

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

**Marshall Academy of the
Arts**

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

Our students demonstrated a 5% increase of those who met/exceeded on the SBAC in the Spring of 2024 to 62%. Furthermore, when looking at our Black, SPED, and EL populations, the proficiency rates were 55%, 23%, and 0%, respectively. Our Black/AA subgroup improved by 14% from the previous group and while we are proud of that improvement, along with the SPED and EL subgroups, our historical data reflects the importance of intentionally monitoring these subgroups success in ELA to improve closing achievement gaps

ELA Goals

By June 2025, 67% of our Marshall students, 10% of our EL students, 33% of our students will disabilities, and 64% of our Hispanic students will score Met /Exceeded on SBAC ELA. To support our staff's work to achieve these goals, including supporting EL students and students with disabilities, our site is engaged in the following professional development:

- 1) PDSA cycle and teacher efficacy with a focus on formative assessment (24-25)
- 2) UDL- Professional Learning opportunity
Engagement for Learning- Professional Learning opportunity
Supporting Multilingual Learners- Professional Learning Opportunity
- 3) Co-teaching reflection and support from OCIPD

To monitor progress towards these goals, our staff engage in the following:

- 1) Site PDSA Cycle Calendar that includes professional learning and department collaboration time toward goals
- 2) Department goals and action plans, updated after each PDSA Cycle
- 3) Individual teachers collect Focus Studnet data
- 4) Site monitoring of progress towards achievement, growth, and culture climate goals.

Comprehensive Needs Assessment: Mathematics

Math Findings

Our students demonstrated a 2% increase in those who met/exceeded on the SBAC in the Spring of 2024. Our Black, SPED, and EL populations' proficiency rates were 22%, 15%, and 14%, respectively. All these subgroups showed a slight improvement from the previous year, but our EL students showed a 14% increase from the previous year. While these groups showed improvement, historical data justifies intentionally monitoring these groups to improve outcomes and close the achievement gap.

Math Goals

By June 2025, 51% of our MS students, 27% of our African-American students, 19% of our EL students, 20% of our SPED students, will score Met/Exceeded on SBAC Math. To support our staff's work to achieve these goals, including supporting EL students and students with disabilities, our site is engaged in the following professional development:

- 1) PDSA cycle and teacher efficacy with a focus on formative assessment (24-25)
- 2) UDL- Professional Learning opportunity
Engagement for Learning- Professional Learning opportunity
Supporting Multilingual Learners- Professional Learning Opportunity
- 3) Co-teaching reflection and support from OCIPD

To monitor progress towards these goals, our staff engage in the following:

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- 4) Site monitoring of progress towards achievement, growth, and culture climate goals.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Our current data reflects a need to support the high school readiness needs of our EL students. 0% of our EL students met or exceeded on SBAC in ELA and Math and 26.3% were considered high school-ready.

When looking at the number of students and their overall ELPAC level:

Beginning Stage - 12
Somewhat Developed - 11
Moderately Developed - 12
Well Developed – 3

English Learner Goals

By June 2025, 80% of Marshall ELL students will improve their ELPAC summative score by at least one level.

By June 2025, 10% of our Marshall EL students will score Meet / Exceeded on SBAC ELA, a 10% increase from 2024.

By June 2025, 19% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 5% compared to 2024.

100% of our Well Developed EL students will be redesignated.

To support our staff's work to achieve these goals, including supporting EL students and students with disabilities, our site is engaged in the following professional development:

- 1) PDSA cycle and teacher efficacy with a focus on formative assessment (24-25)
- 2) UDL- Professional Learning opportunity
Engagement for Learning- Professional Learning opportunity
Supporting Multilingual Learners- Professional Learning Opportunity
- 3) Weekly ELPAC tutoring will be provided to students starting in January

To monitor progress towards these goals, our staff engage in the following:

- 1) Site PDSA Cycle Calendar that includes professional learning and department collaboration time toward goals
- 2) Department goals and action plans, updated after each PDSA Cycle
- 3) Individual teachers collect Focus Studnet data
- 4) Site monitoring of progress towards achievement, growth, and culture climate goals.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

LBUSD has implemented a Pulse Student Survey three times a year to "take the pulse" of our students throughout the school year on areas of Belonging, Identity, and Agency. Our students end the 23-24 school year with the following response rates with 527 students responding:

Belonging - 76% affirmative

Identity - 82% affirmative

Agency - 79% affirmative

Our attendance rate average for the 22-23 school year was 92.8%, including a 26.2% Chronic Absenteeism rate for all students, which includes Homeless Youth, socioeconomically disadvantaged, students with disabilities, African American, White, and Two or More races. This attendance rate has an impact on our students being considered High School Ready. For the 23-24 academic year, our attendance rate improved to 94.28% and our Chronic Absentee rate dropped to 16% for all students. This year, we have been provided by LBUSD a Wellness Center, run by a full-time social worker to create space and learning opportunities for students and the site is funding a full-time counselor to support their SEL needs.

Culture/Climate Goals

By June 2025, will maintain or increase the sense of belonging for all students by 2% (from 79% to 81%), student agency by 2% (from 82% to 84%), and student identity by 2% (from 83% to 85%).
By June 2025, will maintain or increase the sense of belonging for African-American students by 1% (from 79% to 80%), student agency by 3% (from 80% to 83%), and student identity by 2% (from 83% to 85%).
By June 2025, SPED students will increase to 75% in sense of belonging to align with the percentages of the other subgroups creating an increase of 6% (69%)

To support our staff's work to achieve these goals, our site is engaged in the following professional development:

- 1) Development and monitor department goals that relate to culture and climate.
- 2) Student groups, including student council and Leadership analyze Pulse Survey data and create student programming to support a positive school culture
- 3) Monthly Wellness Lessons are presented to all students to support the SEL needs of our students

To monitor progress towards these goals, our staff engage in the following:

- 1) Department goals and action plans, updated after each PDSA Cycle
- 2) Individual teachers collect Focus Student data
- 3) Site monitoring of progress towards achievement, growth, and culture climate goals.

By June 2025, our Chronic Absentee rate for all students will decrease to 13% and our overall attendance rate will be 95%, To support these goals, our student support team, including our counselors and social worker, meet weekly to discuss student needs and attendance. Our counseling team will conduct home visits for students as well as SART/SARB meetings for students who are missing a high number of days of school. Our student support team will conduct targeted attendance intervention as needed to improve attendance rates. This work will be monitored during the weekly student support meetings throughout the year as progress monitoring toward the goal.

Comprehensive Needs Assessment: SPSA Effectiveness

| SPSA Effectiveness | | | | |
|---------------------------|--|---------------------------|--|---|
| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
| ELA | 1) With teachers receiving professional development in Quality Core Instruction and i-Ready, by June 2024, 65% of all students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2024, 55% of African American Students will meet or exceed on the SBAC English Language Arts Assessment. By June 2024, 30% of SPED Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2024, 15% of EL Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. Progress will be monitored after each i-Ready diagnostic test given. | Goal Partially or Not Met | 62% were met/exceeded in ELA 55% of AA were met/exceeded in ELA 30% of SPED were met/exceeded 0% of EL were met/exceeded in ELA | School-wide tutoring is available in the library on Mondays and Wednesdays with at least one ELA teacher present. Tutoring specifically for our EL students will be provided for more strategic interventions. |

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| Math | 1) With teachers receiving professional development in Quality Core Instruction and i-Ready, by June 2024, 53% of all students will meet or exceed on the SBAC Math Achievement Assessment. By June 2024, 30% of African-American Students will meet or exceed on the SBAC Math Achievement Assessment. By June 2024, 25% of SPED Students will meet or exceed on the SBAC Math Achievement Assessment. By June 2024, 10% of EL Students will meet or exceed on the SBAC Math Achievement Assessment. Progress will be monitored after each i-Ready diagnostic test given. | Goal Partially or Not Met | 46% were met/exceeded in math 22% of AA were met/exceeded 19% of SPED were met/exceeded 13% of EI were met/exceeded | School-wide tutoring is available in the library on Mondays and Wednesdays with at least two math teachers present. |
|------|--|---------------------------|--|---|

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| English Learner | 1) With teachers receiving professional development in Quality Core Instruction and i-Ready, Marshall Academy of the Arts has the following goals for our EL students:1. 100% of students moved at least one level on their EPLAC assessment2. By June 2024, 15% of EL Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. 3. By June 2024, 10% of EL Students will meet or exceed on the SBAC Math Achievement Assessment. 4. 100% of our Well Developed EL students will be redesignated and 50% of our Moderately Developed EL students will be redesignated. Progress will be monitored after each diagnostic test given. | Goal Partially or Not Met | 7/38 EL students moved one level. This is partially due to the test getting more difficult in 6th grade, and ENLACE program at Marshall. 0% of EL students earned met/exceed on ELA SBAC. 13% of EL students EL students earned met/exceed on Math SBAC. 4. 70% of our Well Developed EL students were redesignated. 0% of our moderately developed were redesignated. | Tutoring specifically for our EL students will be provided for more strategic small-group interventions. |
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| Culture/Climate | 1) Through utilizing an additional counselor, our wellness center, and grade level teams, by June 2024, our student response rates on the Pulse Survey will be at or above 80% favorable with at least a 3%. Belonging - 80% affirmative, Identity - 85% affirmative, Agency - 82% affirmative. By June 2024, all student subgroup categories will have an average attendance rate of 96%. Progress will be monitored after each Pulse Survey. | Goal Partially or Not Met | Our Pulse Survey Data was 79% for Belonging, 82% for agency, and 83% for identity. Our schoolwide attendance rate was 94.1 with our subgroup data showing: White - 94% Black - 93% Hispanic - 94% SPED - 93% EL - 92% | Our school plans to maintain its goal/work with the Pulse Survey while also including student council in data analysis to inform student programming. The school's student support team will maintain monitoring student attendance, especially chronically absent students, under the leadership of the counselors and in support of the IEP teams when applicable. |
|-----------------|--|---------------------------|--|--|

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|------------------------|------------------------|-------------------------------|-------------------------------|
| Successful transition of 5th graders to 6th by providing students with Where Everyone Belongs (WEB) for 6th grade orientation and throughout the year support of teachers and 8th grade student WEB Leaders. (IN 1) | Somewhat Impactful | Somewhat Impactful | (Does not apply to this goal) | Strong Positive Impact |
| Students need support at varying degrees to recover quickly from social-emotional concerns and trauma. Students need to learn skills and strategies in becoming more self-efficacious to lower their anxiety, improve confidence and engagement for accelerated academic and mental health success. A dedicated school counselor to support and help students improve by counseling, setting goals, and facilitating trainings. Also to identify students in need of mental or behavioral interventions due to trauma. (IN 2) | Strong Positive Impact | Strong Positive Impact | Somewhat Impactful | Strong Positive Impact |
| Students need support before or after school to retake assessments, credit recovery and tutoring. (IN 4) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | (Does not apply to this goal) |

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|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Students need support in physical safety and social-emotional safety. (IN 5) | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact |
| Support for proctoring the ELPAC, SBAC, CAT, iReady and PSAT assessments. (IN 6) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | (Does not apply to this goal) |
| Professional Development for all teachers to include but not limited to: site trainings by trained colleagues, Principal, Assistant Principal, Instructional Lead Team, District Personnel, or outside sources. This also includes administrator workshops, conferences, and trainings etc. Also included is the cost of attendance to said trainings outside of the district (CAG, LACOE, CCEJ, etc.) Teachers will also meet on release days to analyze and create unit lessons using the High Level Team Actions (HLTA) protocol, rigorous activities, common rubrics, success criteria, homework and study student work (especially those of struggling learners). (PD 1) | Strong Positive Impact | Somewhat Impactful | Strong Positive Impact | (Does not apply to this goal) |
| Parent involvement being a critical element of student support, providing funding for workshops, personnel extra hourly, materials, and incentives to attend parent workshops/support events are needed, including 2-3 targeted specifically for EL families. (PI 1) | Limited or no impact | Limited or no impact | Strong Positive Impact | Strong Positive Impact |
| Materials to support student needs to include but not limited to supplemental: Software subscriptions, academic magazine subscriptions, field trips, student incentives, furniture, technology, technology Science Tables, supplies as in ink, 3D printer supplies, teacher requested supplies not in general LCFF, etc. (SM 1) | Limited or no impact | Limited or no impact | Limited or no impact | (Does not apply to this goal) |

Accountability Measure 1: Increase Achievement

| Core Program - English Language Arts | | |
|--|---|--|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All 6-8 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, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-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>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p> | <p>myPerspectives and associated ancillary materials, Pearson</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>ELLevation</p> <p>iReady</p> |

| Core Program - Writing | | |
|---|---|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All 6-8 ELA 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 6-8 ELA 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>At least 3 pieces of processed writing that include the three writing genres and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond 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>Thinking Maps</p> |

| Core Program - Math | | |
|--|--|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>Math (6-8) All 6-8 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 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse | <p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p> | <p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p> |

Interventions

| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
|---|---|----------------------------|--|---------------------------------------|---------------------------------------|--|
| <p>Trauma and anxiety reduction Improved Student Self-efficacy Academic support and success for students High School Readiness 50, Attendance/Chronic Absenteeism Rate 40, Other 10</p> | <p>Students need support at varying degrees to recover quickly from social-emotional concerns and trauma. Students need to learn skills and strategies in becoming more self-efficacious to lower their anxiety, improve confidence and engagement for accelerated academic and mental health success. A dedicated school counselor to support and help students improve by counseling, setting goals, and facilitating trainings. Also to identify students in need of mental or behavioral interventions due to trauma.</p> | <p>All Students</p> | <p>LCFF \$32,489 Title 1 \$148,006 Counselor 1 FTE - LCFF 18%; Title 1 82%</p> | <p>07/01/2024 - 06/30/2025 Weekly</p> | <p>Principal</p> | <p>CORE Survey Ds and Fs Student Safety Assessments High School Readiness 50, Attendance/Chronic Absenteeism Rate 40, Other 10</p> |

| | | | | | | |
|---|--|------------------|---|--------------------------------|--|---|
| Students need monitoring and assistance during passing periods, lunch time, before and after school and for uniform changes. Culture-Climate Survey (Student-Staff) 100 | Students need support in physical safety and social-emotional safety through Rec Aide supervision | All Students | LCFF Rec \$46,402 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (4) for 382 hours annually - LCFF Rec 100% | 08/01/2024 - 06/30/2025 Daily | Principal Asst. Principal | Daily Culture-Climate Survey (Student-Staff) 100 |
| Passing the ELPAC Test Redesignation EL Reclassification 100 | Provide teacher hourly for after school ELPAC tutoring for EL students. | English Learners | Title 1 \$935 Teacher Hourly Extra Comp (1) for 10 hours annually - Title 1 100% | 01/01/2025 - 03/01/2025 Weekly | Principal Counselor Parent/Community Facilitator | Tutoring Attendance ELPAC testing EL Reclassification 100 |
| Academic Support High School Readiness 100 | Provide additional hourly for teacher support and supervision of Marshall Ram Study Hall after school. | All Students | Title 1 \$6,357 Teacher Hourly Extra Comp (2) for 34 hours annually - Title 1 100% | 02/01/2025 - 06/30/2025 Weekly | Principal Instruction/Intervention Coordinator | Attendance Grades High School Readiness 100 |

| Program Description for Transitions | | |
|--|--|--|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| | <p>At Marshall Academy of the Arts, we utilize WEB (Where Everybody Belongs) to support the transition from 5th grade to middle school. Students are invited to a 6th-grade orientation before school starts and are given 8th-grade WEB Leaders to be a support/mentor for them throughout the year. WEB Leaders engage in multiple WEB activities throughout the year to continue to engage/check in with the 6th-grade.</p> | <p>8th grade students in LBUSD engage in the High School Choice process. This process includes a High School Choice Fair, High School Site Nights, presentations by our school's counseling team for students and parents, and support with submitting high school applications. Once students have been admitted to their high school, the high school counselors come to our school to schedule students with their 9th grade courses. Before high school starts, students have the opportunity to engage in high school start-of-school activities, that vary by site, but include a 9th grade orientation.</p> |

Accountability Measure 2: Organizational Climate

| Organizational Climate | | | | | |
|---|---|----------------------------------|-------------------|------------------|--|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Progress Monitoring for Assessing Effectiveness |
| Attendance rates in our entire school. Chronic absenteeism increased to 26.2% school wide, with Homeless (40.3%), Low SES (34.2%), Students with disabilities (30.2%), White (25%), two or more races (26.6%) and AA (34 %) being of highest concern. | Extra counselor to have monthly attendance meetings, home visits, phone calls home, start SART or SARB process as needed. | Funding: Titel 1, LCFF (183,000) | 24-25 school year | Counselor | Counselor works with student support team weekly to identify students who are in need of additional attendance support, including SART and SARB meetings |

Accountability Measure 3: 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 |
| Supporting all students with Quality Core Instruction, Student Engagement, and Equitable & Inclusive Learning Environment. | <p>1) District wide PDSA cycle and teacher efficacy with a focus on formative assessment (24-25)</p> <p>2) UDL- Professional Learning opportunity Engagement for Learning- Professional Learning opportunity Supporting Multilingual Learners- Professional Learning opportunity</p> | | <p>1) Weekly department/grade level/staff meetings to support site PDSA Cycle for student learning.</p> <p>2) Varies - see MS Teacher PD list. https://docs.google.com/document/d/1ODYqJCxOrIsV4iAfv5OFOBpQdVRxqkMyRk7cJ2brLgl/edit?usp=sharing</p> <p>3) Nov. 1st pupil free day multiple PD sessions.</p> | <p>1) Office of Curriculum, Instruction and Professional Development 2) Allison Akeo</p> | <p>1) PDSA Cycle Calendar</p> <p>2) Department goals and action plans</p> <p>3) Focus Studnet data collection</p> |

Describe Teacher Involvement

Marshall teachers are directly involved in the achievement of individual students, the curriculum, and school programs in many ways. Teachers serve on various committees such as carnival, leadership and Safe/Civil committees, supervise students before/after school and at school events, and sponsor student clubs. In addition, Department Heads meet monthly to discuss the overall instructional program and help to determine the professional development needs of the faculty and staff. Teachers are present at SST and IEP meetings for students as well as parent meetings for students with academic and/or behavioral concerns. At staff, department and grade level meetings, teachers share best practices with their colleagues and discuss student interventions that they have used successfully with students. Department and Grade Level Teams meet frequently to collaborate, plan, analyze data, discuss program implementation, and/or receive professional development.

Accountability Measure 4: Parent & Community

| Parent and Community Involvement | | | | | |
|--|--|---|--|--|--|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |
| Academic success (tests, grades, attendance) Social-Emotional Support EL Support High School Readiness 50, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 20, SEL Survey 20 | Parent involvement being a critical element of student support, providing funding to pay for supplies, guest speakers, teachers, and/or interpreters for parent workshops/trainings, including focused workshops for parents of EL™s, and other parent groups to educate families with tools and/or school services available to equip their children to succeed in school both academically and social-emotionally. | Par Inv \$4,804 Teacher Hourly Extra Comp (3) for 10 hours annually - Par Inv 100% Materials - Par Inv 100% | 09/01/2024 - 06/30/2025 Monthly | Principal, Assistant Principal, Counselors, Social Worker, IIC, and Parent Community Facilitator | Attendance, Parent Communication, Grades, Student Pulse Survey |
| Parents need tools to help their students succeed at school and in the home. | Parenting Partners & Calm/Kind classes. Family Math night. Other Parent meetings | Parent Involvement Funds, Long Beach Education Foundation donation (\$500) | Parenting Partners: 4- classess Calm/Kind: 3 classes Other parent classes needed. September 2024- June 2025 | Amie Chikami, Allison Akeo, Janelle Coleman, additional teachers as needed. | Post-class surveys |

| | | | | | |
|---|---|--|-------------------------------|-----------|--|
| Health Care family outreach. Attendance/Chronic Absenteeism Rate 50, Other 50 | Additional nurse time to provide outreach to parents and families. Works with the health department in organizing community vaccinations. | LCFF \$29,778 Nurse Inspector .2 FTE - LCFF 100% | 07/01/2024 - 06/30/2025 Daily | Principal | Data collection of outreach services provided. |
|---|---|--|-------------------------------|-----------|--|

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) | 155698 |
| Title I Parent and Family Involvement (3008) | 4859 |

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; Research LROIX Development. | NA |
| Centralized Services Share | Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE | NA |

| State Programs * | Allocation |
|------------------|------------|
| LCFF | 66360 |

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

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

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|--------------|-------------------------|--------------------|-------------------|
| Staff | Principal | Edward Steinhauser | 12-31-1969 |
| Staff | Classroom Teacher | Juan Alvarez | 06-20-2025 |
| Staff | Classroom Teacher | Monique Robertson | 06-20-2025 |
| Staff | Classroom Teacher | Hilary Maas | 06-20-2026 |
| Staff | Classroom Teacher | Talitha McGee | 06-20-2026 |
| Staff | Other School Personnel | Amie Chikami | 06-20-2026 |
| Community | Parent/Community Member | ████████ Osborne | 06-20-2026 |
| Community | Parent/Community Member | ████████ Eide | 06-20-2026 |
| Community | Parent/Community Member | ████████ Cimino | 06-20-2026 |
| Community | Student | J ██████████ | 06-20-2025 |
| Community | Student | S ██████████ | 06-20-2025 |
| Community | Student | A ██████████ | 06-20-2025 |

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) | ████████ Gonzalez |
| DELAC Representative | Parent of EL Student (required) | ████████ Ramos |
| Principal or Designee | Staff Member (required) | Amie Chikami |
| Secretary | Parent of Non-EL Student (required) | ████████ Torres |

| Name | Representing |
|-----------------|----------------------|
| ████████ Lagos | Parent of EL Student |
| ████████ Chavez | Parent of EL Student |

ELAC Recommendations

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

| Question | Answer |
|---|--|
| 1. Does the school have more than 20 EL students enrolled? | Y |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | 09/27/2024 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | ELAC advisement #1: January and February 2025, specialized tutoring specific to passing the ELPAC be offered to all EL’s for the spring 2025 ELPAC testing. ELAC advisement #2: ELAC Committee requested year-round tutoring exclusively for EL students. |
| 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 Reclassification Data |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 11/06/2024 |
| 6. What was SSC's response to ELAC recommendations? | 10/13/24 meeting: Deferred to 11/6/24. 11/6/24 meeting: approved tutoring for ELPAC test in January/February. |

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): 11/06/2024
2. The SSC approved the **Home-School Compact** on 10/16/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/06/2024, 09/24/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/06/2024
6. The SPSA was approved at the following SSC Meeting: 12/04/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Marshall Academy of the Arts
School-Parent-Scholar Compact / Contract
2024-2025 School Year



To support the personal and intellectual success of every scholar, the staff, parents/guardians and scholars at Marshall Academy of the Arts pledge to do the following:

We, the staff at Marshall will:

- Provide culturally relevant, Quality Core Instruction with equity.
- Encourage our scholars to strive for their best in academics, behavior, and dress.
- Communicate with parents/guardians and scholars through Canvas, School Messenger, planner/agenda, phone calls, progress reports, emails, and/or newsletters.
- Encourage parents/guardians to participate in the activities of the school.
- Provide extracurricular activities for scholars.
- Create a safe and civil environment by connecting with scholars, parents, and setting high expectations.
- Value the diverse characteristics of others.
- Encourage and support the social and emotional learning of all scholars.

Staff's Signature _____

We, the parents/guardians/caregiver will:

- Provide a place for my scholar to study and encourage daily reading.
- Ensure that my scholar attends school daily, on time, with homework and class assignments complete.
- Support the school, classroom and district.
- Be aware of my scholar's progress by monitoring scholar work, checking on homework assignments, utilizing Canvas, and/or ParentVue, and communicating with teachers.
- Respond to communication from the school by signing and returning tear-offs and Google Forms.
- Attend and support Back-to-School Night, Open House, Parent Workshops, and other school activities.
- Attend parent conferences and/or other meetings as required.
- Encourage my scholar to become involved in school activities and programs.
- Demonstrate respect for the school, staff, scholars, and families.
- Appreciate, understand, and support my scholar(s).
- Value the diverse characteristics of others.

Parent's Signature _____

As a scholar I will:

- Accept responsibility for the work involved for my education and for my behavior.
- Come to school on time with the proper materials and complete all assignments neatly and to the best of my ability.
- Complete my classwork, use my planner, and complete homework when assigned.
- Follow the school and district discipline and dress code policies.
- Inform my parent/guardian/family of my assignments and progress by taking home all written communications.
- Take part in school activities.
- Perform to the best of my ability, stay focused and seek help if needed in all academic areas.
- Respect the rights of others to learn without distraction and disruption.
- Show respect for my school, school property, classmates, staff and family.
- Persist through challenges and not give up.
- Value the diverse characteristics of others.
- Check CANVAS daily.

Scholar's Signature _____

Grade _____



Academia de las Artes de Marshall
Contrato entre Escuela/Padres/Estudiantes
Año Escolar 2023-2024



Para apoyar el éxito personal e intelectual de cada estudiante, el personal, los padres de familia/tutores y estudiantes de la Academia de las Artes de Marshall se compromete a hacer lo siguiente:

Nosotros, el personal de la Escuela Marshall:

- Proporcionaremos una instrucción básica de calidad culturalmente relevante con equidad.
- Animaremos a nuestros estudiantes a esforzarse para dar lo mejor de sí mismos en lo académico, la conducta y la vestimenta.
- Nos comunicaremos con los padres de familia/tutores y los estudiantes a través de Canvas, Mensajero escolar, planificador/agenda, llamadas telefónicas, informes de progreso, correos electrónicos y/o boletines informativos.
- Animaremos a los padres de familia /tutores a participar en las actividades de la escuela.
- Proporcionaremos actividades extracurriculares para los estudiantes.
- Crearemos un entorno seguro y cívico al conectarnos con los estudiantes, los padres de familia y estableceremos altas expectativas.
- Valoraremos las diversas características de los demás.
- Fomentaremos y apoyaremos el aprendizaje social y emocional de todos los estudiantes.

Firma del personal de Marshall _____

Nosotros, los padres de familia/tutores/cuidadores:

- Proveeremos un lugar para que mi estudiante pueda estudiar y fomentaremos la lectura diaria.
- Nos aseguraremos de que mi estudiante asista a la escuela diariamente, a tiempo, con las tareas y asignaciones de clase terminadas.
- Apoyaremos la escuela, el salón de clases y el distrito
- Estaremos al tanto del progreso de mi estudiante, supervisando los trabajos escolares, revisando tareas en casa, utilizando Canvas y/o ParentVue, y comunicándonos con los maestros.
- Responderemos a la comunicación de la escuela, firmando y devolviendo los desprendibles y formularios de Google.
- Asistiremos y apoyaremos la Noche de Regreso a la Escuela, Escuela Abierta al Público, Talleres para Padres de familia y otras actividades escolares.
- Asistiremos a las conferencias de padres de familia y/u otras reuniones que se requieran.
- Animaremos a mi estudiante a ser más activo en las actividades y los programas escolares.
- Demostraremos respeto por la escuela, el personal, los estudiantes y las familias.
- Apreciaremos, entenderemos y apoyaremos a mi(s) estudiante(s)
- Valoraremos las diversas características de los demás

Firma de padre(s) de familia _____

Como estudiante yo:

- Aceptaré la responsabilidad por el trabajo que implica mi educación y mi comportamiento.
- Vendré a la escuela a tiempo con los materiales apropiados y todas mis tareas cuidadosamente completas y con mi mejor esfuerzo.
- Completaré mi trabajo de clase, escribiré en mi planificador y haré la tarea que se me asigne
- Seguiré el código de disciplina y de vestimenta de la escuela y del distrito escolar.
- Informaré a mis padres de familia/tutores/familia sobre mis tareas y mi progreso, llevando a casa todas las comunicaciones escritas.
- Participaré en actividades escolares.
- Haré lo mejor posible, me mantendré enfocado en mi trabajo, buscaré ayuda cuando sea necesario en todas las áreas académicas.
- Respetaré los derechos de aprender de los demás, sin distracciones ni interrupciones.
- Mostraré respeto a la escuela, propiedad escolar, mis compañeros, el personal y familias.
- Persistiré a través de los desafíos y no renunciaré.
- Valoraré las diversas características de los demás

Firma del estudiante _____



Marshall Academy of the Arts Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Marshall Academy of the Arts 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 Marshall'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

Marshall Academy of the Arts 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.
- agree 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. Marshall Academy of the Arts 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 on website, principal's weekly newsletter, and/or school messenger.
 - 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 speaking families to allow for discussions
2. Marshall Academy of the Arts 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 principal's Newsletter
 - Website
 - Main Office Counter
 3. Marshall Academy of the Arts will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - School site council must vote to approve the guidelines
 4. Marshall Academy of the Arts will announce on school marquee, through School Messenger and/or on website & convene an Annual Title I Public Meeting at least twice a year at varying times in the home language of families, to inform families of the following:
 - The requirements of Title I
 - How Title I funds are used at this school
 - Families' right to be involved
 5. Marshall Academy of the Arts will provide updated information to families about Title I programs throughout the school year:
 - Principal's Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings such as PTA
 6. Marshall Academy of the Arts 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. Marshall Academy of the Arts 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 surveys
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Marshall Academy of the Arts 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. Marshall Academy of the Arts 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 through Parent University
 - Family education workshops such as Parenting Partners
 - Family-Teacher Conferences *upon request*
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings

- Back to School Night/Open House
2. Marshall Academy of the Arts 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 meetings
 - School site council must vote to approve compact
 - The compact will be in the student planner provided to every student
 3. Marshall Academy of the Arts 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. Marshall Academy of the Arts 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 such as Parenting Partners
 - *Sharing district opportunities on the district website*
 5. Marshall Academy of the Arts 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
 - District Training
 6. The school will, to the extent feasible and appropriate, use google translate or district translation and interpretation services 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.

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 online 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

Marshall Academy of the Arts 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 **10/16/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **11/9/24**. Marshall Academy of the Arts, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

Date

For Elementary, K-8, and Middle Schools, revised 7/2023



Marshall Academy of the Arts

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Marshall 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 Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Marshall para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

Marshall Academy of the Arts 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 escuela 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 escuela.
- adoptar el contrato entre el hogar y la escuela, 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 escuela 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 ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. Marshall Academy of the Arts 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 Escuela, 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 Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español para permitir discusiones
2. Marshall Academy of the Arts 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 Escuela
3. Marshall Academy of the Arts actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones del SSC y ELAC
 - El consejo escolar debe votar para aprobar las pautas
4. Marshall Academy of the Arts anunciará en la marquesina de la escuela, a través de School Messenger y/o en el sitio web y convocará una reunión pública anual de Título I al menos dos veces al año en diferentes momentos en el idioma materno de las familias, para informar a las familias de lo siguiente:
 - Los requisitos del Título I
 - Cómo se utilizan los fondos del Título I en esta escuela
 - El derecho de las familias a participar
5. Marshall Academy of the Arts proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Boletín del director
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia como PTA
6. Marshall Academy of the Arts proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Marshall Academy of the Arts también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:
 - Encuestas para las familias
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
7. Marshall Academy of the Arts 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. Marshall Academy of the Arts desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación
 - Capacitaciones del distrito ofrecidas para familias a través de la Universidad para Padres
 - Talleres de educación familiar como Parenting Partners
 - Conferencias de familia y maestros a pedido
 - Talleres familiares publicados en el sitio web del distrito
 - DCAC, DELAC y otros foros/reuniones familiares del distrito
 - Noche de regreso a clases/casa abierta
2. Marshall Academy of the Arts incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC
 - El consejo escolar debe votar para aprobar el pacto
 - El compacto estará en la agenda estudiantil proporcionada a cada estudiante.
3. Marshall Academy of the Arts, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela 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. Marshall Academy of the Arts, 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 como Parenting Partners
 - Compartir oportunidades del distrito en el sitio web del distrito “Parent University”
5. Marshall Academy of the Arts, 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:
 - Servicios de maestros/personal
 - Capacitación distrital
6. Marshall Academy of the Arts en la medida de lo posible y apropiado, utilizará Google Translate o los servicios de traducción e interpretación del distrito para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y familiares se envíe a las familias de los niños participantes en un formato comprensible. y en un idioma que las familias puedan entender.

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 escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela 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 familiar, incluidos los costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a las familias para mejorar la participación de otras familias;
- para maximizar la participación y la participación de la familia en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en línea entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias en la escuela.
- 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.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Marshall Academy of the Arts 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 Escuela el 16/10/2024 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 9/11/2024 o antes. Marshall Academy of the Arts, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Firma del Director(a)

Fecha