



2023-2024

# **Twain 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/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](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/](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.

**English-Language Arts**

**Written Analysis - ELA Findings**

**Written Analysis**

The FRSA analysis findings for the 22-23 school year are as follows:

Overall Twain:

K FRSA: 71%

1st FRSA: 78%

2nd FRSA: 98%

Overall ELL:

K FRSA: 100%

1st FRSA: 90%

2nd FRSA: 80%

Overall AA:

K FRSA: 100%

1st FRSA: 45%

2nd FRSA: 57%

The SBAC analysis finding for the 22-23 school year are as follows:

SBAC ELA

Overall: 56%

3rd Grade: 61%

4th Grade: 51%

5th Grade: 56%

Overall ELL: 36%

Overall AA: 38%

Overall Hispanic: 54%



**Intervention Plan:**

As part of Twain's intervention plan, teachers will provide after-school tutoring and Saturday School in Foundational Reading Skills Assessment to our K-2 grade students. The intervention will run for 6-8 weeks to support targeted interventions for each grade level. As students reach their goal, students will be exited and new students will be invited to attend.

**Progress Monitoring:**

Every quarter a PDSA cycle is completed; teachers submit their data and the literacy and Math team reviews, analyze and create the next steps. Information is shared with teachers and next steps are announced. As each cycle progresses teachers will adjust plans and activities as needed.

**Assessments:**

i-Ready  
SBAC  
Unit Assessments

**Implementation:**

Twain will have its Literacy teacher, Mrs. Naomi Cheely, develop schedules to support targeted interventions. Twain will have a plan for after-school tutoring and Saturday School organized by site IIC/Math lead, Kelly Reed to support students in K-2 FRSA.

## **Comprehensive Needs Assessment**

### **English-Language Arts**

## Written Analysis - ELA Goals

### Written Analysis

Literate Prepared SMART Goals:  
By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA).

TK-2 Literacy will:

- deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.
- plan opportunities for students to practice skills collaboratively and independently
- use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.
- FRSA will increase by 10% from 47% to 57% for all students, by 10% from 41% to 51% for AA students, and by 10% from 47% to 57% for Multilingual (EL) students

Progress Monitoring:  
Every quarter a PDSA cycle is completed; teachers submit thiere data and the literacy and Math team reviews, analyze and create the next steps. Information is shared with teachers and next steps are announced . As each cycle progresses teachers will adjust plans and activies as needed.

## Comprehensive Needs Assessment

### Mathematics

## Written Analysis - Math Findings

### Written Analysis

The SBAC analysis findings for the 22-23 school year are as follows:

SBAC Math:

Overall: 46%

Met or Exceeded 3rd Grade: 57%

Met or Exceeded 4th Grade: 48%

Met or Exceeded 5th Grade: 37%

SBAC

AA: 16%

ELL (Multilingual): 27%

Hispanic: 49%

Intervention Plan:

As part of Twain's intervention plan, teachers will provide after-school tutoring and Saturday School in Math to our 3-5 grade students. The Math intervention will run for 6-8 weeks in targeted areas for each specific grade level. As students reach their goal, new students will be invited.

Progress Monitoring:

Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced. As each cycle progresses, teachers will adjust plans and activities as needed.

Assessments:

i-Ready

SBAC

Unit Assessments

Implementation:

Twain will have IIC/Math Lead teacher, Mrs. Kelly Reed create a schedule to support our at-risk students.

Twain will have a plan for after-school tutoring and Saturday School organized by site IIC/Math lead, Mrs. Kelly Reed.

**Comprehensive Needs Assessment**

**Mathematics**

**Written Analysis - Math Goals**

**Written Analysis**

Mathematically Prepared SMART Goals:  
By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic using tier 1, 2, and 3 support systems (Literacy and Math TOSA).

3-5 Math  
-develop effective means for teaching the content to diverse student populations with coherence (learning across grades linked to major topics within grades), focus on grade-level standards, and rigorous instruction developed with conceptual understanding, procedural skill and fluency, application, and perseverance in solving them.

-be supported by my math lead to ensure quality core instruction, mathematical shifts, deeper knowledge of math standards, assessment growth, and fidelity to the instructional design of the unit guides, and 8 Mathematical Practices

-iReady math will increase by 10% from 66% to 76% for all students, by 10% from 23% to 44% for AA students, and by 10% from 36% to 46% for EL students

-SBAC math will increase by 10% from 46% to 56% for all students, by 10% from 16% to 26% for AA students, and by 10% from 27% to 37% for Multilingual (EL) students

Progress Monitoring:  
Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed.

**Comprehensive Needs Assessment**

**English Learners**

## Written Analysis - English Learner Findings

### Written Analysis

The English Learner Achievement data for the 22-23 school year is as follows:

SBAC ELA, EL + RFEP: Met + Exceeded.	47%
SBAC ELA, ELL: Met + Exceeded	36%

Intervention Plan:  
As part of Twain's intervention plan, teachers will support our multilingual learners through designated and integrated ELD. Our multilingual (ELL) students will also receive targeted intervention in ELA/ELD during after-school tutoring and Saturday School to increase reading skills, comprehension skills, and vocabulary development to increase language proficiency on the ELPAC assessment, and to increase in overall SBAC and i-Ready assessments.

Progress Monitoring:  
Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed.

Assessments:  
i-Ready  
SBAC  
Unit Assessments  
ELPAC  
Edulastic

Implementation:  
Twain will have IIC/Math Lead teacher, Mrs. Kelly Reed create a schedule to support our multilingual (ELL) students.  
Twain will have a plan for after-school tutoring and Saturday School organized by site IIC/Math lead, Mrs. Kelly Reed.

## Comprehensive Needs Assessment

### English Learners

<b>Written Analysis - English Learner Goals</b>	
<b>Written Analysis</b>	
<p>By June 2024, Multilingual Learners (ELLs) will increase the number of Some/Moderate or Well Developed by one level.</p> <p>By June 2024, Multilingual Learners (ELLs) students scoring met or exceeded on SBAC will increase from 41% in SBAC Math to 51% and 56% in SBAC ELA to 66%.</p>	

**Comprehensive Needs Assessment**

**Culture/Climate Domain**

<b>Written Analysis - Culture/Climate Findings</b>	
<b>Written Analysis</b>	
<p>Pulse Survey Data</p> <p>Agency: 77%</p> <p>Belonging: 77%</p> <p>Identify: 82%</p>	

**Comprehensive Needs Assessment**

**Culture/Climate Domain**

**Written Analysis - Culture/Climate Goals**

**Written Analysis**

Culture/Climate SEL & Harmony SMART Goals:  
 By June 2024, all Twain students will show at least 10% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, black students, and ELs by using Tier 1, 2 & 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.

Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey with support from the SEL Facilitator.

Student sense of belonging will increase by 10%, from 77% to 87%, student identity will increase by 10%, and student agency will increase 10% from 82% to 92% as measured by the Pulse Survey.

Culture/Climate goal(s):  
 If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe & Civil.

Progress Monitoring:  
 Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed.

**Comprehensive Needs Assessment**

**SPSA Effectiveness**

<b>SPSA Effectiveness</b>	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By 6/2023, students at Twain 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 FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal:</p> <ul style="list-style-type: none"> <li>-Literacy Teachers working with students that are two grade levels below.</li> <li>-Implementation of iReady lesson tailored to the needs of each student.</li> <li>-Family Literacy Night</li> <li>-Tutoring for 2nd graders from an outside agency.</li> <li>-Continuing with workshop</li> </ul> <p>Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p>	Goal Partially or Not Met	<p>Goal Attainment was achieved by:</p> <ul style="list-style-type: none"> <li>-Quality Core Instruction</li> <li>-Teacher feedback to improve overall instruction in the classroom</li> <li>-Grade level planning and data analysis to plan for next steps</li> <li>-Literacy/IIC Math Lead support</li> </ul>	<p>For the 23-24 school year the following will be implemented:</p> <ul style="list-style-type: none"> <li>-Quality Core Instruction</li> <li>-Teacher feedback to improve overall teaching instruction.</li> <li>-2 all day grade level pull outs</li> <li>-Designated/Integrated ELD</li> <li>-After school tutoring</li> <li>-Saturday School</li> <li>-STEM classes</li> <li>-Student Leadership opportunities</li> <li>-Schoolwide Enrichment opportunities</li> <li>-Grade level planning and data analysis</li> </ul>



	Planned Data to Collect: Students w/ Two or more races Student Achievement Data Homeless Student Achievement Data Student w/ Disabilities Student Achievement Data African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments			
Math	1) By 06/2023, students at Twain 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. To meet this goal: -Implementation of iReady lessons tailored to the needs of each student. -Family Math Night -Afterschool tutoring -Continuing with workshop -3rd Grade receiving math	Goal Partially or Not Met	Goal Attainment was achieved by: -Quality Core Instruction -Teacher feedback to improve overall instruction in the classroom -Grade level planning and data analysis to plan for next steps -Literacy/IIC Math Lead support	For the 23-24 school year the following will be implemented:  -Quality Core Instruction -Teacher feedback to improve overall teaching instruction. -2 all day grade level pull outs -Designated/Integrated ELD -After school tutoring -Saturday School -STEM classes -Student Leadership opportunities -Schoolwide Enrichment opportunities -Grade level planning and data analysis

	<p>tutoring during the day</p> <p>Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect: Students w/ Two or more races Student Achievement Data Homeless Student Achievement Data Student w/ Disabilities Student Achievement Data African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough &amp; Goal Conferences Edulastic Assessments</p>			
English Learner	<p>1) By 6/2023, students at Twain 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 FRSA results, iReady Diagnostic, and SBAC</p>	Goal Met	<p>Goal was attained through support from Literacy and IIC Math Leads through push in interventions and Quality Core Instruction</p> <p>-Designated/Integrated ELD -After school tutoring -Saturday School</p>	<p>By June 2024, Multilingual Learners (ELLs) will increase the number of Some/Moderate or Well Developed by one level.</p>

<p>annual results. To meet this goal:</p> <ul style="list-style-type: none"> <li>-Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve.</li> <li>-Teachers will be introduced to the Ellevation platform and begin to implement provided lessons during workshop.</li> <li>-Literacy Teachers working with groups</li> <li>-PD will be provided for staff to support EL students</li> </ul> <p>Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect:  Reclassification Rate  EL Student Achievement Data (Math/ELA)  Patterns/Trends from Walkthrough Notes/Agendas  QCI - (Pre) Whole School Walkthrough &amp; Goal Conferences  Edulastic Assessments</p>	<ul style="list-style-type: none"> <li>-STEM classes</li> <li>-Student Leadership opportunities</li> <li>-Schoolwide Enrichment opportunities</li> </ul>	
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<p>Culture/Climate</p>	<p>1) Increase attendance rate to 95%          Improve Sense of Belonging to 85%          Improve Agency to 85%          Improve Identity to 87%</p> <p>To meet these goals:          -Work with the district's attendance team (ALL in attendance) to increase our attendance rate.          -Continues with our monthly awards</p> <p>Planned Data to Collect:          -African American Student Data          -Patterns/Trends from Walkthrough Notes/Agendas          -Suspension rates          -Office referral rates</p> <p>Progress Monitoring:          -Pulse survey data          -Informal surveys given to students          -Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity.</p>	<p>Goal Partially or Not Met</p>	<p>SPSA Effectiveness          Pulse Survey Data          Agency: 77%          Belonging: 77%          Identify: 82%</p>	<p>Culture/Climate goal(s):          If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe &amp; Civil.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Twain will host a meeting for our African-American parents. During this meeting, we will discuss how the school can best meet the needs of our AA students, go over student data, and CORE survey results from the previous year. Mrs. Lupita, our rec. aide, will provide child care during this one hour meeting. (PI 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Twain's Instructional Leadership Team will meet with the Principal to plan professional development for staff meetings; PD's focus will be on ELA and Math for grades K-5 and our school's focus areas, learning intentions, use of assessment data to differentiate our instruction, and provide meaningful feedback, as outlined in our Theory of Action. . ILT members will develop PD aimed at narrowing the achievement gap with our ELs and AA students. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Literacy Teachers and IIC will hold two literacy nights, 3/14 (K-2) and 3/21 (3-5). (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Last year the school purchased various Brag Tags as incentives for positive behavior, reward for student of the month, most improved, monthly character traits, and various other behaviors. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Kinder Teachers will hold a literacy night, 2/15. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Twain's Instructional Leadership Team will meet with the Principal to plan professional development for staff meetings; PD's focus will be on ELA and Math for grades K-5 and our school's focus areas, learning intentions, use of assessment data to differentiate our instruction, and provide meaningful feedback, as outlined in our Theory of Action. . ILT members will develop PD aimed at narrowing the achievement gap with our ELs and AA students. (PD 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Counselor will perform the following duties: 1) Conduct individual/group counseling 2) Coordinate and participate in the SST and 504 Process 3) Arrange and conduct SART meetings for chronically absent students 4) Lead the Growth Mindset and SEL activities for students in grades k-5 (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>Each grade level will have 2 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches.</p> <p>They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time.</p> <p>(PD 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
New furniture for staff PD room (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Each grade level will have 2 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches.</p> <p>They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time.</p> <p>(PD 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teachers use magazines to supplement their Social Studies lessons. Plastic bins are for Literacy Teachers and classroom teachers to store Leveled Readers and other items for SGI (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teachers use magazines to supplement their Social Studies lessons. Plastic bins are for Literacy Teachers and classroom teachers to store Leveled Readers and other items for SGI (SM 2)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
Kinder Teachers will hold a literacy night, 2/15. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

IPad (5) Apple TV (5) Apple Pencil (5) (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Recreation aides will support student safety and civility and support positive student behaviors in the school environment through supervision of common areas (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 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"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <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>	<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</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>

<ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>citation of evidence in a written response.  K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>ELlevation  i-Ready</p>
<p>All K-5 classrooms will include quality core instruction (QCI) 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"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational</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</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials  McGraw-Hill  Haggerty (TK-1)</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>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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>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)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Thinking Maps</p> <p>Depth and Complexity Icons (GATE/Pals)</p> <p>Core 5</p> <p>ELLevation</p> <p>i-Ready</p>
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**Accountability Measure 1: Increase Achievement**

**Core Programs (ELA, Writing, Math)**

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</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> <p>Depth and Complexity Icons (GATE/PALS)</p> <p>Talk Move Cards</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <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"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>* Puzzle Talks</li> <li>*8 Mathematical Practices Cards</li> </ul>	<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>i-Ready (Grades K-5)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p> <p>iReady Math Lessons</p> <p>Reflex (Math Facts Online Program)</p> <p>8 Mathematical Practices Cards</p> <p>Talk Move Cards</p> <p>Number Talks (warm-up lessons)</p> <p>ST Math (Online Program)</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Twain Teachers will provide after-school tutoring and Saturday School Enrichment.	<p>In ELA, the 6-8 week intervention will support our K-2 students with their Foundational Reading Skills (FRSA) and ELA Unit review.</p> <p>In Math, the 6-8 week intervention will support our 3-5 grade students with support their math problem solving skills and unit review.</p> <p>Saturday School Intervention will support all K-5th grade students in both ELA and Math, based on quarter 1 data.</p>	AA ELL At-risk	District will pay for the intervention	6-8 weeks	Twain teachers	Every 6-8 weeks data will be collected and entered in LROIX

Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated \$500. Core Curriculum 100	Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated \$500.	All Staff	Title 1 \$3,500 Materials - Title 1 100%	09/01/2023 - 06/19/2024 Daily	TK-5th grade	Observations Core Curriculum 100
Increase student achievement in math SBAC Math 50, Elementary Math - Math Facts 50	Twain would like to hire a retired teacher, for up to 18 hours a week, to support the district's focus on math, for grades 3rd-5th.	All Staff, All Students	Title 1 \$28,531 Teacher Hourly Extra Comp ( 1 ) for 330 hours annually - Title 1 100%	09/01/2023 - 06/19/2024 Daily	Kelly Reed (IIC) Dr. Booker	i-Ready Diagonostic (1-3) grades 3rd-5th Edulastic assessments SBAC Math 50, Elementary Math - Math Facts 50

**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>Preschool Transition:</p> <p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, 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 will be used to monitor student progress.</p>	<p>Gr 5 to MS Transition:</p> <p>Each year in February/ March, our school counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same information, and ask questions of the counselor. When available, the Bancroft Middle School counselor is on hand to answer questions specific to that campus, as the vast majority of our students enroll at Bancroft.</p>	

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>

No supplemental budgeted items have been approved.

**Accountability Measure 3: Professional Development**

**Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
additional time to collaborate, analyze data, lesson plan, and design interventions that will move instruction forward. Core Curriculum 50, Other 50	Each grade level will have 1 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches. They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time.	Title 1 \$4,561 Substitute teacher full day ( 18 ) for 1 days - Title 1 100%	09/01/2023 - 06/19/2024 Semester	Principal Teachers Literacy Teachers IIC	Completion of PD Task Analysis template and an Intervention Pan that identifies struggling studenst with a plan to increase their achievement



**Accountability Measure 3: Professional Development**

**Teacher Involvement**

<b>Describe Teacher Involvement</b>
Written Analysis

**Accountability Measure 4: Parent & Community**

**Parent and Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Literacy, Math, and SEL Family Workshops	Teachers will provide Family Workshops that connect to Literacy, Math, and SEL to teach families how to work with their child at home.	Parent Involvement	On Fridays, once a month.	IIC/Math, Literacy Teachers, SEL Facilitator, and Principal	Sign-in sheets and overall parent support and participation.
Coffee with the Principal	Coffee with the Principal will connect parents with the Twain community to keep them up to date on interventions, data, and much more!	No cost.	Monthly		

### 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)	170926
Title I Parent and Family Involvement (3008)	1853

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	29960

\* 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	Juan Gonzalez	
Staff	Classroom Teacher	Miranda Alford	09-01-2024
Staff	Classroom Teacher	Ryan Campbell	09-01-2024
Staff	Classroom Teacher	Onti Martinez	10-02-2025
Staff	Non Classroom Teacher	Lupita Esquivias	10-02-2025
Community	Parent	Lanita [REDACTED]	09-01-2024
Community	Parent	Sandra [REDACTED]	09-01-2024
Community	Parent	Arnette [REDACTED]	10-02-2025
Community	Parent	Caroline [REDACTED]	10-02-2025
Community	Parent	Lucilla [REDACTED]	10-02-2025



## 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)	Karla [REDACTED]
DELAC Representative	Parent of EL Student (required)	Rodrigo [REDACTED]
Principal or Designee	Staff Member (required)	Juan Gonzalez
Secretary	Staff Member (required)	Ashley Rhoads

Name	Representing
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## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/02/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	-After school tutoring -Saturday School -Workshops for parents
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data EL Attendance Rates Other: i-Ready
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	10/30/2023
6. What was SSC's response to ELAC recommendations?	School site council approved unanimously without discussion, negative votes, or abstentions. Motion was carried. Approved ELAC recommendations for after school tutoring and Saturday school.



## 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): 10/30/2023
2. The SSC approved the **Home-School Compact** on 10/11/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/11/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/07/2023, 09/29/2023
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

## Comprehensive Support and Improvement (CSI) - Low Performing

Twain Elementary School

If ATSI, identify subgroups:

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

### Attestation:

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

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

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

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

Date Approved by SSC

11-13-23

Signature of Principal

Signature of SSC Chair

0 1 0 0

## 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 LBUUSD'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.



# Mark Twain Elementary School

5021 E. Centralia Street  
Long Beach, California 90808  
(562) 421-8421

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***Each student at Twain will achieve a year's growth for a year's worth of learning because we build positive relationships to empower personal, academic, and social success.***

The staff and parents/guardians at Twain Elementary School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Twain Elementary School agree to implement the following activities:

## THE SCHOOL

- Twain will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- Twain's staff will be positive role models for students.
- Twain will provide after school tutoring when resources are available.
- Twain will involve parents/guardians in the governance of the school.
- Twain will keep parents informed of their child's progress.

## THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

## THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.



## Mark Twain Elementary Family Involvement Guidelines

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

### **PART I**

Twain agrees to implement the following requirements:

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

### **PART II**

#### **DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

1. Twain will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Attendance at one of the district trainings or school site training. Topics include:
    - i. Responsibilities & Roles of SSC and its members
    - ii. Composition of SSCs
    - iii. Budgetary considerations
    - iv. Single Plan for Student Achievement
    - v. Role of ELAC and other advisory committees
  - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
    - i. Invite other families and stakeholders to attend the meeting
    - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
  - At Meeting
    - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
    - ii. Write or update the Family Involvement Guidelines & Home-School Compacts

- iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
- 2. Twain will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
  - At a SSC & ELAC meeting
  - Section of Newsletter
  - Annual Title I Meeting
  - Main Office Counter
  - Back to School Night
- 3. Twain will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
  - At SSC and ELAC meetings
  - Family information meetings
  - School site council must vote to approve the guidelines
- 4. Twain will convene an Annual Title I Public Meeting to inform families of the following:
  - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
  - Hold a flexible number of meetings at varying times
  - Notifications/fliers sent home in language families can understand
  - Announcement made on school marquee, through Schoolloop and teleparent
  - Child care provided
- 5. Twain will provide updated information to families about Title I programs throughout the school year:
  - Section of Newsletter
  - On Main Office Counter
  - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
- 6. Twain will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Twain will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
  - Family workshops; Family surveys
  - Principal chats
  - In school newsletters
  - Back-to-School night
  - At SSC & ELAC meetings
- 7. Twain will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
  - Coordination of Transitional Kindergarten at selected sites
  - Promotion/advertisement of the District's Kindergarten festivals
- 8. Twain will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
  - At School site council meetings

### **PART III**

### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Twain will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
  - District trainings offered for families and staff
  - Family education workshops on site
  - Family-Teacher Conferences
  - Family Workshops posted on district website
  - DCAC, DELAC and other district family forums/meetings
  - District website resources: click "P" for Parent University
2. Twain will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
  - Outlines shared responsibility of home, school and student in academic achievement
  - Developed, discussed and reviewed at first SSC and ELAC meetings
  - School site council must vote to approve compact
  - Twain's Home-School Compact will be available via weekly Parent Bulletin, school website, and available in the front office.
3. Twain will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
  - the state's academic content standards
  - the state and local academic assessments including alternate assessments
4. Twain will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
  - Family Workshops (Literacy and Math)
5. Twain will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
  - Teacher/Staff In-services
6. Twain will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
  - A district translator/other support staff will be doing the translations of written materials/notifications that are sent to families

#### **PART IV**

#### **DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;

- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

\* \* \* \* \*

**PART V**  
**ADOPTION**

Twain’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/11/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/31/2023. Twain, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

[Redacted Signature]

Signature of Principal

10-11-23  
Date



## Twain Elementary

### Guía de Participación Escolar para las Familias

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

#### **PARTE I**

La **Twain Elementary** está de acuerdo en implementar los siguientes requisitos:

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

#### **PARTE II: DESCRIPCIÓN DE CÓMO LA TWAIN ELEMENTARY IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS**

1. La **Twain Elementary** tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
    - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
    - ii. Composición del SSC
    - iii. Consideraciones Presupuestarias
    - iv. Plan Único para el Rendimiento Estudiantil
    - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
    - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
    - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Twain Elementary, por medio de llamadas telefónicas automáticas, etc.
  - En las reuniones:
    - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
    - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Twain Elementary
    - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. La **Twain Elementary** tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
    - En la reunión del SSC y ELAC
    - Sección del Boletín Informativo
    - Reunión Anual del Título I
    - Mostrador de la Oficina Principal
    - Noche de Regreso a la Twain Elementary
  3. La **Twain Elementary** actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la Twain Elementary: En las reuniones de SSC y ELAC
    - Reuniones informativas para las familias
    - El Concilio del Plantel Escolar deberá votar para aprobar la guía
  4. La **Twain Elementary** convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
    - Los requisitos del Título I, cómo se utilizan los fondos en esta Twain Elementary, y el derecho de las familias de estar involucrados
    - Llevar a cabo distintas reuniones durante horarios flexibles
    - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
    - Anuncios en el tablero electrónico de la Twain Elementary, por medio de “SchoolLoop” y llamadas telefónicas automáticas
    - Se proporcionará cuidado de niños
  5. La **Twain Elementary** proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo: (**Nombrar Actividades**)
    - Sección del boletín informativo
    - Mostrador de la Oficina Principal
    - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
  6. La **Twain Elementary** les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la Twain Elementary, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La **Twain Elementary** también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños: Talleres para las familias; encuestas para las familias
    - Pláticas con el director(a)
    - En el boletín informativo de la Twain Elementary
    - Noche de Regreso a la Twain Elementary
    - En las reuniones del SSC y ELAC

7. La **Twain Elementary** coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, Twain Elementaries públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
  - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en Twain Elementaries selectas
  - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La **Twain Elementary** entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
  - En las reuniones del Concilio del Plantel Escolar

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

1. La **Twain Elementary** construirá la capacidad de la Twain Elementary y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la Twain Elementary, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación: **(Nombrar acciones, tal como, describir el proceso, identificar quien será responsable para dirigir las actividades y explicar qué papel desempeñan las familias.)**
  - Talleres ofrecidos por el Distrito para las familias y el personal escolar
  - Talleres educativos para la familia en el plantel escolar
  - Conferencias Entre Familias y Maestros
  - Talleres para la familia publicadas en la página del Internet del Distrito
  - DCAC, DELAC y otros foros/reuniones para las familias del distrito
  - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La **Twain Elementary** incorporará el Contrato entre la Familia y la Twain Elementary como un componente de la Guía de Participación Escolar para las Familias:
  - Delinean las responsabilidades compartidas del hogar, la Twain Elementary y el estudiante en cuanto al rendimiento académico
  - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
  - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
  - **Describir el proceso distribución**
3. La **Twain Elementary**, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la Twain Elementary para entender temas tales como los que se encuentran a continuación:
  - las normas del contenido académico del Estado
  - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La **Twain Elementary**, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
  - Talleres para las familias **(agregar títulos)**
5. La **Twain Elementary**, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
  - Talleres para Maestros y miembros del personal **(nombrar específicamente)**
6. La **Twain Elementary**, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras



actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender: (Nombrar acciones)

- Nombre a la persona en la Twain Elementary quien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

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

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

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

\* \* \* \* \*

#### **PARTE V: ADOPCIÓN**

Esta Guía de Participación Twain Elementary para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Twain Elementary el 11/10/23 y estarán vigentes por un periodo de un año lectivo. La Twain Elementary distribuirá la Guía a todas las familias el 31/10/23 o antes. La Twain Elementary, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Mr. Gonzalez  
Firma del Director(a)

10/11/2023  
Fecha