilities also need support for improving in the math content area. Intervention will take place and all resources provided to improve.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Common Core ELA (English Language Arts)

Goal Statement

By June 2019, 80% of all 3rd-5th graders will meet or exceed standards in ELA (English Language Arts) based on SBAC results.

LCAP Goal

LCAP Goals: Implement curriculum and materials aligned to Common Core State Standards and continue district-wide instructional professional development.

Basis for this Goal

SBAC, DIBELS Next and Benchmark assessments for trimesters 1, 2 and 3; common formative and summative grade-level assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC, DIBELS Next, AWP (Articulated Writing Prompt)	75% met or exceeded on 2018 SBAC	80% will meet or exceed ELA in the 2019 SBAC

Planned Strategies/Activities

Strategy/Activity 1

Teachers in their grade level PLCs, will use release days for planning lessons, sharing strategies, and resources.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Teachers, Principal, Assistant Principal, Lead Teachers, ELA Coaches

Proposed Expenditures for this Strategy/Activity

Amount	3150.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Substitute Release Time, for PLC (professional learning community) planning and collaboration (21 days at 150.00/substitute teacher)

Strategy/Activity 2

Purchase supplemental non-fiction reading materials such as books, Scholastic News, Time for Kids, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	supplemental non-fiction reading materials

Strategy/Activity 3

Continue implementation of Accelerated Reader to improve reading fluency and motivate students.

Students to be Served by this Strategy/Activity

All students will have the opportunity to use the Accelerated Reader (AR) program to improve reading comprehension and fluency.

Timeline

2018-2019 school year

Person(s) Responsible

Teachers, Principal, Assistant Principal, Ela Coaches

Proposed Expenditures for this Strategy/Activity

Amount	6,600.00
Source	Parent-Teacher Association (PTA)
Budget Reference	0000: Unrestricted
Description	Reading intervention

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Common Core Math

Goal Statement

By June 2019, all 3rd-5th grade students collectively, will improve math scores to 83% meeting or exceeding standards.

LCAP Goal

Implement curriculum and materials aligned to Common Core State Standards and continue district-wide professional development.

Basis for this Goal

SBAC, common, formative, summative assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC, benchmarks and publisher tests	SBAC overall math 3rd-5th Gr. score 77% met or exceeded standards	Increased overall math scores to 83% meets or exceeds on 2019 SBAC.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will use release days for planning, collaborating, and sharing resources for math instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Teachers, math coaches

Proposed Expenditures for this Strategy/Activity

Amount	3,150.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Providing substitutes for release time for teachers (grade level PLCs) for strengthening math instruction through collaboration, planning, and sharing resources.

Description

Teachers will continue to utilize Facts Wise, STMath, Number Talks, CGI (Cognitive Guided Instruction) along with the core curriculum to strengthen the math learning for all students.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Common Core Instruction (English Learners)

Goal Statement

By June 2019, 43% of 3rd-5th grade English Learners will meet or exceed standards, on the 2019 SBAC Ela assessment.

LCAP Goal

LCAP Goal: Provide Effective Common Core State Standards instruction to all students

Basis for this Goal

SBAC, ELPAC, DIBELS Next and AWP.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC, LCAP, DIBELS Next, AWP	38% of the 3rd-5th grade English Learners met or exceeded standards on the 2018 SBAC ELA assessment.	43% of 3rd-5th grade English Learners will meet or exceed standards in the 2019 SBAC ELA assessment.

Planned Strategies/Activities

Strategy/Activity 1

Provide small group reading intervention by certificated personnel five days per week for 30-45 minute sessions.

Students to be Served by this Strategy/Activity

English Learners (as well as special education students, low socio-economic, students not meeting standards in Ela, and homeless/foster care children).

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Teachers, Intervention Instructors, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

65,122.41

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading intervention instruction will be provided for English Learners who have not met standards in ELA on the SBAC.or who are in the lower levels of the ELPAC.
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Weekly support for EL students by district classified bilingual instructional aide.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Increase the impact of instruction on the learning of all Smith students through a focus on consistent use of current, effective instructional practices as well as staff development on additional best practices in identified areas of need in ELA and Math. Staff will continue to implement the following strategies and instructional programs that increase student learning; Thinking Maps, Write from the Beginning, Direct Interactive Instruction (DII), Accelerated Reader, Ticket to Read, ST Math, Number Talks, Cognitively Guided Instruction (CGI), and Extending Children's Mathematics (ECM). Select staff members will implement Daily Five and CAFE strategies. Our agreed upon focus for all staff will be on teaching specific reading comprehension strategies, embedding technology in all areas of the curriculum and using data to drive our instruction. All staff will implement District-wide initiatives to increase student achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC, DIBELs, common, formative, and summative assessments	Growth in SBAC results in ELA and math	Ela Increased from 63% to 75%; math increased from 64% to 77%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Principal will purchase, "The Writing Strategies Book" by Jennifer Serravallo for all teachers and send five teachers as well as the assistant principal to the conference on reading and writing strategies.	Teachers implemented strategies from the purchased book, "The Writing Strategies Book."	Conference 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Professional Development (PI Schools) 1,254	Conference attended 5800: Professional/Consulting Services And Operating Expenditures Title I 1,254
We will continue coaching and implementation of Cognitively Guided Instruction in grades kindergarten, first, and second. Third, fourth and fifth grade staff will continue implementation and coaching of ECM. Teachers will collaborate to effectively implement ECM professional development.	Continued coaching took place.	Professional Development in Math instruction 1000-1999: Certificated Personnel Salaries District Funded 1,875	Professional Development -Math 1000-1999: Certificated Personnel Salaries District Funded 1875
We will continue implementation of Accelerated Reader. The school-wide Accelerated	Continued the Accelerated Reader Program	Reading program 0000: Unrestricted Parent-	Reading program 0000: Unrestricted Parent-

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Reader incentive program will be adjusted to reward students for achieving both an average of 85% reading comprehension and completion of their individual reading goal. Principal will continue to acknowledge successful students at the Trimester Awards Assembly at the end of each trimester.		Teacher Association (PTA) 8,000	Teacher Association (PTA) 8,000
We will continue implementation of ST Math and the Fluency component. Grade level classrooms will be recognized for having the highest percentage of syllabus progress monthly.	Implemented the STMath program	Math supplemental program 5000-5999: Services And Other Operating Expenditures District Funded	Math program 5000-5999: Services And Other Operating Expenditures District Funded
Select teachers will continue implementation of The Daily Five and CAFE reading strategies for best first instruction. Membership will be provided to access the website resources.	Continued implementation of Daily Five and CAFE	Reading Instruction 5000-5999: Services And Other Operating Expenditures General Fund 500	Reading programs 5000-5999: Services And Other Operating Expenditures General Fund 500
We will purchase a site license for the computer program, Ticket to Read, to give students opportunities to practice phonics and reading skills.	Purchased and used the program, Ticket to Read	Reading Intervention 5000-5999: Services And Other Operating Expenditures General Fund 2,450	Reading program 5000-5999: Services And Other Operating Expenditures General Fund 2450
The school librarian will purchase informational text based books to support classrooms implementation of common core standards. Current popular fiction will be added to support reading.	Books were purchased and used.	Reading Program 4000-4999: Books And Supplies General Fund 2,000	Reading Program 4000-4999: Books And Supplies General Fund 2,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Principal will provide the instructional resource, Time for Kids or Scholastic News for each grade level to increase access to non-fiction text.	Periodicals were purchased and used.	Reading Program 4000-4999: Books And Supplies General Fund 1,411	Reading Program 4000-4999: Books And Supplies General Fund
Smith school will purchase classroom supplies and materials to support implementation of CCSS.	Purchased supplies, materials.	Instructional Materials 0000: Unrestricted General Fund 11,200	Instructional supplies and materials 0000: Unrestricted General Fund 11,200
Smith School will send all first and third grade teachers to the OCDE Factwise training to implement this fluency program at Smith.	Staff attended professional development	Professional Development 0000: Unrestricted Title I Part A: Professional Development (PI Schools) 2,700	Professional Development 0000: Unrestricted Title I Part A: Allocation 2,700

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of the professional development, materials, and programs were used as intended and with fidelity.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There was an increase of 12% in ELA and 13% in math on the SBAC from 2017 to 2018.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

n/a

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Support individual student learning through the development and implementation of common and consistent intervention in all core subject areas and at all grade levels across the school. We will ensure that all students receive the interventions that they need to make progress toward grade level standards through an aligned implementation of interventions and inclusive practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC, DIBELs, common, formative, and summative assessments	improved scores, growth in learning	SBAC increased scores in ELA (12%) and math (13%)

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Two reading intervention teachers will be hired to provide intervention instruction for students identified for intervention in the area of reading and math.	Intervention teachers hired for targeted students	Reading Intervention 1000-1999: Certificated Personnel Salaries Title I 62,886	Reading Intervention 1000-1999: Certificated Personnel Salaries Title I 62,886
Implement a reading intervention program for primary and upper grade students using intervention materials from Voyager/Sopris' Passport and Rewards intervention program. Student licenses and materials to support the program will be purchased.	Intervention programs were purchased and used	Reading Intervention Materials 5000-5999: Services And Other Operating Expenditures Title I 600	Reading Intervention Materials 5000-5999: Services And Other Operating Expenditures Title I 600
Teachers will meet to analyze student achievement data from common grade-level and benchmark assessments to guide instructional	Teacher release time for data analysis/collaboration	Collaboration 1000-1999: Certificated Personnel Salaries District Funded 2,382	Collaboration 1000-1999: Certificated Personnel Salaries District Funded 2,382

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
practice and support student academic progress.			
Provide an after school intervention program to support students academics and learning Spanish using the program Rosetta Stone.	After school language support (Rosetta Stone)	0001-0999: Unrestricted: Locally Defined District Funded 1500	After school language support (Rosetta Stone) 0001-0999: Unrestricted: Locally Defined District Funded 1500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies/activities were used with fidelity to achieve the articulated goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The programs and implementation were effective in a significant increase in SBAC scores from the previous year in both Ela (up 12%) and math (up 13%).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

n/a

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

To successfully implement Common Core State Standards, Smith School will focus on addressing and improving school climate and culture. Teachers will be provided opportunities to collaborate All students (Smith Surfers) will treat each other with respect, take responsibility for their learning, and strive for a safe school and a positive climate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Discipline referrals, suspension rate, survey results	a decrease in referrals, less suspensions, favorable survey results	decrease in referrals, increase in family and staff school climate (+4%)

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide time for staff to work collaboratively in order to analyze data and plan first best instruction in teaching Common Core State Standards. Substitute teachers will be used to release teachers to work together in PLCs.	Time was used to collaborate	Collaboration 1000-1999: Certificated Personnel Salaries General Fund 3,280	Collaboration 1000-1999: Certificated Personnel Salaries General Fund 3,280
Continue to implement our Positive Behavior Intervention System (PBIS). All teachers will focus on our monthly character traits through literature books.	PBIS used; character traits literature used	Literature on Character Traits 4000-4999: Books And Supplies General Fund 430	Literature on character traits 4000-4999: Books And Supplies General Fund 430
We will contract with Outreach Concern for counselors to support our students social-emotional and academic needs.	Outreach Counselors were utilized	Counseling 0000: Unrestricted District Funded	Counseling services 0000: Unrestricted District Funded
To improve kindergarten lunch area, school will purchase new lunch tables to replace the current rusted tables..	new K lunch tables were purchased	Lunch Environment 0000: Unrestricted Donations 6,342	Lunch environment 0001-0999: Unrestricted: Locally Defined Donations 6,342

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Implementation was successful and effective.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Implementation had a positive outcome with less referrals and higher favorability in family and staff school climate survey results.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The suspensions did not decrease as planned, however suspensions were a last means after interventions were exhausted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The PBIS program will continue as well as Outreach Counseling. Phoenix House fifth grade mental wellness curriculum will continue and Phoenix House small group counseling will be utilized.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Technology will be used as a tool and integrated into the teachers' instructional practices used to support students' learning. The use of technology should be seamless both for students in their work and teachers in their practice.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increased technology inventory	More accessibility and usage	More accessibility and usage

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Smith School will purchase 36 chromebooks and a charging cart for use in all classrooms.	Chromebook cart of 36 laptops was purchased	Classroom Technology 0000: Unrestricted General Fund 10,440	classroom technology 0000: Unrestricted General Fund 10,440
Principal will use Constant Contact to communicate with families weekly.	Weekly electronic newsletter was sent	Web-based Communication 0.00	Web-based communication 0.00
Teachers will participate in staff development related to technology through site and District technology representatives.	Staff participated in site and district technology training	Technology Professional Development 0.00	Technology professional development 0.00
Smith School will contract the services of a technology consultant to provide professional development in the area of technology in the classroom through modeling and coaching with grade level teams in classrooms.	A consultant provided technology instruction and classroom demonstrations	Technology Professional Development 0000: Unrestricted Title I Part A: Professional Development (PI Schools) 1,500	Technology Professional Development 0000: Unrestricted Title I Part A: Professional Development (PI Schools) 1,500
Smith School will purchase 30 I-pads with protective cases for use in kindergarten and first grade classrooms to access school educational programs and Seesaw app.	Thirty I-pads were purchased	Classroom Technology 0001-0999: Unrestricted: Locally Defined General Fund 6,300	Classroom Technology 0001-0999: Unrestricted: Locally Defined General Fund 6,300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Smith School will purchase an I-pad charging cart to charge new devices.	Cart was purchased	Classroom Technology 0000: Unrestricted General Fund 1,345.37	Classroom Technology 0000: Unrestricted General Fund 1,345.37
Smith School will purchase a site license for Brain Pop to integrate technology into all curricular areas.	Brain Pop was purchased as a site license.	Technology Integration 0000: Unrestricted General Fund 2,500	Technology intergration 0000: Unrestricted General Fund 2,500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of technology training and purchase of more classroom technology was accomplished.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The number of computers in classrooms increased so that the site is at a 1:2 cart to classroom ratio.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was implemented as proposed and the outcome achieved.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Parent-Teacher Association (PTA)	6,600.00
Site Formula Funds	8,300.00
Title I	65,122.41

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	6,600.00
1000-1999: Certificated Personnel Salaries	71,422.41
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Parent-Teacher Association (PTA)	6,600.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	6,300.00
4000-4999: Books And Supplies	Site Formula Funds	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	65,122.41

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Debbi Randall	Principal
Jane Hiltz (1st yr.)	Classroom Teacher
Maude Mitchell (1st yr.)	Classroom Teacher
Marcy Schwitzgebel (2nd yr.)	Classroom Teacher
Maria Ashton	Other School Staff
Mike Host (2nd yr.)	Parent or Community Member
Lori Kamola (1st yr.)	Parent or Community Member
Jack Lawson (1st yr.)	Parent or Community Member
Jenny Morphy (2nd yr.)	Parent or Community Member
Joshua Yang (2nd yr.)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/08/2018.

Attested:

Principal, Deborah Randall on 10/8/18

SSC Chairperson, Joshua Yang on 10/8/18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/08/2018.

Attested:

10/8/18
Principal, Deborah Randall on *Deborah Randall*
SSC Chairperson, Joshua Yang on *Joshua Yang* 10/8/18