



2023-2024

Bryant Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

Kinder	
Bryant	
All students	
	61%
African American/Black	
	80%
ELL students	
	46%
1st Grade	
All students	
	48%
African American/Black	
	20%
ELL students	
	33%
2nd Grade	
All students	
	72%
African American/Black	
	67%
ELL students	
	50%
ELA	
Met/Exceeded	
All students	43%
3rd	32.1%
4th	48.1%
5th	50%
AA/Black	32%
ELL	15%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

By June 2024, 85% of Bryant Kindergartners will be proficient on the Foundational Reading Skills Assessment, including our AA/Black and multilingual EL learners.

By June 2024, 60% of Bryant 1st Graders will meet/exceed in Foundational Reading Skills (FRSA and fluency assessment combined). 16% more AA/Black 1st Graders will meet/exceed in Foundational Reading Skills than prior year. 14% more Multilingual EL 1st Graders will meet/exceed in Foundational Reading Skills than prior academic year.

By June 2024, 80% of Bryant 2nd Graders will meet/exceed in Foundational Reading Skills (FRSA and fluency assessment combined). 7% more AA/Black 2nd Graders will meet/exceed in Foundational Reading Skills than prior year. 10% more Multilingual EL 2nd Graders will meet/exceed in Foundational Reading Skills than prior academic year.

By June 2024, the percentage of 3rd, 4th, and 5th graders scoring "Met" or "Exceeded" on the SBAC ELA assessment will increase by 5%.

By June 2024, 8% more AA/Black students and 10% more multilingual EL learners will score "Met" or "Exceeded" on the SBAC ELA compared to the prior academic year.

Our focus this year will be to continue providing Quality Core Instruction to our students with differentiated instruction in small groups utilizing ELA data such as FRSA, i-Ready assessments, and daily formative assessments. Our Student Acceleration Team will support accelerating student progress especially for those students from our identified subgroups needing the additional support through in-class push-in support with a Literacy Teacher.

Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

i-Ready Data
1st
Overall
Typical-60% Stretch-32%
AA/Black
Typical-40% Stretch- 0%
ELL
Typical-44% Stretch-11%

2nd
Overall
Typical-58% Stretch- 22%
AA/Black
Typical- 33% Stretch- 0%
ELL
Typical-50% Stretch-20%

SBAC 3-5 Met/Exceeded
All students 38%
3rd 27.8%
4th 42.3%
5th 43.6%
AA/Black 24%
ELL 21%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals
Written Analysis
<p>By June 2024, 75% of 1st and 2nd graders will meet their typical growth in Math i-Ready.</p> <p>By June 2024, 40% of 1st and 2nd graders will meet their stretch growth in Math i-Ready.</p> <p>By June 2024, the percentage of 3rd, 4th, and 5th graders scoring "Met" or "Exceeded" on the SBAC Math assessment will increase by 5%.</p> <p>By June 2024, 8% more AA/Black students and 10% more multilingual EL learners will score "Met" or "Exceeded" on the SBAC ELA compared to the prior academic year.</p> <p>Our focus this year will continue to provide our students with Quality Core Instruction in math by providing opportunities for academic discourse in Math and collaborative group work through math performance tasks. We will also provide supplemental instruction in math in support of accelerating identified students in our subgroup who need additional support.</p> <p>Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

EL Redesignation- 12%

English Language Arts: ELL
Foundational Reading Skills Assessment (FRSA)
K - 46%
1st- 33%
2nd- 50%

SBAC ELA
ELL- 15%

Math: ELL
i-Ready
1st
Typical- 44% Stretch- 11%
2nd
Typical- 50% Stretch- 20%

SBAC Math
ELL - 21%

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By June 2023, at least 20% of our multilingual EL students will be Redesignated.

ELA
By June 2024, 85% of Bryant multilingual EL Kindergartners, will be proficient on the Foundational Reading Skills Assessment.

By June 2024, 14% more Bryant multilingual EL 1st Graders will meet/exceed in Foundational Reading Skills than prior academic year.

By June 2024, 10% more Bryant multilingual EL 2nd Graders will meet/exceed in Foundational Reading Skills than prior academic year.

By June 2024, 10% more multilingual EL learners will score “Met” or “Exceeded” on the SBAC ELA compared to the prior academic year.

MATH
By June 2024, 10% more multilingual EL learners will score “Met” or “Exceeded” on the SBAC MATH compared to the prior academic year.

We will continue to provide our ELL students with quality core instruction in ELA and Math by providing opportunities for small group instruction in Math and ELA, in addition to providing our students collaborative group work through rigorous tasks. Our professional development will continue to be providing our teachers with resources and time to explore platforms for supporting our ELL's. These resources and professional development topics will include, but not limited to the new ELlevation Platform, understanding the ELPAC, and the ELD standards. It will also include opportunities for teachers to participate in peer observations and walkthroughs. Progress monitoring will include quarterly data meetings and sessions where staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

The following data from the 22-23 school year serves as indicators of progress in establishing a positive learning climate for all students at Bryant Elementary.

Bryant had an overall attendance in 2022-23 of 90.2%. The district's attendance goal was 96%. The lowest attendance rate was Kindergarten at 86.6%. Chronic absenteeism In the 2022-2023 school year, Bryant's Chronic Absenteeism Rate increased by 4% from 31% to 35%, in part due to illnesses and COVID-related absences for quarantine and/or isolation.

Spring Pulse Survey results show 73% of 4/5 graders felt they had a strong sense of Agency, 71% favorable answers in Belonging, and 73% in Identity. The only significant gap in favorable responses was between students with two or more races (9 students) , dropping -10 in all three categories (Agency, Belonging, & Identity).

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Bryant will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing, establishing, and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices (Harmony Tier 1) of Meet up and Buddy up. Student of the Month lessons focus on CASEL's 5 Competencies at all grade levels. In doing so, Bryant will increase the percentage of positive responses regarding identity and belonging, and agency on the next pulse survey in grades 4/5. In addition, part of the intended result will include a decrease in absences and chronic absenteeism.

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	<p>1) By June 2023, Bryant Students will attain their typical growth (1 years growth) or more on the iReady ELA Assessments.</p> <p>By June 2023, Bryant Students in grades Kindergarten - 2nd Grade, will be at least 80% proficient on the Foundational Reading Skills Assessment.</p> <p>By June 2023, Bryant Students in grades Kindergarten - 5th Grade, will attain at or above proficient on the reading fluency assessment proficiency bands - correct words per minute for their respective grade level.</p> <p>By June 2023, Bryant Students in grades 2-5 will attain at or above proficient on the ELA Edulastic Assessment.</p>	Goal Partially or Not Met	<p>97% of Bryant students attained their typical growth on the iReady assessments.</p> <p>60.3% of K-2nd grade Bryant students scored proficient on the FRSA.</p> <p>49% (132/269) proficient or exceed on final Unit 6 assessment in June. (fluency)</p>	<p>This school year we will continue to focus on differentiated instruction in small groups by utilizing data. We will provide Quality Core Instruction in every classroom with a specific focus on implementing a daily decoding routine from our getting reading right training in our K-2nd classrooms.</p> <p>Our Student Acceleration Team will support accelerating student progress especially for those students from our identified subgroups needing the additional support through in-class push-in support with a Literacy Teacher. Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>

Our focus this year will continue to be on providing our students with differentiated instruction in small groups utilizing ELA data such as FRSA, i-Ready assessments, Edulastic, etc. and providing Quality Core Instruction. Our Student Acceleration Team will support accelerating student progress especially for those students from our identified subgroups needing the additional support through in-class push-in support with a Literacy Teacher.

Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.

Math	<p>1) By June 2023, at least 20% more Bryant Students below grade level will meet their annual stretch growth goal on i-Ready Math assessments.</p> <p>Our focus this year will continue to provide our students with quality core instruction in math by providing opportunities for academic discourse in Math and collaborative group work through math performance tasks. We will also provide supplemental instruction in math in support of accelerating identified students in our subgroup who need additional support.</p> <p>Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>	Goal Partially or Not Met	27% met their stretch growth	<p>Our focus this year will continue to provide our students with quality core instruction in math by providing opportunities for academic discourse in Math and collaborative group work through math performance tasks. We will also provide supplemental instruction in math in support of accelerating identified students in our subgroup who need additional support.</p> <p>Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>
English Learner	<p>1) By June 2023, at least 30% more ELLs students will attain proficiency on district assessments.</p> <p>We will continue to provide our ELL students with quality core</p>	Goal Partially or Not Met	12% Redesignation	We will continue to provide our ELL students with quality core instruction in ELA and Math by providing opportunities for small group instruction in Math and ELA, in addition to providing our students collaborative group work through rigorous tasks. Our professional development will continue to be providing our

	<p>instruction in ELA and Math by providing opportunities for small group instruction in Math and ELA, in addition to providing our students collaborative group work through rigorous tasks. Our professional development will continue to be providing our teachers with resources and time to explore platforms for supporting our ELL's. These resources and professional development topics will include, but not limited to the new ELlevation Platform, understanding the ELPAC, and the ELD standards. It will also include opportunities for teachers to participate in peer observations and walkthroughs. Progress monitoring will include quarterly data meetings and sessions where staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>			<p>teachers with resources and time to explore platforms for supporting our ELL's. These resources and professional development topics will include, but not limited to the new ELlevation Platform, understanding the ELPAC, and the ELD standards. It will also include opportunities for teachers to participate in peer observations and walkthroughs. Progress monitoring will include quarterly data meetings and sessions where staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>
Culture/Climate	<p>1) By June 2023, Bryant Students Sense of Belonging will increase by 10% on the CORE Student Survey. By June 2023, 10% more students in grades 4</p>	<p>Goal Partially or Not Met</p>	<p>Sense of belonging was at 64%, it was at 71%</p> <p>Attendance- 90.2 %</p>	<p>In collaboration with our SEL facilitator, teachers will implement Harmony strategies such as daily circle ups, meet ups, and buddy ups to increase their sense of belonging at school.</p>

and 5 will have a strong sense of self with regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect. By June 2023, Bryant Overall Attendance will increase from 88.4% to 97%.

In collaboration with an All-In Attendance Support Personnel, our Counselor, Intermediate Office Assistant (IOA) and Office Supervisor will support students and their families with reducing chronic absenteeism for identified students. Schoolwide incentive programs will be implemented such as the Highest Attendance Trophy that will recognize classes with the highest attendance per Attendance Month. Recognitions will also be made for students who are demonstrating improvement in their attendance each month. Attendance will be monitored by teachers and the IOA on a regular basis, especially for consecutive absences. In collaboration with the All-In support personnel, the counselor

In collaboration with an All-In Attendance Support Personnel, our Counselor, Intermediate Office Assistant (IOA) and Office Supervisor will support students and their families with reducing chronic absenteeism for identified students. Schoolwide incentive programs will be implemented each QW. Recognitions will also be made for students who are demonstrating improvement in their attendance each month. Attendance will be monitored by teachers, the IOA, and the Counselor on a regular basis, especially for consecutive absences. In collaboration with the All-In support personnel, the counselor and support staff will conduct home visits as needed and offer community resources identified by the families.

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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Supplemental materials to enhance and support home to school connections. (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Purchase supplies, materials, and technology for the Bryant Parent Center to enhance parent involvement and greater school community and family engagement. These materials will be used by families for trainings and workshops. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Supplemental materials to enhance and support enriching learning environments which include but are not limited to communication tools such as banners, signs, hallway displays, advertising to increase community engagement, school pride, school community norms and expectations, code of conduct, and others to support character education. Buddy Bench for students to feel a Sense of Belonging and Agency: \$2,500 Bryant Bear Customized Privacy Screen to foster school pride: \$700 Put-in Cups to foster school pride: \$1,500 (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Bryant is allotted supplemental funding to support student safety and well-being by staffing recreation aides to supervise students on campus before school, during lunch, and after school. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Provide parents/families with support through workshops, newsletters/flyers, and translation services during family/parent meetings. Offer parent/family workshops in the English Language Arts and Mathematics to increase the home school connection and family engagement. (PI 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

<p>A 1.0 FTE Intervention Specialist (TOSA) will provide intensive intervention via push-in and push-out model via small groups to ""At-Promise"" students who need additional support in reading and social-emotional learning. He/She will also provide additional language and academic support to students identified newcomers as necessary in collaboration with teachers and families to increase a students proficiency in English Language Development. (IN 3)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Somewhat Impactful</p>	<p>Strong Positive Impact</p>
<p>Supplement 20% Librarian to meet with students to provide library services and supplemental lessons to support students with the Core Curriculum, technology integration, literary, and informational text used for English Language Arts instruction. The supplemental instruction will suport students with gaining access to literature, informational text, research projects, as well as increasing family engagement at Bryant through hosting Book Fairs and Family Literacy Nights. (IN 2)</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Somewhat Impactful</p>
<p>Funds will used to purchase additional support for technology such as headphones, laptops, mice, etc. and other supplemental materials to support instruction and learning.</p> <p>Classroom Libraries for Students to Access Diverse Text where they see themselves in the curriculum: \$8,000</p> <p>(SM 3)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Somewhat Impactful</p>	<p>Somewhat Impactful</p>
<p>5th Grade Science Camp to Pali Institute to provide students with the experience of an outdoor education that is focused on science. (SM 2)</p>	<p>Somewhat Impactful</p>	<p>Somewhat Impactful</p>	<p>Somewhat Impactful</p>	<p>Strong Positive Impact</p>
<p>Supplemental Instruction will be provided to identified ELL students and ""At-Promise"" students to support acquisition of grade level standards in English Language Arts or Math by a credentialed teacher three (3) times per week.\</p> <p>Session 1 (Fall): 3 days/8 weeks - Total 24 Hours Session 2 (Spring): 3 days/8 weeks - Total 24 Hours</p> <p>Total: 48 hours annually x 3 Teachers per Session (IN 5)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

<p>A School Counselor at .20 FTE to provide additional student support and interventions. The counselor will collaborate with school staff (teachers and the Intermediate Office Assistant supporting attendance). The counselor will assist with student academic and behavior support by coordinating the Student Success Team (SST) process in collaboration with teachers and administration. The counselor will develop programs to impact students' academic success, pupil engagement, and parent involvement. He/She will monitor student progress and effectiveness of intervention plans. The counselor will identify students in need of academic, behavioral, and social-emotional interventions, coordinate counseling groups, and accessing school, district, and community resources in support of identified students and their families. The counselor will monitor attendance of identified chronically absent/tardy students and communicate with families, (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <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</p>	<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>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>Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • 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. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • 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. 	<p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <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"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<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 & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>Bryant students will benefit from the additional services provided by a counselor including, but not limited to support with PULSE and CORE Surveys, attendance, ELPAC Testing, CoGAT, and reclassification rates. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>	<p>A School Counselor at .50 FTE to provide additional student support and interventions. The counselor will collaborate with school staff (teachers and the Intermediate Office Assistant supporting attendance). The counselor will assist with student academic and behavior support by coordinating the Student Success Team (SST) process in collaboration with teachers and administration. The counselor will develop programs to impact students' academic success, pupil engagement, and parent involvement.</p>	<p>Identified At-Risk Students, Other Targeted Students, African-American, All Parents, Homeless, Low SES, All Staff, English Learners</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Quarterly</p>	<p>50% School Counselor</p>	<p>Monthly Attendance Percentages Chronic Absenteeism Office Referrals Reclassification Rates Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>

He/She will monitor student progress and effectiveness of intervention plans. The counselor will identify students in need of academic, behavioral, and social-emotional interventions, coordinate counseling groups, and accessing school, district, and community resources in support of identified students and their families. The counselor will monitor attendance of identified chronically absent/tardy students and communicate with families and provide families with community resources to improve attendance. The counselor will also be responsible for supporting the school's Social Emotional Learning and the school's

	Culture/Climate Goals by leading, planning, and facilitating school activities related to that domain such as school spirit assemblies, character education programs, and Sanford Harmony. He/she will also support school staff by leading professional development sessions.					
Students require additional supervision to ensure their safety and well-being before school, during lunch, and after school. Culture-Climate Survey (Student-Staff) 100	Bryant is allotted supplemental funding to support student safety and well-being by staffing recreation aides to supervise students on campus before school, during lunch, and after school. In addition, our Recreation Aides will support our Kindergarten Program and other schoolwide events to support parent involvement.	All Students, All Parents	LCFF Rec \$46,037 Hourly - Recreation Aide (6) for 424 hours annually - LCFF Rec 100%	08/01/2023 - 06/30/2024 Daily	Recreation Aides/Staff	Principal Office Supervisor Culture-Climate Survey (Student-Staff) 100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
To increase teacher collaboration and collective efficacy to positively impact student achievement. Core Curriculum 100	Bryant Teachers will collectively plan lessons and rigorous learning activities and tasks for students utilizing the LBUSD Core Curriculum Guides for ELA and Math by attending release days which will also include, but not limited to establishing common instructional practices, tasks, participating in peer observations to increase teacher collective efficacy. Teachers will also utilize this time for ongoing progress monitoring and analyzing school, grade level, and individual student achievement data. 3 Full Release Days/Year for each teacher (15 Teachers): Fall/Winter/Spring Quarter	LCFF \$11,402 Substitute teacher full day (15) for 3 days - LCFF 100%	08/01/2023 - 06/30/2024 Quarterly	Grade Level Teams, Principal, IIC, and LT	Principal will monitor through participation, classroom walkthrough, and feedback.

Students are expected to make a year or more worth of growth in both ELA and Math. There are some students who are continuing to make little to no progress and interventions will need to be put into place as determined by the SST Team. SBAC ELA 50, SBAC Math 50	Bryant Teachers will engage in the SST process 3x per year during a release time to be provided by a roving substitute teacher to discuss student progress, current interventions, and next steps to support student achievement.	Title 1 \$1,520 Substitute teacher full day (2) for 3 days - Title 1 100%	08/01/2023 - 06/30/2024 Quarterly	Principal, Counselor, IIC, LT, and classroom teachers	Principal and Counselor
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Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Increase family engagement Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 50, SEL Survey 20	Purchase supplies, materials, and technology to support parent engagement and family events, or parent trainings and/or workshops.	Par Inv \$1,016 Materials - Par Inv 100%	08/01/2023 - 06/30/2024 Daily	Principal	Principal
Increase support for students by building stronger home school connection. Culture-Climate Survey (Parent) 100	Provide parents/families with support through workshops, newsletters/flyers, and translation services during family/parent meetings. Offer parent/family workshops in the English Language Arts and Mathematics to increase the home school connection and family engagement.	Par Inv \$1,037 Teacher Hourly Extra Comp (4) for 3 hours annually - Par Inv 100%	08/01/2023 - 06/30/2024 Quarterly	Administrative Team Classroom Teachers	Parent/Family Workshop Sign-In Sheets Core Survey Data and SSC/ELAC Committee Reports

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)	139960
Title I Parent and Family Involvement (3008)	2147

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

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

State Programs *	Allocation
LCFF	32480

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

Spring Adjustment:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Social Worker: Foster Care

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

Behavior Specialist

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

Male and Female Leadership Academy

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

academies.

Research LROIX Development

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

Centralized Services

Middle School Summer Bridge

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

Homework Helpline 562.437.2859

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

Travel/Conferences

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

Education Celebration

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

CORE

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

Data PD / Summer Admin PD

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

Supplemental Examinations

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

achievement and skill acquisition.

Kinder Festivals

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

Robotics

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

SEAL Summer Program

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

APEX Online

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

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Miller Bailey	06-14-2024
Staff	Classroom Teacher	Kim Kittleson	06-14-2024
Staff	Classroom Teacher	Elizabeth Holmes	06-14-2024
Staff	Classroom Teacher	Linda Luna-Donis	06-14-2024
Staff	Non Classroom Teacher	Barbara Cool	06-14-2024
Community	Parent	Remmietta [REDACTED]	06-14-2025
Community	Parent	Carol [REDACTED]	06-14-2025
Community	Parent	Jasmine [REDACTED]	06-14-2025
Community	Parent	Sarah [REDACTED]	06-14-2024
Community	Parent	Kelly [REDACTED]	06-14-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Karina [REDACTED]
DELAC Representative	Parent of EL Student (required)	Berenice [REDACTED]
Principal or Designee	Staff Member (required)	Miller Bailey
Secretary	Staff Member (required)	Barbara Cool

Name	Representing
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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?	10/26/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	1. An extension of existing after school tutoring with a focus on EL students. 2. ChromeBooks and Rosetta Stone program (or Dual Lingo) provided to EL students with an expectation they complete work on a weekly basis (teacher assigned homework). 3. Parent workshops that reach more families regarding ELPAC testing. How to access, how to take practice tests, interpret results, information about how families can support students at home.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/01/2023
6. What was SSC's response to ELAC recommendations?	School Site Council accepted the recommendations from ELAC.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/01/2023
2. The SSC approved the **Home-School Compact** on 10/11/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/11/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/12/2023, 09/22/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Bryant Elementary School ▾

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

11/15/23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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



BRYANT ELEMENTARY SCHOOL

4101 East Fountain Street
Long Beach, CA 90804
Phone: (562) 498-3802 | Fax: (562) 494-6952



HOME SCHOOL COMPACT 2023-2024

We know that learning can take place only when there is a combination of effort, interest and motivation. As we are all committed to the success of students at Bryant Elementary School, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a child I pledge to:

- Work as hard as I can on my school assignments.
- Discuss with my parent/guardian what I am learning in school.
- I will follow the CHARACTER PLEDGE.
- Ask my teacher questions when I don't understand something.
- Limit my TV viewing and screen time and read books instead. I will participate in the Home Reading Club.
- Respect the school, students, families and our community staff.

Student Signature

As a parent/guardian I pledge to:

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Reinforce the CHARACTER PLEDGE.
- Participate in parent trainings and workshops.
- Attend parent/teacher conferences to monitor my child's progress.
- Volunteer and participate in classroom and school activities.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's TV viewing and help select worthwhile programs.
- Support my child's teacher with their classroom expectations.
- Respect the school, staff, students and families.
- Ensure a safe school environment by following drop off and pick up procedures
- Ensure my child attends school regularly and arrives on time.

Parent/Guardian Signature

As a teacher I pledge to:

- Provide motivating, interesting and challenging learning experiences in my classroom.
- Explain my expectations, instructional goals and grading system to children and parents.
- Explain CHARACTER PLEDGE to children and their parent/guardian.
- Communicate and cooperate with each parent/guardian to ensure the best education possible.
- Find out what techniques and materials work best for the child.
- Respect the students, families, and our community.

Teacher signature

Principal and Support Staff pledge:

- Create a welcoming environment for children and parents/guardians.
- Ensure a safe and civil school environment.
- Reinforce the partnership between child, parent/guardian and staff.
- Act as the instructional leader(s) by supporting teachers in their classrooms.
- Provide appropriate in-services and training for teachers and parents/guardians.
- Explain and support the CHARACTER PLEDGE to children and their parents.

Principal Signature



BRYANT ELEMENTARY SCHOOL

4101 East Fountain Street
Long Beach, CA 90804
Phone: (562) 498-3802 | Fax: (562) 494-6952



CONVENIO ENTRE LA ESCUELA Y EL HOGAR 2023-2024

Sabemos que el aprendizaje solo puede suceder cuando existe una combinación de esfuerzos, intereses, y motivación. Ya que todos estamos comprometidos a respaldar el éxito de los estudiantes de la Escuela Primaria Bryant, haremos todo lo posible para que el/ella pueda triunfar.

Este acuerdo es una promesa para trabajar juntos. Creemos que este acuerdo se puede llevar a cabo si trabajamos en equipo. Juntos podemos mejorar la calidad de enseñanza y aprendizaje.

Como estudiante prometo:

- Trabajar tan duro como pueda en mis tareas escolares.
- Hablar con mis padres/tutores acerca de lo que estoy aprendiendo en la escuela.
- Obedecer la PROMESA de CARÁCTER (CHARACTER PLEDGE).
- Hacer preguntas a mis maestros cuando no entienda algún concepto.
- Limitar el tiempo que paso mirando la televisión y pantallas, y en su lugar, leeré libros. Participaré en el Club de Lectura en el Hogar.
- Respetar a la escuela, a los estudiantes, a las familias, y a los miembros de nuestra comunidad escolar.

Firma del Estudiante

Como padre de familia/tutor prometo:

- Brindar un lugar callado y sin distracciones en el hogar para fomentar los buenos hábitos de estudio.
- Hablar con mi niño(a) acerca de las actividades que realiza diariamente en la escuela.
- Apoyar la PROMESA de CARÁCTER (CHARACTER PLEDGE).
- Participar en capacitaciones y talleres para padres.
- Asistir a las conferencias entre Padres y Maestros para monitorear el progreso de mi niño(a).
- Brindar mis servicios como voluntario(a) dentro del salón y en actividades escolares.
- Motivar a que mi niño(a) lea, ya sea leyendo con él/ella, o motivándole a que lea solo(a).
- Limitar el tiempo que mi niño(a) pasa mirando la televisión y seleccionar programas adecuados.
- Apoyar las expectativas que tiene el maestro(a) para los estudiantes dentro del salón de clases.
- Respetar a la escuela, a los miembros del personal, a los estudiantes, y a sus familias.
- Asegurar un ambiente escolar seguro siguiendo los procedimientos de dejar y recoger a los estudiantes.
- Asegurarme de que mi hijo asista a la escuela con regularidad y que llegue a tiempo.

Firma del Padre/Tutor

Como maestro(a) prometo:

- Cree un ambiente acogedor para los niños y los padres.
- Explicar mis expectativas, objetivos de instrucción y sistema de calificación a niños y padres.
- Explicar la PROMESA de CARÁCTER a los estudiantes y a sus padres/tutores.
- Comunicarme y cooperar con cada padre/tutor para garantizar la mejor educación posible.
- Averiguar los métodos y materiales que dan mejores resultados para el estudiante.
- Respetar a la escuela, a los estudiantes, y a la comunidad.

Firma del Maestro(a)

La Promesa de la Directora y de los Miembros del Personal Escolar:

- Crear un ambiente de hospitalidad para los niños y sus padres/tutores.
- Brindar un ambiente educativo seguro y civil.
- Apoyar el trabajo en equipo entre el estudiante, el padre/tutor, y el personal.
- Llevar la delantera como líder de instrucción apoyando a los maestros dentro del salón de clases.
- Brindar talleres de capacitación apropiados para los maestros y para los padres/tutores.
- Explicar y apoyar la PROMESA de CARÁCTER a los niños y a sus padres/tutores.

Firma de la Directora



Bryant Elementary School Family Involvement Guidelines

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

PART I

Bryant agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family 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 FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Bryant will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide 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 members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, 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 Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Bryant will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Bryant will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school: At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Bryant will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger
 - Child care provided
 5. Bryant will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Bryant will provide to families 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. Bryant will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Bryant will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families 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. Bryant will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Bryant will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
- District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Bryant will incorporate the Home-School Compact as a component of its School Family 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

- Compact will be sent home with students and collected by teachers after signatures are acquired.
3. Bryant will, with the assistance of its district, provide assistance to families 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. Bryant will, with the assistance of the district, provide materials and training to help families work with their children to improve their children’s academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
 5. Bryant will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - District personnel will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families’ 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 families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families 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 family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family 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 families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;

- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Bryant’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on [10/11/23](#) and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before [11/9/23](#). Bryant, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/12/2023

Date

For Elementary, K-8, and Middle Schools, revised 7/2023



Bryant

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Bryant ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Bryant para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

Bryant está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. Bryant tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros

- ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. Bryant tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
- En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
3. Bryant actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
- En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. Bryant convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
- Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolMessenger”
 - Se proporcionará cuidado de niños

5. Bryant proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
6. Bryant les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Bryant también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
7. Bryant coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. Bryant entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. Bryant construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito

- DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. Bryant incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - Los Maestros
 3. Bryant, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
 4. Bryant, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
 5. Bryant, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal personal de LBUSD
 6. Bryant, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - LBUSD hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;

- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

* * * * *

PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 10/11/23 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 10/13/23 o antes. Bryant, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.




 Firma del Director(a)

 10/12/2023
 Fecha