



2023-2024

Whittier Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

FRSA K-2 (22-23)Our current system and practice is serving the needs of 63% of our Black and African American students in FRSA K-2. Kindergarten: 50% of our Black and African American students in FRSA 1st Grade: 81% of our Black and African American students in FRSA 2nd Grade: 43% of our Black and African American students in FRSA Our current practice and system is only serving the needs of 25% of our Black and African American students overall in iReady Reading. 1st Grade: 46% of our Black and African American students in Reading. 2nd Grade: 14% of our Black and African American students in Reading. 3rd Grade: 22% of our Black and African American students in Reading. 4th Grade: 20% of our Black and African American students in Reading. 5th Grade: 0% of our Black and African American students in Reading. Our current practice and system is only serving the needs of 12% of our Black and African American students (grades 3-5) in SBAC English Language Arts. 3rd Grade: 22% Black and African American students met in ELA. 4th Grade: 10% Black and African American students exceeded in ELA. 5th Grade: 0% Black and African American students met or exceeded in ELA

SBAC - ELA
22.6% met or exceeded the standards overall (17.5% in 2022 - a 5.1% increase in growth)
29.4% lower than the district average (52%) and 13.4% lower than the elementary purple schools average (36%).
22% met or exceeded the standards in 3rd grade (16.5% in 2022 - a 5.5% increase in growth)
19.6% met or exceeded the standards in 4th grade (18.8% in 2022 - a 0.8% increase in growth)
26.3% met or exceeded the standards in 5th grade (17.3% in 2022 - a 8.9% increase in growth)
12% met or exceeded the standards for African American subgroup (15% in 2022 - a 3% decrease in growth) 26 students
22% met or exceeded the standards for Hispanic/Latinx subgroup (12% in 2022 - a 10% increase in growth) 206 students
13% met or exceeded the standards for ELL subgroup (12% in 2022 - a 1% increase in growth) 119 students
42% met or exceeded the standards for RFEP subgroup (27% in 2022 - a 15% increase in growth) 26 students

FRSA
Kindergarten
Overall 67% (Whittier) compared to 68% (District) is a 1% performance gap and 4% higher than the elementary purple schools average (63%). (28% in 2022 - a 39% increase in growth)
1st Grade
Overall 81% (Whittier) compared to 65% (District) is 16% higher than district and 24% higher than the elementary purple schools average (57%)
2nd Grade
Overall 53% (Whittier) compared to 71% (District) is a 18% performance gap

iReady - ELA (per diagnostic 3) for At or Above
Grade K 78% (Whittier) compared to 74% (District) is a 4% higher than district average of K's that tested (1,319 students)

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Based on the ELA findings, there has been an overall decrease in growth on SBAC ELA, FRSA, and iReady ELA. In order to close the opportunity gap for our African American, Latinx, Hispanic, and English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. deepening their understanding of the literacy accelerators, and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, literacy specialists, reading recovery teachers, grade level teams, and individual teachers will engage in quarterly data meetings, quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals.

ELA goal(s):

- By June 2024, student proficiency on SBAC ELA will increase from 18 to 47%.
- By June 2024, student proficiency for African American subgroup on SBAC ELA will increase from 15% to 44%.
- By June 2024, student proficiency for Hispanic and Lantinx subgroup on SBAC ELA will increase from 12% to 41%.
- By June 2024, FRSA overall proficiency will increase from 39% to 60% (K), 44% to 70% (1st) and 44% to 70% (2nd).
- By June 2024, Print Concepts proficiency will increase from 79% to 90% (K)
- By June 2024, Phonemic Awareness proficiency will increase from 47% to 65% (K) and 79% to 90% (1st)
- By June 2024, Phonics and Word Recognition proficiency will increase from 59% to 70% (K), 54% to 71% (1st) and 46% to 72% (2nd).

EL goal(s):

- By June 2024, student proficiency for RFEP subgroup on SBAC ELA will increase from 12% to 44%
- By June 2024, student proficiency for ELL subgroup on SBAC ELA will increase from 12% to 39%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Our current practice and system is only serving the needs of 13% of our Black and African American students in iReady Math.1st Grade; 16% of our Black and African American students in Math2nd Grade:14% of our Black and African American students in Math3rd Grade: 22% of our Black and African American students in Math4th Grade: 10% of our Black and African American students in Math5th Grade: 0% of our Black and African American students in MathOur current practice and system is only serving the needs of 8% of our Black and African American students (grades 3-5) in SBAC Mathematics overall.3rd Grade: 0% Black and African American students met or exceeded in Math4th Grade: 20% Black and African American students met in Math5th Grade: 0% Black and African American students met or exceeded in Math

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Based on the Math findings, there has been an overall decrease in growth in SBAC Math and i-Ready. There is an overall performance gap of 15% or more compared to the District average in i-Ready. In order to close the opportunity gap for our African American, Latinx, Hispanic, and English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. small group instruction for intervention/enrichment and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, grade level teams, and individual teachers will engage in quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals.

Math goal(s):

By June 2024, student proficiency on the SBAC Math will increase from 15% to 44%.

By June 2024, student proficiency for African American subgroup on SBAC Math will increase from 0% to 35%.

By June 2024, student proficiency for Hispanic and Latinx subgroup on SBAC Math will increase from 11% to 40%.

By June 2024, student proficiency for RFEP subgroup on SBAC Math will increase from 29% to 44%.

By June 2024, student proficiency for ELL subgroup on SBAC Math will increase from 9% to 36%.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

SBAC - ELA
22.6% met or exceeded the standards overall (17.5% in 2022 - a 5.1% increase in growth)
29.4% lower than the district average (52%) and 13.4% lower than the elementary purple schools average (36%).
13% met or exceeded the standards for ELL subgroup (12% in 2022 - a 1% increase in growth) 119 students

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Based on the English Language Learner findings, there has been an overall decrease in growth on SBAC ELA and SBAC Math. In order to close the opportunity gap for our English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. deepening their understanding of the literacy accelerators, and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, literacy specialists, reading recovery teachers, grade level teams, and individual teachers will engage in quarterly data meetings, quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals.

- By June 2023, student proficiency in EL+RFEP subgroup on the SBAC ELA will increase from 27% to 50%
- By June 2023, student proficiency in ELL subgroup on the SBAC ELA will increase from 12% to 40%
- By June 2023, student proficiency in EL+RFEP on the SBAC Math will increase from 29% to 60%.
- By June 2023, student proficiency in ELL on the SBAC Math will increase from 9% to 36%.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

By June 2023, overall self management according to the CORE survey will increase by 11% from 59% to 70%.
By June 2023, overall self efficacy according to the CORE survey will increase by 16% from 54% to 70%.
Culture/Climate goal(s):
By June 2023, overall chronic absenteeism will be reduced from 16.9% to 9.3%.
By June 2023, chronic absenteeism for African American subgroup will be reduced from 26.2% to 18.6%.
By June 2023, chronic absenteeism for Hispanic subgroup will be reduced from 17.5% to 9.9%.
By June 2023, chronic absenteeism for ELL subgroup will be reduced from 16.4% to 8.8%

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) Based on the ELA findings, there has been an overall decrease in growth on SBAC ELA, FRSA, and iReady ELA. In order to close the opportunity gap for our African American, Latinx, Hispanic, and English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. deepening their understanding of the literacy accelerators, and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, literacy specialists, reading recovery teachers, grade level teams, and individual	Goal Partially or Not Met	The overall data highlights the following for SBAC: SBAC - ELA 22.6% met or exceeded the standards overall (17.5% in 2022 - a 5.1% increase in growth) 29.4% lower than the district average (52%) and 13.4% lower than the elementary purple schools average (36%). 22% met or exceeded the standards in 3rd grade (16.5% in 2022 - a 5.5% increase in growth) 19.6% met or exceeded the standards in 4th grade (18.8% in 2022 - a 0.8% increase in growth) 26.3% met or exceeded the standards in 5th grade (17.3% in 2022 - a 8.9% increase in growth) 12% met or exceeded the standards for African American	Continue Literacy support from our IIC and Literacy Specialist during small group instruction. Continue professional development around quality core tier I instruction and small group instruction.

teachers will engage in quarterly data meetings, quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals.

ELA goal(s):

By June 2023, student proficiency on SBAC ELA will increase from 18 to 47%.

By June 2023, student proficiency for African American subgroup on SBAC ELA will increase from 15% to 44%.

By June 2023, student proficiency for Hispanic and Lantinx subgroup on SBAC ELA will increase from 12% to 41%.

By June 2023, FRSA overall proficiency will increase from 39% to 60% (K), 44% to 70% (1st) and 44% to 70% (2nd).

By June 2023, Print Concepts proficiency will increase from 79% to 90% (K)

By June 2023, Phonemic Awareness proficiency will increase from 47% to 65% (K) and 79% to 90% (1st)

By June 2023, Phonics and Word Recognition proficiency will increase from 59% to 70% (K), 54% to 71% (1st) and 46% to

subgroup (15% in 2022 - a 3% decrease in growth) 26 students
22% met or exceeded the standards for Hispanic/Latinx subgroup (12% in 2022 - a 10% increase in growth) 206 students
13% met or exceeded the standards for ELL subgroup (12% in 2022 - a 1% increase in growth) 119 students
42% met or exceeded the standards for RFEP subgroup (27% in 2022 - a 15% increase in growth) 26 students

FRSA

Kindergarten

Overall 67% (Whittier) compared to 68% (District) is a 1% performance gap and 4% higher than the elementary purple schools average (63%). (28% in 2022 - a 39% increase in growth)

1st Grade

Overall 81% (Whittier) compared to 65% (District) is 16% higher than district and 24% higher than the elementary purple schools average (57%)

2nd Grade

Overall 53% (Whittier) compared to 71% (District) is a 18% performance gap

	<p>72% (2nd).</p> <p>EL goal(s): By June 2023, student proficiency for RFEP subgroup on SBAC ELA will increase from 12% to 44% By June 2023, student proficiency for ELL subgroup on SBAC ELA will increase from 12% to 39%</p>		<p>iReady - ELA (per diagnostic 3) for At or Above Grade K 78% (Whittier) compared to 74% (District) is a 4% higher than district average of K's that tested (1,319 students)</p>	
Math	<p>1) Based on the Math findings, there has been an overall decrease in growth in SBAC Math and i-Ready. There is an overall performance gap of 15% or more compared to the District average in i-Ready. In order to close the opportunity gap for our African American, Latinx, Hispanic, and English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement,</p>	Goal Partially or Not Met	<p>The overall data for Math highlighted the following findings:</p> <p>SBAC - Math 19.3% met or exceeded the standards overall (15.1% in 2022 - a 4.2% increase in growth) 20.5% lower than the district average (39.8%) 24.7% met or exceeded the standards in 3rd grade (13.6% in 2022 - a 11.1% increase in growth) 15.7% met or exceeded the standards in 4th grade (18.8% in 2022 - a 3.1% decrease in growth) 18% met or exceeded the standards in 5th grade (13.4% in</p>	<p>Refine strategically planning data driven daily lessons to include spiral review. Utilize i-Ready data to identify needs, form targeted groups for SGI, and continue to spiral review strategies and skills taught from previous lessons.</p>

and evidence of learning (ie. small group instruction for intervention/enrichment and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, grade level teams, and individual teachers will engage in quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals.

Math goal(s):

By June 2023, student proficiency on the SBAC Math will increase from 15% to 44%.

By June 2023, student proficiency for African American subgroup on SBAC Math will increase from 0% to 35%.

By June 2023, student proficiency for Hispanic and Latinx subgroup on SBAC Math will increase from 11% to 40%.

By June 2023, student proficiency for RFEP subgroup on SBAC Math will increase from 29% to 44%.

By June 2023, student proficiency for ELL subgroup on SBAC Math will increase from 9% to 36%.

2022 - a 4.6% increase in growth)
7.7% met or exceeded the standards for African American subgroup (0% in 2022 - a 7.7% increase in growth) 2/26 students
19% met or exceeded the standards for Hispanic/Latinx subgroup (11.4% in 2022 - a 7.6% increase in growth) 209 students
10.7% met or exceeded the standards for ELL subgroup (9% in 2022 - a 1.7% increase in growth) 121 students
17% met or exceeded the standards for RFEP subgroup (15.5% in 2022 - a 1.5% increase in growth) 56 students

iReady - Math (per diagnostic 3) for At or Above
Grade K 38% (Whittier) compared to 56% (District) is a 18% performance gap
Grade 1 31% (Whittier) compared to 46% (District) is a 15% performance gap
Grade 2 28% (Whittier) compared to 46% (District) is a 18% performance gap
Grade 3 32% (Whittier) compared to 48% (District) is a 16% performance gap
Grade 4 16% (Whittier) compared

			to 49% (District) is a 33% performance gap Grade 5 25% (Whittier) compared to 48% (District) is a 23% performance gap	
English Learner	1) Based on the English Language Learner findings, there has been an overall decrease in growth on SBAC ELA and SBAC Math. In order to close the opportunity gap for our English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. deepening their understanding of the literacy accelerators, and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, literacy specialists, reading recovery teachers, grade level teams, and individual teachers will engage in quarterly data meetings, quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals.	Goal Partially or Not Met	The overall data for English Learners highlighted the following: SBAC - ELA 22.6% met or exceeded the standards overall (17.5% in 2022 - a 5.1% increase in growth) 29.4% lower than the district average (52%) and 13.4% lower than the elementary purple schools average (36%). 13% met or exceeded the standards for ELL subgroup (12% in 2022 - a 1% increase in growth) 119 students 42% met or exceeded the standards for RFEP subgroup (27% in 2022 - a 15% increase in growth) 26 students SBAC - Math 19.3% met or exceeded the standards overall (15.1% in 2022 - a 4.2% increase in growth) 20.5% lower than the district average (39.8%) 19% met or exceeded the	Continue to professional development around Designated and Integrated ELD. Strategically utilize resources from Ellevation and progress monitor the progress of English Language Learners within our PDSA cycles.

<p>By June 2023, student proficiency in EL+RFEP subgroup on the SBAC ELA will increase from 27% to 50%</p> <p>By June 2023, student proficiency in ELL subgroup on the SBAC ELA will increase from 12% to 40%</p> <p>By June 2023, student proficiency in EL+RFEP on the SBAC Math will increase from 29% to 60%.</p> <p>By June 2023, student proficiency in ELL on the SBAC Math will increase from 9% to 36%.</p>	<p>standards for Hispanic/Latinx subgroup (11.4% in 2022 - a 7.6% increase in growth) 209 students</p> <p>10.7% met or exceeded the standards for ELL subgroup (9% in 2022 - a 1.7% increase in growth) 121 students</p> <p>17% met or exceeded the standards for RFEP subgroup (15.5% in 2022 - a 1.5% increase in growth) 56 students</p>	
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<p>Culture/Climate</p>	<p>1) By June 2023, overall self management according to the CORE survey will increase by 11% from 59% to 70%. By June 2023, overall self efficacy according to the CORE survey will increase by 16% from 54% to 70%. Culture/Climate goal(s): By June 2023, overall chronic absenteeism will be reduced from 16.9% to 9.3%. By June 2023, chronic absenteeism for African American subgroup will be reduced from 26.2% to 18.6%. By June 2023, chronic absenteeism for Hispanic subgroup will be reduced from 17.5% to 9.9%. By June 2023, chronic absenteeism for ELL subgroup will be reduced from 16.4% to 8.8%</p>	<p>Goal Partially or Not Met</p>	<p>The overall data for Culture and Climate highlighted the following: 16.9% overall chronic absenteeism chronic absenteeism for African American subgroup was 26.2% chronic absenteeism for Hispanic subgroup was 17.5% chronic absenteeism for ELL subgroup was 16.4%</p>	<p>Increase counselor led presentations around wellness and incentive for attendance. Increase attendance challenges for whole class, individual students, and grade levels. Refine and improve our MTSS model to meet the needs of all students. Continue to refine our school-wide signature practice of morning meeting to build community and sense of belonging.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Participate in professional conferences (ELA, math, STEAM, and social emotional learning) to further develop best practices and provide professional development to staff and parents aligned to Whittier's culture climate and academic action plans and school vision. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To purchase related materials to support the implementation of the Whittier's culture climate and academic action plans aligned to the school vision. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
To purchase technology equipment and other related materials to support the implementation of the Whittier's developing STEAM program aligned to culture climate and academic action plans and school vision. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

<p>Based on Multi-Tiered System of Support (MTSS) as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success, the psychologist will serve as the coordinator for the specifically designed Whittier Multi-Tier Support for Social Emotional Learning (SEL) matrix. This primarily includes direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assesement and planning. He/she will also provide support and professional development for all staff regarding tier 1 interventions.</p> <p>Additionally, the psychologist will facilitate group counseling on topics such as motivation and conflict resolution and provide direct services to students in need of behavioral interventions to improve civility, self awareness and self efficacy. He/she will consult with the parents, teachers, other school personnel, and community agencies to enhance support for interventions and next steps for students.</p> <p>(IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>To facilitate collaborative planning sessions and PD to develop strategic planning and establish the delivery of high quality Common Core instruction integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program and social emotional learning (SEL) aligned to Whittier's school vision. (PD 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Whittier will provide an orientation day for all transitional kindergarten and kindergarten parents enrolled for the new school year. This orientation will include detailed information about programs, logistics, systems and involvement opportunities available for parents and students. Selected staff members will administer preassessments to students to assist in the placement process for the 2022-23 school year. (PI 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>The assistant principal will provide targeted support to chronically misbehaved students with the highest rate of suspensions by meeting with parents, observing the student in the classroom, providing behavior contracts and classroom support to students with the highest rates of office referrals. He/she will provide additional supervision to address concerns revealed in the CORE survey. He/she will facilitate grade level/staff meetings around professional development and Safe and Civil meetings around CORE survey data to ensure instructional practices and behavior expectations lead to increased student achievement. He/she will develop supplemental professional development materials to enhance teacher's use of strategies to engage students, small group instruction and differentiation.</p> <p>In addition, he/she will be part of the Multi-Tiered System of Support (MTSS) as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. The assistant principal will serve as a point person within the specifically designed Whittier Multi-Tier Support for Social Emotional Learning (SEL) matrix. This primarily includes direct support to at-risk students within tier 2 of the model for check in/check out for most wanting students across grades TK-5.</p> <p>(IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p>	<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>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</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. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their 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>Core5</p> <p>ELLevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Students are in need of direct services for SEL according to CORE survey and at-promise data measures beyond the LBUSD allocation and described duties for a Compliance/SEL Facilitator. Literacy intervention and language support to support at-promise students kindergarten through 5th grade. SBAC ELA 20, Elementary Reading - FRSA 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20	Compliance/SEL Facilitator will serve as co-coordinator of Whittier's MTSS model. Additionally, the Compliance/SEL Facilitator will provide to targeted students population researched-based literacy interventions (i.e. SIPPS and LLI) and designated ELD (i.e. multilingual newcomers).	English Learners, Identified At-Risk Students, Other Targeted Students	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Compliance/SEL Facilitator	Data collected from the process governing the Whittier Multi-Tier Support for Social Emotional Learning matrix. Number of recommendations for additional support for students. Implement research-based literacy interventions (i.e. SIPPS and LLI). SBAC ELA 20, Elementary Reading - FRSA 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20

CORE Survey results indicate needs for areas to support Whittier's culture climate. Basic Services 100	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$59,717 Hourly - Recreation Aide (5) for 660 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Recreation Aides	Student supervision Student incentives and referral data Student SEL surveys (sense of belonging and self-awareness) Implementation of restorative practices Basic Services 100
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Students are in need of direct services for SEL according to CORE survey and at risk data measures beyond the LBUSD allocation and described duties for a psychologist. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, SEL Survey 30, Other 10	Based on Multi-Tiered System of Support (MTSS) as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all studentsâ€™ academic, behavioral, and social success, the psychologist will serve as the coordinator for the specifically designed Whittier Multi-Tier Student Support for Social Emotional Learning (SEL) matrix. This primarily includes direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups	LCFF \$13,363 Title 1 \$53,453 Psychologist .4 FTE - LCFF 20%; Title 1 80%	07/01/2023 - 06/30/2024 Daily	Psychologist	Data collected from the process governing the Whittier Multi-Tier Support for Social Emotional Learning matrix. Number of recommendations for additional support for students.

<p>and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning. He/she will also provide support and professional development for all staff regarding tier 1 interventions. Additionally, the psychologist will facilitate group counseling on topics such as motivation and conflict resolution and provide direct services to students in need of behavioral interventions to improve civility, self-awareness and self-efficacy. He/she will consult with the parents, teachers, other school personnel, and community agencies to enhance support for interventions and next steps for students.</p>				
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<p>Students and staff need additional support for specific SEL strategies and to close the gap related to designated At Risk Measures. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Other 10</p>	<p>Based on Multi-Tiered System of Support (MTSS) as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all studentsâ€™ academic, behavioral, and social success, the counselor will serve as a point person within the specifically designed Whittier Multi-Tier Support for Social Emotional Learning (SEL) matrix. This primarily includes direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning.</p>	<p>LCFF \$41,049 Title 1 \$41,048 Counselor .5 FTE - LCFF 50%; Title 1 50%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Counselor</p>	<p>Intervention data tracked through LROIX monitoring tools and Whittier MTSS SEL Matrix. Agendas and minutes from regular Whittier Leadership Team meetings (Principal, Counselor, and Psychologist) Collaboartion, planning and program support connected to the FRC.</p>
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Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Staff needs collaborative planning sessions to develop strategic planning and establish the delivery of high quality Common Core State Standards-based lessons that integrate ELA, mathematics, social studies, science and technical subjects and Social emotional learning (SEL) strategies. Core Curriculum 100	To facilitate collaborative planning sessions and PD to develop strategic planning and establish the delivery of high quality Common Core instruction integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program and social emotional learning (SEL) aligned to Whittier's school vision.	Title 1 \$16,635 Substitute teacher full day (23) for 3 days - Title 1 100%	11/01/2023 - 6/15/2024 Semester	Teachers K-5, LBUSD OCIPD personnel, professional organizations	CIV Feedback ILT Meetings ILT led PD ILT Plan and Goals Unit Study Release Day Agenda(s) Professional Reading (s) Classroom Observation and Feedback ILT led PD ILT Plan and Goals Lesson Study Release Day Agenda (s) Synergy Assessment Platform Spotlight on Instruction Professional Reading (s)

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents new to Whittier need specific information to successfully start the school year and become involved in the school community at large. Assessment data is needed as an additional metric in creating balanced classes. Other 100	Whittier will provide an orientation day for all transitional kindergarten and kindergarten parents enrolled for the new school year. This orientation will include detailed information about programs, logistics, systems and involvement opportunities available for parents and students. Selected staff members will administer preassessments to students to assist in the placement process for the 2023-24 school year.	Par Inv \$1,935 Teacher Hourly Extra Comp (6) for 4 hours annually - Par Inv 100%	07/01/2023 - 06/30/2024 Annually	Selected Certificated Staff Administrators	Sign-in sheets Assessment Data

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)	181847
Title I Parent and Family Involvement (3008)	4556

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	64680

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

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

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Angel Mikaele	
Staff	Classroom Teacher	Kelsey Cooper	06-13-2024
Staff	Classroom Teacher	Julia Smith	06-13-2025
Staff	Classroom Teacher	Lauren Bassey	06-13-2025
Staff	Non Classroom Teacher	Sarah Hankinson	06-13-2025
Community	Parent	Elizabeth [REDACTED]	06-13-2025
Community	Parent	Jennifer [REDACTED]	06-13-2025
Community	Parent	City [REDACTED]	06-13-2025
Community	Parent	Dave [REDACTED]	06-13-2024
Community	Parent	Mary [REDACTED]	06-13-2024

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)	Estephania [REDACTED]
DELAC Representative	Parent of EL Student (required)	Erika [REDACTED]
Principal or Designee	Staff Member (required)	Angel Mikaele
Secretary	Parent of EL Student (required)	Silvia [REDACTED]

Name	Representing
Dilene [REDACTED]	Parent of EL Student
Elizabeth [REDACTED]	Parent of EL Student
Fernando [REDACTED]	Parent of EL Student
Gladis [REDACTED]	Parent of EL Student
Rigoberto [REDACTED]	Parent of EL Student
Sindy [REDACTED]	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?	10/27/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Teachers receive time and training on instructional planning and implementation for core instruction and ELD.</p> <p>Teachers and specialist teachers give extra support for EL students below grade level.</p> <p>If possible continue to use funding for Counselor, Psychologist and reading intervention to support EL needs with academics, social emotional learning, improving school attendance and school climate.</p> <p>Advised providing descriptors on what each support person who is funded is responsible for so parents know who to go for support.</p> <p>Advised SSC to approve funding for parent workshops to increase parent engagement and awareness of how to help their children.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>SBAC Math for EL students</p> <p>EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023

6. What was SSC's response to ELAC recommendations?	SSC moved to approve a budget of \$1000 from the parent involvement budget to be used for parent workshops. Council agreed that professional development, noted in the SPSA should continue, including training in SEL strategies, Quality Core Instruction and ELD. SSC agrees the supplemental position descriptors published for families would be a supportive next step. SSC reviewed various data points, including ELL and RFEP data and agreed there is continued need for ELD and small group intervention to support ELL academic growth. SSC agreed, should future funding permit, counselor, school psychologist and reading intervention time to address focus sub-groups should continue. SSC analyzed and approved the SPSA.
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 09/13/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/27/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



John G. Whittier Elementary School



"Wizards of 21st Century Teaching and Learning!"

1761 Walnut Avenue ♦ Long Beach, California 90813 ♦ (562) 599-6263 ♦ Fax (562) 591-4046

Home – School Compact ~ 2023-2024

School Responsibilities	Parent Responsibilities	Student Responsibilities
<ul style="list-style-type: none"> • Address the needs of all students. • Provide enrichment activities at all grades. • Offer a variety of parent educational meetings and workshops. • Identify students with special needs and identify how the school will help. • Recognize students' multicultural backgrounds. • Provide ½ hour before and after school supervision 1st-5th. • Provide parent-teacher conferences. • Provide information about complaint procedures. • Advise parents of procedures for student release in emergency situations. • Provide multilingual staff to facilitate communication. • Teachers will communicate learning objectives on a monthly basis. • Provide uniform assistance as requested/needed 	<ul style="list-style-type: none"> • Get students to school daily and on time. • Promptly report student absences by sending a note or reporting on-line. • Sign required documents. • Read or listen to children read daily. • Ensure students have at least 8 hours of sleep on school days • Provide a quiet, well-lit place to practice school skills. • Send children to school clean. • Have students in clean uniform daily. • Make sure students start the day with a nutritious breakfast at home or at school. • Volunteer at school when possible. • Attend parent-teacher conferences. • Participate in Back to School Night, Open House and other school related activities. • Work together with school staff and support school expectations. • Update emergency contact information when a change occurs. • Check school communications regularly. • Follow all safety and traffic laws when picking up and dropping off your child. • Pick up students on time. 	<ul style="list-style-type: none"> • Be on time. • Complete class work and homework when assigned. • Complete recommended reading minutes or tasks daily if assigned. • Discuss learning with parents. • Follow school expectations i.e.: The Whittier Way: Scholarly, Safe, Respectful, Responsible. • Ask questions when you do not understand. • Wear a school uniform every day. • Respect fellow students, adults and school property. • Use materials responsibly. • Use kind words.

Principal: _____
Teacher: _____

Parent: _____

Student: _____



Pacto entre el hogar y la escuela ~ 2023-2024

Responsabilidades escolares	Responsabilidades de los padres	Responsabilidades del estudiante
<ul style="list-style-type: none">• Atender las necesidades de todos los estudiantes.• Proporcionar actividades de enriquecimiento en todos los grados.• Ofrecer una variedad de reuniones y talleres educativos para padres.• Identifique a los estudiantes con necesidades especiales e identifique cómo ayudará la escuela.• Reconocer los orígenes multiculturales de los estudiantes.• Proporcionar ½ hora de supervisión antes y después de la escuela 1^o calle-5to.• Proporcionar conferencias de padres y maestros.• Proporcionar información sobre los procedimientos de queja.• Informar a los padres sobre los procedimientos para la liberación de estudiantes en situaciones de emergencia.• Proporcionar personal multilingüe para facilitar la comunicación.• Los maestros comunicarán los objetivos de aprendizaje mensualmente.• Proporcionar asistencia uniforme según se solicite o sea necesario.	<ul style="list-style-type: none">• Lleve a los estudiantes a la escuela diariamente y a tiempo.• Informe de inmediato las ausencias de los estudiantes enviando una nota o informando en línea.• Firmar los documentos requeridos.• Lea o escuche a los niños leer diariamente.• Asegúrese de que los estudiantes duerman al menos 8 horas en los días escolares.• Proporcione un lugar tranquilo y bien iluminado para practicar las habilidades escolares.• Enviar a los niños a la escuela limpios.• Haga que los estudiantes usen uniforme limpio todos los días.• Asegúrese de que los estudiantes comiencen el día con un desayuno nutritivo en casa o en la escuela.• Sea voluntario en la escuela cuando sea posible.• Asista a conferencias de padres y maestros.• Participe en la Noche de Regreso a Clases, Casa Abierta y otras actividades relacionadas con la escuela.• Trabajar junto con el personal de la escuela y apoyar las expectativas de la escuela.• Actualice la información de contacto de emergencia cuando ocurra un cambio.• Revise las comunicaciones escolares con regularidad.• Siga todas las leyes de seguridad y tránsito al recoger y dejar a su hijo.• Recoger a los estudiantes a tiempo.	<ul style="list-style-type: none">• Llegar a tiempo.• Completar el trabajo de clase y la tarea cuando se le asigne.• Complete los minutos de lectura recomendados o las tareas diarias si se le asignan.• Discuta el aprendizaje con los padres.• Siga las expectativas de la escuela, es decir: El estilo Whittier: académico, seguro, respetuoso y responsable.• Haga preguntas cuando no entienda.• usar una escuela uniforme todos los días.• Respetar a los compañeros de estudios, a los adultos y a la propiedad escolar.• Utilice los materiales de forma responsable.• Utilice palabras amables.

Director: _____ Padre: _____ Estudiante: _____

Maestro: _____



Whittier Elementary School Family Involvement Guidelines

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

PART I

Whittier Elementary School agrees to implement the following requirements:

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

PART II

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

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

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

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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


- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

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

* * * * *

PART V
ADOPTION

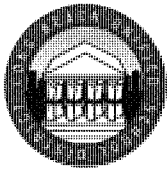
Whittier Elementary School’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on **10/04/2023** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **11/06/2023**. Whittier Elementary School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/5/2023

Date



Whittier Elementary School

Guía de Participación Escolar para las Familias

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

PARTE I

La Whittier Elementary School está de acuerdo en implementar los siguientes requisitos:

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

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

- La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

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

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

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

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

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

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

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

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

* * * * *

PARTE V: ADOPCIÓN

Esta Guía de Participación Whittier Elementary School para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **3 de octubre de 2023** y estarán vigentes por un periodo de **un año lectivo**. La escuela distribuirá la Guía a todas las familias el **6 de noviembre de 2023** o antes. La Whittier Elementary School, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.


Firma del Director(a)

10/5/2023
Fecha