



2023-2024

King Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SBAC ELA, Flat (down %1) iReady: 48 % of students are on grade level 3rd and 4th below at risk concern level for two consecutive years. 5th grade was above at risk concern level for two consecutive years. PD Focus Foundational Skills are needed K-5 The foundational skills are needed to unlock the more complex grade level skills like comprehension

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

ELA: By June 2024, using i-Ready Diagnostic 3, 85% of our K-2 and 100% of 3-5 students will max out/test out in the domains of PA, P, and HFW by focusing on the skills our students with tier 2, Tier 3, and ELL need. To progress monitor, we will use running records, writing prompts and analyzing the performance task, three times a year.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings
Written Analysis
SBAC *Overall 5% growth of students met or exceeded*SBAC King math scores for males increased 10% vs. females only increased 1%.*Third grade exceeded the district goal*Third grade students had 7% growth *Fifth grade almost doubled their percentage of students who met or exceeded in math

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals
Written Analysis
MATH: By June 2024, 100% of 3-5 teachers create culturally relevant, rigorous tasks that connect directly to the learning intention and facilitate application of the success criteria as evident by task, task monitoring chart, and exit slips so students crease on SBAC from 27% TO 37%. To progress monitor, we will use administer math task and analyze them, three times a year.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings
Written Analysis
In K-5 ELLs have a greater need for foundation skills than non ELLFocusing strategic EL students that will give us 10% growthELL and AA significant subgroups below at risk concern level.*ELLs increased 2% but only 9% met or exceeded math SBAC

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
If we fortify our balanced literacy program and establish a systematic approach to foundational skills instruction aligned with best practices, while maintaining a standards-based and equity-focused approach, then we will nurture students who excel in foundational reading skills, comprehension, and grade-level content knowledge. As a result, we anticipate a 10% improvement in ELA SBAC scores. (also the EL subgroup will increase 14 % to 24%) To progress monitor, we will use running records, writing prompts and analyzing the performance task, three times a year.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

We are above the district in climate and supportWe are the same in discipline, rules, and fairnessWe need to work on safety. Need some improvement in Sense of Belonging and Safe & Civil.Our climate and support average of 81% is higher than the district average (77%).Black King students sense of personal belonging will be equal to or greater than non-Black students by June 2024. Currently, Students sense of belonging (Do you feel like part of this school?) is at 73% School Wide (74% Latino Students vs 58% Black Students)

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Black King students sense of personal belonging will be equal to or greater than non-Black students by June 2024. Currently, Students sense of belonging (Do you feel like part of this school?) is at 73% School Wide (74% Latino Students vs 58% Black Students). To progress monitor, will administer student surveys and hold listening sessions, to look for next steps and progress.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Students at King will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of reading growth as indicated on F & Ps and iReady Diagnostic.</p> <p>Our strategy: We will continue to implement and fine tune guided reading and part of our balance literacy program.</p> <p>Progress Monitoring: We will progress monitor students growth by tracking analyzing guided reading levels at 5 different reporting periods this school year.</p>	Goal Partially or Not Met	Our push in model of support helped with the implementation of SGI but we quickly realized that we have a lot of tier 2-3 students.	This year, we will drill down to foundational skills to fill in gap in students' learning. This includes all TK-5 teachers and students.

Math	<p>1) Students at King will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic.</p> <p>What's my strategy: We will continue to implement Unit Study release days for math.</p> <p>Progress Monitoring: We will progress monitor students growth by tracking analyzing math growth using iReady data.</p>	Goal Partially or Not Met	We believe that student's reading is impacting their math skill attainment and we students are struggling with depth of understanding.	This year, we will drill down to foundational skills to fill in gap in students' learning in reading that will help in math. This includes all TK-5 teachers and students. Also, we are planning to revisit the Mathematical Practices from Principles to Action Book and conduct more math task to build students' mathematical understanding.
English Learner	<p>1) the EL subgroup will increase 19 % to 29% in the ELA and increase from 9% to 19% on the ELA/Math SBAC</p> <p>What's my strategy: We will continue to implement and fine tune guided reading and part of our balance literacy program.</p> <p>Progress Monitoring: We will progress monitor students growth by tracking analyzing guided reading levels at 5 different reporting periods this school year. We will also track progress in out individual action plans.</p>	Goal Partially or Not Met	We targeted EL with all interventions with minimal results. We believe that student's reading is impacting their math and their low foundational skill awareness is impacting all their learning.	This year, we will drill down to foundational skills to fill in gap in students' learning. This includes all TK-5 teachers and students. We are also encouraging teachers to pull small groups for designated ELD.

Culture/Climate	<p>1) King will increase on CORE Survey results for Knowledge and Fairness from 78% to 89%, Safety from 69% to 80%</p> <p>What's my strategy: We will use the pulse survey to backwards plan from. Then we will add the results of the survey into our success assemblies and classroom lessons.</p> <p>Progress Monitoring: We will progress monitor students growth by tracking and analyzing pulse and site surveys.</p>	Goal Partially or Not Met	We pulled some focus groups to build students awareness and come up with a plan. Now we need to include others.	This year we are planning to add listening session with all 4th and 5th students. Then we will continue focus groups with our AA students. A team has been create to work on next steps that include a "buddy up" week.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>One 60% TOSA to provide direct instruction to students in Grades 4 - 5. TOSA will use guided reading strategies to support reading in small groups.</p> <p>This is one position at 1.0. 60% will be paid out of site Title 1 funds. (IN 6)</p>	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Limited or no impact
<p>Counselor will provide small group instruction to students identified as ""At Risk"" due to attendance, behavior, and/or academic data. The counselor will collaborate with staff to monitor the SST process and interventions provided to students. The counselor will facilitate a partnership with the Site Based Mental Health team. (IN 3)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
<p>Child care will be provided at parent workshops and events. (PI 2)</p>	Limited or no impact	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)

One TOSA to provide direct instruction to students in Grades 1 - 3. TOSA will use Lindamood Bell strategies to support reading in small groups. This is one position at 1.0. 1000% will be paid out of site Title 1 funds. (IN 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
3 Student Planners are a key component in Grades 3, 4 and 5. (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Release time for teachers to plan, attend trainings and lead professional development in the area of ELA and Math. (PD 1)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
8 Recreational Staff members to increase safety and civility during lunch and recess and reduce bullying. (IN 2)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Teacher hourly pay to attend professional Development after school. New teacher trainings. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
IOA will focus on increasing student attendance, assist with enrollment, collaborate with teachers, and provide translation at individual and group meetings. This is a 1.0 FTE (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Four translators are needed for parent conferences, workshops and school events such as Back to School Night and Open House. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Office supplies for home-school communication to include paper, envelopes, and address labels. (SM 3)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
We want to purchase materials and supplies related to technology upgrades and repairs for supplemental programs. This includes document cameras, head phones and software licenses. \$2,500 was already approved but we need to increase it another \$2,500 for a total of \$5,000. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	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 vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>

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| <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. | | |
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
275 individual student planners Attendance/Chronic Absenteeism Rate 40, Basic Services 60	Student Planners are a key component in Grades 3, 4 and 5.	All Parents	Par Inv \$1,000 Materials - Par Inv 100%	08/29/2023 - 06/14/2024 Daily	Classroom teacher	Classroom teacher will monitor planner use. Attendance/Chronic Absenteeism Rate 40, Basic Services 60
Students are not meeting grade level expectations for reading as measured by BMBA and SBAC SBAC ELA 60, Elementary Reading - FRSA 40	One TOSA to provide direct instruction to students in Grades 1 - 3. TOSA will use Lindamood Bell strategies to support reading in small groups. This is one position at 1.0. 1000% will be paid out of site Title 1 funds.	English Learners, Identified At-Risk Students	LCFF \$68,736 Title 1 \$94,920 Teacher on Special Assignment (TOSA) 1 FTE - LCFF 42%; Title 1 58%	08/29/2023 - 06/14/2024 Daily	1 TOSA Principal	BMBA ELA End of Unit Assessments SBAC - ELA FRSA SBAC ELA 60, Elementary Reading - FRSA 40
Recreational Staff is needed to ensure safety and civility during lunch and recess and reduce bullying. Attendance/Chronic Absenteeism Rate 30, SEL Survey 70	9 Recreational Staff members to increase safety and civility during lunch and recess and reduce bullying. 64,500	All Students	LCFF Rec \$64,495 Hourly - Recreation Aide (9) for 396 hours annually - LCFF Rec 100%	08/29/2023 - 06/14/2024 Daily	Recreational Staff	CORE Survey Office Referrals Attendance/Chronic Absenteeism Rate 30, SEL Survey 70

Teachers and Students needs working and up to date technology during distance learning. Core Curriculum 50, Basic Services 50	We want to purchase materials and supplies related to technology upgrades and repairs for supplemental programs. This includes document cameras, head phones and software license. We need a total of \$5,000.	All Parents, All Students, English Learners	Title 1 \$5,000 Materials - Title 1 100%	08/29/2023 - 06/14/2024 Daily	Principal Parents Students	Weekly Core Curriculum 50, Basic Services 50
Parents need to be notified of school events via backpack and US Mail. Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 60	Office supplies for home-school communication to include paper, envelopes, and address labels.	All Parents	Par Inv \$2,500 Materials - Par Inv 100%	08/29/2023 - 06/14/2024 Monthly	Office Supervisor	Participation at events Parent CORE Survey Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 60

<p>Student at risk for retention, with social emotional issues or chronic absenteeism that need counseling services. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 20, SEL Survey 50</p>	<p>Counselor will provide small group instruction to students identified as At Risk due to attendance, behavior, and/or academic data. The counselor will collaborate with staff to monitor the SST process and interventions provided to students. The counselor will facilitate a partnership with the Site Based Mental Health team.</p>	<p>All Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/22/2023 - 06/21/2024 Daily</p>	<p>Counselor Principal Community Worker</p>	<p>Attendance Reports SST CORE Survey Referrals Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 20, SEL Survey 50</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Our on site Head Start and CDC programs bring their students at the end of the year to tour our campus and meet our office and Kindergarten personnel.</p> <p>All incoming Kinders meet 1:1 with a kindergarten teacher in the Spring. During these meetings, the teachers show the student the classroom and get a baseline of pre-academic skills. Resources are provided to the families for summer reading and math preparation.</p> <p>King has a Transitional Kindergarten in a regular kindergarten class.</p> <p>Transitional Kindergarten (TK) is partnering with CDC this year. TK and K is now a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Wonders, Interactive Writing and Name Game, Shared and Modeled Reading, Go Math!, math vocabulary and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens are used to monitor student progress.</p> <p>King was a part of Collaborative School initiative that aims to create smooth transition from Pre-School to 3rd Grade. We attend professional development with teachers from CDC, Head Start, ETK, TK, and K.</p>	<p>The students are given a list of middle schools and programs to choose from. Students are also encouraged to attend the Education Celebration to meet middle school staff and administration.</p> <p>Students are also given an invitation letter to attend orientations at the middle school. Multiple parent meetings are held with the counselor and school community worker throughout the enrollment process to assist with online registration and the school of choice process.</p>	

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
At King, we have a teacher leadership committee and grade-level representatives that help make and communicate school decisions.

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
Parents who speak a language other than English need translation. Culture-Climate Survey (Student-Staff) 80, SEL Survey 20	Four translators are needed for parent conferences, workshops and school events such as Back to School Night and Open House.	Par Inv \$209 Hourly - Instructional Aide (2) for 3 hours annually - Par Inv 100%	08/29/2023 - 06/14/2024 Monthly	Office Supervisor Principal	Attendance at conferences Attendance at workshops

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)	181412
Title I Parent and Family Involvement (3008)	4556

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	68040

* 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	Oswaldo Ocampo	06-19-2024
Staff	Classroom Teacher	Veronica Ceja	06-19-2024
Staff	Classroom Teacher	Kimberlee Sandoval	06-19-2025
Staff	Classroom Teacher	Harpennie Maju	06-19-2025
Staff	Non Classroom Teacher	Ana Duran	06-19-2025
Community	Parent	Zazzy [REDACTED]	06-19-2024
Community	Parent	Cennia [REDACTED]	06-19-2025
Community	Parent	Martha [REDACTED]	06-19-2025
Community	Parent	Cynthia [REDACTED]	06-19-2025
Community	Parent	Maria [REDACTED]	06-19-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Maura [REDACTED]
DELAC Representative	Parent of EL Student (required)	Delmira [REDACTED]
Principal or Designee	Staff Member (required)	Oswaldo Ocampo
Secretary	Parent of Non-EL Student (required)	Cennia [REDACTED]

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/03/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	1. Provide tutoring for EL and Newcomers 2. Implement English classes Open for parents 3. Provide Direct Instruction on English Development (ELD)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades CELDT/ELPAC Results EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/13/2023

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>Provide tutoring for EL and Newcomers- EL and Newcomers should be given preferential selection for tutoring opportunities.</p> <p>Implement English classes Open for parents- This class will help increase parental involvement and support for completing homework, we approve.</p> <p>Provide Direct Instruction on English Development (ELD) We are in favor of this item and will present it to Site Decision Making group to move forward.</p>
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/13/2023
2. The SSC approved the **Home-School Compact** on 09/25/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/25/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/14/2023, 09/14/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/13/2023
6. The SPSA was approved at the following SSC Meeting: 11/13/2023

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) ▾

King Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" 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 LBUUSD’s CSI section are included in this Addendum.

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

Date Approved by SSC

1.29.24

Signature of Principal

Signature of SSC Chair

Resource Inequities

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

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

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

Comments about Resource Inequities (*optional*)

[Redacted area]

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.

KING ELEMENTARY HOME SCHOOL COMPACT

In an effort to provide students with a world class education based on rigorous content standards, we the members of the school community of King Elementary, agree to implement the following responsibilities. It is only by working together as a team that wonderful things can happen for our students.

<p>To ensure a world class education for our students, the school will provide the following:</p> <ul style="list-style-type: none"> • Quality curriculum and instruction that is based on the Common Core State Standards. • Qualified and credentialed teachers. • Interesting and challenging learning experiences for students. • Explain policies and procedures for discipline, attendance, grading and homework. • Maintain parent contact throughout the school year. • Appropriate lessons according to each English Language Learners' English proficiency level. • A safe and supportive environment. • Quality integration of technology when appropriate. • Provide quality Social Emotional Learning (SEL) lessons to support student's well-being. <p>Teacher Signature _____ Date _____</p> <p style="text-align: center;">King Elementary 145 E. Artesia Blvd. Long Beach, CA 90805</p>	<p>To ensure a world class education for our students, parents will do the following:</p> <ul style="list-style-type: none"> • Send my child to school on time everyday and in uniform. • Provide proper rest and nutrition for my child. • Talk to my child about schoolwork and make sure his/her homework is completed and returned on time. • Attend Parent/Teacher conferences to review Achievement Reports. • Communicate with the teacher if I have concerns regarding my child's instruction. • Participate in parent involvement activities such as PTO meetings, surveys, VIPS, and other school activities. • Read with my child. • Follow LBUSD Online Student Behavior Expectations and Digital Citizenship • Support child during quarantine with school assignments. • Follow all Health and Safety protocols. • Take advantage of workshops like Parent University. <p>Parent Signature _____ Date _____</p>	<p>To ensure a world class education for their own academic and social growth, students will do the following:</p> <ul style="list-style-type: none"> • Arrive ready to learn. • Demonstrate my best efforts on all assignments whether in the classroom or at home. • Follow the school wide discipline plan and classroom rules. • Wear school uniform while at school. • Complete homework, if applicable. • Follow the directions the first time given. • Follow the School-wide Guidelines for Success. • Learn and apply King's Daily Affirmation and Student Creed • Follow LBUSD Online Student Behavior Expectations and Digital Citizenship <p>Student Signature _____ Date _____</p> <p>Respect myself & others Offer my best Yearn to learn Apply Myself Lead by Example Strive for Excellence</p>
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ESCUELA PRIMARIA KING

COMPACTO DE LA CASA Y LA ESCUELA

En un esfuerzo de dar una educación de clase mundial a los estudiantes basada en estándares rigurosos de contenido, nosotros, los miembros de la comunidad escolar de King Primaria, estamos de acuerdo en implementar las siguientes responsabilidades. Solamente trabajando juntos como un equipo podemos hacer que cosas maravillosas puedan pasarles a nuestros estudiantes.

<p>Para asegurar una educación de clase mundial para nuestros estudiantes, la escuela hará lo siguiente:</p> <ul style="list-style-type: none"> • Enseñar un currículo de calidad y instrucción que esta basada en las normas estatales Common Core • Tendrá maestros acreditados y calificados. • Dará experiencias de aprendizaje interesante y desafiante para los estudiantes. • Explicación de las pólizas y procedimientos de la disciplina, asistencia, calificaciones, y tareas. • Mantener contacto con los padres a través del año escolar. • Dará lecciones apropiadas conforme con el nivel proficiente de inglés de cada estudiante. • Tendrá un ambiente de apoyo y seguridad. • Integración de calidad de la tecnología cuando sea apropiado. • Proporcionar lecciones de aprendizaje socioemocional (SEL) de calidad para apoyar el bienestar de los estudiantes. <p>Firma del maestro/a _____ Fecha _____</p> <p style="text-align: center;">King Elementary 145 E. Artesia Blvd. Long Beach, CA 90805</p>	<p>Para asegurar una educación de clase mundial para nuestros estudiantes, los padres harán lo siguiente:</p> <ul style="list-style-type: none"> • Mandaré a mi hijo/a a tiempo a la escuela todos los días. • Daré descanso y nutrición apropiada para mi hijo/a. • Hablaré con mi hijo/a sobre el trabajo escolar y me asegurare que la tarea de el/ella este terminada y sea entregada a tiempo. • Asistiré a las conferencias de padres/maestros para repasar las calificaciones. • Me comunicaré con el maestro/a si tengo algún pendiente acerca de la instrucción de mi hijo/a. • Participaré en las actividades que involucran a los padres como las juntas de PTO, encuestas, y otras actividades del a escuela. • Siga las expectativas de comportamiento, vigilar el comportamiento digital de los estudiantes en línea del LBUSD • Apoyar al niño durante la cuarentena con las tareas escolares. • Seguir todos los protocolos de Salud y Seguridad. • Aproveche talleres como la Universidad de Padres. <p>Firma del padres _____ Fecha _____</p>	<p>Para asegurar una educación de clase mundial para su propio crecimiento académico y social, los estudiantes harán lo siguiente:</p> <ul style="list-style-type: none"> • Llegaré listo para aprender. • Daré mi mejor esfuerzo en todos los trabajos ya sea del salón o en la tarea. • Seguiré el plan de disciplina de toda la escuela y las reglas del salón. • Use uniforme escolar mientras esté en la escuela. • Completar la tarea, si corresponde. • Seguiré instrucciones la primera vez que me que las den. • Seguiré las guías escolares del éxito. • Siga las expectativas de comportamiento, vigilar el comportamiento digital de los estudiantes en línea del LBUSD <p>Firma del estudiante _____ Fecha _____</p> <p>Respetar yo mismo y los otros Ofrecer el mejor de uno Querer aprender Aplicarmen Ser un ejemplo Ser excelente</p>
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King Elementary

Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, King Elementary has developed jointly with, agree on with, and distribute to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA): The Guidelines establishes King'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

King Elementary agrees to implement the following requirements:

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

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

1. King Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and

its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Attendance at one of the four District trainings for
 - School Site Council parents and Teams. Topics included:
 - Responsibilities & Roles of SSC and its members
 - Composition of SSCs
 - Budgetary considerations
 - Single Plans for Student Achievement
 - Title I, NCLB requirements & mandates
 - Plan Meeting with SSC & ELAC parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines
 - Invite other parents and stakeholders to attend the meeting
 - Royal Report
 - Back to school night
 - Personal invitations from School Community Workers
 - Website
 - At Meeting
 - Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary
 - Re-write or update the Parent Involvement Guidelines & Home School Compacts
 - Oral and written translations available for Spanish parents to allow for discussions
2. King Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:
- *SSC & ELAC*
 - *Section of Royal Report*
 - *Main Office Counter*
 - *Parent Teacher Conferences*
 - *Open House*
 - *Website*
3. King Elementary will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:

- *At SSC and ELAC meetings*
- *Parent information meetings*
- *School site council must vote to approve the guidelines*

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

- The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
- Meetings offered hold a flexible number of meetings at varying times
- Notifications/fliers sent home in language parents understand
- Announcement made on school marquee, through Schoolloop and School Messenger
- Incentives, refreshments, and child care provided
- ParentVue

5. King Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- Notifications via fliers/marquee- Royal Report and Website
- Meetings offered in the morning and in the evening
- Announcements/fliers sent home with each child in appropriate language
- Incentives, refreshments, and child care provided

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

- Section of Royal Report
- At Annual Title I Meeting
- On Main Office Counter
- At SSC, ELAC meetings and other Parent meetings (i.e. PTO)
- At Parent Teacher Conferences
- At Back to School Night
- Post District Parent Resource Centers' monthly Calendars of workshops
- Website

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

- Coordination of Transitional Kindergarten at selected sites
- Promotion/advertisement of the District's Kindergarten festivals

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

- o At School Site Council meeting

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- District trainings offered for parents and staff
- Parent education workshops on site
- Parent-Teacher Conferences
- Monthly calendars of Parent Workshops posted on district website
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click "P" for Parent Involvement

2. King Elementary will incorporate the Home-School compact as a component of its School Parental Involvement Guidelines:

- o Outlines shared responsibility of home, school and student in academic achievement
- o Developed, discussed and reviewed at first SSC and ELAC meetings
- o School site council must vote to approve compact
- o Fliers will be sent home with students

3. King Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following

- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. King Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Resource Center Parent Workshops
- Parent Workshops

5. King Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Teacher/Staff In-services

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and 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:

- *Maria Ocegueda, Community Liaison, or District PALMS staff will translate written materials/notifications that are sent to parents*

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

Other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school.


- Coffee with the Principal (refreshments served) – at least 4 times a month

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PART V. ADOPTION

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by King Elementary’s School Site Council.

These Guidelines were adopted by King Elementary on **September 25, 2023** and will be in effect for the period of **1 year**. The school will distribute the Guidelines to all parents of participating Title I, Part A children on or before **November 5, 2023**. It will be made available to the local community on or before **November 20, 2023**. King Elementary’s notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of this Guidelines to parents in a language the parents can understand.



(Signature of Authorized Official)
09.25.23

(Date)



Primaria King

Guía de la participación paternal

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

PARTE 1

La Primaria King esta de acuerdo de implementar los siguientes requisitos:

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

PARTE 11.

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

1. **La Primaria King** tomara los siguientes pasos para animar a los padres a participar en el desarrollo de sus Guías de Participación para Padres de acuerdo a la sección escolar 1118(b) de ESEA:
 - Asistir a una de las capacitaciones del distrito para el Concilio del Plantel Escolar
 - Padres del Concilio y Equipos. Temas incluidos:
 - Responsabilidad y el papel de los Miembros del SSC
 - Cuál es la composición del SSC(Concilio del Plantel Escolar)
 - Consideraciones presupuestarias(Examinar los presupuestos)

- Plan único de logros del estudiante
 - Requisitos y mandatos de Título I y NCLB(Ningún niño dejado atrás)
- Planear reuniones con los padres de los comités de SSC y ELAC (a una hora conveniente) para repasar la información anterior descritas en el Plan Único de los logros del estudiante y Las Guías del año anterior.
 - Invitar a los padres y a otros accionistas a asistir a las reuniones
 - Reporte Royal (Boletín escolar enviado mensualmente a casa)
 - Noche del regreso escolar (Back Toh School Night)
 - Invitación personal por parte de las trabajadora de la Comunidad de la escuela
- En las reuniones
 - Repasar el Plan Escolar, Las Guías y el Compacto entre La Escuela y El Hogar. Como grupo anotar los cambios y hacer los ajustes necesarios (eliminar o incorporar) como sea necesario.
 - Rescribir o Actualizar las Guía de Participación de Padres y el Compacto entre La Escuela y El Hogar.
 - Traducciones orales y por escrito disponibles en Español para permitirles a los padres su participación en las discusiones

2. La Primaria King tomara los siguientes pasos para distribuir a los padres y a la comunidad local, las Guías de Participación Escolar de los Padres:

- *SSC y ELAC (concilio del Plantel Escolar, Comité Asesor del Estudiantado aprendiendo Inglés)*
- *Sección en el Reporte Roya(Boletín)*
- *En el mostrador de la oficina principal*
- *Noche de Casa Abierta (Open Ouse)*
- *sitio web*

3. La Primaria King actualizara periódicamente las Guías para la Participación Escolar de los Padres, para satisfacer las necesidades y los cambios de los padres y de la escuela:

- En las reuniones de SSC y ELAC
- Reuniones de información para padres
- El Concilio del Plantel Escolar necesita votar para aprobar esta guías

4. La Primaria King convocara una reunión anual para informar a los padres de lo siguiente:

- Los requisitos del Programa de Título 1, como se utilizan los fondos de Título 1, en esta escuela y los derechos que tienen los padres de participar
- Reuniones ofrecidas tienen un numero flexible de reuniones a varios horarios
- Notificaciones/boletines de aviso enviados a casa en el idioma que los padres puedan entender
- Anuncios puestos en el letrero de la escuela(marque) por Schoolloop(en la computadora) y teleparent(mensaje automático telefónico)
- Incentivos refrigerios y cuidado de niños es proveído

5. La Primaria King llevará a cabo un número de reuniones flexibles a diferentes horarios y proveerá el transporte, habrá cuidado de niños y/o visitas a la casa, pagado con fondos de Título I, siempre y cuando estos servicios se refieren a la participación de los padres:

- Anuncios vía boletines/en el letrero de la escuela (marquee)- Reporte Royal
 - Las reuniones se ofrecen en la mañana y por la tarde
 - Anuncios/boletines enviados a casa con cada niño en el idioma apropiado
 - Incentivos refrigerios y cuidado de niños es proveído
6. **La Primaria King** proporcionará información oportuna sobre los programas de Título I a los padres de niños participantes en el momento oportuno:
- Anuncios en una sección del boletín escolar- Reporte Royal
 - En la reunión anual de Título I
 - En el mostrador de la oficina principal
 - En las reuniones de SSC, ELAC y otras reuniones de padres (PTA)
 - En las conferencias entre padres y maestros
 - Noche de regreso a la escuela (Back to School night)
 - Hacer disponible los calendarios mensuales del Distrito de los Centros de Recursos para padres, donde anuncian los talleres para padres
 -
7. **La Primaria King** coordinara e integrara un programa de participación de los padres con Head start, CDC, escuelas preescolar pública y otros programas que anima y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos:
- Coordinación del programa de transición del Jardín de Niños(Kinder)en sitios seleccionados
 - Promover, anunciar los festivales del distrito de Jardín de Niños (Kinder)
8. **La Primaria King** presentara al distrito cualquier comentario de los padres si el plan general escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:
- En la Reunión del Concilio del Plantel Escolar (SSC)

PARTE 111

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. **La Primaria King** construirá una alta capacidad escolar y de padres, para su participación total, para asegurar una participación efectiva de padres y ser aliados para que con su apoyo se desarrolle la alianza de su participación de padres en la escuela y su comunidad para mejorar los logros académicos del estudiante, a través de las siguientes actividades específicamente descritas a continuación:
- Entrenamiento del distrito ofrecido para los padres y el personal
 - Talleres de capacitación para padres en la escuela
 - Conferencias entre padres y maestros
 - Calendarios mensuales puestos en la Web del distrito anunciando los talleres de capacitación para padres.
 - En reuniones como DCAC, DELAC y otras reuniones al nivel del distrito

- Recursos del Distrito en la pagina de Web del distrito oprima “P” para Parent Involvement-(Participación de Padres)
2. **La Primaria King** Incorporara el Compacto entre la escuela y el hogar, como componente del Plan de Guía de la Participación Paternal Escolar
 - Definir las responsabilidades compartidas entre el hogar, la escuela y el estudiantes para sus logros académicos
 - Desarrollar, discutir y revisar, en las primeras reuniones de SSC y ELAC
 - El Concilio del Plantel Escolar (SSC) tiene que votar para aprobar el compacto.
 - Boletines serán enviados a casa con los estudiantes
 3. **La Primaria King** va a proveer con la ayuda del distrito asistencia a los padres de los niños que reciben servicios del distrito en la comprensión de temas como los siguientes:
 - Las Normas Académicas del Estado
 - Las Evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas
 4. **La Primaria King** va a proveer con ayuda del distrito materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos en el mejoramiento de su desarrollo académico, como entrenamientos de alfabetización usando la tecnología, cuando sea apropiado para fomentar la participación de los padres, por forma de:
 - Talleres de capacitación para padres en los Centros de Recursos del Distrito
 - Talleres para Padres
 5. **La Primaria King** coordinara como sea posible y apropiado e integrara programas de participación de padres y actividades con HeadStart, Reading First(Lectura a temprana edad)y escuelas preescolar pública y otros programas y conducirán otras actividades, como centros de recursos para padres que animan y apoyan a los padres estar plenamente envueltos en la educación de sus hijos, as como:
 - Orientación de Kinder
 - Capacitaciones de Maestros/El Personal
 6. La escuela tomara las siguientes medidas así como sea posible y apropiado para garantizar que la información relacionada a la escuela y los programas de reuniones de padres y otras actividades se envíe a los padres de los estudiantes de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos si son pedidos y en la medida mas practica posible, en el idioma que los padres entiendan:
 - *Maria Ocegueda- la trabajadora comunitaria de la escuela o el personal de la oficina PALMS del distrito traducirán por escrito materiales/notificaciones que son enviados a los padres.*

PARTE 1V,
COMPONENTES DEL PLAN DE LA GUÍA DE LA PARTICIPACIÓN DE
LOS PADRES EN LA ESCUELA, DEJADO A LA DISCRECIÓN DE LA
ESCUELA

Otras actividades discrecionales que la escuela, en consulta con sus padres opta por realizar la construcción de capacidad de los padres para la participación en la escuela.



- Café con la Directora (refrigerios servidos) - al menos 4 veces al mes

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PARTE V. ADOPCIÓN

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas de Título 1, Parte A , como lo demuestra el Concilio del Plantel escolar de la Primaria King.

Estas Guías fueron adoptada por la Primaria King **el 25 de septiembre del 2023** y serán efectivas por el periodo de **1 año**. La escuela va a distribuir las Guías a todos los padres de los estudiantes participantes de Título I, Parte A en o antes del **5 de Noviembre del 2023**. Será hecho disponible a la comunidad en o antes del **20 de Noviembre del 2023**. Las notificaciones de la Primaria King e las Guías para padres serán en un formato comprensible y uniforme, incluyendo formatos alternativos si son pedidos y en la medida mas practica posible, en el idioma que los padres entiendan.

(Firma del funcionario(a) autorizado)

9/25/23

Fecha