



2023-2024

Grant 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

In 2021-22 Grant demonstrated an increase in the number of students who participated in taking the FRSA compared to 2020-21. This was also true for SBAC grades 3-5 participation. Students in grades K-5 participated in tiered levels of support both in and out of the classroom. Students were prioritized based on baseline data gathered through the use of LLI. Students in Grades 1-5 participated in the iReady assessment platform, 3x a year. District and state assessments were utilized to inform staff of needed levels of support. All grade levels provided tier 1 level of support as well as tier 2. Grants instructional focus was Small Group Instruction. Differentiated professional development was provided as a response and prioritizing the needs of Grant students in grades TK-2, 3-5. FRSA: Overall Met/Exceeded 46% Kinder, 33% Gr.1, 64% Gr.2 Subgroup: 43% Hispanic, 38% ELL, 48% African American*School iReady Data: 20% On grade level, 44% one grade level below, 35% two grade levels below SBAC: Met/Exceeded Grade 3 37% Grade 4 38% Grade 5 44% SubGroups: 33% Hispanic, 14% English Learners, 41% African American

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

With a focus on small group instruction, Grant students will achieve at least one year of academic growth as measured by iReady and Edulastic assessments. Grant students will increase 25% from the previous year as measured by iReady and Educalstic assessments. Implementation and progress monitoring via professional development of a 90-day PD cycle vs semester. Staff will participate in 1:1 data meetings will require analysis of trimester data, reflection on teaching practices, and development of next steps with principals as a result of trimester data.

English Language Arts:By June 2023 all Grant students will achieve at least one year of academic growth in ELABy June 2023 65% of Grant students in grades 2-5 will score an overall 3 on the Performance Task By June 2023 Grant students achieving below grade level will demonstrate greater than one year of growth in ELABy June 20223 the median student growth of Black students will be at least 25% greater than the previous year on iReady assessments ELAAll Multilingual Learners will participate in ELPAC and demonstrate growth in the areas of Listening and Speaking

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

In 2021-22 Grant increased the number of students who participated in taking state and district assessments. Four hundred sixty-seven Grant students in grades, 3-5 participated in SBAC and other math district assessments. Students in Grades 1-5 took math facts throughout the academic year. All students in grades K-5 took the iReady Math assessments 3x a year. Students in grades TK-5 will participate in tiered levels of support. Students will be prioritized by baseline data from the iReady diagnostic assessment. A tiered level of support in the classroom utilizing CGI framework to further build conceptual learning in mathematics. In addition, the CGI framework will help support language acquisition in students, particularly English learners. Math Facts: Overall Met/Exceeded86% Grade 1 , 93% Grade 2 , 46% Grade 3 , 75% Grade 4 , 82% Grade 5 * School iReady Overall Data:7% On Grade Level or Above, 50% one grade level below, 43% two grade levels below SBAC: Met/ExceededGrade 3 32%Grade 4 27%Grade 5 24%SubGroups: 26% Hispanic, 10% English Learners, 19% African American,

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Grant will increase mathematical discourse and critical thinking skills through the application of CGI framework as measured by a 25% increase from previous iReady assessments. Action plan: Students in grades TK-5 will participate in tiered levels of support. Students will be prioritized by baseline data from the iReady diagnostic assessment. A tiered level of support in the classroom utilizing CGI framework to further build conceptual learning in mathematics. In addition, the CGI framework will help support language acquisition in students, particularly English learners. Progress monitoring will occur after each 90-day PD cycle. Data will be reviewed by the support team and admin team each trimester.

Math goal(s): All Grant students will achieve at least one year of academic growth in Math. The median student growth of Black students will be at least 25% greater than the previous year on iReady assessments. Math Grant students achieving below grade level will demonstrate greater than one year of growth in Math.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Currently, 293/989 students at Grant are English Learners. English Learner Data: 14 are Newcomers, 37 are at risk of being long-term English Learners, 42 are RFEPA at Grade Level or Above/iReady ELA: 10%, Math 2% English Learners ELPAC Data: 38.1% Level 1 Beginner, 53.5% Level 2 Somewhat/Moderately Developed, 84% Level 3 Well Developed.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Grant's area of focus is on increasing student voice and agency. EL students will increase positive by 10% as measured by periodic CORE and Pulse surveys. In addition, Grant staff will provide designated and integrated ELD daily during core subjects as measured monthly by principal walkthrough feedback. Progress Monitoring will be done by January 2023 after the second diagnostic and review of 90 day PD cycle and again in March/June.

Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% from 42% to 47% by Spring 2023. Students who are ELL will increase 10% on their sense of belonging by on CORE and Pulse surveys.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Students participated in the CORE survey in February, and as a result of the findings students self-efficacy, social awareness, and student safety were areas of need. Grant will focus on a sense of belonging and agency which will support areas of social awareness and self-efficacy. Grant will address students sense of safety via the Culture and Climate committee. This year the Culture and Climate Committee will include members from the student council to include student voice/agency.

Findings - Culture/Climate
Students in grades 3-5 participated in the CORE survey during virtual learning.

Grant made gains in students, staff, and parents reporting a 96% positive response to Climate of Support for Academics. In addition, students, staff, and parents reported a 94% in Sense of Belonging.

Grant students reported only a 61% positive response to Self-Efficacy and 66% Self Management. Self-Efficacy & Self Management will need to be areas of priority as it pertains to students.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Grant students will increase their sense of belonging by 10% as measured by CORE and Pulse's survey conducted 2x a year. Progress monitoring will be done on a monthly basis by the administrative team. Action plan: The counselor will increase student council participation and increase student voice and agency. Student council will inform leadership on ways to address the sense of belonging. The student council will inform the leadership team 1x a month.

By June of 2023 attendance will increase to 96%

By June of 2023 an increase of 4% for positive student responses on Growth Mindset and Self Efficacy as measured by the CORE survey. Overall an increase of 2% for positive student responses on each Culture/ Climate area as measured by the CORE survey.

By June 2023 increase attendance by 3% utilizing a tiered attendance plan that will provide outreach and ongoing support to all enrolled students.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With a focus on small group instruction, Grant students will achieve at least one year of academic growth as measured by iReady and Edulastic assessments. Grant students will increase 25% from the previous	Goal Partially or Not Met	Grant students increased in the amount of students that Met/Exceeded on the ELA SBAC at 37% which is an increase of 2% from the previous year. i-Ready Reading	Grades TK-2 teachers were trained in Heggerty (a phonemic awareness program) which will help students with literacy success. In the summer TK-2 also participated in the Getting Reading Right training developed by LACOE. At that training they were taught a daily decoding routine and have been asked to implement that

	<p>year as measured by iReady and Educalstic assessments. Implementation and progress monitoring via professional development of a 90-day PD cycle vs semester. Staff will participate in 1:1 data meetings will require analysis of trimester data, reflection on teaching practices, and development of next steps with principals as a result of trimester data.</p> <p>English Language Arts:By June 2023 all Grant students will achieve at least one year of academic growth in ELABy June 2023 65% of Grant students in grades 2-5 will score an overall 3 on the Performance Task By June 2023 Grant students achieving below grade level will demonstrate greater than one year of growth in ELABy June 20223 the median student growth of Black students will be at least 25% greater than the previous year on iReady assessments ELAAll Multilingual Learners will participate in ELPAC and demonstrate growth in the areas of Listening and Speaking</p>		<p>Stretch growth score 62% of student scored Approaching or On Target Typical growth score 73% of students scored Approaching or One Target</p>	<p>in their classrooms. These new strategies will strengthen students' literacy skills in phonics and phonemic awareness.</p> <p>A Literacy Coach was also implemented this school year to grades 1-2. This coach is available to help teachers with whole group and small group instruction for literacy. The coach comes into the classroom and model or co-teach the instructional strategies identified by the teacher.</p> <p>An i-Ready Specialist did a ½ training each grade level explaining resources and data analysis. Another training will happen in Semester 2. This training will help teachers create small group from i-Ready data and analyze students' needs based on this assessment.</p> <p>Grade 1-2 teachers participate in grade level specific all day Quality Core Instruction (QCI) trainings throughout the year with OCIPD staff about Literacy.</p>
Math	1) Grant will increase mathematical discourse and	Goal Partially or Not Met	Grant students decreased in the amount of students that	A Math Coach was implemented this school year to grades 3-5. This coach is available to help

<p>critical thinking skills through the application of CGI framework as measured by a 25% increase from previous iReady assessments. Action plan: Students in grades TK-5 will participate in tiered levels of support. Students will be prioritized by baseline data from the iReady diagnostic assessment. A tiered level of support in the classroom utilizing CGI framework to further build conceptual learning in mathematics. In addition, the CGI framework will help support language acquisition in students, particularly English learners. Progress monitoring will occur after each 90-day PD cycle. Data will be reviewed by the support team and admin team each trimester.</p> <p>Math goal(s): All Grant students will achieve at least one year of academic growth in Math. The median student growth of Black students will be at least 25% greater than the previous year on iReady assessments. Math Grant students achieving below grade level will demonstrate greater than one year of growth in Math</p>	<p>Met/Exceeded on the Math SBAC at 27%.</p> <p>They did increase on the i-Ready Math</p> <p>Stretch growth score 66% of student scored Approaching or On Target</p> <p>Typical growth score 77% of students scored Approaching or On Target</p>	<p>teachers with whole group and small group instruction for math. The coach comes into the classroom and models or co-teach the instructional strategies identified by the teacher.</p> <p>Grade 3-5 teachers participate in grade level specific all day Quality Core Instruction (QCI) trainings throughout the year with OCIPD staff about Literacy.</p>
---	--	--

English Learner	<p>1) Grant's area of focus is on increasing student voice and agency. EL students will increase positive by 10% as measured by periodic CORE and Pulse surveys. In addition, Grant staff will provide designated and integrated ELD daily during core subjects as measured monthly by principal walkthrough feedback. Progress Monitoring will be done by January 2023 after the second diagnostic and review of 90 day PD cycle and again in March/June.</p> <p>Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% from 42% to 47% by Spring 2023. Students who are ELL will increase 10% on their sense of belonging by on CORE and Pulse surveys.</p>	Goal Partially or Not Met	43% of EL students were Moderately Developed or Well Developed on the ELPAC.	The staff was training on ELLevation at a staff meeting. They learned how to look at data and use the platform effectively.
-----------------	---	---------------------------	--	---

<p>Culture/Climate</p>	<p>1) Grant students will increase their sense of belonging by 10% as measured by CORE and Pulse's survey conducted 2x a year. Progress monitoring will be done on a monthly basis by the administrative team. Action plan: The counselor will increase student council participation and increase student voice and agency. Student council will inform leadership on ways to address the sense of belonging. The student council will inform the leadership team 1x a month.</p> <p>By June of 2023 attendance will increase to 96%</p> <p>By June of 2023 an increase of 4% for positive student responses on Growth Mindset and Self Efficacy as measured by the CORE survey. Overall an increase of 2% for positive student responses on each Culture/ Climate area as measured by the CORE survey.</p> <p>By June 2023 increase attendance by 3% utilizing a tiered attendance plan that will provide outreach and ongoing support to all enrolled students.</p>	<p>Goal Partially or Not Met</p>	<p>Pulse Survey data 80% students chose a favorable response to Identity which is a 2% increase from Winter 2022 77% student chose a favorable response to Agency 73% students chose a favorable response to Belonging</p> <p>Average attendance for 2022-2023 year was 89.3% which was below the district average but it was a 1% increase from the previous school year</p>	<p>Training was given at a staff meeting about the implementation plan for 2023-2024 of Harmony and the use of Harmony structures. Teachers are required to implement Harmony strategies (Goals, Meet Up and Buddy Up) during Semester 1.</p> <p>Teachers will be trained in Feb. 2024 on the Semester 2 implementation of Harmony units. They will then teach 2 units of Harmony through the rest of the school year,</p> <p>Pulse Survey data will be shared with the staff in Feb. 2024.</p> <p>All students take the Pulse Survey while an adult reads each question and explains what the questions mean.</p> <p>If a student asks to speak to an adult privately, the counselor or facilitator meets one-one-one with that student.</p> <p>There is an increased amount of events this school year and that could also improve student attendance.</p>
------------------------	--	----------------------------------	---	--

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide Recreation Aides to supervision students during breakfast and lunch hour in the cafe and playgrounds to ensure students are safe. (IN 3)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Protocols utilized by the Speech and language pathologist to assess and determine interventions for students with language disabilities are needed . These protocols provides clinicians with a streamlined, flexible battery to assess semantics, morphology, syntax, and pragmatics for students ages 5-21. The protocols feature structured and authentic tests of language ability (including observational and interactive measures) for a complete picture of students' language skills. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Work with administrative and support staff to identify students with significant attendance needs. Progress monitoring through attendance reports and meeting with parents to translate and address attendance/academic concerns to increase student achievement and student engagement. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Student planners will be utilized in grades 3-5 as a communication tool between the teacher, parent and student to support learning in CCSS . Student planners will be utilized as well to support students gaining life skills i.e. organizing, managing and communication of standard based assignments. Student planners will allow all parents to have on going open dialogue that supports students' academic needs and success. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>The School Counselor will:</p> <ul style="list-style-type: none"> * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-risk Grant students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (who provide the Tier 1 instruction to students). *Create and monitor intervention plans for chronically absent students and families *Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and restorative practices. (IN 2) 	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Teachers in grades k, 1, 2 and literacy teachers will receive professional development via Heggerty curriculum webinar and instructional materials to support phonemic awareness. Professional development will address phonemic awareness instruction, teachers will gain an understanding of the scope and sequence of 8 phonological and phonemic awareness skills. Lessons will be modeled and hand motions demonstrating specific skills. Materials will support tier 1 and 2 interventions provided by classroom teacher and support staff in class. (PD 2)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
Teachers will be released each trimester for CCSS unit planning of standards, collaboration of lessons and Core Curriculum lesson students within a collaborative cycle, CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English Learners. Professional development will also support PD provided by OCIPD specific to Equity. Teachers will also be released for 30 minutes to meet with the principal for SSTs that discuss each student in the class. Professional development and intentional planning will be during instructional day & after school. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
N2Y is a literacy/newspaper online program designed for individuals with complex learning needs. Students in the Elementary SDC classes will have access to digital materials that connect them to current events. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
An additional .50FTE Assistant Principal will: Increase student achievement by: Coordinating and monitoring intervention services; Coaching teachers to increase their effectiveness with instructional practices; and Providing professional development to enhance teachers' use of strategies to engage students. Increase a positive school climate focused on learning by: Providing targeted support to chronic behaviorally struggling students; Lead Culture Climate Committee to ensure implementation of schoolwide socio-emotional learning strategies and behavioral interventions to meet student needs; and Provide additional instructional resources and coaching teachers for positive relationship building with students and families. Enhance parental involvement by: Arranging and/or providing workshops for parents; Educating parents about the importance of regular school attendance; Assisting parents in obtaining uniforms and weekend food resources; and Enriching categorical requirements with participation and direct involvement with ELAC and SSC. (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Supplemental instructional material to support the implementation of quality core instruction in core subjects ELA, Math, Social Studies, and Science . Thesupplemental material would be utilized by staff and students. This would includebut not limited to paper, writing instruments i.e. pencils, crayons, notebooks, manipulatives, realia to support science & language support for English learners. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
A full-time, TOSA-Intervention Teacher will provide supplemental pull out/push-in daily small group reading instruction to support struggling Gr. 3-5 students (as identified by data) on a daily basis trimester by trimester. Additionally, this TOSA-Intervention Teacher will coach individual teachers and grade levels to increase their proficiency with implementation of small group instruction reading practices within their own classrooms to foster more effective differentiated instruction for students. (IN 7)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
(2) Retired teachers with specialized literacy skills will provide supplemental pull out, small group reading instruction to support struggling readers in Kindergarten and 1st grade 4 days a week for 30 min sessions. (IN 4)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

<p>vocabulary with intensity.</p> <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>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>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</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>
--	---	--

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>District and State assessments indicate MANY Grant students are not proficient readers or mathematicians. Office referrals, suspension and CORE Survey data indicates that MANY students struggle making good behavioral choices. Lunch eligibility data indicates that MANY families need \$ assistance. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50</p>	<p>An additional .50FTE Assistant Principal will: Increase student achievement by: Coordinating and monitoring intervention services; Coaching teachers to increase their effectiveness with instructional practices; and Providing professional development to enhance teachers' use of strategies to engage students. Increase a positive school climate focused on learning by: Providing targeted support to chronic behaviorally struggling students; Lead Culture Climate Committee to ensure implementation of</p>	<p>All Staff, All Parents, All Students, Other Targeted Students</p>	<p>LCFF \$46,913 Title 1 \$46,914 Asst. Principal Elementary .5 FTE - LCFF 50%; Title 1 50%</p>	<p>08/14/2023 - 06/21/2024 Daily</p>	<p>Assistant Principal</p>	<p>Principal Trimester Data Reports to Culture Climate Committee and SSC/ELAC Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50</p>

	<p>schoolwide socio-emotional learning strategies and behavioral interventions to meet student needs; and Provide additional instructional resources and coaching teachers for positive relationship building with students and families. Enhance parental involvement by: Arranging and/or providing workshops for parents; Educating parents about the importance of regular school attendance; Assisting parents in obtaining uniforms and weekend food resources; and Enriching categorical requirements with participation and direct involvement with ELAC and SSC.</p>					
--	---	--	--	--	--	--

<p>Referral and discipline data reflect a need for behavioral interventions, Pulse & CORE survey Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>	<p>The School Counselor will: * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-risk students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (who provide the Tier 1 instruction to students). *Create and monitor intervention plans for chronically absent students and families *Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and restorative practices.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/15/2023 - 06/21/2024 Biweekly</p>	<p>Admin Team, including counselor Referring Classroom Teachers</p>	<p>Admin Team culture climate team ELAC and SCC Parent Leadership Teams Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>
---	--	------------------------------------	---	---	---	--

<p>Grant has over 1000 students. The office needs support in order to provide excellent service to almost 3500 parents and families. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>	<p>Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Work with administrative and support staff to identify students with significant attendance needs. Progress monitoring through attendance reports and meeting with parents to translate and address attendance/academic concerns to increase student achievement and student engagement.</p>	<p>All Parents, All Students</p>	<p>LCFF \$20,334 Title 1 \$24,852 Intermediate Office Assistant .5 FTE - LCFF 45%; Title 1 55%</p>	<p>08/29/2023 - 06/15/2024 Daily</p>	<p>Bilingual IOA</p>	<p>The office supervisor will monitor the IOA, Moreover, the principal will monitor survey data to make sure parents continue to feel welcom at Grant Elmentary School. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>
---	---	----------------------------------	--	--------------------------------------	----------------------	--

<p>Per multiple data sources approximately 35% of Grant students are ot proficient readers. Elementary Reading - FRSA 50, Core Curriculum 50</p>	<p>Program Facilitator will provide supplemental pull out/push-in small group reading instruction to struggling readers in grades 1 & 2 as identified by FRSA & iReady data. Additionally, the program facilitator will coach individual teachers and grade levels to increase implementatin of tier 1 interventions and instructional practices that support Quality Core Instruction. Allowing for teacher collective efficacy and building capacity to ensure effective differeniated instructions for students.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/21/2023 - 06/20/2024 Daily</p>	<p>Program Facilitator</p>	<p>Admin. Team, Intervention Staff, IIC, SSC, ELAC via trimester data reports. Elementary Reading - FRSA 50, Core Curriculum 50</p>
--	---	------------------------------------	---	--------------------------------------	----------------------------	---

student reading data indicates a need for intervention in reading Elementary Reading - FRSA 100	(2) Retired teachers with specialized literacy skills will provide supplemental pull out, small group reading instruction to support struggling readers in Kindergarten and 1st grade 4 days a week for 30 min sessions.	Identified At-Risk Students	Title 1 \$46,988 Teacher Hourly P Schedule (2) for 300 hours annually - Title 1 100%	09/01/2023 - 05/01/2024 Daily	Intervention Coordinator & Retired Specilaized Teacher	Principal, Assistant Principal, Intervention Coordinator Elementary Reading - FRSA 100
---	--	-----------------------------	--	-------------------------------	--	--

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

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

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
For optimal safety students require supervision during breakfast and lunch periods in the cafe and on playgrounds. Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50	Provide Recreation Aides to supervision students during breakfast and lunch hour in the cafe and playgrounds to ensure students are safe. Additionally provide supervision before and after school.	LCFF Rec \$73,976 Hourly - Recreation Aide (8) for 511 hours annually - LCFF Rec 100%	08/21/2023 - 06/20/2024 Daily	Assistant Principal	Assistant Principal Office Supervisor (payroll clerk)

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
Teachers need to see (OR receive immediate feedback regarding their implementation of) best instructional practices in action to effectively put these practices inot their own classroom. Core Curriculum 100	Teachers will be released each trimester for CCSS unit planning of standards, collaboration of lessons and Core Curriculum lesson students within a collaborative cycle, classroom visits and goal setting each trimester. Teachers will discuss strategies to support students who are multilingual learners, Professional development will also support PD provided by OCIPD specific to Equity. Teachers will also be released to meet with the principal for data and progress monitoring meetings to discuss each student in the class. Professional devleopment and intentional planning will be duirng instructional day & after school.	LCFF \$34,163 Teacher Hourly Extra Comp (35) for 3 hours annually - LCFF 100% Substitute teacher full day (33) for 3 days - LCFF 100%	08/28/2023 - 06/14/2024 Monthly	Administrative Team Released Teacher(s) / Grade Level Teams	Adminstrative Team Released Teacher(s) / Grade Level Teams Sub Records

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent involvement & community partnerships Literacy & Math skills Elementary Reading - FRSA 50, Core Curriculum 50	Grant will have a caregiver orientation for students and families in partnership with community organizations to provide resources for families. Additionally families will get an overview of new curriculum that Grant will pilot in kindergarten. Teachers will meet their new students and families to ensure strong partnerships and connection are established prior to the start of the school year. Caregivers will have an opportunity to learn how to be involved and provide feedback through School Site Council and ELAC. Teachers will share resources and strategies to support students at home with early literacy and math skills.	Par Inv \$2,723 Teacher Hourly Extra Comp (7) for 4.5 hours annually - Par Inv 100%	08/24/2023 - 08/24/2023 Trimester	Teachers Administration	Weekly

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)	358527
Title I Parent and Family Involvement (3008)	6693

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	102760

* 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	Clarissa Tolentino	06-15-2025
Staff	Classroom Teacher	Yolanda Gonazlez-Villa	06-14-2024
Staff	Classroom Teacher	Flor Gonzalez	06-14-2024
Staff	Classroom Teacher	Arlena Gilmore	06-14-2024
Staff	Non Classroom Teacher	Luisita Alvarez	06-14-2024
Community	Parent	Angela [REDACTED]	06-14-2024
Community	Parent	Sandra [REDACTED]	06-14-2024
Community	Parent	Fatima [REDACTED]	06-14-2024
Community	Parent	Jonathan [REDACTED]	06-14-2024
Community	Parent	Blanca [REDACTED]	06-14-2024

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)	Marysol [REDACTED]
DELAC Representative	Parent of EL Student (required)	Cesilia [REDACTED]
Principal or Designee	Staff Member (required)	Clarissa Tolentino
Secretary	Parent of EL Student (required)	Sarely [REDACTED]

Name	Representing
Fernando [REDACTED]	Community Member
Alejandra [REDACTED]	Parent of EL Student
Amilkar [REDACTED]	Parent of EL Student
Bruna [REDACTED]	Parent of EL Student
Claudia [REDACTED]	Parent of EL Student
Nelie [REDACTED]	Parent of EL Student
Sophany [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?	10/16/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>9/25/23 - ELAC read and reviewed ed the Home-School Compact. ELAC recommended to SSC to use this document for 2023-2024 school year. ELAC recommended to SSC that Grant use the School Wide Programs model and use Title 1 funds for all students.</p> <p>10/16/23 The SPSA was reviewed. ELAC recommendations were - tecahers need to discuss the data and extra services parents cane use at home (Ex. Core 5), sharing of other programs need to be shared with parents (ex. Homework Hotline), Add this information (SPSA) on the website for parent to read</p>

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Other: Home-School Compact document Comparison chart for School wide Programs and Targeted Assistance Models SPSA</p>
<p>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</p>	<p>10/17/2023</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>9/26/23 - SSC approved the Home-School Compact. 9/26/23 - SSC decided to use the SWP</p> <p>10/17/23 - ELAC recommendations to the SPSA were shared and the following responses came from SSC - A discuss with teachers will occur so that a list will be made of online resources for parents, resources will be published in the Parent Bulletin, Locate the Homework Helpline flyer and distribute to families</p>

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/17/2023
2. The SSC approved the **Home-School Compact** on 09/25/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/28/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/17/2023
6. The SPSA was approved at the following SSC Meeting: 10/17/2023

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) ▾

Grant Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|---|--|--|
| <input type="checkbox"/> African-American | <input checked="" 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 type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

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

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

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

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

11/14/2023

Date Approved by SSC

[Redacted Signature]

Signature of Principal

[Redacted Signature]

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.

We, the staff of U. S. Grant Elementary School, have high expectations of our students. Students learn when students, parents, teachers, administrators, and support staff are all included in the process.

The Teacher

I understand the importance of the school experience to every child. I understand the importance of my role as a teacher and a model. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will provide an academic program that is rigorous and challenging
- I will be aware of the individual needs of each student and respond to them accordingly
- I will communicate with parents/guardians on an ongoing basis about behavior and academic progress
- I will provide a safe, positive, and healthy environment for children
- I will model the Guidelines For Success (GFS) daily for students
- I will respond in a respectful way to students and parents
- I will be responsive to parental concerns as they are raised in a timely manner (within 48 hrs)

Teacher's Signature _____ **Date** _____

The Student

I realize that my education is important to me. I know I am responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will complete classwork and return completed homework on time
- I will arrive at school on time every day, unless I am ill
- I will be respectful and be responsible for my own behavior
- I will be prepared for school daily with work/supplies
- I will be a cooperative learner
- I will be responsible for taking schoolwork and notices from school to my parent or guardian
- I will follow classroom and school agreements-virtual or otherwise
- I will come to school appropriately dressed in my school uniform
- I will do my best to follow the Grant Guidelines for Success
- I will not bully others (including cyber bullying) and I will report any bullying
- I will ask for help when I need it

Student's Signature _____ **Date** _____

The Parent/Guardian

I realize that my child's education is very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will send my child to school appropriately dressed in the school uniform/dressed for success
- I will make sure that my child has proper rest and nutrition
- I will make sure that my child attends school daily and on time
- I will read, review and respond to all work and school notices with my child every day
- I will attend Back to School Night, Parent Conferences, Open House and other school activities in person or virtually
- I will communicate respectfully with the teacher when I am concerned about my child
- I will take responsibility in supporting my child's academic achievement
- I will conduct myself respectfully, while I am at school including but not limited to the office, playground, hallways and front of school
- I will agree to respect the process when I have a parent concern of communicating with the teacher first before asking for an administrator

Parent's Signature _____ **Date** _____

Grant Elementary School
Pacto entre el hogar y la escuela
2023-2024



APROBADO 9/26/23

Nosotros, el personal de la Escuela Primaria U. S. Grant, tenemos altas expectativas de nuestros estudiantes. Los estudiantes aprenden cuando los estudiantes, los padres, los maestros, los administradores y el personal de apoyo están todos incluidos en el proceso.

El maestro

Entiendo la importancia de la experiencia escolar para cada niño. Entiendo la importancia de mi papel como maestro y modelo. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda.

- Proporcionaré un programa académico que sea riguroso y desafiante
- Estaré al tanto de las necesidades individuales de cada estudiante y responderé a ellas
- Me comunicaré con los padres/tutores de forma continua sobre el comportamiento y el progreso académico
- Proporcionaré un entorno seguro, positivo y saludable para los niños
- Modelaré las Pautas para el Éxito (GFS) diariamente para los estudiantes
- Responderé de manera respetuosa a los estudiantes y padres
- Responderé a las inquietudes de los padres a medida que se planteen de manera oportuna (dentro de las 48 horas)

Firma del maestro _____ Fecha _____

El estudiante

Me doy cuenta de que mi educación es importante para mí. Sé que soy responsable de mi éxito y que debo trabajar duro para lograrlo. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda.

- Completaré el trabajo de clase y devolveré la tarea completa a tiempo
- Llegaré a la hora de la escuela todos los días, a menos que esté enfermo
- Seré respetuoso y responsable de mi propio comportamiento
- Estaré preparado para la escuela todos los días con trabajo/suministros
- Seré un aprendiz cooperativo
- Seré responsable de llevar el trabajo escolar y los avisos de la escuela a mis padres o tutores
- Seguiré los acuerdos del aula y la escuela, virtuales o de otro tipo
- Iré a la escuela apropiadamente vestido con mi uniforme escolar
- Haré todo lo posible para seguir las Pautas de subvención para el éxito
- No intimidaré a otros (incluido el acoso cibernético) y denunciaré cualquier acoso
- Pediré ayuda cuando la necesite

Firma del estudiante _____ Fecha _____

El padre/tutor

Me doy cuenta de que la educación de mi hijo es muy importante y entiendo que mi participación en la educación de mi hijo ayudará a su rendimiento y actitud. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda.

- Enviaré a mi hijo a la escuela debidamente vestido con el uniforme escolar/vestido para el éxito
- Me aseguraré de que mi hijo tenga el descanso y la nutrición adecuados
- Me aseguraré de que mi hijo asista a la escuela todos los días, a tiempo en persona
- Leeré, revisaré y responderé a todos los avisos de trabajo y escuela con mi hijo todos los días
- Asistiré a la Noche de Regreso a Clases, Conferencias de Padres, Casa Abierta y otras actividades escolares en persona o virtualmente
- Me comunicaré respetuosamente con el maestro cuando esté preocupado por mi hijo
- Asumiré la responsabilidad de apoyar el rendimiento académico de mi hijo
- Me comportaré apropiadamente, mientras esté en la escuela, incluyendo, entre otros, la oficina, el patio de recreo, los pasillos y el frente de la escuela
- Estaré de acuerdo en respetar el proceso cuando tenga la preocupación de un padre de comunicarme primero con el maestro antes de pedir un administrador

Firma de los padres _____ Fecha _____



APPROVED 9/26/23

**Grant Elementary School
1225 E. 64th Street, Long Beach, CA 90805
562-428-4616 / Fax 562-428-0926**

**Parent Involvement Guidelines
2023-2024**

Parent Involvement Guidelines 2023-2024 As a school that receives Title I, Part A (Title I) funds, Grant School has developed jointly with the members of School Site Council and input from our English Learners Advisory Committee members our Parent Involvement Guidelines that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Grant 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.

Grant School agrees to implement the following requirements:

- develop the School Parental Involvement Guidelines jointly with parents and distribute to parents of participating children
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute the 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 Home-School Compact as a component of its School Parental Involvement Guidelines.
- agree 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. Grant School 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:

- Plan meetings with SSC & ELAC parents (morning and afternoon meetings) to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement.
 - Invite parents and stakeholders to attend the meeting
 - Advertise in Title I Grant Eagle Newsletter, at Back-to-School night, through School Messenger, school marquee, Parent Information Bulletin Board, and monthly home-school calendars
- Attendance at one of the four District trainings or school site training. Topics include:
 - Responsibilities & Roles of SSC and its members
 - Composition of SSC
 - Budgetary considerations
 - Single Plans for Student Achievement
 - Role of ELAC and other Advisory committees
- At SSC and ELAC Meetings
 - 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 Compact as needed
- Provide oral interpretations and written translations for parents that speak a language other than English to allow for discussion and updates

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

- Discussion, updates and distribution will occur at SSC & ELAC meetings
- Information on distribution provided in the Grant Eagle Gazette Newsletter, Annual Public Title 1 Meetings, and Back to School Night.
- Copies of Grant's Guidelines will be available in the Grant main office and in classrooms Parent Teacher Conferences

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

- At SSC and ELAC meetings – SSC must vote annual to approve the guidelines
- The Guidelines will be updated a minimum of once a year by the SSC and ELAC and more often as deemed necessary by parents and/or staff.
- Teachers will be given an opportunity to provide input to the Guidelines in a staff survey and/or at a staff meeting during the school year
- Parent Information Meetings

4. Grant School will convene two Annual Title 1 Public Meetings 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 -

- Meetings are offered in the morning and after school during the months of September or October
- Invitations/fliers sent home with each child in appropriate language at least one week prior to the Annual Title 1 Public Meetings
- Announcements made on school marquee, in the Grant Eagle Gazette Newsletter, School Messenger reminder and on the monthly parent calendar
- Door prize incentives and refreshments will be utilized at meetings, workshops, etc. to encourage more parent participation.

5. Grant School will provide timely information about Title I programs to parents of participating children in a timely manner:

- Grant Eagle Newsletter
- At Annual Title I Public Meetings in September/ October
- At the Main Office Counter/Virtual
- At SSC, ELAC, meetings and other Parent events
- At Parent Teacher Conferences
- At Back to School Night
- On District Parent Education website at www.lbschools.net
- On Parent Messenger
- School Website, <http://gra-lbusd.ca.schoolloop.com> or lbschools.net/schools/school_finder

6. Grant School 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. Grant will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- At various events, such as:
 - Parent Teacher Conferences
 - Parent Education Workshops at Grant
 - SSC and ELAC Meetings
 - Coffee with Clarissa
 - Back to School Night and Open House
- Grant School Eagle Gazette Newsletters 2

7. Grant School will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordination of Transitional Kindergarten
- Promotion/advertisement of the District's Kindergarten Festival

8. Grant School will submit to the district any parent comments if the Single Plan for Student Achievement (SPSA) under section (1114)(b)(2) is not satisfactory to parents of participating children.

□ Parents should present their written concerns to the school principal, ELAC president, or School Site Council parent representatives. The school principal, ELAC president, or School Site Council parent representative will then present the written concern at the next scheduled SSC meeting.

PART III.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- District trainings offered for parents and staff
- Parents as Learning Partners
- Topics for the parent education workshops at Grant will be chosen by parents based on results of the parent survey.
- Parent workshops will provide parents with resources to help their children after the completion of the workshop
- Parent education workshops on site by district and site personnel
- Parent-Teacher Conferences
- Monthly calendars of Parent Workshops posted on the District Website
- DCAC, DELAC and other district parent forums/meetings
- District website: click "P" for Parent Involvement
- School Loop

2. Grant School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines: Purpose of the Compact: To allow parents and school staff to make decisions regarding the expectations to help children work toward increasing academic achievement and personal well-being.

- Develop, discuss and review the Compact at ongoing SSC and ELAC meetings as needed – approved annually by the SSC.
- The compact outlines the shared responsibility between students, parents and teachers
- The Compact will be signed by parent, students and teachers and distributed during Parent Teacher Conferences. Signed copies will be maintained in the Classrooms until the end of the year.

3. Grant School 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:

- the State's Common Core Standards
- 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
 - Annual Title 1 Public Meetings in September or October

- Parent Education workshops on various topics chosen by parents from the annual Parent Survey
- Calendars of Parent Resource Center Parent Workshops
- DCAC and ELAC meetings
- District Website: Parent Involvement at www.lbschools.net
- Handouts and materials appropriate to the workshops will be provided to parents at each of the parent trainings

4. Grant School 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: Teachers provide resources to parents such as: Wonders family letters, Wonders Phonics Charts, math notebooks, number lines, homework folders, website information on homework helpers, reading skills & strategy charts, comprehension question stems, etc.

□ Parents are invited to various workshops, such as but not limited to:

- Fundamental Reading Skills (FRSA) Workshop
- Common Sense Parenting Workshops
- Partners in Print Workshops
- LLife (Better Living Beginning with Intervention and Prevention) Workshops
- Understanding SBAC Assessment Workshop
- Understanding Common Core Content Standards Workshop
- Utilizing Community Resources for your Families' Benefit Workshops

□ Nutrition Workshop

5. Grant School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:

□ Teacher/Staff Meeting

- Parents as Teachers' Partners
- Positive communication with Parents
- Understanding & Teaching Students of Different Cultures
- Reaching the "Hard-to-Reach" Parents

□ As a school community, we will endeavor to provide opportunities for non-threatening events for parents

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Grant Elementary will provide the translations of written materials/notifications that are sent to parents. The school will also provide oral translation for parent conferences, phone conversations, office visitations by parents, and translates for home-visits

between parents and the school as needed. Additionally, bilingual teachers and office staff translate materials for parents as needed.

- All documents such as parent calendars, flyers, invitations, Grant Eagle Gazette Newsletters, etc. are provided in English and Spanish for publication to parents and community members at Grant School.

Index of Abbreviations and Terms

SSC: School Site Council ELAC: English Learner Advisory Committee

SPSA: Single Plan for Student Achievement

ESEA: Elementary and Secondary Education Act

DCAC: District Community Advisory Committee

DELAC: District English Learner Advisory Committee

School Messenger: Telephone message system that automatically calls every students' home with pre-recorded messages

School Loop: Online communication tool created for the school to inform parents

Grant Gazette: Grant's Parent Newsletter

PART IV.

ADOPTION OF THE PARENTAL GUIDELINES DOCUMENT

This Grant School's Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the School Site Council members on October 17, 2023, and will be in effect for the period of one year. The school will distribute the Guidelines to parents on or before December 2023. Grant Elementary, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signatures:

SSC Parent Member [REDACTED] Date 11-14-2023

ELAC President [REDACTED] Date 11-4-2023

Grant School Principal [REDACTED] Date 11/14-23



APROBADO 9/26/23

**Grant Elementary School
1225 E. 64th Street, Long Beach, CA 90805
562-428-4616 / Fax 562-428-0926**

**Normas de Involucramiento para Padres
2023-2024**

Pautas de participación de los padres 2023-2024 Como escuela que recibe fondos del Título I, Parte A (Título I), Grant School ha desarrollado, junto con los miembros del Consejo del sitio escolar y el aporte de los miembros del Comité asesor de estudiantes de inglés, nuestras Pautas de participación de los padres que contienen información requerido por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Grant School 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 para la participación de los padres en la escuela.

PARTE I. Grant School se compromete a implementar los siguientes requisitos:

- desarrollar las Pautas de participación de los padres en la escuela junto con los padres y distribuir las a los padres de los niños participantes
- notificará a los padres sobre las Pautas para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá las Pautas a los padres en un idioma que los padres puedan entender.
- poner a disposición de la comunidad local las Pautas para la participación de los padres en 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 entre el Hogar y la Escuela como un componente de sus Directrices para la 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 IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

1. Grant School tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas para la participación de los padres en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

- Planificar reuniones con los padres de SSC y ELAC (reuniones matutinas y vespertinas) para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil.

- Invitar a los padres y las partes interesadas a asistir a la reunión.
- Anunciarse en el boletín de noticias de Título I Grant Eagle, en la noche de regreso a la escuela, a través de School Messenger, la marquesina de la escuela, el tablón de anuncios de información para padres y los calendarios mensuales de la escuela en el hogar
- Asistencia a uno de los cuatro entrenamientos del Distrito o entrenamiento en la escuela. Los temas incluyen:
 - Responsabilidades y funciones del SSC y sus miembros
 - Composición del SSC
 - Consideraciones presupuestarias
 - Planes individuales para el rendimiento estudiantil
 - Rol de ELAC y otros comités asesores
- En las reuniones de SSC y ELAC
 - Revisar el Plan Escolar, las Pautas del año anterior y el Acuerdo entre el hogar y la escuela. Como grupo, tome nota de los cambios y haga los ajustes (eliminaciones o adiciones) según sea necesario
 - Vuelva a escribir o actualice las Pautas de participación de los padres y el Pacto entre el hogar y la escuela según sea necesario.
- Proporcionar traducción orales y escrita para los padres que hablan otro idioma que no sea inglés para permitir la discusión y las actualizaciones

2. Grant School tomará las siguientes medidas para distribuir a los padres de los niños participantes y a la comunidad local, las Pautas para la participación de los padres en la escuela:

- La discusión, las actualizaciones y la distribución se realizarán en las reuniones de SSC y ELAC
- Información sobre la distribución provista en el Grant Eagle Gazette Newsletter, Annual Public Reuniones de Título 1 y Noche de Regreso a Clases.
- Copias de las Pautas de Grant estarán disponibles en la oficina principal de Grant y en las aulas Conferencias de padres y maestros

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

- En las reuniones del SSC y ELAC: el SSC debe votar anualmente para aprobar las pautas
- Las Pautas serán actualizadas por lo menos una vez al año por el SSC y ELAC y más a menudo según lo consideren necesario los padres y/o el personal.
- Los maestros tendrán la oportunidad de brindar información sobre las Pautas en una encuesta del personal y/o en una reunión del personal durante el año escolar.
- Reuniones de información para padres

4. Grant School convocará dos reuniones públicas anuales de Título 1 para informar a los padres sobre lo siguiente:

- Que la escuela de su hijo participa en Título I
- Sobre los requisitos del Título I
- De sus derechos a participar

- Las reuniones se ofrecen en la mañana y después de la escuela durante los meses de septiembre u octubre.
- Invitaciones/volantes enviados a casa con cada niño en el lenguaje apropiado al menos una semana antes de las Reuniones Públicas Anuales del Título 1
- Anuncios realizados en la marquesina de la escuela, en el boletín informativo Grant Eagle Gazette, en el recordatorio de School Messenger y en el calendario mensual para padres
- Se utilizarán incentivos de premios y refrigerios en las reuniones, talleres, etc. para fomentar una mayor participación de los padres.

5. Grant School proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:

- Boletín informativo de Grant Eagle
- En las Reuniones Públicas Anuales del Título I en septiembre/octubre
- En el mostrador de la oficina principal/virtual
- En SSC, ELAC, reuniones y otros eventos para padres
- En las conferencias de padres y maestros
- En la Noche de Regreso a la Escuela
- En el sitio web de Educación para Padres del Distrito en www.lbschools.net
- En Parent Messenger
- Sitio web de la escuela, <http://gra-lbusd.ca.schoolloop.com> o lbschools.net/schools/school_finder

6. Grant School 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 utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Grant también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:

- En varios eventos, tales como:
 - Conferencias de padres y maestros
 - Talleres de educación para padres en Grant
 - Reuniones de SSC y ELAC
 - Reuniones Café con Clarissa
 - Noche de Regreso a Clases y Casa Abierta
- Grant School Eagle Gazette Boletines

7. Grant School coordinará e integrará los programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten de Transición
- Promoción/publicidad del Festival de Kindergarten del Distrito

8. Grant School enviará al distrito cualquier comentario de los padres si el Plan Único para el Logro Estudiantil (SPSA) bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes.

Los padres deben presentar sus inquietudes por escrito al director de la escuela, al presidente de ELAC o a los representantes de los padres del Consejo Escolar. El director de la escuela, el presidente de ELAC o el representante de padres del consejo del sitio escolar presentarán la inquietud por escrito en la próxima reunión programada del SSC.

PARTE III.

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Grant School desarrollará 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 lo siguiente actividades específicamente descritas a continuación:

- Capacitaciones del distrito ofrecidas para padres y personal
- Padres como socios de aprendizaje
- Los temas para los talleres de educación para padres en Grant serán elegidos por los padres en base a los resultados de la encuesta para padres.
- Los talleres para padres proporcionarán a los padres recursos para ayudar a sus hijos después de completar el taller.
- Talleres de educación para padres en el sitio por el distrito y el personal del sitio
- Conferencias de padres y profesores
- Calendarios mensuales de talleres para padres publicados en el sitio web del Distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Sitio web del distrito: haga clic en "P" para participación de los padres
- Ciclo Escolar

2. Grant School incorporará el Pacto entre el hogar y la escuela como un componente de sus Pautas para la participación de los padres en la escuela: Propósito del Pacto: Permitir que los padres y el personal de la escuela tomen decisiones con respecto a las expectativas para ayudar a los niños a trabajar para aumentar el rendimiento académico y el bienestar personal. siendo.

- Desarrollar, discutir y revisar el Pacto en las reuniones en curso del SSC y ELAC según sea necesario, aprobado anualmente por el SSC.
- El pacto describe la responsabilidad compartida entre estudiantes, padres y maestros
- El Pacto será firmado por los padres, estudiantes y maestros y distribuido durante las Conferencias de Padres y Maestros. Las copias firmadas se mantendrán en las Aulas hasta fin de año.

3. Grant School, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes, al emprender las acciones descritas:

- los Estándares Básicos Comunes del Estado

- 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 -
 - Reuniones públicas anuales del Título 1 en septiembre u octubre
 - Talleres de educación para padres sobre varios temas elegidos por los padres de la Encuesta anual para padres
 - Calendarios de talleres para padres del Centro de Recursos para Padres
 - Reuniones de DCAC y ELAC
 - Sitio web del distrito: Participación de los padres en www.lbschools.net
 - Se proporcionarán folletos y materiales apropiados para los talleres a los padres en cada una de las capacitaciones para padres.

4. Grant School, 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 alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:

- Los maestros brindan recursos a los padres, tales como: cartas familiares de Wonders, tablas de fonemas de Wonders, cuadernos de matemáticas, rectas numéricas, carpetas de tareas, información del sitio web sobre ayudantes con las tareas, tablas de estrategias y habilidades de lectura, preguntas de comprensión, etc.
- Los padres están invitados a varios talleres, como, entre otros, también:
 - Taller de Habilidades Fundamentales de Lectura (FRSA)
 - Talleres para padres con sentido común
 - Socios en Talleres de Impresión
 - Talleres LLife (Mejor Vivir Comenzando con la Intervención y la Prevención)
 - Comprender el taller de evaluación de SBAC
 - Taller de Comprensión de los Estándares de Contenido Básicos Comunes
 - Talleres sobre el uso de recursos comunitarios para el beneficio de sus familias
- Taller de Nutrición

5. Grant School, con la ayuda de su distrito y los padres, educará a sus maestros 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 programas para padres y construir lazos entre padres y escuelas:

- Reunión de maestros/personal
 - Padres como socios de los maestros
 - Comunicación positiva con los padres
 - Entender y enseñar a estudiantes de diferentes culturas
 - Llegar a los padres "difíciles de alcanzar"
- Como comunidad escolar, nos esforzaremos por brindar oportunidades para eventos no amenazantes para los padres.

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las 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:

- Grant Elementary proporcionará las traducciones de materiales escritos/notificaciones que se envían a los padres. La escuela también proporcionará traducción oral para conferencias con los padres, conversaciones telefónicas, visitas a la oficina de los padres y traducción para visitas domiciliarias entre los padres y la escuela, según sea necesario. Además, los maestros bilingües y el personal de la oficina traducen los materiales para los padres según sea necesario.
- Todos los documentos tales como calendarios para padres, volantes, invitaciones, boletines informativos de Grant Eagle Gazette, etc. se proporcionan en inglés y español para su publicación a los padres y miembros de la comunidad en la escuela Grant.

Índice de abreviaturas y términos

SSC: Consejo del sitio escolar ELAC: Comité asesor de estudiantes de inglés

SPSA: Plan Único para el Rendimiento Estudiantil

ESEA: Ley de Educación Primaria y Secundaria

DCAC: Comité Asesor Comunitario del Distrito

DELAC: Comité Asesor de Aprendices de Inglés del Distrito

School Messenger: Sistema de mensajes telefónicos que llama automáticamente a la casa de cada estudiante con mensajes pregrabados

School Loop: herramienta de comunicación en línea creada para que la escuela informe a los padres

Grant Gazette: Boletín para padres de Grant

PARTE IV.

ADOPCIÓN DEL DOCUMENTO DE DIRECTRICES PARA LOS PADRES

Las Pautas para la participación de los padres de esta escuela subvencionada han sido desarrolladas en conjunto y acordadas por los padres de los niños que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo del Plantel Escolar el 17 de octubre de 2023 y estarán vigentes por el período de un año. La escuela distribuirá las Pautas a los padres en diciembre de 2023 o antes. Grant Elementary, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

Firmas:

Padre miembro del SSC  Fecha 11-14-2023

Presidente de ELAC  Fecha 12-4-2023

Director de la Escuela Subvencionada  Fecha 11-14-2023