



2023-2024

Barton 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

SBAC: 23% of Barton's students in grades 3-5 Met or Exceeded the standards on SBAC.

FRSA: The majority of Kinder students met proficiency on the Foundational Reading Skills Assessment (FRSA). Although there was a significant dip in 1st grade, over half of the students in second grade met proficiency on the Foundational Reading Skills Assessment.

i-Ready: Barton's students continue to make progress on the i-Ready diagnostic assessments.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

SBAC: With teachers receiving professional development around Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, as well as additional tutoring, then by end of the 2023-2024 school year, 33% of Barton's students in grades 3-5 will meet or exceed proficiency on the SBAC in ELA. Progress monitoring will be conducted during grade level planning days, QCI site meetings, through informal observations and ongoing review and analyzation of Edulastic, iReady, and SBAC assessment data.

FRSA: With teachers receiving professional development around Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, then by the end of the 23/24 school year, Barton's students will attain 90% proficiency or greater on the FRSA in grades TK-2. Progress monitoring will be conducted during grade level planning days, QCI site meetings, through informal observations and ongoing review and analyzation of FRSA data. This goal also applies to our African American and EL students.

i-Ready: With teachers receiving professional development around Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, then Barton students will continue to make upward progress on the i-Ready assessment. Progress monitoring will be conducted through informal observations, review of iReady diagnostic data, and iReady assessment data and reviewed at grade level planning days and QCI site meetings.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC: 17% of Barton's students in grades 3-5 Met or Exceeded the standards on SBAC.

i-Ready: Barton's students continue to make progress on the i-Ready diagnostic assessments.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

SBAC: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, ST math implementation school-wide, as well as students receiving additional tutoring, then by the end of the 2023-2024 school year, 27% of Barton's students in grades 3-5 will meet or exceed proficiency on the SBAC in Math. Progress monitoring will be conducted during grade level planning days, QCI site meetings, and informal observations using various district assessments, iReady and other student data.

i-Ready: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, ST math implementation school-wide, as well as students receiving additional tutoring, then Barton's students will continue to make upward progress on the i-Ready assessment. Progress monitoring will be conducted during grade level planning days, QCI site meetings, and informal observations using various district assessments, iReady and other student data.

This goal also applies to our African-American and EL students.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

SBAC: 3% of Barton's EL students in grades 3-5 Met or Exceeded the standards on SBAC.

14% of Barton's RFEP students in grades 3-5 Met or Exceeded the standards on SBAC.

FRSA: In grade K, 64% of our EL students met or exceeded proficiency on the Foundational Reading Skills Assessment (FRSA). Their proficiency was higher than similar schools and other Kindergarten classrooms in the district. Grades 1 (21%) and 2 (25%) showed a significant decrease in the number of students meeting proficiency on the FRSA.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

SBAC: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, usage of the ELLevation platform, thirty minutes of daily ELD instruction as well as students receiving additional tutoring, then by the end of the 23/24 school year, 10% of our EL students will meet or exceed proficiency on the end-of-year assessment. Progress monitoring will be conducted through informal observations, at grade level planning days and meetings and QCI site meetings using district assessments, teacher informal observations, ELLevation and iReady diagnostic data.

FRSA: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, usage of the ELLevation platform, as well as students receiving additional tutoring, then more than half of our EL students will meet proficiency on the end-of-year Foundational Reading Skills Assessment (FRSA). Progress monitoring will be conducted through informal observations, at grade level planning days and meetings and QCI site meetings using district assessments, teacher informal observations, ELLevation, iReady and FRSA data.

i-Ready: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, usage of the ELLevation platform, thirty minutes of daily ELD instruction as well as students receiving additional tutoring, then EL student academic growth will increase in Math and ELA. Progress monitoring will be conducted through informal observations, at grade level planning days and meetings and QCI site meetings using district assessments, teacher informal observations, ELLevation and iReady diagnostic data.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Identity: 80% of Barton's students in grades 4th and 5th responded favorably to the Sense of Identity question on the Pulse Survey. This was an increase of +2 when compared to the earlier data. More than 80% of Barton's students reported seeing strengths in others and they also reported being proud of who they are.

Sense of Belonging: 69% of Barton's students in grades 4 and 5 shared that they felt a sense of belonging at school. More than 80% of students reported feeling close to others and happy to be a part of the school community.

Agency: 76% of Barton's students in grades 4 and 5 felt engaged and empowered over their own learning. 92% of students shared that it's important to listen to another person's opinion when trying to solve a problem.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

With teachers receiving SEL training, and implementing the Harmony SEL curriculum and PBIS, Barton's students in grades 4 & 5 will experience an increase of +5 or more on the 2023/2024 Pulse Survey in the areas of Sense of Belonging, Identity, and Agency. Progress monitoring will be conducted through informal observations, discipline data, Pulse and Core Survey results and student feedback and surveys.

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) iReady: At the end of the 2022-2023 school year, students in K-5, will achieve one year of academic growth and students achieving below grade level will demonstrate greater than one year of growth in the area of English Language Arts.</p> <p>FRSA: By the end of the 2022-2023 school, 70% or more students in grades K-2 will attain overall proficiency on the district's FRSA.</p> <p>SBAC ELA: At the end of the 2022-2023 school year, at least 46% of Bartons students in grades 3-5 will have acquired proficiency on SBAC ELA.</p> <p>To attain our goals, Barton staff will do the following:</p> <p>Action Plan</p> | Goal Partially or Not Met | <p>SBAC: 23% of Barton's students in grades 3-5 Met or Exceeded the standards on SBAC.</p> <p>FRSA: The majority of Kinder students met proficiency on the Foundational Reading Skills Assessment (FRSA). Although there was a significant dip in 1st grade, over half of the students in second grade met proficiency on the Foundational Reading Skills Assessment.</p> <p>i-Ready: Barton's students continue to make progress on the i-Ready diagnostic assessments.</p> | <p>Teachers will focus on stronger Tier 1 instruction and be intentional with identifying students in need of Tier 2 support.</p> <p>The 23-24 PD will be intentional with supporting Tier 1 and Tier 2 instruction and meaningful tasks when supporting Tier 2 instruction.</p> <p>Teachers will provide meaningful tasks while implementing Tier 2 instruction.</p> <p>Teachers will receive district training in quality core instruction (QCI).</p> <p>Teachers will revisit the SST process, including interventions, implementing systems of monitoring intervention in order to have continuity when students progress from year to year.</p> <p>Students will receive tutoring in ELA.</p> <p>Teachers will implement 30 minutes of daily English Language Development (ELD) instruction.</p> <p>Students will continue to use the ELLevation</p> |

*SGI (Small Group Instruction)

*Making sure students understand the "why" and purpose of the lesson.

*Differentiating instruction.

*Stronger Tier 1 instruction.

*Creating and building a stronger bank of more in-depth questions to ask students during instruction.

*Increasing Progress Monitoring for achievement data.

*Grade Level Planning Days - Teachers can analyze data, progress monitor goals, and collaboratively plan lessons with colleagues to increase student achievement.

*Utilize the district's unit guides that contain the standards to plan lessons.

Progress Monitoring

*i-Ready

platform.

Barton elementary school staff will implement school-wide positive incentives to students to increase student attendance and ultimately achievement.

SART and SARB meetings will be conducted to support families in increasing student attendance and ultimately achievement.

| | | | | |
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| | <p>*Teachers assessments</p> <p>*Other district assessments</p> <p>*QCI site meetings</p> <p>*Grade level meetings</p> | | | |
| Math | <p>1) i-Ready, Math: At the end of the 2022-2023 school year, students in K-5 will achieve one year of academic growth and students achieving below grade level will demonstrate greater than one year of growth in the area of Mathematics.</p> <p>SBAC Math: At the end of the 2022-2023 school year, at least 40% of Barton's students in grades 3-5 will have acquired proficiency on SBAC Mathematics.</p> <p>To assist Barton's students with attaining these goals, our staff will do the following:</p> <p>Action Plan</p> <p>*Prioritize i-Ready Personalized</p> | Goal Partially or Not Met | <p>i-Ready: Barton's students continue to make progress on the i-Ready diagnostic assessments.</p> <p>SBAC: 16.7% of Barton's students in grades 3-5 Met or Exceeded the standards on SBAC.</p> | <p>Teachers will focus on stronger Tier 1 instruction and be intentional with identifying students in need of Tier 2 support.</p> <p>The 23-24 PD will be intentional with supporting Tier 1 and Tier 2 instruction and meaningful tasks when supporting Tier 2 instruction.</p> <p>Teachers will provide meaningful tasks while implementing Tier 2 instruction.</p> <p>Teachers will revisit the SST process, including interventions, implementing systems of monitoring intervention in order to have continuity when students progress from year to year.</p> <p>Students will receive tutoring in Math.</p> <p>For the 23-24 school year, teachers will revisit the SST process, including interventions, implementing systems of monitoring intervention in order to have continuity when students progress from year to year.</p> |

instruction for students - 45 minutes each week of individualized instruction.

*Implement CGI (Cognitive Guidance Instruction) math practices.

*SGI (Small Group Instruction)

*Increasing Progress Monitoring for achievement data.

*Grade Level Planning Days - Teachers can analyze data, progress monitor goals, and collaboratively plan lessons with colleagues to increase student achievement.

*Utilize the district's unit guides that contain the standards to plan lessons.

Progress Monitoring

*i-Ready

*Teachers assessments

*Other district assessments

*QCI site meetings

Teachers will focus on Cognitively Guided Instruction (CGI) in math.

Teachers will receive district training in quality core instruction (QCI).

For the 23-24 school year Barton will implement ST math school-wide and monitored by the math instructional lead.

Barton elementary school staff will implement school-wide positive incentives to students to increase student attendance and ultimately achievement.

SART and SARB meetings will be conducted to support families in increasing student attendance and ultimately achievement.

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| | *Grade level meetings | | | |
| English Learner | <p>1) FRSA: At the end of the 2022-2023 school year, our overall proficiency for EL students in grades K-2 will increase +10 percentage points or more.</p> <p>SBAC ELA: Barton's EL students' proficiency in grades 3-5 will increase +10 percentage points by the end of the 2022-2023 school year on the SBAC ELA.</p> <p>SBAC Math: Barton's EL students' proficiency in grades 3-5 will increase +10 percentage points by the end of the 2022-2023 school year on the SBAC Math.</p> <p>Chronic Absenteeism: By the end of the 2022-2023 school year, Bartons EL students' chronic absenteeism rate will have decreased by 21 percentage points.</p> <p>To assist Barton's students with attaining their goals, Barton staff will do the following:</p> <p>Action Plan</p> | Goal Partially or Not Met | <p>FRSA: EL students grades K-2 showed growth on the FRSA with 27% of EL and 33% of RFEP students meeting FRSA proficiency.</p> <p>SBAC ELA: 3% of EL and 29% RFEP students met proficiency on the ELA SBAC.</p> <p>SBAC Math: 3% of EL and 14% RFEP students met proficiency on the math SBAC.</p> <p>Chronic Absenteeism: 50.5% of EL and 20% of RFEP students are chronically absent.</p> | <p>For the 23-24 school year, teachers will focus on stronger Tier 1 instruction and be intentional with identifying students in need of Tier 2 support.</p> <p>The 23-24 PD will be intentional with supporting Tier 1 and Tier 2 instruction and meaningful tasks when supporting Tier 2 instruction.</p> <p>Implementation of parent and student workshops and parent education.</p> <p>Implementation of flyers and school messengers on the importance of school attendance.</p> <p>For the 23-24 school year, teachers will receive district training in quality core instruction (QCI).</p> <p>Teachers will implement 30 minutes of daily English Language Development (ELD) instruction.</p> <p>Students will continue to use the ELlevation platform.</p> <p>Implementation of school-wide positive incentives to students to increase student attendance.</p> <p>For the 23-24 school year, SART and SARB meetings will be conducted to support families and increase school attendance.</p> |

*Utilize ELlevation platform.

*Utilize ELD Wonders program - Designated ELD.

*Implement Small Group Instruction - SGI.

*Have students access the i-Ready platform for ELA and Math for 45 minutes per subject each year.

*Utilize the district's unit guides that contain the standards to plan lessons.

Progress Monitoring

*Ellevation

*i-Ready

*Teachers assessments

*Other district assessments

*QCI site meetings

*Grade level meetings

For the 23-24 school year, students will receive tutoring to improve student achievement.

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| Culture/Climate | <p>1) By June 2023, Barton's students will have increased (+14%) in the area of Knowledge, Fairness, and Rules on the CORE Assessment.</p> <p>By June 2023, Barton's students will have increased (+9%) in the area of Sense of Belonging on the CORE Assessment.</p> <p>By June 2023, Barton's students will have increased (+6) in the area of Relationship Skills on the CORE Assessment.</p> <p>By June 2023, Barton's students will have increased (+6) in the area of Social Awareness on the CORE Assessment, specifically in the area of describing their feelings.</p> <p>By June 2023, Bartons students will decrease its chronic absenteeism by - 30% in grades TK-5.</p> <p>To assist Barton's students with attaining these goals, Barton students will implement the following:</p> | Goal Partially or Not Met | <p>Barton's students area of Knowledge, Fairness, and Rules was 68% on the core assessment.</p> <p>Barton's students Sense of Belonging was 63% on the core assessment.</p> <p>Barton's students Relationship Skills were 69% on the core assessment.</p> <p>Barton's students Social Awareness was 64% on the core assessment and increased by 1% since the previous year.</p> <p>Barton's students' chronic absenteeism is 47.3%.</p> | <p>Teachers will be provided with Harmony SEL training by Barton SEL lead.</p> <p>Teachers will implement SEL instruction with the Harmony curriculum.</p> <p>For the 23-24 school year the district Aspire team will work with students needing Tier 2 SEL instruction in small groups in grades K-2.</p> <p>The school counselor will continue to monitor school attendance data regularly and will work with the All-in district team to provide incentives school-wide to decrease chronic absenteeism.</p> <p>The school counselor will conduct SART and SARB meetings to support family needs in attending school daily.</p> <p>Barton school staff will implement Positive Behavior Interventions and Supports or (PBIS).</p> |
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Action Plan

*Staff will implement awards for attendance and SEL (Barty B's).

*Counselor and SEL TOSA will conduct home visits for students who have chronic absenteeism.

*Admin Team will meet monthly with the district's All-In team to monitor and strategize attendance incentives.

*SEL TOSA will utilize the CORE Pulse Survey to meet with students and plan SEL activities.

Progress Monitoring

*Discipline (Office referrals, pink slips, yellow slips, suspension, and teacher feedback) data

*CORE and Pulse Survey feedback

*Student feedback via Google Surveys

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|------------------------|------------------------|------------------------|------------------------|
| *Tanslation Services Needed for Parents by an LBUSD employee - English to Spanish | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| *Translation of SSC, ELAC, and Title 1 documents (agendas, flyers, letters, etc...) (PI 1) | | | | |
| Recreation Aide Support (IN 7) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Due to an ever increasing concern about our students' SEL needs, especially when they return to the physical school building after the pandemic, the hiring of a one year SEL TOSA will assist and support our students' with their mental health and well being by teaching them the five core SEL competencies - Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Students will also continue their learning and application of having a Growth Mindset. Students' learning and implementation of the five core competencies will provide them with the necessary knowledge to manage their behavior, develop empathy, and build their confidence and leadership ability. Learning such skills will provide them with the opportunity to be productive students and citizens in their communities. (IN 6) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| School Librarian (1 additional day) to support students' Literacy skills. The School Librarian will also assist students in grades 3-5 with SBAC ELA skills - Research Inquiry, Collborative Conversations, Reading Comprehension, etc... (IN 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| To ensure that our staff and community stay well, our staff will pay for two additional days for a School Nurse. The School Nurse will also do parental outreach and work with families on students' health and well-being. (IN 4) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Intermediate Office Assistant additional for 0.5 FTE to help improve Chronic Absenteeism rates. IOA will support teachers with phone calls of students who are in danger of becoming Chronically Absent. Teachers will notify the IOA of any students absent two days in a row for phone calls home from the very beginning of the year. IOA position will help with phone calls, sending notices, and setting up parent conferences for students at the beginning of the year who are on a list for Attendance Phone Calls. IOA will support the Counselor and the district's established All In program. (IN 5) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

| | | | | |
|--|------------------------|------------------------|------------------------|------------------------|
| <p>Counselor to provide support services for students to help improve the student CORE areas. Culture/Climate improvements are needed through actual service provided for students. Counselor to meet with students to support self-management, social awareness, and academic counseling. Focus on Self-Efficacy and Growth Mindset, as well as self-management and social awareness to support student Productive Struggle during Guided Instruction, Collaborative Learning, and Independent Learning. Counselor to support students as an intervention by providing a counseling group in Grades 2-5. This will increase student participation, student production, and student engagement. Interventions will serve to decrease referrals to the office and referrals for special education. Tier 3 Intervention will be provided for students through small group academic counseling support, self-management related to the CORE deficit areas, self-efficacy, and social awareness that focuses on collaboration. Monitor and management of chronically absent students through incentive programs, contracts, parent conferences, and SARB. Implement programs that support students in the improvement of student attendance and struggling in CORE areas. (IN 3)</p> | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| <p>School Psychologist for an additional .5/day to total 2.5 days as an intervention to assist students with learning how to handle their reactions to situations. Our School Psychologist will focus on SEL strategies to support students. SEL Strategies will include the five competencies - Self-Management, Social Awareness, Self-Awareness, Relationship Skills, and Responsible Decision-Making. (IN 2)</p> | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - English Language Arts | | |
|--|--|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All TK-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 | <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</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 rich nonfiction and informational text.</p> <ul style="list-style-type: none"> • 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 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>texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>Assessments Used: K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments iReady Wonders - Wkly/Mthly</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>Core5</p> <p>ELLevation</p> <p>iReady</p> <p>Newsela</p> |
|---|---|--|

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - Writing | | |
|---|--|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All TK-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 TK-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>Performance writing task</p> <p>Weekly reading assessments</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Performance Tasks</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 TK-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>CGI</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> <p>CGI Strategies</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>19/20 discipline data noted 50 to 100 incidents/month. Back to School Survey showed 42% of our students had someone to talk to, and only 44% felt hopeful. 7 Suicide Assessments were done in the 19/20-20/21 school years. Barton continues to have the largest caseload at For The Child. Culture-Climate Survey (Student-Staff) 70, Other 30</p> | <p>Due to an ever increasing concern about our students' SEL needs, especially when they return to the physical school building after the pandemic, the hiring of a one year SEL TOSA will assist and support our students' with their mental health and well being by teaching them the five core SEL competencies - Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Students will also continue their learning and application of having a Growth Mindset.</p> | <p>All Students, All Staff</p> | <p>Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%</p> | <p>08/29/2023 - 06/13/2024 Daily</p> | <p>Principal Teachers SEL TOSA</p> | <p>Discipline Data Student Feedback via Surveys and Conversations Teacher Feedback Observations Achievement Data Attendance Data Culture-Climate Survey (Student-Staff) 70, Other 30</p> |

| | | | | | |
|---|--|--|--|--|--|
| <p>Students' learning and implementation of the five core competencies will provide them with the necessary knowledge to manage their behavior, develop empathy, and build their confidence and leadership ability. Learning such skills will provide them with the opportunity to be productive students and citizens in their communities. The SEL Compliance person would also assist with compliance issues and family engagement activities.</p> | | | | | |
|---|--|--|--|--|--|

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 |
| | <p>Barton elementary school 5th grade students will receive classroom presentations on the matriculation process from the school counselor.</p> <p>Barton elementary school parents of 5th grade students will receive classroom presentations on the matriculation process from the school counselor.</p> <p>LBUSD Middle School representatives will provide a presentation to matriculating students on the programs and school schedule.</p> | |

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 |
| Even though there was an 88% overall favorable response in the 2022-2023 Joint Leadership Survey, there was 69% favorable responses related to the handling of student discipline. | <p>Restorative Justice practices training and school-wide implementation.</p> <p>PBIS staff training and school-wide implementation.</p> <p>Harmony staff trainings and school-wide implementation.</p> <p>LACOE PBIS team training.</p> <p>District PBIS team trainings.</p> <p>Trauma informed practices training.</p> <p>Behavior management training.</p> | <p>Restorative practices training - Cost to be determined.</p> <p>No cost for PBIS and Harmony SEL staff training.</p> | <p>The Restorative Justice Practices, Harmony SEL training and PBIS trainings will be implemented during the weekly staff meetings.</p> <p>8/30/2023-6/13/2024 Daily</p> | <p>School Principal</p> <p>Counselor</p> <p>SEL Facilitator</p> <p>District PBIS staff</p> <p>District Aspire staff</p> | <p>2024 Joint Leadership Survey</p> <p>Teacher feedback</p> |

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 |
| Our Core Student Survey continues to show growth in all areas in 4th and 5th grade. Staff will continue to implement practices in the area of Understandings 6 via the district's Understandings and Expectations guide. | <p>ILT will implement PD utilizing the district's Understandings and Expectations guide and Fisher and Frey's Equity book, "Building Equity."</p> <p>ILT and Counselor will implement staff PD on "Cultural Competence NOW." Activities will be taken from this book authored by Vernita Mayfield.</p> <p>SEL Lead will implement staff PD on Harmony SEL.</p> | No cost for PD implementation. | Training will be implemented on Thursdays at our weekly staff meetings | <p>Personnel Involved:</p> <p>Principal</p> <p>Teachers</p> <p>Counselor</p> <p>SEL Facilitator</p> | <p>Exit Slips via Google Form Surveys</p> <p>Informal Classroom walkthroughs by Principal.</p> <p>Pulse and Core Survey results.</p> |

| | | | | | |
|--|---|--|---|---|---|
| <p>To increase our students' Math achievement, teachers will receive coaching and professional development in the area of CGI.</p> | <p>District's Math Coach Math Lead Cotsen Mentor</p> | <p>No cost for PD implementation.</p> | <p>Training will be implemented on Thursdays at our weekly staff meetings.</p> | <p>Personnel Involved: District's Math Coach Teachers Math Lead</p> | <p>Exit Slips via Google Form Surveys Informal Classroom Walkthroughs by Principal CIV Internal Learning Walks CDS - Collaborative Data Study</p> |
| <p>Due to our need to increase student achievement, Barton teachers will receive professional development (district's Best Practices) from the site's ILT.</p> <p>Literacy support may be removed, therefore, teachers need to be more knowledgeable in Tier 1 instruction, identifying students in need of Tier 2 instruction and implementation of Tier 2 instruction.</p> | <p>Professional Development - CGI and district's Best Instructional Practices.</p> <p>Staff professional development around stronger Tier 1 instruction.</p> <p>Staff professional development around identifying and supporting students in need of Tier 2 support.</p> <p>Staff professional development around developing meaningful tasks for Tier 2 instruction.</p> | <p>Site Funded</p> <p>Teachers demonstrating Best Practices during informal observations will be asked to share Best Practices during Thursday's staff meetings.</p> <p>Math Coach will also provide CGI PD to staff on Thursdays.</p> | <p>Three to four Thursdays each month.</p> <p>Monthly training around Tier 1 instruction, student identification, and intentional planning and support of Tier 2 instruction, including meaningful tasks.</p> | <p>Personnel Involved: Site Teachers ILT Math Coach Literacy Team</p> | <p>Informal Observations Assessment Data - iReady (Math and ELA), FRSA, Edulastic, and SBAC</p> |

| | | | | | |
|---|--|---|---------------------------------|---|---------------------------------------|
| The Literacy Team is not able to support all the students in need of interventions. Teachers need to implement stronger Tier 1 & Tier 2 instruction to ensure that students' academic needs are being met, especially since the literacy resources (support teachers) may be unavailable next year. Core Curriculum 100 | Teachers will experience monthly professional development in the areas of Tier 1 instruction, Tier 2 instruction, Formative Assessment (Dylan William), Intentional Questioning, Meaningful Tasks, and Academic Collaborative Conversations. | LCFF \$2,421 Teacher Hourly Extra Comp (7) for 4 hours annually - LCFF 100% | 08/30/2023 - 06/13/2024 Monthly | Principal Instructional Leadership Team Literacy Team | i-Ready Dignostic Data FRSA Edulastic |
|---|--|---|---------------------------------|---|---------------------------------------|

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers are involved in many different ways at the school site that focuses on academic areas as well as the school's culture and climate. Teachers are members of Barton's Student Leadership Team, School Site Council, the English Language Advisory Committee, and other before/after school committees. Serving on these committees supports student achievement, instructional practices, and culture/climate.

ACTION TEAMS/COMMITTEES:

- COMMUNITY OUTREACH: Barton is currently working on securing VIPS to help in classrooms, in the office, and during our various student activities during the school year. We have also deployed a monthly Family Bulletin and created visibility on multiple social media platforms - Instagram, Twitter, Tik Tok, and a new Website. Barton's teachers also participate in our monthly Thursday morning Family Walks.
- SOCIAL MEDIA: Website, Instagram, Tik Tok, and Twitter
- INSTRUCTIONAL LEADERSHIP TEAM (ILT): Our ILT creates and implements Professional Development for our teachers, participates in the CIVs/Internal

Learning Walks (School Walkthroughs), and Collaborative Data Studies with district personnel.

- SAFE and CIVIL: Works in conjunction with our PBIS (Positive Behavior Intervention Support) team to develop systems to support positive student behavior. Focus Areas: Students' restrooms, school cleanliness, and safety.

These two teams also assist with the site's Guidelines for Success and Daily Affirmation.

- CULTURE CLIMATE: Barton teachers work in committees to create a positive culture climate. This year, Barton's teachers were able to successfully implement a Trunk or Treat, Reading Club, Winter Carnival, and Turkey Trot. Teachers also worked with the school's counselor to assist with the students' monthly Awards Assemblies and the monthly Family Newsletter.

- PARENT INVOLVEMENT: To engage our families, teachers have held parent conferences, attended Back to School Night and Open House, participated in submitting articles to the monthly Family Bulletin, and created activities (Turkey Trot, Winter Carnival, Reading Club, Trunk or Treat, and Monthly Awards Assemblies, etc...) for various student/parent engagement opportunities at the school site.

- SOCIAL COMMITTEE: Staff Spirit (Celebrations, Appreciations, Luncheons, etc...)

In addition, some teachers participate and support the following:

- Student Leadership Team
- After School Tutoring
- Before School Tutoring

Staff involvement continues to evolve based on the needs of students, the community, and student results on various data points. Teachers will also:

- 1) Run tutorials.
- 2) Create workshops and seminars based on students' needs in academics, culture/climate, and SEL areas.

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 |
| Student achievement is a collective partnership. By hosting quarterly parent grade level meetings, families will be equipped with the knowledge necessary to support their students at home. | Curriculum Materials | No Cost | Quarterly | Teachers Culture Climate Team Principal | Feedback via Google Forms from staff, students, and teachers. |
| To promote and engage families with literacy, the Library will host a yearly Family Literacy Night. The event's goal is to connect our students families to the wonderful world of reading. | Library Books | No Cost | Yearly | Librarian Culture Climate Team Principal | Feedback via Google Forms from staff, students, and teachers. |
| To promote the family and staff partnership, Barton staff will create opportunities to engage and connect with families. Examples - Turkey Trot, Monthly Awards Assemblies, Family Newsletter (Monthly), and Winter Carnival. | | No Data. | Yearly Activities - September - June | All Staff | Family and Staff Surveys |

| | | | | | |
|---|---|---------|--------|--|---|
| To increase the parent /teacher connection, we are planning to increase our visibility on the current social media platforms. | Social Media platforms - Facebook, Instagram, Website, and Twitter. | No Cost | Weekly | Culture Climate Team Counselor Principal | Feedback via Google Forms from staff, students, and teachers. |
|---|---|---------|--------|--|---|

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) | 138981 |
| Title I Parent and Family Involvement (3008) | 3499 |

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 | 49840 |

* 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 | Jacqueline Williams | 09-15-2024 |
| Staff | Classroom Teacher | Stacy Sanchez | 09-15-2025 |
| Staff | Classroom Teacher | Jenny Garcia | 09-15-2025 |
| Staff | Classroom Teacher | Caylee Norris | 09-15-2025 |
| Staff | Non Classroom Teacher | Judy McNeice | 09-15-2025 |
| Community | Parent | Erin [REDACTED] | 09-22-2025 |
| Community | Parent | Dulce [REDACTED] | 09-22-2025 |
| Community | Parent | Margarita [REDACTED] | 09-22-2025 |
| Community | Parent | Marcus [REDACTED] | 11-08-2024 |
| Community | Parent | Elenor [REDACTED] | 11-08-2024 |

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) | Gloria [REDACTED] |
| DELAC Representative | Parent of EL Student (required) | Minerva [REDACTED] |
| Principal or Designee | Staff Member (required) | Jacqueline Williams |
| Secretary | Parent of EL Student (required) | Dulce [REDACTED] |

| Name | Representing |
|--------------------|----------------------|
| Jessica [REDACTED] | Parent of EL Student |
| Omar [REDACTED] | Parent of EL Student |

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? | 11/07/2023 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | after school tutoring parent workshops - showing parents how to access learning content at home to support their child’s learning parent and student workshops flyers and school messengers student council Saturday school |
| 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 CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: Pulse Survey, Core Survey, iReady ELA & Math data, FRSA |
| 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 | 11/15/2023 |
| 6. What was SSC's response to ELAC recommendations? | The SSC membership agreed with the ELAC Recommendations. |

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): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/03/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/03/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/12/2023, 09/12/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/01/2023
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) -

Barton Elementary School -

If ATSI, identify subgroups:

- | | | |
|--|--|--|
| <input checked="" 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 type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" 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

11/1/2023

Signature of Principal

Signature of SSC Chair

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.



Barton Elementary School

Clara Barton Elementary School 2023-2024

Partners In Learning – Home/School Compact

STUDENT'S NAME: _____ TEACHER _____ ROOM #: _____

As a student, I pledge to:

- Follow Barton's Guidelines for Success daily.
- Adhere to the Barty Bees – Be Nice, Be Helpful, Be Hands-Off, Be Respectful, and Be a Buddy.
- Follow the Barton School Policies: Discipline, Cell Phone, Dress Code, and Nutrition/Snack.
- Show proper respect for teachers, parents, staff, and peers.
- Discuss with my parents what I am learning in school.
- Ask my teacher questions when I do not understand something.
- Limit my TV watching, Internet usage, and read books regularly.
- Come to school every day.

Student's Signature _____

As a parent, I pledge to:

- Reinforce and support Barton's Guidelines for Success and school policies.
- Reinforce the Barty Bees to my student.
- Ensure my child comes to school in uniform daily.
- Make sure my child has a good night's rest and comes to school every day on time and ready to learn.
- Support my child's teacher with their classroom expectations.
- Talk with my child about their school activities daily, including their homework.
- Provide a comfortable study environment and encourage good study habits.
- Encourage my child to read by reading with them, by reading myself, and by listening.
- Participate in as many workshops, conferences, and school functions as I can.
- Monitor my child's usage of the Internet, television, and video games.
- Ensure that my child comes to school daily ready to learn.

Parent's Signature _____

As a teacher, I pledge to:

- Reinforce and uphold Barton's Guidelines for Success and school policies.
- Teach and reinforce the Barty Bees to my students.
- Follow District Policies, Common Core State Standards, and utilize Best Practices of Instruction.
- Ensure a safe and orderly learning environment.
- Explain my expectations, instructional goals, and grading system to children and parents.
- Communicate regularly with each parent to ensure that each child has the best education possible.
- Recommend TV programs and Internet sites when applicable to class lessons.

Teacher's Signature _____

Principal and Support Staff pledge to:

- Reinforce and uphold Barton's Guidelines for Success and school policies.
- Teach and reinforce the Barty Bees to all students.
- Create a welcoming environment for students and parents.
- Ensure a safe and orderly learning environment.
- Promote the partnership between student, parent, and staff.
- Provide appropriate workshops and training for teachers and parents.

Principal's Signature _____

Clara Barton Elementary School 2023-2024
Socios en Aprendizaje - Inicio / Escuela Compacta

NOMBRE DEL ESTUDIANTE: _____ MAESTRO/A _____ # SALON : _____

Como estudiante, me comprometo a:

- Seguir las Pautas para el Éxito de Barton diariamente.
- Adhiérme a las abejas Barty: ser amable, servicial, manos libres, ser respetuoso y ser un amigo.
- Seguire las Políticas de la Escuela Barton: Disciplina, Teléfono Celular, Código de Vestir y Nutrición / Snack.
- Mostrare el debido respeto por los maestros, padres, personal y compañeros.
- Compartir con mis padres lo que estoy aprendiendo en la escuela.
- Le hare preguntas a mi maestro/a cuando no entiendo algo.
- Limitar la visualización de la televisión y el uso de Internet y leer libros regularmente.
- Vendre a la escuela todos los días

Firma del estudiante

Como padre, me comprometo a:

- Reforzar y apoyar las Guías para el Éxito de Barton y las políticas escolares.
- Reforzar las Barty Bees con mi alumno.
- Asegúrame de que mi hijo vaya a la escuela en uniforme todos los días.
- Asegúrame de que mi hijo (a) tenga una buena noche de descanso y vaya a la escuela todos los días a tiempo y listo para aprender.
- Apoyar al maestro/a de mi hijo/a con las expectativas de su salón de clases.
- Hablar con mi hijo/a sobre sus actividades escolares diariamente, incluyendo su tarea.
- Proporcionar un ambiente de estudio cómodo y fomentar buenos hábitos de estudio.
- Animar a mi hijo/a a leer, leyendo con él / ella, leyéndome y escuchando.
- Participar en tantos talleres, conferencias y funciones escolares como pueda.
- Monitorear el uso de Internet, televisión y videojuegos por parte de mi hijo/a.
- Asegurar que mi hijo/a vaya a la escuela todos los días listo/a para aprender

Firma de los padres _____

Como profesor, me comprometo a:

- Refuerce y respaldar las Guías para el Éxito de Barton y las políticas escolares.
- Enseñar y reforzar las abejas Barty a mis alumnos.
- Seguir las Políticas del Distrito, los Estándares Estatales Comunes y Utilice las Mejores Prácticas de Instrucción.
- Asegurar un ambiente de aprendizaje seguro y ordenado.
- Explicar mis expectativas, metas de instrucción y sistema de calificación para alumnos y padres.
- Comunicarme regularmente con cada padre para asegurar que cada niño/a tenga la mejor educación posible.
- Recomendar programas de televisión y sitios de Internet cuando sea aplicable a las lecciones de clase.

Firma del maestro

El personal principal y de apoyo se compromete a:

- Refuerce y respalda las Guías para el Éxito de Barton y las políticas escolares.
- Enseñar y reforzar las abejas Barty a mis alumnos.
- Crear un ambiente acogedor para los estudiantes y los padres.
- Asegurar un ambiente de aprendizaje seguro y ordenado.
- Promover la asociación entre el estudiante, los padres y el personal.
- Proporcionar talleres y capacitación apropiados para maestros y padres.

Firma del director/a _____



Clara Barton Elementary School

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Long Beach, CA 90807

(562) 428-0555 FAX (562) 984-8509

Parental Involvement Guidelines

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

PART I

Clara Barton Elementary agrees to implement the following requirements:

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

PART II

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

1. Clara Barton Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental 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 four District trainings (one on Saturday) for School Site Council (SSC) parents and Teams. Topics included:*
 - *Responsibilities & Roles of SSC and its members*
 - *Composition of SSCs*
 - *Budgetary considerations*
 - *Single Plans for Student Achievement*
 - *Title I, NCLB requirements & mandates*

- *Plan Meetings with SSC & English Language Acquisition Committee (ELAC) parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines*
 - *Invite other parents and stakeholders to attend the meeting*
 - *Newsletter*
 - *Back to school night*
 - *Invite other parents that would be interested in attending meetings*

- *At SSC & ELAC Meetings we will:*
 - *Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary*
 - *Re-write or update the Parent Involvement Guidelines & Home School Compacts*
 - *Oral and written translations available for Spanish and Khmer parents to allow for discussions*

2. Clara Barton Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:

- *SSC & ELAC*
- *School website*

3. Clara Barton Elementary will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:

- *Public school choice notifications*
- *At SSC and ELAC meetings*
- *Parent information meetings*

4. Clara Barton Elementary will convene an Annual Meeting to inform parents of the following:

That their child's school participates in Title I,

About the requirements of Title I,

Of their rights to be involved in the School Site Council, ELAC, DELAC, DCAC, and CAAP.

- Meetings offered after school*
- Invitations/fliers sent home with each child in appropriate language*
- Title I Newsletter*
- Announcement made on school webpage*
- School Messenger*

5. Clara Barton Elementary will hold a number of meetings after school, provide child care, paid for with Title I funding as long as these services relate to parental involvement:

- Notifications via fliers/marquee- School newsletters, Businesses in Community*
- Meetings in the afternoon*
- Announcements/fliers sent home with each child in appropriate language*
- Incentives, refreshments, and child care*
- District Parent Resource Meeting*
- Title I Workshops: Common Core State Standards and SBAC Testing*

6. Clara Barton Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:

- Section of Newsletter*
- At Annual Title I Meeting*
- On Main Office Counter*
- At SSC, ELAC and other Parent meetings (PAT & CAAP)*
- At Parent Teacher Conferences*
- At Back to School Night*
- School website*
- School Messenger*

7. Clara Barton Elementary will provide to parents of participating children 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:

- At various meetings, such as :*
 - *Parent Teacher Conferences*
 - *Back to School Night*
 - *Parent Workshops*
 - *School Newsletter*

- *CCSS Workshop*
- *SBAC Testing Workshop*

- *School newsletters*

8. Clara Barton Elementary will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *Parents' suggestions/topics from*
 - *Coffee with the Principal*
 - *School Site Council and ELAC*
 - *Parent surveys*
 - *Parent Meetings*

9. Clara Barton Elementary will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Clara Barton Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Parent Education Workshops*
- *District Training for Parents*
- *Parent University*
- *School Site Council Meetings*
- *ELAC Meetings*
- *School Events*

2. **Clara Barton Elementary** will incorporate the school-home compact as a component of its School Parental Involvement Guidelines:

- *Develop, discuss and review at first SSC and ELAC meetings*
- *Distributed to parents*
 - *Tear-offs sent home with each student in appropriate language*
 - *Signed by parent at Parent Teacher Conferences*

3. Clara Barton Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --
- Common Core State Standards
 - SBAC Testing
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators:
 - *Calendars*
 - *DCAC and ELAC meetings*
 - *Transitional workshops (Getting Ready for Middle School, High School & College) offered through the District Parent Resource Centers and LB Scholars or GEAR UP*
4. Clara Barton Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent/Family Involvement
- *Workshop for Parents*
 - *Conferences for Parents*
 - *Parent Trainings for Parents from the District*
 - *Partnership in-services and meetings*
5. Clara Barton Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- *Parent Involvement in School Site Council and ELAC*
 - *Partnership with parents*
 - *Positive Communication with Parents*
6. Clara Barton Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Child Development Center, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- *Promotion of District's Kindergarten Readiness*
 - *Resources from the District*
 - *Promoting Kindergarten Festival*
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

□ Documents will be sent to the PALMS office for the translations of written materials/notifications that are sent to parents or school employee will translate documents.

* * * * *

PART V. ADOPTION

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council. These Guidelines were adopted by Clara Barton Elementary on 10/3/2023 and will be in effect for the period of one academic year. The school will distribute the Guidelines to all parents of participating Title I, Part A children on or before 10/31/2023. It will be made available to the local community on or before 10/31/2023. Clara Barton's notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of these Guidelines to parents in a language the parents can understand.



(Signature of Authorized Official)

10.4.23

(Date)



Clara Barton Elementary School

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Long Beach, CA 90807

(562) 428-0555 FAX (562) 984-8509

Pautas de participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Clara Barton ha desarrollado, acordado y distribuido a los padres de los niños participantes, junto con las Pautas de participación de los padres en la escuela, que contiene la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de la Escuela Primaria Clara Barton para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela está incorporado en las Pautas de participación de los padres de la escuela.

PARTE I

Clara Barton Elementary se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, una Guía de Participación de los Padres en la Escuela con la que estén de acuerdo la escuela y los padres de los niños participantes.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas de participación de los padres de la escuela.
- Actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto de la escuela entre el hogar y la escuela como un componente de sus Pautas de participación de los padres en la escuela.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LAS PAUTAS REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES DE LA ESCUELA COMPONENTES

1. Clara Barton Elementary tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación de los Padres en la Escuela y su plan escolar, si corresponde, de una manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:

- Asistencia a uno de los cuatro entrenamientos del distrito (uno el sábado) para los padres y equipos del Consejo del Sitio Escolar (SSC). Temas incluidos:
 - Responsabilidades y roles de SSC y sus miembros
 - Composición de las CSS
- Consideraciones presupuestarias

- Planes únicos para el rendimiento estudiantil
- Requisitos y mandatos de Título I, NCLB

- Planifique las reuniones con los padres del SSC y del Comité de Adquisición del Idioma Inglés (ELAC) (en un momento conveniente) para revisar
 - Plan de rendimiento estudiantil y pautas del año anterior
- Invite a otros padres y partes interesadas a asistir a la reunión.
 - o Boletín
 - o Noche de regreso a clases
 - o Invite a otros padres que estén interesados en asistir a las reuniones

- En las reuniones de SSC y ELAC:
 - Revisar el plan escolar y las pautas del año anterior y el pacto entre el hogar y la escuela. Como grupo, anote los cambios y realice los ajustes (eliminaciones o adiciones) según sea necesario
 - Reescriba o actualice las Pautas de participación de los padres y los pactos entre el hogar y la escuela
 - Traducciones orales y escritas disponibles para padres de español y jemer para permitir discusiones

2. Clara Barton Elementary tomará las siguientes acciones para distribuir a los padres de los niños participantes y la comunidad local, las Pautas de Participación de los Padres en la Escuela:

- SSC y ELAC
- Sitio web de la escuela

3. Clara Barton Elementary actualizará periódicamente sus Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- Notificaciones de elección de escuela pública
- En las reuniones del SSC y ELAC
- Reuniones de información para padres

4. Clara Barton Elementary convocará una reunión anual para informar a los padres de lo siguiente:

Que la escuela de su hijo participe en el Título I,
Sobre los requisitos del Título I,

De sus derechos a participar en el Consejo del Plantel Escolar, ELAC, DELAC, DCAC y CAAP.

- Se ofrecen reuniones después de la escuela
- Invitaciones / volantes enviados a casa con cada niño en el idioma apropiado
- Boletín de Título I
- Anuncio hecho en la página web de la escuela
- Mensajero de la escuela

5. Clara Barton Elementary llevará a cabo una serie de reuniones después de la escuela, proporcionará cuidado infantil, pagado con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:

- Notificaciones a través de volantes / marquesina: boletines escolares, negocios en Comunidad

- Reuniones por la tarde
- Anuncios / volantes enviados a casa con cada niño en el idioma apropiado
- Incentivos, refrigerios y cuidado infantil
- Reunión de recursos para padres del distrito
- Talleres de Título I: Estándares Estatales Básicos Comunes y Exámenes SBAC

6. Clara Barton Elementary proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:

- Sección del boletín
- En la reunión anual del Título I
- En el mostrador de la oficina principal
- En SSC, ELAC y otras reuniones de padres (PAT y CAAP)
- En conferencias de padres y maestros
- En la noche de regreso a clases
- Sitio web de la escuela
- Mensajero de la escuela

7. Clara Barton Elementary proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica que se utilizan para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes:

- En varias reuniones, como:
 - Conferencias de padres y maestros
 - Noche de regreso a la escuela
 - Talleres para padres
 - Boletín escolar
 - Taller CCSS
 - Taller de pruebas SBAC

- Boletines escolares

8. Clara Barton Elementary proporcionará a los padres de los niños participantes, si los padres lo solicitan, oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias tan pronto como practicamente posible:

- Sugerencias / temas de los padres de
 - Café con la directora
 - Consejo del Plantel Escolar y ELAC

- Encuestas para padres
- Reuniones de padres

9. Clara Barton Elementary presentará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.

PARTE III RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. Clara Barton Elementary construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de la siguientes actividades que se describen específicamente a continuación:

- Talleres de educación para padres
- Capacitación distrital para padres
- Universidad de Padres
- Reuniones del consejo del sitio escolar
- Reuniones de ELAC
- Eventos escolares

2. Clara Barton Elementary incorporará el pacto entre la escuela y el hogar como un componente de sus Pautas de participación de los padres en la escuela:

- Desarrollar, discutir y revisar en las primeras reuniones del SSC y ELAC
- Distribuido a los padres
- Desgarros enviados a casa con cada estudiante en el idioma apropiado.
- Firmado por los padres en las conferencias de padres y maestros

3. Clara Barton Elementary, con la ayuda de su distrito, brindará asistencia a los padres de niños atendidos por la escuela en la comprensión de temas como los siguientes, mediante la realización de las acciones descritas en este párrafo:

- Estándares estatales básicos comunes
- Prueba SBAC
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
- los requisitos del Título I,
- cómo monitorear el progreso de su hijo, y
- cómo trabajar con los educadores:

- Calendarios
- Reuniones de DCAC y ELAC
- Talleres de transición (Preparándose para la escuela secundaria, Escuela secundaria y universidad) ofrecidos a través del distrito para padres

Centros de recursos y LB Scholars o GEAR UP

4. Clara Barton Elementary, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, al :

Participación de los padres y la familia

- Taller para padres
- Conferencias para padres
- Capacitaciones para padres para padres del distrito
- Colaboración en servicios y reuniones

5. Clara Barton Elementary, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas, al:

- Participación de los padres en el consejo del sitio escolar y ELAC
- Asociación con los padres

Comunicación positiva con los padres

6. Clara Barton Elementary, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con el Centro de Desarrollo Infantil, preescolar público y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que fomenten y apoyen que los padres participen más plenamente en la educación de sus hijos mediante:

- Promoción de la preparación para el jardín de infantes del distrito
- Recursos del distrito
- Promoción del festival de jardín de infantes

7. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. , incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Los documentos se compartirán con el personal escolar designado para traducir los materiales/notificaciones escritas que se envían a las familias.

PARTE V. ADOPCIÓN

Estas Pautas de participación de los padres en la escuela se han desarrollado en conjunto con los padres de niños que participan en los programas del Título I, Parte A, y se han acordado con ellos, como lo demuestra el Consejo del Plantel Escolar.

Estas pautas fueron adoptadas por la escuela primaria Clara Barton el 10/3/23 y estarán vigentes por el período de un año académico. La escuela distribuirá las Pautas a todos los padres de los niños participantes del Título

I, Parte A el 10/03/23 o antes. Estará disponible para la comunidad local el 10/31/2023 o antes. La notificación de Clara Barton a los padres sobre las Pautas será en un formato comprensible y uniforme y, en la medida de lo posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

Firma del funcionario (autorizado)

Fecha