

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

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

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

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

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

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

SBAC ELA,

- Students met/exceeded dropped 3%
- Grades 3 and 5 have seen a decrease in ELA of 3% from 22-23 to 23-24
- Grade 4 had a 3% increase in ELA

-iReady ELA:

- 39% of students are early on/mid/above on 23-24 diagnostic 3 in ELA
- 27% of students are early on/mid/above on 23-24 diagnostic 3 in ELA
- close to 50% of students are not meeting growth target

Identified Area of Need: The California Dashboard identified students with disabilities, Multilingual learners, and Hispanic students in the red and orange performance levels, highlighting significant gaps in achievement. Additionally, SBAC data from 2023-2024 showed only 30% of students in grades 3-5 scored Met/Exceeded in ELA, with AA students at 20% and EL students at 16%, underscoring a critical need for targeted interventions and supports.

ELA Goals

- By June 2025, 73% of all K-2 students will be proficient on FRSA, up from 63%
- 64% of all EL students will be proficient on FRSA up from 54%
- 65% of all AA students will be proficient on FRSA up from 55%
- 10% increase in grades 1-5 students meeting the criteria for fluency reading
- By June 2025, 40% of 3-5 students will score Met/Exceeded on ELA SBAC, up from 30%.

<p>Action Plan Summary</p> <ul style="list-style-type: none"> -Continued support of co-teaching and monthly grade-level professional learning days facilitated by Literacy Leads Teachers will be provided up to 5 full days of grade level planning days to complete deeper/transfer learning to support content learning and teaching. -Provide 8-week after-school tutoring cycles to target gr. 3-5 in literacy with an intervention designed for language and vocabulary development <p>Progress Monitoring Summary</p> <ul style="list-style-type: none"> -IIC meets weekly with Math and Literacy Leads -Rolling agendas, grade level release planning days and after-school grade level meetings -Staff meeting and grade level planning include looking at assessment and formative data -Daily schedules include designated ELD and IIC/

Comprehensive Needs Assessment: Mathematics

Math Findings
<p>Findings:</p> <p>Grades 3 & 5 decreased by 6% and grade 4 had a 2% increase and the overall met/exceeded was 26%</p> <p>Based on the CA Dashboard rating of yellow in the area of math, it is evident that students with disabilities and multilingual learners require targeted support to improve their performance. SBAC data from grades 3-5 indicated that only 26% of students met or exceeded the math standards. Based on SBAC data from the previous year, only 26% of students in grades 3-5 scored Met/Exceeded in Math, with EL students at 14%. This highlights a significant need for targeted support, particularly for EL students, to improve math achievement.</p>
<p>Goal: By June 2025, 36% of all students in grades 3-5 will score Met/Exceeded on the Math SBAC, up from 26%. EL students will increase from 14% to 24% in Math Met/Exceeded on the SBAC.</p>

Math Goals

Progress Monitoring:
IIC meets weekly with Math and Literacy Leads

Rolling agendas, grade level release planning days and after-school grade level meetings

Staff meeting and grade level planning include looking at assessment and formative data

Daily schedules include designated ELD and IIC/

Action Plan Summary

Co-Teaching and Professional Learning: Continue supporting co-teaching models to ensure effective differentiation and inclusion in math instruction. Monthly grade-level professional learning days will focus on math strategies, collaboration, and data analysis to strengthen instructional practices.

Grade-Level Planning Days: Teachers will be provided with up to five full days of grade-level planning time to engage in deeper learning, focusing on transferring math strategies into their teaching practices and aligning instruction with student needs.

After-School Tutoring: Implement 8-week after-school tutoring cycles targeting grades K-2 in math, designed to address specific learning gaps and reinforce key math concepts, fostering student growth and improving performance.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Action Plans

Co-Teaching and Professional Learning: Continue co-teaching support to ensure effective instructional practices for English Language Learners (ELLs). Monthly grade-level professional learning days will focus on integrating language development strategies into content instruction, with collaboration facilitated by instructional leaders.

Grade-Level Planning Days: Provide up to five full days of grade-level planning for teachers to engage in deeper learning and transfer strategies to support ELLs. These sessions will emphasize the integration of vocabulary development, scaffolding techniques, and targeted supports into literacy and content area instruction.

After-School Tutoring: Implement 8-week after-school tutoring cycles targeting grades 3-5 in literacy. These sessions will include focused practices to support language acquisition, vocabulary development, and comprehension skills, ensuring alignment with classroom instruction and ELL growth goals.

Goal

50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.

Findings

The CA Dashboard identified a need for improvement in ELA, particularly for English Learners. SBAC data shows a slight decrease in overall performance, with the percentage of students meeting/exceeding ELA standards dropping from 32% in 2022-2023 to 31% in 2023-2024. However, EL students showed a modest improvement, increasing from 14% to 16% during the same period. TK-2 teachers implemented the District Directed Reading (DDR) framework, with a site-wide focus on guided reading for small group instruction. Despite these efforts, additional targeted strategies are needed to address persistent gaps in ELA performance.

39.2% of students increased an ELPI level and 39.2% made no ELPI progress. 21.6% decreased an ELPI Level

English Learner Goals

Progress Monitoring

IIC and PrincipL regularly meets with Math and Literacy Leads

Rolling agendas, grade level release planning days and after-school grade level meetings

Staff meeting and grade level planning include looking at assessment and formative data

Daily schedules include designated ELD and IIC/

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

We are above the district in climate and support. We are the same in discipline, rules, and fairness. We need to work on safety. Need some improvement in Sense of Belonging and Safe & Civil. Our climate and support average of 81% is higher than the district average (77%). Black King students sense of personal belonging increased from 58% to 76% on the Spring 2024 Pulse Survey. Latino students sense of belonging reached 72% on the Spring 2024 Pulse Survey.

According to pulse survey Winter data, 69% of students experience favorable connections to identity and 72% in belonging

Culture/Climate Goals

Progress Monitoring Summary

-Student focus group/talking sessions

-Monitoring of student behaviors

Utilizing our PCF, we will increase community and student engagement and involvement through school wide events (Identity Project), after-school opportunities, and parent meetings (Java & Juice, Sankofa, PTO meetings) we want to increase from 69% to 77% in identity and from 72% to 80% in belonging by June 2025.

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) ELA: By June 2024, using i-Ready Diagnostic 3, 85% of our K-2 and 100% of 3-5 students will max out/test out in the domains of PA, P, and HFW by focusing on the skills our students with tier 2, Tier 3, and ELL need. To progress monitor, we will use running records, writing prompts and analyzing the performance task, three times a year.	Goal Partially or Not Met	The 2023-24 ELA goal was partially met and showed promising progress, but full assessment of the goal was not possible due to a shift in the i-Ready Diagnostic schedule. The third diagnostic, originally planned for June, was conducted in March. Despite this, schoolwide performance levels in March 2024 matched those of June 2023, indicating similar progress over a shorter timeframe. Progress monitoring was conducted using i-Ready diagnostics.	Continued support of co-teaching and monthly grade level professional learning days facilitated by Literacy Leads Teachers provided up to 5 full days of grade level planning days to complete deeper/transfer learning to support content learning and teaching. Provide 8 week after school tutoring cycles to target gr. 3-5 in literacy

Math	1) MATH: By June 2024, 100% of 3-5 teachers create culturally relevant, rigorous tasks that connect directly to the learning intention and facilitate application of the success criteria as evident by task, task monitoring chart, and exit slips so students crease on SBAC from 27% TO 37%. To progress monitor, we will use administer math task and analyze them, three times a year.	Goal Partially or Not Met	District-provided tasks were used, with some teachers adapting them for cultural relevance. Task monitoring charts were attempted and discussed, with results analyzed independently or during PDSA cycles led by the math lead. SBAC data for grades 3-5 showed 26% meeting or exceeding standards last year.	Continued support of co-teaching and monthly grade level professional learning days facilitated by Math Lead Teachers provided up to 5 full days of grade level planning days to complete deeper/transfer learning to support content learning and teaching. Provide 8 week after-school tutoring cycles to target gr. k-2 in math
English Learner	1) If we fortify our balanced literacy program and establish a systematic approach to foundational skills instruction aligned with best practices, while maintaining a standards-based and equity-focused approach, then we will nurture students who excel in foundational reading skills, comprehension, and grade-level content knowledge. As a result, we anticipate a 10% improvement in ELA SBAC scores. (also the EL subgroup will increase 14 % to 24%) To progress monitor, we will use running records, writing prompts and analyzing the performance task, three times a year.	Goal Partially or Not Met	TK-2 teachers implemented DDR, with a site-wide focus on guided reading for small group instruction. SBAC scores decreased slightly from 32% to 31%, while EL performance improved from 14% in 2022-23 to 16% in 2023-24.	Emphasize designated ELD in daily schedules, staff meetings, and professional learning days to strengthen language development and instructional alignment. Provide up to five full-day grade-level planning sessions focused on deeper learning in ELD and peer-to-peer collaboration to enhance instructional practices. Offer 8-week after-school tutoring cycles targeting grades 3-5 in literacy with practices designed to support language and vocabulary development expectations.

Culture/Climate	1) Black King students sense of personal belonging will be equal to or greater than non-Black students by June 2024. Currently, Students sense of belonging (Do you feel like part of this school?) is at 73% School Wide (74% Latino Students vs 58% Black Students). To progress monitor, will administer student surveys and hold listening sessions, to look for next steps and progress.	Goal Partially or Not Met	The pulse and core surveys were administered alongside student meetings and class interviews to gather feedback. Based on these insights, initiatives such as the art cart, Buddy Up Week, and the Identity Project were developed. The Identity Project was subsequently launched during the 2024-2025 school year, reflecting student input and priorities.	<p>Launch of the Identity Project: Implement the Identity Project as a core initiative to foster student self-awareness and celebrate diversity, informed by insights from student surveys and class interviews.</p> <p>Establishment of the Sankofa Parent Engagement Group: Create a dedicated parent engagement group to strengthen family involvement and build meaningful connections between the school and the community.</p> <p>Continuation of Student-Centered Initiatives: Expand student-focused activities, including the art cart and Buddy Up Week, to promote creativity, collaboration, and a sense of belonging among students.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
One TOSA to provide direct instruction to students in Grades 1 - 3. TOSA will use Lindamood Bell strategies to support reading in small groups. This is one position at 1.0. 1000% will be paid out of site Title 1 funds. (IN 1)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
9 Recreational Staff members to increase safety and civility during lunch and recess and reduce bullying. 64,500 (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Counselor will provide small group instruction to students identified as ""At Risk"" due to attendance, behavior, and/or academic data. The counselor will collaborate with staff to monitor the SST process and interventions provided to students. The counselor will facilitate a partnership with the Site Based Mental Health team. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Four translators are needed for parent conferences, workshops and school events such as Back to School Night and Open House. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Student Planners are a key component in Grades 3, 4 and 5. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
We want to purchase materials and supplies related to technology upgrades and repairs for supplemental programs. This includes document cameras, headphones and software license. We need a total of \$5,000. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials

<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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<ul style="list-style-type: none"> Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 		
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. Reading and Writing grounded in evidence from text. Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

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

<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>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>
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Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<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>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Teachers and Students needs working and up to date technology during distance learning. Culture-Climate Survey (Student-Staff) 40, Basic Services 60	We want to purchase materials and supplies related to technology upgrades and repairs for supplemental programs. This includes document cameras, head phones and software license. We need a total of \$5,000.	All Parents, All Students, English Learners	Title 1 \$10,000 Materials - Title 1 100%	08/01/2024 - 06/15/2025 Daily	Principal Parents Students	Weekly Culture-Climate Survey (Student-Staff) 40, Basic Services 60
number of students in need of support Attendance/Chronic Absenteeism Rate 20, Basic Services 80	To enhance our school-wide Multi-Tiered System of Supports (MTSS) framework and further improve student academic outcomes, we are adding additional psychologist time. This additional resource will enable us to provide comprehensive	Identified At-Risk Students	LCFF \$8,333 Title 1 \$47,221 Psychologist .3 FTE - LCFF 15%; Title 1 85%	08/14/2024 - 06/15/2025 Daily	psychologist counselor principal	MTSS framework Regular Check-ins Attendance/Chronic Absenteeism Rate 20, Basic Services 80

<p>support to all stakeholders involved in the MTSS process, including students, teachers, and families. With the expertise and guidance of our psychologist, we aim to strengthen our interventions and strategies to meet the diverse needs of our students and promote their academic success. We look forward to leveraging this valuable resource to create a more inclusive and supportive learning environment for all.</p>					
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Based on i-Ready diagnostic and FRSA data SBAC ELA 60, EL Reclassification 40	Provide tutoring before and/or after school for students in reading, math, and/or writing based on i-Ready scores and teacher recommendation based on classroom data, to address the learning gap for our at risk populations and EL Learners.	English Learners, Identified At-Risk Students	LCFF \$23,764 Teacher Hourly P Schedule (5) for 56 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Selected teachers Principal Teacher	IIC, Literacy and Math Leads will monitor i-Ready Diagnostic growth FRSA on target data SBAC ELA 60, EL Reclassification 40
A consistent, well-informed student success plan that is informed by staff and students to support the behavioral and academic needs of all students. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 60	School site PBIS teacher that includes 3 classroom teachers, will meet monthly to create school-wide, student centered systems of support utilizing the PBIS framework.	All Students	LCFF \$3,100 Substitute teacher half day (3) for 7 days - LCFF 100%	10/21/2024 - 06/12/2025 Monthly	Jandella Faulkner Ashley Poppen Maria Hernandez Veronica Ceja	Utilizing an agenda and coaching from district Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 60

<p>Academic Vocabulary Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>	<p>The Ground Education Program consists of a standards-based, inter-disciplinary set of lessons that help bring to life grade-level content in science, social studies, ELA, math, history, and art. We intend to provide a robust spectrum of ecological learning opportunities that also promote every student's sense of safety and belonging, encourage collaboration, and boost youth life skills development. We will continue to follow State and local health protocols, LBUSD guidelines and COVID-19 best practices. All teachers, TK-5 will be able to receive direct instruction garden class once a month.</p>	<p>All Students</p>	<p>LCFF \$9,750 Services - LCFF 100%</p>	<p>08/27/2024 - 06/12/2025 Monthly</p>	<p>Ground Education Teachers TK-5 Teachers</p>	<p>Surveys Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>
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Recreational Staff is needed to ensure safety and civility during lunch and recess and reduce bullying. Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 70	9 Recreational Staff members to increase safety and civility during lunch and recess and reduce bullying. 78,600	All Students	LCFF Rec \$78,618 Hourly - Recreation Aide (9) for 443 hours annually - LCFF Rec 100%	08/27/2024 - 06/15/2025 Daily	Recreational Staff	CORE Survey Office Referrals Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 70
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Our on site Head Start and CDC programs bring their students at the end of the year to tour our campus and meet our office and Kindergarten personnel.</p> <p>All incoming Kinders meet 1:1 with a kindergarten teacher in the Spring. During these meetings, the teachers show the student the classroom and get a baseline of pre-academic skills. Resources are provided to the families for summer reading and math preparation.</p> <p>King has a Transitional Kindergarten in a regular kindergarten class.</p> <p>Transitional Kindergarten (TK) is partnering with CDC this year. TK and K is now a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Wonders, Interactive Writing and Name Game, Shared and Modeled Reading, Go Math!, math vocabulary and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens are used to monitor student progress.</p> <p>King was a part of Collaborative School initiative that aims to create smooth transition from Pre-School to 3rd Grade. We attend professional development with teachers from CDC, Head Start, ETK, TK, and K.</p>	<p>The students are given a list of middle schools and programs to choose from. Students are also encouraged to attend the Education Celebration to meet middle school staff and administration.</p> <p>Students are also given an invitation letter to attend orientations at the middle school. Multiple parent meetings are held with the counselor and school community worker throughout the enrollment process to assist with online registration and the school of choice process.</p>	N/A

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
Student data needs to be analyzed so that teachers can differentiate instruction. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 40, Other 20	5 Full day substitutes per teacher and/or hourly pay for teachers to collaborate, train, plan, and lead professional development.	Title 1 \$28,413 Substitute teacher full day (21) for 5 days - Title 1 100%	08/15/2024 - 06/15/2025 Quarterly	Principal	Agendas/Minutes Classroom Walkthrough Notes Surveys

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

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents who speak a language other than English need translation. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 70	Translators are needed for parent conferences, workshops and school events such as Back to School Night and Open House.	Par Inv \$221 Hourly - Instructional Aide (3) for 2 hours annually - Par Inv 100%	09/01/2024 - 06/01/2025 Monthly	Office Supervisor Principal	Attendance at conferences Attendance at workshops
275 individual student planners Culture-Climate Survey (Student-Staff) 40, Core Curriculum 60	Purchase Student Planner â€” Grades 3-5	Par Inv \$1,000 Materials - Par Inv 100%	09/01/2024 - 06/15/2025 Daily	Teachers Counselor	Classroom teacher will monitor planner use.
Parents need to be notified of school events via backpack and US Mail. Culture-Climate Survey (Parent) 100	Purchase Supplies for home-school communication	Par Inv \$2,500 Materials - Par Inv 100%	08/15/2024 - 06/15/2025 Monthly	Office Supervisor	Participation at events

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)	88369
Title I Parent and Family Involvement (3008)	4490

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	63420

* 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	Jandella Faulkner	06-19-2026
Staff	Classroom Teacher	Harpennie Maju	06-19-2025
Staff	Classroom Teacher	Veronica Ceja	06-19-2026
Staff	Classroom Teacher	Laura Barlow	06-19-2026
Staff	Other School Personnel	Ana Duran	06-19-2025
Community	Parent/Community Member	██████ Tamayo	06-19-2026
Community	Parent/Community Member	██████ Resendiz	06-19-2025
Community	Parent/Community Member	██████ Lopez	06-19-2025
Community	Parent/Community Member	██████ Muratalla	06-19-2026
Community	Parent/Community Member	██████ Masias	06-19-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Mandujano
DELAC Representative	Parent of EL Student (required)	██████ Mandujano
Principal or Designee	Staff Member (required)	Jandella Faulkner
Secretary	Parent of Non-EL Student (required)	██████ Resendiz

Name	Representing
██████ Becerra-Rojas	Parent of EL Student
██████ Nava (██████)	Parent of EL Student
██████████████ Sanchez	Parent of EL Student
██████ Lopez	Parent of EL Student
██████ Maldonado	Parent of Non-EL Student
██████ Rodello	Parent of Non-EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/27/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>For students and families to be better informed about their EL status, we recommend that before administering the ELPAC, they be informed of their status, ELPAC, and how to reclassify.</p> <p>We also recommend that the parents of EL students, be informed by the teacher of their child's EL status, in addition to the printed report that is mailed out to parents after students take the ELPAC assessment. Providing teachers with this information before Fall conferences will allow them to share that information with parents during their child's conference, including how students can reclassify.</p> <p>Lastly, ELAC members recommend that during the enrollment process, parents of EL students be informed that their child will be administered an initial ELPAC assessment, and provide information to the parent about what the assessment measures and how they will be informed of their child's ELPAC scores.</p>

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data EL Attendance Rates Other: iReady Reading/ELA & Math Results for EL students</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>09/27/2024</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>In response to the ELAC recommendations presented to SSC members, V. Ceja expressed support for teachers providing parents with more information on their child's English Learner (EL) status during Fall Parent-Teacher Conferences. Mrs. Faulkner shared that teachers can access ELPAC scores and are encouraged to discuss these with parents during conferences, starting with the upcoming meetings from November 4th through November 12th.</p> <p>Mrs. Duran emphasized the value of presenting this information in an asset-based approach during conferences, ensuring that parents and students view multilingualism positively. Mrs. Maju noted that some parents may be unfamiliar with the reclassification process and the ELPAC assessment structure. In response, Mrs. Faulkner explained that they are working with the ELAC committee to plan parent engagement opportunities, collaborating with LBUSD's English Language Services office to provide additional support for King families.</p>

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): 09/27/2024
2. The SSC approved the **Home-School Compact** on 10/24/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/24/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:12/03/2024
6. The SPSA was approved at the following SSC Meeting: 12/03/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



King Elementary School

Home/School Compact 2024 - 2025

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

<p>To ensure a world-class education for our students, the school will provide the following:</p> <ul style="list-style-type: none"> ● Quality curriculum and instruction that is based on the Common Core State Standards. ● Qualified and credentialed teachers. ● Interesting and challenging learning experiences for students. ● Explain policies and procedures for discipline, attendance, grading, and homework. ● Maintain parent contact throughout the school year. ● Appropriate lessons according to each multilingual learner's English proficiency level. ● A safe and supportive environment. ● Quality integration of technology when appropriate. ● Provide quality Social Emotional Learning (SEL) lessons to support student's well-being. <hr style="width: 80%; margin-left: 0;"/> <p style="text-align: right;">Teacher Signature</p> <p>Date: _____</p>	<p>To ensure a world-class education for our students, parents will do the following:</p> <ul style="list-style-type: none"> ● Send my child to school on time every day and in uniform. ● Provide proper rest and nutrition for my child. ● Talk to my child about schoolwork and make sure his/her homework is completed and returned on time. ● Attend parent/teacher conferences to review achievement reports. Communicate with the teacher if I have concerns regarding my child's instruction. ● Participate in parent involvement activities such as PTO meetings, surveys, VIPS, and other school activities. ● Read with my child. ● Follow LBUSD Online Student Behavior Expectations and Digital Citizenship ● Support my child with school assignments. ● Follow all health and safety protocols. ● Take advantage of workshops like Parent University. <hr style="width: 80%; margin-left: 0;"/> <p style="text-align: center;">Parent Signature</p> <p>Date: _____</p>	<p>To ensure a world-class education for their own academic and social growth, students will do the following:</p> <ul style="list-style-type: none"> ● Arrive ready to learn. ● Demonstrate my best efforts on all assignments, whether in the classroom or at home. ● Follow the school-wide discipline plan and classroom rules. ● Wear a school uniform while at school. Complete homework, if applicable. ● Follow the directions the first time given. Follow the school-wide guidelines for success. ● Learn and apply King's Daily Affirmation and Student Creed. ● Follow LBUSD Online Student Behavior Expectations and Digital Citizenship. <hr style="width: 80%; margin-left: 0;"/> <p style="text-align: center;">Student Signature</p> <p>Date: _____</p>
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Escuela Primaria King

Pacto Hogar/Escuela 2024 - 2025

Para proporcionar a los alumnos una educación de primera clase basada en rigurosos estándares de contenido, nosotros, los miembros de la comunidad escolar de King Elementary, nos comprometemos a poner en práctica las siguientes responsabilidades. Es solo trabajando juntos como un equipo que cosas maravillosas pueden suceder para nuestros estudiantes.

<p>Para asegurar una educación de clase mundial para nuestros estudiantes, la escuela proporcionará lo siguiente:</p> <ul style="list-style-type: none">● Plan de estudios de calidad y la instrucción que se basa en las Normas Básicas Comunes del Estado.● Profesores cualificados y acreditados.● Experiencias de aprendizaje interesantes y desafiantes para los estudiantes.● Explicar las políticas y procedimientos de disciplina, asistencia, calificaciones y tareas.● Mantener contacto con los padres durante todo el año escolar.● Lecciones apropiadas según el nivel de dominio del inglés de cada alumno multilingüe.● Un entorno seguro y de apoyo.● Integración de calidad de la tecnología cuando sea apropiado.● Proporcionar lecciones de calidad de Aprendizaje Social Emocional (SEL) para apoyar el bienestar de los estudiantes. <p>_____</p> <p>Firma del profesor</p> <p>Date: _____</p>	<p>Para garantizar una educación de primera clase a nuestros alumnos, los padres harán lo siguiente:</p> <ul style="list-style-type: none">● Enviar a mi hijo a la escuela puntualmente todos los días y con uniforme.● Proporcionar a mi hijo el descanso y la nutrición adecuados.● Hablar con mi hijo sobre las tareas escolares y asegurarse de que las termine y las devuelva a tiempo.● Asistir a las reuniones de padres y profesores para revisar los informes de rendimiento. Comunicarme con el profesor si tengo dudas sobre la enseñanza de mi hijo.● Participar en las actividades de participación de los padres, como reuniones de la PTO, encuestas, VIPS y otras actividades escolares.● Leer con mi hijo y apoyar a mi hijo con las tareas escolares.● Seguir las expectativas de comportamiento estudiantil y ciudadanía digital del LBUSD Online.● Seguir todos los protocolos de salud y seguridad.● Aprovechar los talleres como la Universidad para Padres. <p>Firma de los padres: _____</p> <p>Fecha: _____</p>	<p>Para garantizar una educación de primera clase para su propio crecimiento académico y social, los alumnos harán lo siguiente:</p> <ul style="list-style-type: none">● Llegar preparados para aprender.● Demostrar mi mejor esfuerzo en todas las tareas, ya sea en el aula o en casa.● Seguir el plan de disciplina de toda la escuela y las reglas del aula.● Usar el uniforme escolar mientras esté en la escuela. Completar los deberes, si procede.● Seguir las instrucciones a la primera. Seguir las directrices para el éxito de toda la escuela.● Aprender y aplicar la Afirmación Diaria de King y el Credo Estudiantil.● Seguir las expectativas de comportamiento del estudiante en línea del LBUSD y Ciudadanía Digital. <p>_____</p> <p>Firma del estudiante</p> <p>Fecha: _____</p>
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King Elementary School

Parental Involvement Guidelines 24-25



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

PART I: King Elementary agrees to implement the following requirements:

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

PART II. Description of how the school will Implement Required School Parental Involvement Guidelines and Components.

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

Attendance at one of the four District trainings for:

- School Site Council parents and SSC teams
- Topics will include:
 - Responsibilities & Roles of SSC and its members

- Composition of SSC's
 - Budgetary considerations
 - Single Plans for Student Achievement
 - Title I/ NCLB requirements & mandates
- Plan meeting(s) with SSC & ELAC parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines.
 - Invite other parents and stakeholders to attend the meeting
 - Royal Report
 - Back to school night
 - School website
 - At the Meeting, 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 Compact.
 - Oral and written translations available for Spanish parents to allow for discussions.
2. King Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:
- SSC & ELAC
 - Section of Royal Report (Title 1 Newsletter)
 - Main Office Counter
 - Parent Teacher Conferences
 - Open House
 - Website
3. King Elementary will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:
- At SSC and ELAC meetings
 - Parent information meetings
 - School site council must vote to approve the guidelines
4. King Elementary will convene an Annual Meeting to inform parents of the following:
- The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved.
 - Meetings offered hold a flexible number of meetings at varying times.
 - Notifications/fliers sent home in language parents understand.
 - Announcement made on school marquee, through School Loop and School Messenger.
 - Incentives, refreshments, and child care provided.
 - Parentvue

5. King Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - Notifications via fliers/marquee- Royal Report and Website
 - Meetings will be offered in the morning and in the evening.
 - Announcements/fliers sent home with each child in appropriate language
 - Incentives, refreshments, and child care will be provided.

6. King Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:
 - Section of Royal Report
 - At Annual Title I Meeting
 - On Main Office Counter
 - At SSC, ELAC meetings and other Parent meetings (i.e., PTO)
 - At Parent Teacher Conferences
 - At Back-to-School Night
 - Post District Parent Resource Centers' monthly Calendars of workshops
 - Website

7. King Elementary will coordinate and integrate parental involvement programs and activities with Head Start, CDC, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals

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

PART III. Shared Responsibilities for High Student Academic Achievement

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

- Parent-Teacher Conferences
- Monthly calendars of Parent Workshops posted on district website
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click “P” for Parent Involvement

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

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

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

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

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

- Parent Resource Center Parent Workshops
- Parent Workshops

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

- Teacher/Staff In-services

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

- Ms. Maria Ocegueda, Community Liaison, or Translation Unit will translate written materials/notifications that are sent out to King Elementary families

PART IV. Discretionary School Parent Involvement Guidelines Components:

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

- Java & Juice with Jandella (refreshments served) – Once per month

PART V. Adoption:

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

These Guidelines were adopted by King Elementary on **October 24, 2024** and will be in effect for the period of **1 year**. The school will distribute the Guidelines to all parents of participating Title I, Part A children on or before **November 12, 2024**. It will be made available to the local community on or before **November 12, 2024**. King Elementary 's notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of this Guidelines to parents in a language the parents can understand.



(Signature of Authorized Official)

10/24/2024

(Date)

Escuela Primaria King

Directrices para la participación de los padres 24-25



Como escuela que recibe fondos del Título I, Parte A (Título I), King Elementary ha desarrollado conjuntamente, acordado y distribuido a los padres de los niños participantes, unas Directrices sobre la participación de los padres en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA): Las Directrices establecen las expectativas de King para la participación de los padres y describe cómo la escuela pondrá en práctica una serie de actividades específicas de participación de los padres. El Pacto Hogar-Escuela está incorporado en las Directrices de Participación de los Padres de la Escuela.

PARTE I: King Elementary acuerda implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, una Directrices de Involucración de los Padres de la Escuela que la escuela y los padres de los niños participantes esten de acuerdo.
- Notificar a los padres sobre las Directrices de Participación de los Padres de la Escuela en un formato comprensible y uniforme y distribuirá estas Directrices a los padres en un idioma que los padres puedan entender.
- Poner las Directrices sobre la participación de los padres en la escuela a disposición de la comunidad local.
- Actualizar periódicamente las Directrices para la participación de los padres en el centro escolar con el fin de satisfacer las necesidades cambiantes de los padres y del centro escolar.
- Adoptar el pacto escuela-padres del centro como componente de sus Directrices de participación de los padres en el centro.
- 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 y componentes requeridos para la participación de los padres.

1. La escuela primaria King tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Directrices de participación de los padres de la escuela y su plan de toda la escuela, si procede, de una manera organizada, continua y oportuna en virtud de la sección 1118 (b) de la ESEA:

Asistencia a una de las cuatro formaciones del Distrito para:

- Padres y equipos del Consejo Escolar
- Los temas incluirán:
 - Responsabilidades y funciones del SSC y sus miembros
 - Composición de los SSC
 - Consideraciones presupuestarias
 - Planes Únicos para el Logro Estudiantil

- Título I / NCLB requisitos y mandatos
- Planificar reunión(es) con los padres del SSC y ELAC (en un momento conveniente) para revisar el Plan Único para el Rendimiento Estudiantil y las Directrices del año anterior.
 - Invitar a otros padres y partes interesadas a asistir a la reunion
 - Informe Real
 - Noche de vuelta a la escuela
 - Sitio web de la escuela
- En la reunión
 - Revisar el Plan Escolar y las Directrices del año anterior y el Pacto Hogar-Escuela. Como grupo, tomar nota de los cambios y hacer ajustes (supresiones o adiciones) según sea necesario.
 - Reescribir o actualizar las Directrices de Participación de los Padres y Home School Compact.
 - Traducciones orales y escritas disponibles para los padres españoles para permitir discusiones.

2. King Elementary tomara las siguientes acciones para distribuir a los padres de los niños participantes y a la comunidad local, las Guías de Involucración de los Padres de la Escuela:

- SSC y ELAC
- Sección del Informe Real (Título 1 Boletín)
- Mostrador de la Oficina Principal
- Conferencias de Padres y Maestros
- Casa Abierta
- Sitio Web

3. La escuela primaria King actualizará periódicamente sus directrices sobre la participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela:

- En las reuniones del SSC y ELAC
- Reuniones informativas para padres
- El consejo escolar debe votar para aprobar las directrices

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

- Los requisitos del Título I, cómo se utilizan los fondos del Título 1 en esta escuela y el derecho de los padres a participar.
- Reuniones ofrecidas celebrar un número flexible de reuniones en diferentes momentos.
- Notificaciones/volantes enviados a casa en un lenguaje que los padres entiendan.

- Anuncio en la marquesina de la escuela, a través de School Loop y School Messenger.
- Se ofrecen incentivos, refrescos y cuidado de niños.
- Parentvue

5. La escuela King Elementary celebrará un número flexible de reuniones en horarios variables, y proporcionará transporte, cuidado de niños y/o visitas a domicilio, pagadas con fondos del Título I siempre que estos servicios estén relacionados con la participación de los padres:

- Notificaciones vía volantes/marquesina- Informe Real y Sitio Web
- Se ofrecerán reuniones por la mañana y por la tarde.
- Anuncios/volantes enviados a casa con cada niño en lenguaje apropiado
- Se proveerán incentivos, refrigerios y cuidado de niños.

6. La escuela King Elementary proporcionará oportunamente información sobre los programas del Título I a los padres de los niños participantes:

- Sección del Informe Real
- En la reunión anual de Título I
- En el mostrador de la oficina principal
- En SSC, reuniones ELAC y otras reuniones de padres (por ejemplo, PTO)
- En las conferencias de padres y maestros
- En la noche de regreso a clases
- En los calendarios mensuales de talleres de los Centros de Recursos para Padres del distrito
- Página web

7. King Elementary coordinará e integrará programas y actividades de participación de los padres con Head Start, CDC, centros preescolares públicos y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos:

- Coordinación de Kindergarten de Transición en sitios seleccionados.
- Promoción/publicidad de los festivales de Kindergarten del Distrito.

8. King 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:

- En la reunión del Consejo Escolar

PARTE III. Responsabilidades compartidas para el alto rendimiento académico de los alumnos

1. King Elementary construirá la capacidad de las escuelas y de los padres para una fuerte participación de los padres con el 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 las siguientes actividades descritas específicamente a continuación:

- Formación ofrecida por el distrito a los padres y al personal.
- Talleres de educación para padres in situ
- Conferencias de padres y profesores
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito.
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Participación de los padres

2. King Elementary incorporará el pacto Hogar-Escuela como un componente de sus Directrices de Participación de los Padres de la Escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
- Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
- El consejo escolar debe votar para aprobar el acuerdo
- Se enviarán folletos a casa con los alumnos

3. King Elementary, con la asistencia de su distrito, proveerá asistencia a los padres de los niños atendidos por la escuela en la comprensión de temas como los siguientes

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. La escuela primaria King, con la ayuda de su distrito, proporcionará materiales y formación 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 proceda, para fomentar la participación de los padres, por:

- Centro de recursos para padres Talleres para padres
- Talleres para padres

5. La escuela primaria King, en la medida de lo posible y apropiado, coordinará e integrará los programas y actividades de la participación de los padres con Head Start y preescolar público y otros programas, y conducirá otras actividades, tales como centros de recursos para padres, que animen y apoyen a los padres a participar más plenamente en la educación de sus hijos, por:

- In-servicios para profesores/personal

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas 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, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender:

- La Sra. María Ocegueda, Enlace con la Comunidad, o la Unidad de Traducción traducirá los materiales escritos/notificaciones que se envíen a las familias de King Elementary.

PARTE IV. Directrices Discrecionales para la Participación de los Padres en la Escuela Componentes:

1. Otras actividades discrecionales que la escuela, en consulta con sus padres, decide emprender para desarrollar la capacidad de los padres para participar en la escuela.
 - Java & Juice with Jandella (refrescos servidos) - Una vez al mes

PARTE V. Adopción:

Esta Escuela Participación de los Padres Directrices se ha desarrollado conjuntamente con, y acordado con, los padres de los niños que participan en el Título I, Parte A de los programas, como lo demuestra King Elementary School Site Council.

Estas Directrices fueron adoptadas por King Elementary el **24 de octubre de 2024** y estará en vigor durante el período de **1 año**. La escuela distribuirá las Guías a todos los padres de los niños participantes del Título I, Parte A en o antes del **12 de Noviembre del 2024**. Se pondrá a disposición de la comunidad local en o antes del 12 de noviembre **de 2024**. King Elementary 's notificación a los padres de las Directrices será en un formato comprensible y uniforme y, en la medida de lo posible, proporcionar una copia de esta Directrices a los padres en un idioma que los padres puedan entender.



(Firma del funcionario autorizado)

10/24/2024

(Fecha)