



2023-2024

Henry Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SPAN FRSA
All 78%
Black/AA 42%
EL 72%

iReady ELA
Placement
All 69%
Black/AA 72%
EL 34%

iReady ELA Typical Growth
All 55%
Black/AA 67%
EL 61%

SBAC ELA
All 66%
Black/AA 60%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Literate Prepared SMART Goals:
By June 2028, 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

1. 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.
2. Plan opportunities for students to practice skills collaboratively and independently
3. Use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.
4. SPANISH FRSA will increase by 10% from 78% to 88% for all students, by 10% from 42% to 52% for AA students, and by 10% from 72% to 82% for Multilingual (EL) students

Progress Monitoring
Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

iReady Math Placement All 61% Black/AA 72% EL 34%
iReady Math (Typical Growth) All 64% Black/AA 94% EL 54%
SBAC Math All 57% Black/AA 27% EL 27%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Mathematically Prepared SMART Goals:
By June 2028, 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 64% to 74% for all students, by 10% from 47% to 57% for AA students, and by 10% from 34% to 44% for EL students

SBAC math will increase by 10% from 57% to 67% for all students, by 10% from 27% to 37% for AA students, and by 10% from 27% to 37% for Multilingual (EL) students

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

iReady Math Placement EL 34%
iReady Math (Typical Growth) EL 54%
SBAC Math EL 27%
SPAN FRSA EL72%
iReady ELA Placement EL 34%
iReady ELA Typical Growth EL 61%

Progress Monitoring
Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

EL goal(s): By June 2024 increase the number of Some/Moderate or Well Dev. ELL and African American students scoring met or exceeded on SBAC ELA from 32% to 39%. By June 2024 ELL students scoring met or exceeded on SBAC Math will increase from 34% to 41%.

Intervention Plan:

Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teachers will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.

Teachers will provide before/after school intervention (tutoring). Teachers will focus on early intervention in grades 1-2 in Spanish by supporting At-Promise Spanish Language Learners in decoding, building fluency and comprehension in second language.

Teachers will provide before/after school intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise English Language Learners to decode, build fluency and comprehension skills in target language. assessments.

Progress Monitoring

Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.

Assessment:

- iReady baseline
- ASR Baseline
- FRSA baseline

Implementation:

- Henry will have literacy teacher schedules indicating direct support to students
- Henry will have a plan for after-school tutoring and Saturday School (Organized and lead by IIC)

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Pulse - Belonging
All 95%
Black/AA 91%
EL 93%

Pulse - Identity
All 92%
Black/AA 86%
EL 86%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Culture/Climate SEL & Harmony SMART Goals:
By June 2028, all Henry students will show at least 10% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, African American 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.

By June 2024, 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.

By June 2024, student sense of belonging will increase by 2%, from 95% to 97%, student identity will increase by 2%, from 92% to 94% and student agency will increase 2% from 90% 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 Henry 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.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) SLA goal(s): By June 2023, Henry students will achieve one year of academic growth, and students achieving below grade level will demonstrate greater than one year of growth. By June 2023, 90% of students will complete the weekly assessment at the met/exceeded level. By June 2023 FRSA, K-2 will demonstrate 90% proficiency (Spanish)</p>	Goal Met	<p>Our TOSAs had a significant impact on ELA by support students with SLA and ELA. Push In intervention and afterschool tutoring also had a significant impact on our students.</p>	<p>PD had a significant impact in ELA and SLA, and SSC will expand the hours allotted for PD. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.</p>

Math	<p>1) Math goal(s):SBAC: By June 2023, Henry students will achieve one year of academic growth, and students achieving below grade level will demonstrate greater than one year of growth.</p> <p>FA: By June 2023, all students will complete formative and interim assessments in mathematics.</p> <p>ST MATH: By June 2023, at least 90% of students will meet their recommended minutes per week in ST Math.</p> <p>IAB: By June 2023, at least 90% of students in Grades 3-5 will complete at least one SBAC-IAB per quarter.</p>	Goal Met	Small Group Instruction and afterschool tutoring also had a significant impact on our students	PD had a impact in MATH, and SSC will expand the hours allotted for PD. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.
English Learner	<p>1) EL goal(s): By 2023 increase the number of Some/Moderate or Well Dev. ELL and African American students scoring met or exceeded on SBAC ELA from 32% to 39%. By 2023 ELL students scoring met or exceeded on SBAC Math will increase from 34% to 41%.</p> <p>Intervention Plan: Teachers will provide before/after</p>	Goal Met	Small group instruction and afterschool tutoring had a significant impact on our students,	Continue with small group instruction, afterschool tutoring, Saturday school will continue to help increase our student's growth and decrease the gap. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

school intervention (tutoring) in Spanish reading. In Gr. 3-5 teachers will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.

Teachers will provide before/after school intervention (tutoring). Teachers will focus on early intervention in grades 1-2 in Spanish by supporting At-Promise Spanish Language Learners in decoding, building fluency and comprehension in second language.

Teachers will provide before/after school intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise English Language Learners to decode, build fluency and comprehension skills in target language. assessments.

	<p>Progress Monitoring Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.</p> <p>Assessment: -iReady baseline -ASR Baseline -FRSA baseline</p> <p>Implementation: -Henry will have literacy teacher (Angie Median) schedules indicating direct support to students -Henry will have a plan for after-school tutoring and Saturday School (Organized and lead by IIC, Rosa Palacios)</p>			
Culture/Climate	1) Social Emotional Learning goal(s):	Goal Met	All areas increased meeting the goals.	-A Student Council Club will be established to elicit student participation and lead students in

By June 2023, an increase of 1% for positive student responses on each SEL competency as measured by the CORE survey.
By June 2023, all schools will implement SEL minimum number of instructional minutes as identified in OCIPD curriculum resource documents
Culture/Climate goal(s):
An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.
An increase of 5% in the area of sense of belonging: Henry students' sense of identity, agency, and belonging will increase as measured by the CORE survey.

Plan

-A Student Council Club will be established to elicit student participation and lead students in assemblies and clubs.
-Equity Committee and ILT will participate in school walkthroughs and gather evidence of classroom culture and climate
- African American Forum will be created to meet with Alumni,

assemblies and clubs.

-Equity Committee and ILT will participate in school walkthroughs and gather evidence of classroom culture and climate
- African American Forum will be created to meet with Alumni, current students, and parents.
-Equity Committee and ILT will participate in school walkthroughs and gather evidence of classroom culture and climate.

Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

current students, and parents.
-Equity Committee and ILT will participate in school walkthroughs and gather evidence of classroom culture and climate

Progress Monitoring
Attendance: Grade levels will analyze attendance data, with support staff.
Pulse and Core Survey
Principal
Counselor
TOSA
Leadership Team
Guidelines for Success
Professional Development for Recreational Staff around Relationship Centered Schools

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Write from the Beginning (WftB) coaches will research and gather resources to support and supplement CCSS in writing. Coaches will meet monthly with the principal to discuss meeting agendas and staff training activities to assist the TK-5 staff with a focused developmental writing tool. WftB coaches will be compensated to prep and lead professional development at TK-5 staff meetings.</p> <p>The principal will monitor narrative work through room visits and grade-level meetings. The principal will meet with WftB Trainers to review student work and teacher capacity and plan the next steps. (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Henry will offer parent workshops depending on grade levels: ACADEMICS (Spanish) - Make and Take Foundational Reading Skills (FRSA) Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Comprehension and Collaboration Presentation of Knowledge and Ideas Writing Conventions of Spanish, Vocabulary Acquisition and Use</p> <p>(PI 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Teachers will provide before/after school intervention (tutoring). Teachers will focus on early intervention in grades 1-2 in Spanish by supporting At-Promise Spanish Language Learners in decoding, building fluency and comprehension in second language. (IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Professional Development and plannings sessions for ELA, SLA , MATH and Technology. Faculty will have the opportunity to learn the latest pedagogy and applications to support dual immersion and help fill the gaps in both English and Spanish. (PD 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Teachers will provide before/after school intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise English Language Learners to decode, build fluency and comprehension skills in target language. assessments. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
In Henry's DI program, students in kindergarten will receive 90% of daily instruction in Spanish and 10% in English. Parents must have an overview of the different components and strategies that will support the students in the process-Spanish FRSA/Benchmarks and comprehension. Elementary Reading - FRSA], Elementary Reading - ASR. (PI 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"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

<p>vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Students needing additional support with target language comprehension skills. Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 30, Other 40	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.	Identified At-Risk Students	LCFF \$3,133 Teacher Hourly P Schedule (2) for 20 hours annually - LCFF 100%	08/28/2023 - 06/14/2024 Weekly	Teachers	Principal Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 30, Other 40

Students needing additional support with target language comprehension skills. Elementary Reading - FRSA 40, Elementary Reading - Benchmarks 30, Other 30	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension.	Identified At-Risk Students	LCFF \$3,133 Teacher Hourly P Schedule (2) for 20 hours annually - LCFF 100%	08/28/2023 - 06/14/2024 Weekly	Teachers	Principal Elementary Reading - FRSA 40, Elementary Reading - Benchmarks 30, Other 30
At-Promise ELL 4th and 5th grade students Core Curriculum 50, Other 50	Teachers will provide before/afterschool intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise ELL to decode, build fluency and comprehension skills in target language.	English Learners	LCFF \$1,958 Teacher Hourly P Schedule (1) for 25 hours annually - LCFF 100%	08/28/2023 - 06/14/2024 Semester	Teachers Principal	Principal Core Curriculum 50, Other 50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Henry Preschool to Kindergarten Transition -Schoolwide Visitations for prospective Kindergarten parents are held in January. Parents attend an informational meeting, observe in classrooms kindergarten through 5th grade, tour the campus, and have a question/answer session with the principal, a teacher representative and parent representatives.	<p>A spring Kindergarten Parent Orientations is held to provide parent training in ways to prepare children for success in Kindergarten (literacy and math activities, social skills) -A New Kindergarten Orientation is held in August to introduce children to the school environment, provide information on school procedures and learning focus areas for the month of September.</p> <p>-Newly enrolled Kindergarten students are invited to the Spring Carnival.</p> <p>Henry Middle School Transition</p> <p>-Fifth grade students attend field trips to Marshall and Keller Middle School</p> <p>-Information is presented by the counselor to parents on Middle School and LBUSD School of Choice procedures in January to support parents and students in their transition to Middle School.</p> <p>-The Education Celebration is promoted and encouraged for all parents and students to learn about middle school programs. -Middle School parent orientation meetings are shared with all fifth grade parents</p>	No Data.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Patrick Henry's CORE data identified that students did not feel safe in unsupervised areas (e.g. bathrooms) and did not feel a strong sense of belonging while at school. Our site will use Sanford Harmony materials in order to foster a sense of belonging and emotional safety. We will also be establishing professional development in Restorative Practices so that staff can implement them in their own classrooms.	Sanford Harmony CCEJ: Restorative Practices	LCFF (Central Office) Gift Funds	8/29/23 to 6/14/24	TOSA Counselor SEL Facilitator Principal	Ad Hoc Survey CORE Survey Monthly Referral Data (site-collected)

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
TK-5th grade teachers Core Curriculum 50, Other 50	Write from the Beginning (WftB) coaches will research and gather resources to support and supplement CCSS in writing. Coaches will meet monthly with the principal to discuss meeting agendas and staff training activities to assist the TK-5 staff with a focused developmental writing tool. WftB coaches will be compensated to prep and lead professional development at TK-5 staff meetings. The principal will monitor narrative work through room visits and grade-level meetings. The principal will meet with WftB Trainers to review student work and teacher capacity and plan the next steps.	LCFF \$4,699 Teacher Hourly P Schedule (3) for 20 hours annually - LCFF 100%	08/28/2023 - 06/14/2024 Monthly	WFTB coaches TOSAS Principal	TK-5th Staff WFTB Coaches TOSAS

PD in SLA, MATH and Writing for all grade levels SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 30, Other 20	PD and planning sessions for SLA, MATH and Writing. Faculty will have the opportunity to learn the latest pedagogy and applications to support dual immersion and help fill the gaps in both English and Spanish.	LCFF \$4,408 Substitute teacher half day (16) for 2 days - LCFF 100%	08/28/2023 - 06/14/2024 Semester	Principal IIC LT Counselor SEL Facilitator	Principal
New teachers Core Curriculum 40, Basic Services 30, Other 30	Selected teachers will mentor/coach our new teachers in lesson design, planning, data analysis and classroom management.	LCFF \$3,459 Teacher Hourly Extra Comp (5) for 8 hours annually - LCFF 100%	08/28/2023 - 06/15/2024 Monthly	Selected teacher Principal	Monthly

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers are involved in decision-making regarding use of academic assessments, the achievement of individual students and the overall program. Collaborative feedback process provides focus areas for the year's professional development. Weekly staff meetings are structured to maximize teacher collaboration. On a rotating basis, teachers meet in grade level teams, program teams (Dual Immersion, Special Ed), Leadership Team and whole staff. Teachers work in teams to reflect on student achievement results and issues related to the climate and culture of the school. Student work and survey results are examined to share strengths, areas to improve and plan next steps for instruction or practices related to PD. SST's are scheduled as needed by school counselor and RSP teacher. They address students needs in the area of academics or behavior.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
At each grade level parents will be targeted for Spanish workshops Elementary Reading - FRSA 40, Core Curriculum 30, Other 30	Henry will offer parent workshops depending on grade levels; 2 teachers in each grade level will get paid to prep and present. ACADEMICS (Spanish) - Make and Take Foundational Reading Skills (FRSA) Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Comprehension and Collaboration Presentation of Knowledge and Ideas Writing Conventions of Spanish, Vocabulary Acquisition and Use	LCFF \$3,759 Teacher Hourly P Schedule (12) for 4 hours annually - LCFF 100%	08/02/2023 - 06/14/2024 Quarterly	Principal Counselor IIC LT Selected teachers	Principal will monitor the planning and presentation to the parents.

<p>Tk and Kinder parents Elementary Reading - FRSA 50, Core Curriculum 50</p>	<p>In Henry's DI program, students in kindergarten will receive 90% of daily instruction in Spanish and 10% in English. Parents must have an overview of the different components and strategies that will support the students in the process- Spanish FRSA/Benchmarks and comprehension. Elementary Reading - FRSA , Elementary Reading - ASR. TK/Kinder teachers will have orientation and Meet and Greet for the incoming Kinder students.</p>	<p>LCFF \$3,289 Teacher Hourly P Schedule (7) for 6 hours annually - LCFF 100%</p>	<p>08/30/2023 - 06/15/2024 Semester</p>	<p>Tk Teacher Kinder Teachers Counselor Principal</p>	<p>Principal will monitor planning and presentation of DI 101 to parents.</p>
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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)	0
Title I Parent and Family Involvement (3008)	0

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	28140

* 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	Rose Vitetta	06-30-2024
Staff	Classroom Teacher	Ida Moscoso	06-30-2025
Staff	Classroom Teacher	Margarita Serna	06-30-2025
Staff	Classroom Teacher	Adim Morales	06-30-2025
Staff	Non Classroom Teacher	Maria Aguayo	06-30-2024
Community	Parent	Robert [REDACTED]	06-30-2024
Community	Parent	Alejandra [REDACTED]	06-30-2024
Community	Parent	Anaiah [REDACTED]	06-30-2024
Community	Parent	David [REDACTED]	06-30-2025
Community	Parent	Casey [REDACTED]	06-30-2025

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)	Jaqueline [REDACTED]
DELAC Representative	Parent of EL Student (required)	Maria [REDACTED]
Principal or Designee	Staff Member (required)	Rose Vitetta
Secretary	Parent of EL Student (required)	Brenda [REDACTED]

Name	Representing
Nancy Avila	Staff Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/15/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	1. Offering English Language Development tutoring for the younger grades. 2. Setting up Spanish Social media to increase awareness regarding information for our ELLS. 3. Create a table with all of the assessments so parents are area and understand what students are being tested on.
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 EL Student Grades CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/16/2023
6. What was SSC's response to ELAC recommendations?	SSC agrees in all of the recommendations to help increase awareness and understanding for ELL parents.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/16/2023
2. The SSC approved the **Home-School Compact** on 09/27/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/27/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/16/2023
6. The SPSA was approved at the following SSC Meeting: 11/16/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Patrick Henry Dual Immersion School
3720 Canehill Ave, Long Beach, CA
Telephone (562) 421-3754 Fax (562)420-7849

HOME-SCHOOL COMPACT
23-24

THE STUDENT'S PLEDGE

As a Patrick Henry Patriot, I understand that education is the key to my future success. I am responsible for my own success.

As a student, I will do the following:

- 1) Come to school every day, on time, in uniform, determined to learn and prepared to give my best effort.
- 2) Follow our *Guidelines For Success* and all school and classroom rules.
- 3) Read every day, both at school and at home.
- 4) Return completed homework assignments.
- 5) Demonstrate good character and respect for differences at all times.
- 6) Make healthy choices in nutrition and exercise.

Student's Signature: _____ Date: _____

THE PARENT/GUARDIAN PLEDGE

As a parent at Patrick Henry, I know that knowledgeable, involved, encouraging parents have children with positive attitudes toward school.

As the parent/guardian, I will do the following:

- 1) Provide a note when my child is absent from school.
- 2) Send my child(ren) to school every day dressed in uniform, rested, prepared to learn and on time.
- 3) Read with my child(ren) or provide a regular time for reading every day.
- 4) Provide a quiet time and place each day for the completion of homework and will check for completeness.
- 5) Contribute at least 10 hours of support to the school (PTA, VIPS, SSC, ELAC, or other volunteer support).
- 6) Keep informed by attending Back-To-School Night, Parent-Teacher Conferences, Open House, family nights and other school events.
- 7) Demonstrate positive character values and respect for differences.
- 8) Provide healthy meals, snacks and physical activities for my child(ren).

Parent's/guardian's Signature: _____ Date: _____

HENRY STAFF PLEDGE

As an educator, I understand our profession plays a crucial role in our society. I hold high expectations for all students and for myself.

As the teacher, I will do the following:

- 1) Provide an academic program that is rigorous, challenging and aligned with the content standards.
- 2) Provide a safe, positive and nurturing learning environment.
- 3) Address the individual needs of all children.
- 4) Communicate with parents/guardians and students regularly and in their native language regarding progress of each student.
- 5) Assign appropriate homework with instructions and encourage students to read daily at school and at home.
- 6) Teach about healthy choices in nutrition and exercise.
- 7) Promote cross-cultural understanding and teach about global perspectives.
- 8)

Teacher's Signature: _____ Date: _____

(Teachers: Keep on file for each student)

I/We have reviewed and signed the Patrick Henry Home-School Compact.

Parent/Guardian Signature

Date

Child's Name

Patrick Henry Dual Immersion School
3720 Canehill Ave, Long Beach, CA
Telephone (562) 421-3754 Fax (562)420-7849

COMPACTO ENTRE ESCUELA-HOGAR
23-24

El juramento de los estudiantes

Yo entiendo que la educación es la clave para el éxito de mi futuro. Yo soy responsable por mi propio éxito.

Como estudiante, yo seré responsable de lo siguiente:

- 1) Llegar a la escuela a tiempo todos los días, en uniforme, determinado(a) aprender y preparado(a) para dar mi mejor esfuerzo.
- 2) Seguir toda Guías Hacia el Triunfo y todas las reglas de la escuela y del salón.
- 3) Leer a diario ambos en la escuela como en mi hogar.
- 4) Entregar tarea completa y a tiempo.
- 5) Demostrar buen carácter y respeto por las diferencias todo el tiempo.
- 6) Hacer buenas selecciones de nutrición y ejercicio.

Firma del Alumno/a: _____ Fecha: _____

Acuerdo de Padre/Tutor

Como padre de Patrick Henry reconozco que padres que están en conocimiento, involucrados, y motivando a sus hijos/as, los alumnos llevan una actitud positiva hacia la escuela.

Como el Padre/Tutor yo seré responsable de lo siguiente

- 1) Mandar a mis niños a la escuela vestidos apropiadamente todos los días, descansados y preparados a aprender y a tiempo.
- 2) Leer con mi hijo(a)/hijos(as) o proveer regularmente tiempo para leer diariamente.
- 3) Proveer todos los días un tiempo para completar el trabajo de tareas y revisar que estas estén terminadas.
- 4) Participar por lo menos en 10 horas de apoyo en eventos escolares como Voluntario, participación en SSC, ELAC, PTA y en otros eventos escolares.
- 5) Mantenerse informado al asistir a la Noche de Regreso a Clases, Conferencias de Padres e Maestros, Noche de Escuela Abierta, Noches Familiares tanto como a otros eventos escolares.
- 6) Siendo un modelo positivo para mi hijo(a)/hijos(as) y respeto a diferencias.
- 7) Proveer alimentación saludable y actividades físicas.

Firma de Padres o Tutor _____ Fecha: _____

El acuerdo de la maestra

Entiendo que mi profesión juega un papel crucial en nuestra sociedad. Yo tengo altas expectativas para todos los alumnos coma también para mí mismo/a.

Como maestro(a), será responsable de lo siguiente:

- 1) Proveer un programa académico que sea riguroso y desafiante que esté a un par del Contenido de Estándares.
- 2) Proveer un ambiente de aprendizaje seguro y saludable.
- 3) Revisar las necesidades individuales de cada niño/a.
- 4) Comunicación con los padres/guardianes y los estudiantes con respecto al progreso académico y social de cada estudiante en su idioma natal.
- 5) Asignando tarea apropiada con instrucciones y motivar a los estudiantes a leer diario en la escuela y en la casa.
- 6) Enseñar sobre hábitos de nutrición saludables y ejercicio.
- 7) Promover el conocimiento de distintas culturas y enseñar sobre perspectivas globales.

Firma del Maestro/a: _____ Fecha: _____

Hemos repasado y firmado el Compacto entre Escuela- Hogar

Firma del Padre/Tutor Fecha Firma del Estudiante



PATRICK HENRY DUAL IMMERSION SCHOOL

Family Involvement Guidelines For Non-Title I Schools

PATRICK HENRY recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, PATRICK HENRY will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

Applicable for your school **if** 15 percent or more of the student population speaks a single primary language other than English,

7. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language, or other barriers which may inhibit such participation.

ADOPTION

PATRICK HENRY Family Involvement Guidelines have been developed jointly with and agreed upon by families at the school. The Guidelines were adopted by the site’s School Site Council members on **09/27/2023** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **09/27/2023**. PATRICK HENRY, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Rose Vitetta
Signature of Principal

9-27-23
Date

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child’s school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2017



PATRICK HENRY DUAL IMMERSION SCHOOL

Guía de Participación Escolar para las Familias Para Escuelas Que No Reciben Fondos de Título I

La **PATRICK HENRY** reconoce que las familias son los primeros maestros y los maestros más influyentes de sus hijos, y la participación continua de los padres en la educación de sus hijos contribuye enormemente al rendimiento estudiantil y a tener un ambiente positivo en la escuela. Para que las familias puedan participar de manera positiva en la educación de sus hijos, la PATRICK HENRY:

1. Ayudará a las familias a desarrollar sus habilidades como padres y a brindar un ambiente en casa que apoye los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informará a las familias que ellos pueden directamente afectar el éxito del aprendizaje de sus hijos, y les brindará las técnicas y estrategias que pueden usar para mejorar el éxito académico de sus hijos y ayudarlos con el aprendizaje en casa.
3. Iniciará con consistencia y eficacia la comunicación bilateral entre el hogar y la escuela para que las familias puedan saber cuándo y cómo ayudar a sus hijos a apoyar las actividades de aprendizaje en el salón de clase.
4. Recibirá capacitación para que el personal fomente la comunicación eficaz y culturalmente sensible con el hogar, incluyendo la preparación de cómo comunicarse con las familias que no hablan inglés y cómo darles a las familias oportunidades para ayudar en el proceso instructivo tanto en la escuela como en la casa.
5. Alentará a las familias a servir como voluntarios en las escuelas, a asistir a las presentaciones estudiantiles y reuniones escolares, y a participar en los concilios del plantel escolar, concilios asesores, y a otras actividades en las cuales pueden comprometerse a asumir funciones relacionadas a la administración, asesoramiento, y abogar por servicios para estudiantes.
6. Incluirá a las familias del Estudiantado que Está Aprendiendo Inglés en el desarrollo, implementación y evaluación de los programas principales y categóricos para el Estudiantado que Está Aprendiendo Inglés. La Escuela informará a las familias acerca de cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del idioma inglés, a lograr altos niveles de rendimiento en las materias académicas centrales y a cumplir con las expectativas desafiantes de los estándares académicos estatales para todos los estudiantes.

Aplica si su escuela cuenta con 15 por ciento o más de la población que habla un solo idioma principal que no sea el inglés,

7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

Los planes escolares estarán delineados a las medidas específicas que se considerarán para incrementar la participación de las familias en la educación de sus hijos, incluyendo las medidas designadas a incluir a las familias con las barreras culturales, del idioma u otras barreras que puedan impedir dicha participación.

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ADOPCIÓN

La Guía de Participación Escolar para las Familias Escolares se ha desarrollado junto con, y de acuerdo por, las familias en la **PATRICK HENRY**. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el **27/09/23** y estarán vigentes por un periodo de **un ciclo escolar**. La Escuela distribuirá la Guía a las familias el **27/09/23** o antes. La **PATRICK HENRY**, cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.

Rose Vitetta
Firma del Director(a)

9/27/23
Fecha

REFERENCIAS LEGALES

CÓDIGO DE EDUCACIÓN

11500-11506 Programas para alentar la participación de padres

CÓDIGO DE LABOR

230.8 Tiempo libre para visitar la escuela de su hijo(a)

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6 de febrero, 2001

7 de marzo, 2007

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Para Escuelas Primarias, K-8 y Escuelas Intermedias, revisado 7/2017