

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Barton Elementary**

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](https://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](https://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](https://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

Based on the California Schools Dashboard, ELA proficiency levels for Barton Elementary students remain below district and state averages. Specific student groups, such as African-American students, socioeconomically disadvantaged students, and English learners, continue to show notable achievement gaps. Despite these challenges, Barton has demonstrated consistent progress in ELA outcomes.

#### Key Findings

iReady (K-5): Barton experienced significant growth on the iReady ELA diagnostic compared to the previous year. Among comparable schools, Barton showed the highest rate of typical growth in ELA.

FRSA (K-2): 75% of kindergarten students achieved proficiency by the end of the 2023-24 school year. While 1st and 2nd-grade proficiency rates declined, 2nd graders demonstrated increased proficiency when compared to their performance at the end of 1st grade.

SBAC (3-5): Overall, grades 3-5 students improved by +4 percentage points on the 2024 ELA SBAC. African-American and English learner students exhibited substantial growth, with a +10 percentage point increase on the ELA SBAC.

Looking ahead, with these gains as a foundation, Barton Elementary will continue to build on its strategies to achieve even greater improvements in ELA proficiency this school year.

### ELA Goals

#### Identified Area of Need

Based on the California Schools Dashboard, Barton Elementary has identified significant achievement gaps in ELA proficiency, particularly among English learners, African American students, socioeconomically disadvantaged students, and students with disabilities. These areas require targeted interventions to align with district and state performance standards and improve overall outcomes.

#### Goals 2024-2025 Goals by Subgroup:

English Learners (ELs): By June 2025, the percentage of English learners achieving proficiency in ELA will increase by 15%, as measured by state

assessments.

Socioeconomically Disadvantaged Students: By June 2025, the achievement gap for socioeconomically disadvantaged students in ELA will decrease by 15%, as measured by state assessments.

Students with Disabilities: By June 2025, students with disabilities will improve their performance in ELA by at least one performance level on state assessments.

African-American Students: By June 2025, the percentage of African-American students at Barton Elementary achieving proficiency in ELA will increase by 15%, as measured by SBAC assessments. This will be supported through culturally responsive teaching strategies, targeted small-group instruction, and access to after-school tutoring programs.

#### Assessment-Specific Goals:

FRSA (TK-2): By the end of the 2024-2025 school year, Barton students in grades TK-2 will achieve 85% proficiency or higher on the FRSA, including African-American and EL students.

SBAC (Grades 3-5): By June 2025, 38% of Barton students in grades 3-5 will meet or exceed proficiency in ELA on the SBAC assessment.

iReady (K-5): By the end of the 2024-2025 school year, nearly half of Barton students will attain proficiency on their iReady Diagnostic 3 in ELA.

#### Action Plan Summary

To achieve these goals, Barton will:

Implement dual-language support programs and integrated English language development strategies for English learners.

Provide targeted support, such as after-school tutoring and differentiated instruction, for socioeconomically disadvantaged students.

Use Universal Design for Learning (UDL) strategies and consistently implement individualized education programs (IEPs) for students with disabilities.



Continue leveraging data from FRSA, SBAC, and iReady assessments to tailor instruction and interventions to meet specific student needs.

#### Progress Monitoring Plan Summary

Progress toward these goals will be measured by:

Quarterly reviews of iReady diagnostic data to track student growth in real-time.

Mid-year and end-of-year analysis of FRSA results for TK-2 students.

Monitoring SBAC interim assessments to evaluate progress for grades 3-5 students and targeted subgroups.

Regular teacher collaboration during grade-level and staff meetings to assess instructional impact and make necessary adjustments.

These interconnected goals reflect Barton's commitment to leveraging data to inform strategies, bridge achievement gaps, and foster academic growth for all students.

## **Comprehensive Needs Assessment: Mathematics**

## Math Findings

Math outcomes at Barton Elementary reflect trends similar to those seen in ELA, with overall proficiency rates falling below district and state averages. Targeted student groups, such as students with disabilities and English learners, exhibit notable gaps compared to their peers. However, despite these challenges, Barton made significant progress in Math last year, as highlighted by key assessment results:

SBAC (Grades 3-5): Barton's grades 3-5 students achieved a +6 percentage point increase in Math proficiency on the 2023-2024 SBAC compared to the previous year.

iReady (K-5): Across all grades, Barton's students demonstrated measurable growth on the iReady Math assessment when compared to the prior year.

These gains reflect the effectiveness of Barton's targeted interventions and instructional strategies. The school is poised to build on this momentum to further close achievement gaps and enhance student outcomes.

## Math Goals

### Identified Area of Need

Math outcomes at Barton Elementary reflect similar challenges to ELA, with proficiency rates falling below district and state averages. Specific groups, such as students with disabilities and English learners, demonstrate significant gaps in performance compared to their peers. Addressing these gaps and improving overall achievement are critical priorities.

### Goals

#### 2024-2025 Goals by Subgroup:

English Learners (ELs): By June 2025, the percentage of English learners achieving proficiency in Math will increase by 15%, as measured by state assessments.

Socioeconomically Disadvantaged Students: By June 2025, the achievement gap for socioeconomically disadvantaged students in Math will decrease by 15%, as measured by state assessments.

Students with Disabilities: By June 2025, students with disabilities will improve their performance in Math by at least one performance level on state assessments.

#### Assessment-Specific Goals:

SBAC (Grades 3-5): By June 2025, 36% of Barton students in grades 3-5 will meet or exceed proficiency in Math on the SBAC assessment.

iReady (K-5): By the end of the 2024-2025 school year, nearly half of Barton students will achieve proficiency on the iReady Diagnostic 3 in Math.

#### Action Plan Summary

To achieve these goals, Barton will:

Provide targeted math interventions and supports, such as small group instruction and after-school tutoring, for English learners and socioeconomically disadvantaged students.

Implement Universal Design for Learning (UDL) strategies to address the diverse learning needs of students with disabilities.

Use data-driven instruction, informed by iReady diagnostics and interim SBAC results, to identify and address specific learning gaps.

Increase teacher capacity through professional development focused on differentiated instruction and culturally responsive teaching strategies in Math.

#### Progress Monitoring Plan Summary

Progress toward these goals will be measured by:

Quarterly reviews of iReady Math diagnostic data to monitor student growth and proficiency trends.

Analysis of SBAC interim assessments to track progress for grades 3-5 students, particularly among targeted subgroups.

Ongoing teacher collaboration during grade-level meetings to evaluate the effectiveness of instructional strategies and interventions.

Regular updates to families and stakeholders on student progress and strategies to support learning at home.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

#### English Language Arts (ELA):

**Positive Growth:** English Learner (EL) students at Barton Elementary showed a 6% increase in proficiency on the SBAC ELA assessment in 2023. This increase demonstrates a positive trend in academic performance for this subgroup.

**Overall Proficiency:** Despite the increase, proficiency levels for ELA remain below district and state averages, indicating the need for continued targeted interventions.

#### Math:

**Positive Growth:** EL students in Math showed an even stronger performance, with a +8 percentage point increase on the SBAC Math assessment in 2023. This reflects effective support and strategies implemented for this subgroup.

**Achievement Gap:** Similar to ELA, proficiency in Math remains lower compared to district and state averages, and the achievement gap is still evident for EL students.

#### Chronic Absenteeism:

While specific chronic absenteeism data wasn't provided in the initial findings, there is often a correlation between absenteeism and academic performance, particularly in underserved subgroups like English learners.

#### School Culture:

Positive shifts are being made to improve school culture, especially for socioeconomically disadvantaged and English learner students. Efforts to increase engagement and inclusivity are critical to further strengthening school climate.

## English Learner Goals

### ELA Goal for EL Students:

By June 2025, the percentage of English Learner students achieving proficiency in ELA will increase by 15%, as measured by the SBAC, through dual-language instruction, after-school tutoring, and the integration of English language development strategies.

### Math Goal for EL Students:

By June 2025, the percentage of English Learner students achieving proficiency in Math will increase by 15%, as measured by the SBAC, with targeted interventions, personalized learning, and ongoing teacher support.

### Chronic Absenteeism Goal:

By June 2025, reduce chronic absenteeism for EL students by 10% through family engagement, improved school attendance tracking, and the creation of individualized student attendance plans.

### School Culture Goal:

By June 2025, improve the school climate survey results for EL students by 15%, focusing on creating a more inclusive and supportive school environment, fostering stronger parent-school partnerships, and implementing social-emotional learning (SEL) programs.

### Action Plan Summary

#### Curriculum and Instruction:

Continue using dual-language support programs and integrated English language development to increase proficiency in both ELA and Math.

Implement small-group tutoring and after-school programs focused on EL student needs.

Train teachers on culturally responsive teaching practices and differentiated instruction to better support EL students in both subjects.

#### Family and Community Engagement:

Increase ELAC (English Learner Advisory Committee) involvement to ensure families are active participants in school activities and decisions.

Organize family workshops to improve understanding of educational strategies and support systems.

Strengthen communication with families about the importance of attendance and its impact on student success.

#### School Culture:

Implement SEL (social-emotional learning) programs to support the emotional and social development of EL students.

Create student-led initiatives to promote cultural inclusivity and encourage peer support networks.

Hold regular community-building events and parent-teacher conferences to strengthen school-family relationships.

#### Attendance Support:

Develop personalized attendance improvement plans for students with frequent absences, in collaboration with families.

Introduce attendance incentives for EL students and their families to promote consistent school participation.

#### Progress Monitoring Plan Summary

##### Data-Driven Monitoring:

Track SBAC performance for EL students at mid-year and year-end to monitor progress toward proficiency goals in ELA and Math.

Use iReady diagnostics to assess progress in foundational skills for ELA and Math.

Monitor attendance data regularly to evaluate improvements in chronic absenteeism rates.

Ongoing Review:

Hold quarterly meetings with teachers, parents, and staff to review progress toward academic goals.

Use student feedback and school climate surveys to assess improvements in school culture and SEL integration.

Ensure that attendance data is reviewed monthly to ensure interventions are effective in reducing chronic absenteeism.

By focusing on these targeted areas, Barton Elementary can continue to build on its successes, particularly the positive increases in SBAC results, while addressing key challenges to further close achievement gaps for EL students.

## **Comprehensive Needs Assessment: Culture/Climate Domain**

### **Culture/Climate Findings**

Bartons students continue to grow in the area of Culture and Climate. Barton's data continues to increase each year, even surpassing the district's elementary schools in some areas on the Pulse Survey.

### **Culture/Climate Goals**

Area of Need:

While there are ongoing efforts, survey data indicate the need for improvements in fostering a positive school climate, especially for socioeconomically disadvantaged students and those with disabilities.

## Action Plan Summary

Implement social-emotional learning (SEL) programs to address student well-being.

Implement small groups to address students' SEL needs.

Ensure SEL and Harmony lessons for teachers to implement in their classrooms.

Restorative Practices: Expand schoolwide restorative justice programs to address conflicts constructively and foster community among students.

Reduce incidents of exclusion and other negative experiences for these groups.

Build a supportive, inclusive school environment.

Peer Support Programs: Establish mentorship opportunities where older students support younger peers from similar backgrounds, emphasizing resilience and belonging.

### Inclusive Policies:

Ensure school facilities and programs are accessible to students with disabilities.

Conduct regular surveys to gather input from socioeconomically disadvantaged students about their experiences and needs.

### Training and Awareness:

Train staff on implicit bias and equity-focused practices to ensure fair treatment and support for all students.

Organize workshops to educate all students on disability awareness and socio-economic diversity.

Progress Monitoring - Use school climate surveys and parent feedback to assess engagement and inclusivity improvements.

Goal - At the end of the 24/25 school year, Bartons students will increase +5 percentage points in all areas on the Pulse Survey.



## Chronic Absenteeism

### Academic Needs:

Chronic absenteeism rates are higher than desired, impacting student engagement and academic outcomes.

### Goals:

By the end of the 2024/2025 school year Barton would reduce chronic absenteeism rates by 10% for all subgroups by implementing targeted family outreach programs.

### Action Summary:

#### Family and Community Engagement:

Increase family participation via workshops and ELAC (English Learner Advisory Committee) initiatives.

Strengthen home-school partnerships through regular communication and parent resources.

#### Student Support:

Implement social-emotional learning (SEL) programs to address student well-being.

Establish attendance incentives and mentorship programs to reduce absenteeism.

### Progress Monitoring

Regular Data Analysis: Track progress through periodic reviews of iReady, FRSA, and SBAC assessments.

Attendance Tracking: Monitor chronic absenteeism trends monthly and adjust intervention strategies.

Feedback Mechanisms: Use school climate surveys and parent feedback to assess engagement and inclusivity improvements.

Subgroups to Prioritize

Focus should be placed on:

- English Learners
- Socioeconomically Disadvantaged Students
- Students with Disabilities
- African-American Students

By addressing these areas with targeted strategies, Barton Elementary can work towards narrowing achievement gaps and fostering a supportive, inclusive learning environment?

### 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) SBAC: With teachers receiving professional development around Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, as well as additional tutoring, then by end of the 2023-2024 school year, 33% of	Goal Partially or Not Met	Staff identified that more time is needed to analyze data and create some next steps.	Although the goal was not completely met, Barton made significant growth in ELA and Math. Since we experienced gains in academic growth, teachers will continue with QCI training with the district and at the school site. The ILT will also implement a system where teachers and the ILT can analyze data and collaborate around formative assessments during specific points in the school year, prior to the next unit

Barton's students in grades 3-5 will meet or exceed proficiency on the SBAC in ELA. Progress monitoring will be conducted during grade level planning days, QCI site meetings, through informal observations and ongoing review and analyzation of Edulastic, iReady, and SBAC assessment data.

FRSA: With teachers receiving professional development around Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, then by the end of the 23/24 school year, Barton's students will attain 90% proficiency or greater on the FRSA in grades TK-2. Progress monitoring will be conducted during grade level planning days, QCI site meetings, through informal observations and ongoing review and analyzation of FRSA data. This goal also applies to our African American and EL students.

i-Ready: With teachers receiving professional development around Quality Core Instruction, Tier I and Tier II instruction and the

assessments.

	implementation of meaningful tasks, then Barton students will continue to make upward progress on the i-Ready assessment. Progress monitoring will be conducted through informal observations, review of iReady diagnostic data, and iReady assessment data and reviewed at grade level planning days and QCI site meetings.			
Math	<p>1) SBAC: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, ST math implementation school-wide, as well as students receiving additional tutoring, then by the end of the 2023-2024 school year, 27% of Barton's students in grades 3-5 will meet or exceed proficiency on the SBAC in Math. Progress monitoring will be conducted during grade level planning days, QCI site meetings, and informal observations using various district assessments, iReady and other student data.</p> <p>i-Ready: With teachers receiving</p>	Goal Partially or Not Met	Staff identified that more time is needed to analyze data and create some next steps.	Although the goal was not completely met, Barton made significant growth in ELA and Math. Since we experienced gains in academic growth, teachers will continue with QCI training with the district and at the school site. The ILT will also implement a system where teachers and the ILT can analyze data and collaborate around formative assessments during specific points in the school year, prior to the next unit assessments.

	<p>professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, ST math implementation school-wide, as well as students receiving additional tutoring, then Barton's students will continue to make upward progress on the i-Ready assessment. Progress monitoring will be conducted during grade level planning days, QCI site meetings, and informal observations using various district assessments, iReady and other student data.</p> <p>This goal also applies to our African-American and EL students.</p>			
English Learner	<p>1) SBAC: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, usage of the ELlevation platform, thirty minutes of daily ELD instruction as well as students receiving additional tutoring, then by the end of the 23/24 school year, 10% of our EL</p>	Goal Partially or Not Met	Staff identified that more time is needed to analyze data and create some next steps,.	EL students showed improvement in ELA and Mathematics. Moving forward, teachers will continue to analyze EL students' achievement data and implement time during the day when they are working specifically with EL students.

students will meet or exceed proficiency on the end-of-year assessment. Progress monitoring will be conducted through informal observations, at grade level planning days and meetings and QCI site meetings using district assessments, teacher informal observations, ELLevation and iReady diagnostic data.

FRSA: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, usage of the ELLevation platform, as well as students receiving additional tutoring, then more than half of our EL students will meet proficiency on the end-of-year Foundational Reading Skills Assessment (FRSA). Progress monitoring will be conducted through informal observations, at grade level planning days and meetings and QCI site meetings using district assessments, teacher informal observations, ELLevation, iReady and FRSA data.

<p>i-Ready: With teachers receiving professional development around Cognitively Guided Instruction (CGI), Quality Core Instruction, Tier I and Tier II instruction and the implementation of meaningful tasks, usage of the ELLevation platform, thirty minutes of daily ELD instruction as well as students receiving additional tutoring, then EL student academic growth will increase in Math and ELA. Progress monitoring will be conducted through informal observations, at grade level planning days and meetings and QCI site meetings using district assessments, teacher informal observations, ELLevation and iReady diagnostic data.</p>			
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Culture/Climate	1) With teachers receiving SEL training, and implementing the Harmony SEL curriculum and PBIS, Barton's students in grades 4 & 5 will experience an increase of +5 or more on the 2023/2024 Pulse Survey in the areas of Sense of Belonging, Identity, and Agency. Progress monitoring will be conducted through informal observations, discipline data, Pulse and Core Survey results and student feedback and surveys.	Goal Partially or Not Met	Staff identified that students need assistance beyond the classroom to learn more about SEL strategies.	Although Barton students continue to make gains in the area of SEL, students are still experiencing some declines in some areas. Moving forward, the Facilitator will assist students with a range of SEL skills,
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Counselor to provide support services for students to help improve the student CORE areas. Culture/Climate improvements are needed through actual service provided for students. Counselor to meet with students to support self-management, social awareness, and academic counseling. Focus on Self-Efficacy and Growth Mindset, as well as self-management and social awareness to support student Productive Struggle during Guided Instruction, Collaborative Learning, and Independent Learning. Counselor to support students as an intervention by providing a counseling group in Grades 2-5. This will increase student participation, student production, and student engagement. Interventions will serve to decrease referrals to the office and referrals for special education. Tier 3 Intervention will be provided for students through small group academic counseling support, self-management related to the CORE deficit areas, self-efficacy, and social awareness that focuses on collaboration. Monitor and management of chronically absent students through incentive programs, contracts, parent conferences, and SARB. Implement programs that support students in the improvement of student attendance and struggling in CORE areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact



Intermediate Office Assistant additional for 0.5 FTE to help improve Chronic Absenteeism rates. IOA will support teachers with phone calls of students who are in danger of becoming Chronically Absent. Teachers will notify the IOA of any students absent two days in a row for phone calls home from the very beginning of the year. IOA position will help with phone calls, sending notices, and setting up parent conferences for students at the beginning of the year who are on a list for Attendance Phone Calls. IOA will support the Counselor and the district's established All In program. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Due to an ever increasing concern about our students' SEL needs, especially when they return to the physical school building after the pandemic, the hiring of a one year SEL TOSA will assist and support our students' with their mental health and well being by teaching them the five core SEL competencies - Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Students will also continue their learning and application of having a Growth Mindset. Students' learning and implementation of the five core competencies will provide them with the necessary knowledge to manage their behavior, develop empathy, and build their confidence and leadership ability. Learning such skills will provide them with the opportunity to be productive students and citizens in their communities.  The SEL Compliance person would also assist with compliance issues and family engagement activities. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Teachers will experience monthly professional development in the areas of Tier 1 instruction, Tier 2 instruction, Formative Assessment (Dylan Wiliam), Intentional Questioning, Meaningful Tasks, and Academic Collaborative Conversations. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
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:	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:	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill  Informational text and literature selections to match the unit content for read aloud and/or

<ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.  K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>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>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>

<p>SEL data has indicated that the students at Barton appreciate having an SEL person at the site. The last Pulse Survey indicated that 40% of our 4th and 5th graders wanted to speak to the SEL person when dealing with an issue. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>	<p>Due to an ever increasing concern about our students' SEL needs, especially when they return to the physical school building after the pandemic, the hiring of a one year SEL TOSA will assist and support our students' with their mental health and well being by teaching them the five core SEL competencies - Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Students will also continue their learning and application of having a Growth Mindset. Students' learning and implementation of the five core competencies will provide them with the necessary knowledge</p>	<p>All Students, All Staff</p>	<p>Par Inv \$2,709 LCFF \$22,575 Title 1 \$65,014 Program Facilitator .5 FTE - LCFF 25%; Par Inv 3%; Title 1 72%</p>	<p>08/23/2024 - 06/13/2025 Daily</p>	<p>Principal Teachers SEL TOSA</p>	<p>Discipline Data Student Feedback via Surveys and Conversations Teacher Feedback Observations Achievement Data Attendance Data Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>
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	to manage their behavior, develop empathy, and build their confidence and leadership ability. Learning such skills will provide them with the opportunity to be productive students and citizens in their communities. The SEL Compliance person would also assist with compliance issues and family engagement activities.					
To support the teachers' literacy instruction in the classroom. SBAC ELA 30, Core Curriculum 70	School Librarian (1 additional day) to support students' literacy skills. The School Librarian will also assist students in grades 3-5 with SBAC ELA skills, Research Inquiry, Collaborative Conversations, Reading Comprehension, etc...	All Students	LCFF \$34,159 Librarian .2 FTE - LCFF 100%	08/26/2024 - 06/13/2025 Weekly	Principal, Teacher, and Librarian	Teachers and Principal will create a progress monitoring tool to assist them with progress monitoring students' progress. SBAC ELA 30, Core Curriculum 70

Students need to be supervised before school, after school, during recess, and during lunch. Culture-Climate Survey (Student-Staff) 100	Recreation Aide Support	All Students	LCFF Rec \$49,276 Hourly - Recreation Aide ( 7 ) for 357 hours annually - LCFF Rec 100%	08/23/2024 - 06/13/2025 Daily	Principal Office Supervisor	Principal Office Supervisor Culture-Climate Survey (Student-Staff) 100
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**Program Description for Transitions**

<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>Each year, Barton Elementary collaborates with the neighboring preschool, Educare, to host an orientation session for incoming families, providing an opportunity to address questions about preschool enrollment and transition.</p> <p>Additionally, Barton Elementary organizes a preschool orientation before the first day of school, along with family information meetings held at various times throughout the school year. These events aim to support families and ensure a smooth start to the academic journey.</p>	<p>Barton Elementary School's 5th grade students will receive classroom presentations on the matriculation process from the school counselor.</p> <p>Barton elementary school parents of 5th grade students will receive classroom presentations on the matriculation process from the school counselor.</p> <p>LBUSD Middle School representatives will provide a presentation to matriculating students on the programs and school schedule prior to the School of Choice deadline.</p> <p>The local Middle school will visit Barton Elementary School prior to the School of Choice deadline.</p>	

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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No supplemental budgeted items have been approved.

### 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

No supplemental budgeted items have been approved.

### Describe Teacher Involvement

### Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness



No supplemental budgeted items have been approved.

### 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)	74475
Title I Parent and Family Involvement (3008)	3393

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	48160

\* 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	Jacqueline Williams	09-23-2025
Staff	Classroom Teacher	Stacy Sanchez	09-15-2025
Staff	Classroom Teacher	Caylee Norris	09-15-2025
Staff	Classroom Teacher	Alexandria Riehle	09-12-2026
Staff	Other School Personnel	Judy McNeice	09-15-2025
Community	Parent/Community Member	████████████████████ Alvarez	09-22-2025
Community	Parent/Community Member	████████████████████ Hernandez	09-22-2025
Community	Parent/Community Member	████████████████████ Samuels	09-23-2026
Community	Parent/Community Member	████████████████████ Luke	09-23-2026
Community	Parent/Community Member	████████████████████ Pech	09-23-2026

## 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)	██████ Ruiz
DELAC Representative	Parent of EL Student (required)	██████ Sanchez
Principal or Designee	Staff Member (required)	Jacqueline Williams
Secretary	Staff Member (required)	Jacqueline Williams

Name	Representing
██████ Vargas	Parent of EL Student
██████ de la mora	Parent of EL Student

## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/15/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> <li>-After School Tutoring (district criteria)</li> <li>-After School Tutoring (outside of district criteria in collaboration with parent and teacher)</li> <li>-Resources for parents for academic support at home (i.e. youtube channel, websites, homework helpline, etc.)</li> <li>-List of Resources for student support from teachers (JiJi, NewsELA, etc.)</li> <li>-Academic Parent workshops</li> </ul>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<ul style="list-style-type: none"> <li>SBAC Reading Results for EL students</li> <li>SBAC Math for EL students</li> <li>CELDT/ELPAC Results</li> <li>Reclassification Data</li> <li>EL Attendance Rates</li> </ul>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/23/2024
6. What was SSC's response to ELAC recommendations?	The SSC team motioned to approve all of ELAC's recommendations presented.





## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2024
2. The SSC approved the **Home-School Compact** on 09/30/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/30/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 11/12/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/23/2024
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: \_\_\_\_\_

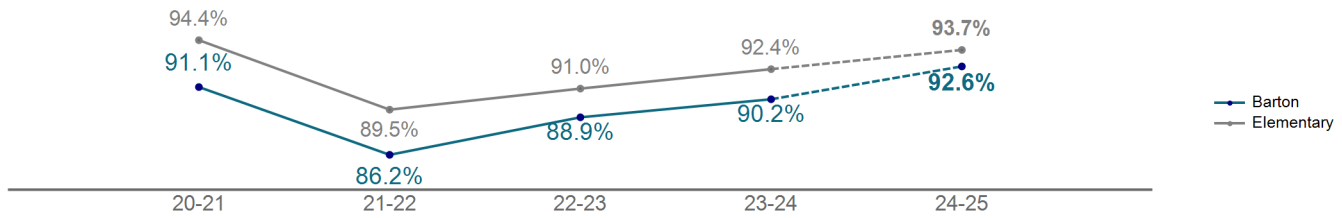
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

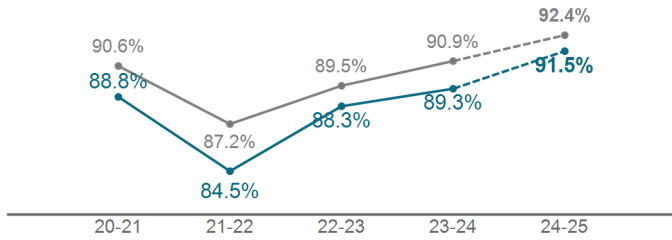
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# Attendance Rate

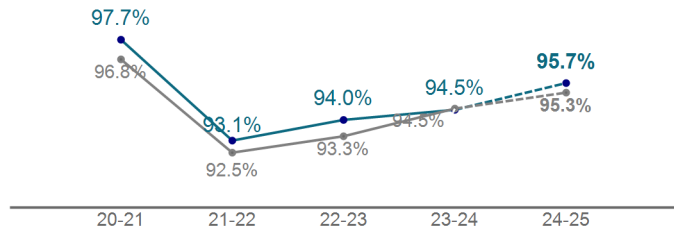
**Barton**  
All Students  
N = 429



**African American**  
N = 110



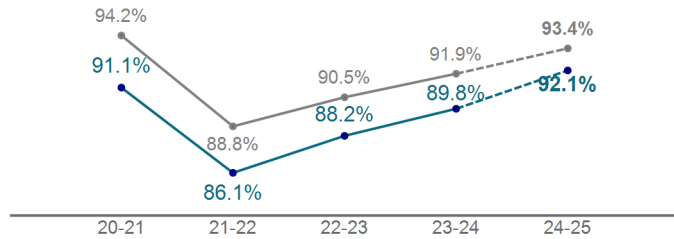
**Asian**  
N = 27



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 230



**Pacific Islander**

Subgroup with fewer than 20 students.

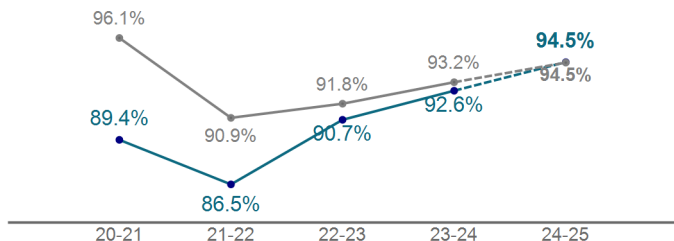
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

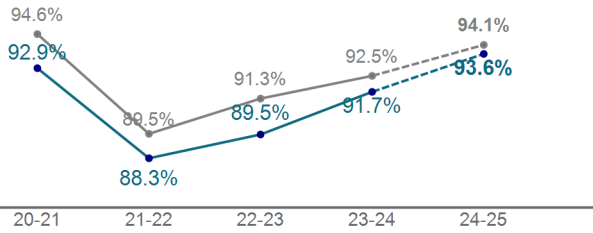
**Other**  
N = 27



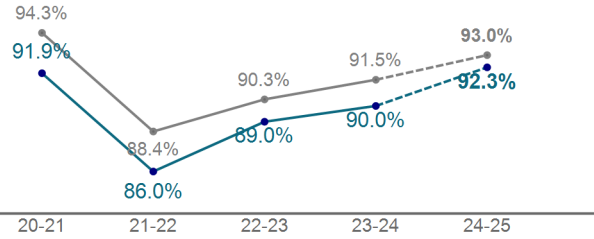
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Attendance Rate

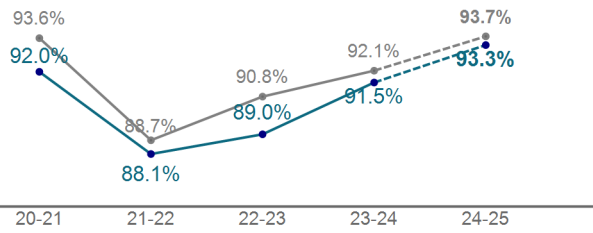
**EL + RFEP**  
N = 88



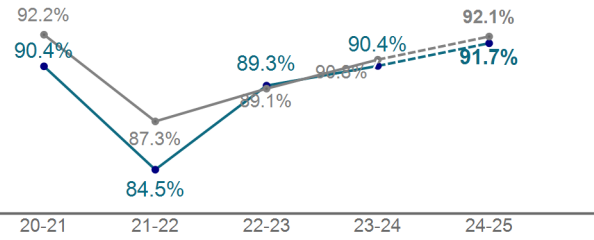
**Low SES**  
N = 339



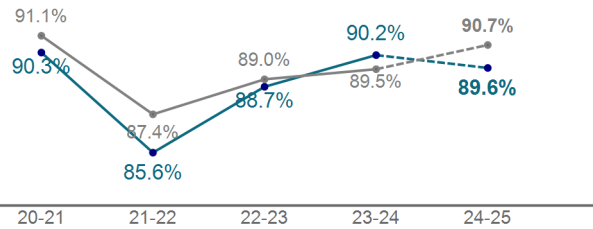
**English Learner**  
N = 76



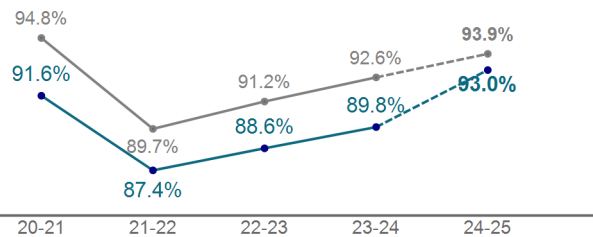
**Special Education**  
N = 100



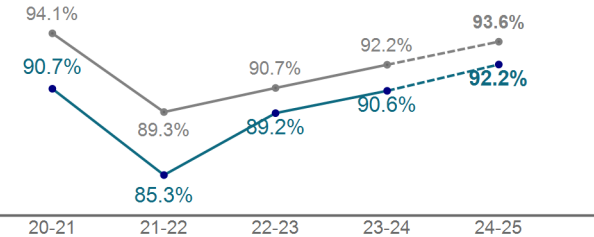
**Homeless or Foster Youth**  
N = 27



**Female**  
N = 202



**Male**  
N = 227



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

**School Plan for Student Achievement Addendum 2024-2025**

Select Designation ▾

Additional Targeted Support and Improvement (ATSI)

Select School Name ▾

BARTON Elementary School

If ATSI, identify subgroups:

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

**Attestation:**

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

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

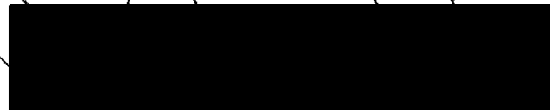
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUUSD's CSI section are included in this Addendum.

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

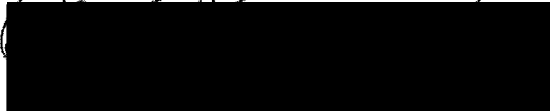
Date Approved by SSC

12/4/24

Signature of Principal



Signature of SSC Chair



## Resource Inequities

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

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

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

**Comments about Resource Inequities** *(optional)*

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

## Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



**LONG BEACH**  
UNIFIED SCHOOL DISTRICT

**Plan Escolar para el Logro Estudiantil Anexo 2024-2025**

**Elija la designación**

*Apoyo y mejora específicos adicionales*

**Elija el nombre de la escuela**

*Escuela Primaria Barton*

Si es ATSI, identifique los subgrupos:

- Afroamericanos
- Jóvenes en hogares de crianza
- Desfavorecidos socioeconómicamente
- Indio americanos
- Hispanos
- Estudiantes con discapacidades
- Asiático-americanos
- Sin hogar
- Dos o más razas
- Estudiante que está aprendiendo inglés
- Isleños del pacífico
- Blancos
- Filipinos

**Atestación:**

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC

*12/4/24*

Firma del director

Firma del presidente del SSC

## Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

**Comentarios sobre la inequidad de recursos (opcional)**

## Apoyo para las escuelas según se identifica en el LCAP del LBUSD

### Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visititas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

### Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

# Clara Barton Elementary School 2024-2025

## Partners In Learning – Home/School Compact

STUDENT'S NAME: \_\_\_\_\_ TEACHER \_\_\_\_\_ ROOM #: \_\_\_\_\_

### As a student, I pledge to:

- Follow Barton's Guidelines for Success daily.
- Be kind and Adhere to the Barty Bees – Be Nice, Be Helpful, Be Hands-Off, Be Respectful, and Be a Buddy.
- Follow the Barton School Policies: Discipline, Cell Phone, Dress Code.
- Show proper respect for teachers, parents, staff, and peers.
- Discuss with my parents what I am learning in school.
- Ask my teacher questions when I do not understand something.
- Limit my TV watching, Internet usage, and read books regularly.
- Come to school every day.
- Try to make healthy food choices.
- Take care of my personal belongings.

Student's Signature \_\_\_\_\_

### As a parent, I pledge to:

- Reinforce and support Barton's Guidelines for Success and school policies.
- Reinforce the Barty Bees to my student.
- Ensure my child comes to school in uniform daily.
- Make sure my child has a good night's rest and comes to school every day on time and ready to learn.
- Support my child's teacher with their classroom expectations.
- Talk with my child about their school activities daily, including their homework.
- Provide a comfortable study environment and encourage good study habits.
- Encourage my child to read by reading with them, by reading myself, and by listening.
- Participate in as many workshops, conferences, and school functions as I can.
- Monitor my child's usage of the Internet, television, and video games.
- Ensure that my child comes to school daily ready to learn.
- Pick up any lost personal belongings before quarterly donations.

Parent's Signature \_\_\_\_\_

### As a teacher, I pledge to:

- Reinforce and uphold Barton's Guidelines for Success and school policies.
- Teach and reinforce the Barty Bees to my students.
- Follow District Policies, Common Core State Standards, and utilize Best Practices of Instruction.
- Ensure a safe and orderly learning environment.
- Explain my expectations, instructional goals, and grading system to children and parents.
- Communicate regularly with each parent to ensure that each child has the best education possible.
- Recommend TV programs and Internet sites when applicable to class lessons.
- Remind students to pick up personal belongings from the playground.

Teacher's Signature \_\_\_\_\_

### Principal and Support Staff pledge to:

- Reinforce and uphold Barton's Guidelines for Success and school policies.
- Teach and reinforce the Barty Bees to all students.
- Create a welcoming environment for students and parents.
- Ensure a safe and orderly learning environment.
- Promote the partnership between student, parent, and staff.
- Provide appropriate workshops and training for teachers and parents.

Principal's Signature \_\_\_\_\_

# Clara Barton Elementary School 2024-2025

## Socios en Aprendizaje - Inicio / Escuela Compacta

NOMBRE DEL ESTUDIANTE: \_\_\_\_\_ MAESTRO/A \_\_\_\_\_ # SALON : \_\_\_\_\_

### Como estudiante, me comprometo a:

- Ser amable y seguir las pautas para el Éxito de Barton diariamente.
- Adhiere a las abejas Barty: ser amable, servicial, manos libres, ser respetuoso y ser un amigo.
- Seguiré las Políticas de la Escuela Barton: Disciplina, Teléfono Celular, Código de Vestir
- Mostraré el debido respeto por los maestros, padres, personal y compañeros.
- Compartiré con mis padres lo que estoy aprendiendo en la escuela.
- Le haré preguntas a mi maestro/a cuando no entiendo algo.
- Limitar la visualización de la televisión y el uso de Internet y leer libros regularmente.
- Vendré a la escuela todos los días
- Trate de elegir alimentos saludables.
- Cuidar mis pertenencias personales.

Firma del estudiante \_\_\_\_\_

### Como padre, me comprometo a:

- Reforzar y apoyar las Guías para el Éxito de Barton y las políticas escolares.
- Reforzar las Barty Bees con mi alumno.
- Asegurarse de que mi hijo vaya a la escuela en uniforme todos los días.
- Asegurarse de que mi hijo (a) tenga una buena noche de descanso y vaya a la escuela todos los días a tiempo y listo para aprender.
- Apoyar al maestro/a de mi hijo/a con las expectativas de su salón de clases.
- Hablar con mi hijo/a sobre sus actividades escolares diariamente, incluyendo su tarea.
- Proporcionar un ambiente de estudio cómodo y fomentar buenos hábitos de estudio.
- Animar a mi hijo/a a leer, leyendo con él / ella, leyéndome y escuchando.
- Participar en tantos talleres, conferencias y funciones escolares como pueda.
- Monitorear el uso de Internet, televisión y videojuegos por parte de mi hijo/a.
- Asegurar que mi hijo/a vaya a la escuela todos los días listo/a para aprender.
- Recogeré cualquier pertenencia personal pérdida antes de las donaciones trimestrales.

Firma de los padres \_\_\_\_\_

### Como profesor, me comprometo a:

- Refuerce y respalda las Guías para el Éxito de Barton y las políticas escolares.
- Enseñar y reforzar las abejas Barty a mis alumnos.
- Seguir las Políticas del Distrito, los Estándares Estatales Comunes y Utilice las Mejores Prácticas de Instrucción.
- Asegurar un ambiente de aprendizaje seguro y ordenado.
- Explicar mis expectativas, metas de instrucción y sistema de calificación para alumnos y padres.
- Comunicarse regularmente con cada padre para asegurar que cada niño/a tenga la mejor educación posible.
- Recomendar programas de televisión y sitios de Internet cuando sea aplicable a las lecciones de clase.
- Les recordaré a los estudiantes que recojan sus pertenencias personales del patio de recreo.

Firma del maestro \_\_\_\_\_

### El personal principal y de apoyo se compromete a:

- Refuerce y respalda las Guías para el Éxito de Barton y las políticas escolares.
- Enseñar y reforzar las abejas Barty a mis alumnos.
- Crear un ambiente acogedor para los estudiantes y los padres.
- Asegurar un ambiente de aprendizaje seguro y ordenado.
- Promover la asociación entre el estudiante, los padres y el personal.
- Proporcionar talleres y capacitación apropiados para maestros y padres.

Firma del director/a \_\_\_\_\_



# LONG BEACH

UNIFIED • SCHOOL • DISTRICT

## Clara Barton Elementary School

1100 E. Del Amo Blvd.  
Long Beach, CA 90807  
(562) 428-0555 FAX (562) 984-8509

## Parental Involvement Guidelines

*As a school that receives Title I, Part A (Title I) funds, Clara Barton Elementary has developed jointly with, agree upon with, and distribute to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Clara Barton Elementary School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home -School compact is incorporated into the School Parental Involvement Guidelines.*

### **PART I**

Clara Barton Elementary agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's Home-School compact as a component of its School Parental Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

### **PART II**

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

1. Clara Barton Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- *Attendance at one of the four District trainings (one on Saturday) for School Site Council (SSC) parents and Teams. Topics included:*
  - *Responsibilities & Roles of SSC and its members*
  - *Composition of SSCs*
  - *Budgetary considerations*
  - *Single Plans for Student Achievement*
  - *Title I, NCLB requirements & mandates*

- *Plan Meetings with SSC & English Language Acquisition Committee (ELAC) parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines*
  - *Invite other parents and stakeholders to attend the meeting*
    - *Newsletter*
    - *Back to school night*
    - *Invite other parents that would be interested in attending meetings*

- *At SSC & ELAC Meetings we will:*
  - *Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary*
  - *Re-write or update the Parent Involvement Guidelines & Home School Compacts*
  - *Oral and written translations available for Spanish and Khmer parents to allow for discussions*

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

- *SSC & ELAC*
- *School website*

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

- *Public school choice notifications*
- *At SSC and ELAC meetings*
- *Parent information meetings*

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

That their child's school participates in Title I,

About the requirements of Title I,

Of their rights to be involved in the School Site Council, ELAC, DELAC, and DCAC.



- Meetings offered after school*
- Invitations/fliers sent home with each child in appropriate language*
- Title I Newsletter*
- Announcement made on school webpage*

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- School Messenger*

5. Clara Barton Elementary will hold a number of meetings after school, provide child care, paid for with Title I funding as long as these services relate to parental involvement:

- Notifications via fliers/marquee- School newsletters, Businesses in Community*
- Meetings in the afternoon*
- Announcements/fliers sent home with each child in appropriate language*
- Incentives, refreshments, and child care*
- District Parent Resource Meeting*
- Title I Workshops: Common Core State Standards and SBAC Testing*

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

- Section of Newsletter*
- At Annual Title I Meeting*
- On Main Office Counter*
- At SSC, ELAC and other Parent meetings.*
- At Parent Teacher Conferences*
- At Back to School Night*
- School website*
- School Messenger*

7. Clara Barton Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- At various meetings, such as :*
  - *Parent Teacher Conferences*
  - *Back to School Night*
  - *Parent Workshops*
  - *School Newsletter*
  - *CCSS Workshop*

- *SBAC Testing Workshop*

- *School newsletters*

8. Clara Barton Elementary will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *Parents' suggestions/topics from*
  - *Coffee with the Principal*
  - *School Site Council and ELAC*
  - *Parent surveys*
  - *Parent Meetings*

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

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

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

- *Parent Education Workshops*
- *District Training for Parents*
- *Parent University*
- *School Site Council Meetings*
- *ELAC Meetings*
- *School Events*

2. **Clara Barton Elementary** will incorporate the school-home compact as a component of its School Parental Involvement Guidelines:

- *Develop, discuss and review at first SSC and ELAC meetings*
- *Distributed to parents*
  - *Tear-offs sent home with each student in appropriate language*
  - *Signed by parent at Parent Teacher Conferences*

3. Clara Barton Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --

- Common Core State Standards
- SBAC Testing
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators:

- *Calendars*
- *DCAC and ELAC meetings*
- *Transitional workshops (Getting Ready for Middle School, High School & College) offered through the District Parent Resource Centers and LB Scholars or GEAR UP*

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

Parent/Family Involvement

- *Workshop for Parents*
- *Conferences for Parents*
- *Parent Trainings for Parents from the District*
- *Partnership in-services and meetings*

5. Clara Barton Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Parent Involvement in School Site Council and ELAC*
- *Partnership with parents*
- *Positive Communication with Parents*

6. Clara Barton Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Child Development Center, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Promotion of District's Kindergarten Readiness*
- *Resources from the District*
- *Promoting Kindergarten Festival*

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

□ Documents will be sent to the State and Federal office for the translations of written materials/notifications that are sent to parents or school employee, they will translate documents.

\* \* \* \* \*

**PART V. ADOPTION**

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council  
These Guidelines were adopted by Clara Barton Elementary on 09/30/2024 and will be in effect for the period of one academic year. The school will distribute the Guidelines to all parents of participating Title I, Part A children on or before 10/31/2024. It will be made available to the local community on or before 10/31/2024. Clara Barton's notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of these Guidelines to parents in a language the parents can understand.



(Signature of Authorized Official)

10/23/24

(Date)



# LONG BEACH

UNIFIED • SCHOOL • DISTRICT

## Pautas de participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Clara Barton ha desarrollado, acordado y distribuido a los padres de los niños participantes, junto con las Pautas de participación de los padres en la escuela, que contiene la información requerida por la sección 1118 ( b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de la Escuela Primaria Clara Barton para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela está incorporado en las Pautas de participación de los padres de la escuela. Durante la pandemia, todas las reuniones se llevarán a cabo a través de Internet (Zoom).

### PARTE I

Clara Barton Elementary se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, una Guía de Participación de los Padres en la Escuela con la que estén de acuerdo la escuela y los padres de los niños participantes.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas de participación de los padres de la escuela.
- Actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto de la escuela entre el hogar y la escuela como un componente de sus Pautas de participación de los padres en la escuela.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

### PARTE II

#### DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LAS PAUTAS REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES DE LA ESCUELA COMPONENTES

1. Clara Barton Elementary tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación de los Padres en la Escuela y su plan escolar, si corresponde, de una manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:

- Asistencia a uno de los cuatro entrenamientos del distrito (uno el sábado) para los padres y equipos del Consejo del Sitio Escolar (SSC). Temas incluidos:
  - Responsabilidades y roles de SSC y sus miembros
  - Composición de las CSS

- Consideraciones presupuestarias
- Planes únicos para el rendimiento estudiantil
- Requisitos y mandatos de Título I, NCLB

Planifique las reuniones con los padres del SSC y del Comité de Adquisición del Idioma Inglés (ELAC) (en un momento conveniente) para revisar

Plan de rendimiento estudiantil y pautas del año anterior

- Invite a otros padres y partes interesadas a asistir a la reunión.
  - o Boletín
  - o Noche de regreso a clases
  - o Invite a otros padres que estén interesados en asistir a las reuniones

En las reuniones de SSC y ELAC:

- Revisar el plan escolar y las pautas del año anterior y el pacto entre el hogar y la escuela. Como grupo, anote los cambios y realice los ajustes (eliminaciones o adiciones) según sea necesario
- Reescriba o actualice las Pautas de participación de los padres y los pactos entre el hogar y la escuela
- Traducciones orales y escritas disponibles para padres de español y jemer para permitir discusiones

2. Clara Barton Elementary tomará las siguientes acciones para distribuir a los padres de los niños participantes y la comunidad local, las Pautas de Participación de los Padres en la Escuela:

- SSC y ELAC
- Sitio web de la escuela

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

- Notificaciones de elección de escuela pública
- En las reuniones del SSC y ELAC
- Reuniones de información para padres

4. Clara Barton Elementary convocará una reunión anual para informar a los padres de lo siguiente:

Que la escuela de su hijo participe en el Título I,  
Sobre los requisitos del Título I,

De sus derechos a participar en el Consejo del Plantel Escolar, ELAC, DELAC, DCAC

- Se ofrecen reuniones después de la escuela
- Invitaciones / volantes enviados a casa con cada niño en el idioma apropiado
- Boletín de Título I
- Anuncio hecho en la página web de la escuela
- Mensajero de la escuela

5. Clara Barton Elementary llevará a cabo una serie de reuniones después de la escuela, proporcionará cuidado infantil, pagado con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:

- Notificaciones a través de volantes / marquesina: boletines escolares, negocios en Comunidad

- Reuniones por la tarde
- Anuncios / volantes enviados a casa con cada niño en el idioma apropiado
- Incentivos, refrigerios y cuidado infantil
- Reunión de recursos para padres del distrito
- Talleres de Título I: Estándares Estatales Básicos Comunes y Exámenes SBAC

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6. Clara Barton Elementary proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:

- Sección del boletín
- En la reunión anual del Título I
- En el mostrador de la oficina principal
- En conferencias de padres y maestros
- En la noche de regreso a clases
- Sitio web de la escuela
- Mensajero de la escuela

7. Clara Barton Elementary proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica que se utilizan para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes:

- En varias reuniones, como:
- Conferencias de padres y maestros
- Noche de regreso a la escuela
- Talleres para padres
- Boletín escolar
- Taller CCSS
- Taller de pruebas SBAC

- Boletines escolares

8. Clara Barton Elementary proporcionará a los padres de los niños participantes, si los padres lo solicitan, oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias tan pronto como prácticamente posible:

- Sugerencias / temas de los padres de
- Café con la directora
- Consejo del Plantel Escolar y ELAC

- Encuestas para padres
- Reuniones de padres

9. Clara Barton Elementary presentará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.

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

1. Clara Barton Elementary construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de la siguientes actividades que se describen específicamente a continuación:

- Talleres de educación para padres
- Capacitación distrital para padres
- Universidad de Padres
- Reuniones del consejo del sitio escolar
- Reuniones de ELAC
- Eventos escolares

2. Clara Barton Elementary incorporará el pacto entre la escuela y el hogar como un componente de sus Pautas de participación de los padres en la escuela:

- Desarrollar, discutir y revisar en las primeras reuniones del SSC y ELAC
- Distribuido a los padres
- Desgarros enviados a casa con cada estudiante en el idioma apropiado.
- Firmado por los padres en las conferencias de padres y maestros

3. Clara Barton Elementary, con la ayuda de su distrito, brindará asistencia a los padres de niños atendidos por la escuela en la comprensión de temas como los siguientes, mediante la realización de las acciones descritas en este párrafo:

- Estándares estatales básicos comunes
- Prueba SBAC
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
- los requisitos del Título I,
- cómo monitorear el progreso de su hijo, y
- cómo trabajar con los educadores:

- Calendarios
- Reuniones de DCAC y ELAC
- Talleres de transición (Preparándose para la escuela secundaria, Escuela secundaria y universidad) ofrecidos a través del distrito para padres

#### Centros de recursos y LB Scholars o GEAR UP

4. Clara Barton Elementary, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, al :

#### Participación de los padres y la familia

- Taller para padres
- Conferencias para padres
- Capacitaciones para padres para padres del distrito
- Colaboración en servicios y reuniones

5. Clara Barton Elementary, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas, al:

- Participación de los padres en el consejo del sitio escolar y ELAC
- Asociación con los padres



- Promoción de la preparación para el jardín de infantes del distrito
- Recursos del distrito
- Promoción del festival de jardín de infantes


7. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. , incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Los documentos se enviarán a la oficina estatal y federal para las traducciones de materiales escritos/notificaciones que se envían a los padres o empleados de la escuela, ellos traducirán los documentos.

#### PARTE V. ADOPCIÓN

Estas Pautas de participación de los padres en la escuela se han desarrollado en conjunto con los padres de niños que participan en los programas del Título I, Parte A, y se han acordado con ellos, como lo demuestra el Consejo del Plantel Escolar. Estas pautas fueron adoptadas por la escuela primaria Clara Barton el 09/30/24 y estarán vigentes por el período de un año académico. La escuela distribuirá las Pautas a todos los padres de los niños participantes del Título

I, Parte A el 10/31/24 o antes. Estará disponible para la comunidad local el 10/31/24 o antes. La notificación de Clara Barton a los padres sobre las Pautas será en un formato comprensible y uniforme y, en la medida de lo posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

  
Firma del funcionario (autorizado)

10/23/24

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Fecha