



2023-2024

# **Chavez 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/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](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/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

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

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

**DCAC Recommendations:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**DELAC Recommendations:**

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

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

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

following fifteen components:

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

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

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

## Comprehensive Needs Assessment

### English-Language Arts

#### Written Analysis - ELA Findings

##### Written Analysis

In our effort to accelerate learning, our instructional team has been looking at the outcomes for all students and subgroups by analyzing different assessment measures and data points. As a school we celebrate the areas where growth is evident and reflect on the systems and practices that need improvement.

According to the 2022-2023 SBAC-ELA results:

31.5 % of all 3rd-5th grade students scored Met/Exceeded on the SBAC ELA.

30.6% of all African American students scored Met/Exceeded on the SBAC ELA.

11.8% of all EL students scored Met/Exceeded on the SBAC ELA.

11.9% of our SWD students scored Met/Exceeded on the SBAC ELA.

Our Spec Ed. Speech/RSP students who achieved met/exceeded on SBAC ELA increased from 6% to 20%.

Our 3rd grade students who achieved met/exceeded on SBAC ELA increased from 25% to 35%.

According to the 2022-2023 iREADY-ELA results:

There was an 104% typical growth for all students, 105% typical growth for Black/AA students, and 90% typical growth for our EI students.

20% of all students had a relative placement of mid/Above placement on D3 assessment (increase from 7% on D1)

21% of all Black/African-American students had a relative of mid/above placement on D3 assessment (increase from 9% on D1)

8% of all EL students had a relative of mid/above placement on D3 assessment (increase from 0% on D1)

11% of all SWD had a relative of mid/above placement on D3 assessment (increase from 4% on D1)

According to the 2022-2023 FRSA Data:

77% of all K-2nd students scored overall met.

77% of all Black/African-American students in K-2nd scored overall met.

65% of all EL students in K-2nd scored overall met.

0% of all SWD in K-2nd scored overall met.

## Comprehensive Needs Assessment



# English-Language Arts

## Written Analysis - ELA Goals

### Written Analysis

#### ELA SITE GOALS

##### SLA/ELA - FRSA measure

By June 2024, FRSA will increase by 5% from 77% to 82% for all students.

##### iREADY - ELA measure

By June 2024, 85% of our K-2 students will be mid above or early in the domains of PA, P, and HFW.

By June 2024, 55% of our 3-5 students will be mid above or early in vocabulary and comprehension domains in iREADY ELA.

By June 2024, all of our African-American will achieve at least one year's growth on the iReady ELA D3.

By June 2024, all of our SWD will achieve at least one year's growth on the iReady ELA D3.

By June 2024, all of our EL students will achieve at least one years growth in iREADY ELA D3.

##### SBAC - ELA measure

By June 2024, SBAC ELA will increase by 5% from 32% to 37% for all students.

By June 2024, all African American students will show

By June 2024, 36% of all African-American students will achieve Met+Exceeds on the SBAC ELA.

By June 2024, 17% all of our SWD will achieve Met/Exceeded on SBAC ELA.

By June 2024, 17% of all EL students will achieve Met+Exceeds on the SBAC ELA.

**ACTION PLAN:**

1. Implement a structured literacy model of instruction
2. Focus on small group instruction
3. Intervention support for Tier 2 students.
4. Focus on phonics instruction K-2
5. Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter and Spring).
6. Grade-level collaborative full-day planning days three times a year
7. Co-teaching with site leads.
8. Site specific professional development at long with peer-observations and walkthroughs.

**PROGRESS MONITORING:**

1. Review iREADY and SBAC data, and implement practices to address student needs as shown through student outcomes.
2. Track and analyze reading performance indicators of students in all subgroup categories (e.g., ELs, SWD, Black/AA, etc).
3. Monitor FRSA data and address identified student needs.
4. Teachers will analyze student progress during school-wide professional development meetings, grade-level planning, and grade level meetings.
5. The site literacy lead will continue to provide coaching support to grade levels in accordance to our learning cycles.

## **Comprehensive Needs Assessment**

# **Mathematics**

## Written Analysis - Math Findings

### Written Analysis

In our effort to accelerate learning, our instructional team has been looking at the outcomes for all students and subgroups by analyzing different assessment measures and data points. As a school we celebrate the areas where growth is evident and reflect on the systems and practices that need improvement.

According to the 2022-2023 SBAC-MATH results:

15% of all 3rd-5th grade students scored Met/Exceeded on the SBAC MATH.

8.3% of all Black/African-American students scored Met/Exceeded on the SBAC MATH.

8.6% of all EL students scored Met/Exceed on the SBAC MATH (a decrease from 12.5%)

7.1% of all SWD scored Met/Exceeded on the SBAC MATH (an increase from 2.6%)

16% of all Special ED (speech + RSP) scored Met/Exceeded on the SBAC MATH (an increase from 6%).

According to the 2022-2023 iREADY - Math results:

All students showed a typical growth of 122% from D1 to D3.

All Black/African-American students showed a typical growth of 104% from D1 to D3.

All EL students showed a typical growth of 142% from D1 to D3.

17% of all students had a relative placement of mid/Above placement on D3 assessment (increase from <1% on D1)

9% of all Black/African-American students had a relative placement of mid/Above placement on D3 assessment (increase from 2% on D1)

18% of all EL students had a relative placement of mid/Above placement on D3 assessment (increase from 1% on D1)

11% of all SWD students had a relative placement of mid/Above placement on D3 assessment (increase from <1% on D1)

21% of all SWD (Speech +RSP) students had a relative placement of mid/Above placement on D3 assessment (increase from 4% on D1)

## Comprehensive Needs Assessment

### Mathematics

<b>Written Analysis - Math Goals</b>
<b>Written Analysis</b>
<p><b>GOALS</b>            All students will increase at least one year worth of academic growth in MATH or at least 5% overall growth of met/exceeded as measured by SBAC MATH. Students performing below grade level will increase more than one year of academic growth to close the gaps between their grade level mastery and overall achievement level as measured by iREADY Math assessment.</p> <p><b>SBAC - MATH Measure</b>            By June 2024, 20% of all 3rd-5th graders will achieve Met+Exceeds on the SBAC Math.            By June 2024, 13% of all African-American students will achieve Met+Exceeds on the SBAC Math.            By June 2024, 14% of all EL students will achieve Met+Exceeds on the SBAC Math.            By June 2024, 12% of all SWD students will achieve Met+Exceeds on the SBAC Math.</p> <p><b>iREADY - MATH Measure</b>            By June 2024, all K-5th graders will achieve at least one years growth on the iReady Math D3            By June 2024, all African-American students will achieve at least one year's growth on the iReady Math D3.            By June 2024, all EL students will achieve at least one year's growth on the iReady Math D3.            By June 2024, all SWD students will achieve at least one year's growth on the iReady Math D3.</p>

**ACTION PLAN:**  
Chavez plans to achieve these goals by providing focused programming for TK-2nd grade and 3rd-5th grades. The team will focus on elevating mathematical concept development and impact as follows:

1. Release days for teachers centered around math
2. Book study of Principles to Action
3. Learn the 5 E lesson plan
4. Make instructional shifts in math practices
5. Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter and Spring).
6. Grade-level collaborative full-day planning days three times a year
7. Co-teaching with site leads.
8. Site specific professional development at long with peer-observations and walkthroughs.

**PROGRESS MONITORING:**  
Chavez will progress monitor progress towards aforementioned goals by:

1. Analyzing iREADY and SBAC data
2. Providing Tier 2 math tutoring
3. Analyzing math unit assessments
4. Analyzing math progress/performance of students in all subgroup categories (e.g., ELs, SWD, Black/AA etc) during school-wide professional development meetings, grade-level planning, and grade level meetings.
5. Co-teaching support by site leads to grade levels in accordance to our learning cycles.

## **Comprehensive Needs Assessment**

### **English Learners**

## Written Analysis - English Learner Findings

### Written Analysis

In the 2022-2023 school year, Chavez ELPAC scores showed an increase in the areas of Moderately Developed for all ELs from 20% to 34%. For ELs in 4th grade, there was an increase in overall development for moderately develop from 0% to 44%, in reading domain from 27% to 44%, and writing domain from 45% to 63%. Overall, Chavez students have underperformed in the areas of Reading and Writing on the ELPAC assessment. Our EL low performance is also evident in State and district-wide assessments. It is imperative to note that some EL students have dual identification as EL + Sped.

According to the SBAC - ELA, EL achievement increased from 10% to 12% of EL students scoring met/exceeded on the state assessment.  
According to the SBAC - MATH, EL achievement decreased from 13% to 9% of EL students scoring met/exceeded on state assessment.  
According to FRSA, 65% of ELs score met on the assessment.

## Comprehensive Needs Assessment

### English Learners

## Written Analysis - English Learner Goals

### Written Analysis

English Language Learners - GOALS  
By June 2024, FRSA will increase by 5% from 65% to 70% for English language learners  
By June 2024, 75% of our EL students will be mid above or early in the domains of PA, P, and HFW  
By June 2024, 40% of our 3rd-5th grade students will be mid above or early in vocabulary and comprehension in iREADY ELA D3.  
By June 2024, SBAC ELA EL subgroup will increase by 5% from 12% to 17%.  
By the fall of 2024, all EL students will show at least one level of growth in each domain of the ELPAC

ACTION PLAN:  
1. K-2 phonics focus  
2. Standards based teaching  
3. Small group instruction  
4. Study of EL Roadmap  
5. Teachers will engage in learning cycles to analyze data pertaining ELs.  
6. Peer observations and walkthroughs.

PROGRESS MONITORING:  
1. FRSA with EL focus  
2. Reading levels for EL  
3. iREADY data for ELA + Math, as well as ELPAC scores.  
4. ELlevation platform tools to monitor progress and differentiate instruction.

## Comprehensive Needs Assessment

### Culture/Climate Domain

## Written Analysis - Culture/Climate Findings

### Written Analysis

Our overall results in the areas of Agency (71% responded favorably), Belonging (68% responded favorably), and Identity (75% responded favorably) are slightly below district averages. The subgroup who reports experiencing less of a sense of belonging are our Black/African-American students (63% favorable response). Attendance is even across grade levels. According to data collected, students don't feel represented in our staff, students don't feel close to teachers, and students don't feel safe.

According to PULSE survey data:

Within the Belonging domain 68% of all students responded favorably, 63% of Black/African American students responded favorably and 63% of EL students responded favorably.

Within the Identity domain 75% of all students responded favorably, 71% of Black/African American students responded favorable, and 74 of ELs responded favorably.

In the Belonging domain from PULSE, 68% of students responded favorably.

According to CORE survey data:

Within the safety domain, 61% of students responded favorably on average.

Within the Knowledge and fairness of Discipline, Rules and Norms domain, 59% of students responded favorably to the question about students understanding behavior expectations.

Within the Sense of Belonging domain, 59% of students responded favorably to feeling close to people at school.

## Comprehensive Needs Assessment

### Culture/Climate Domain



**Written Analysis - Culture/Climate Goals**

**Written Analysis**

**CULTURE/CLIMATE GOALS**  
Our goal is to notice at least a 5% increase in all favorable responses in the area of Belonging by the end of the school year.  
By June 2024, Black students sense of personal belonging/safety will be equal to or greater than non-Black students.  
By June 2024, 80% of all 4th-5th grade students will respond favorably to Identity related questions.  
By June 2024, 73% of all 4th-5th grade students will respond favorably to Belonging related questions.

**ACTION PLAN:**  
1. Lessons on respect and friendship  
2. Establish school guidelines for success  
3. Focus group of students to understand their perspective and provide feedback to school personnel.  
4. Implementation of Harmony SEL daily practices.

**PROGRESS MONITORING:**  
1. Analyzing Pulse and CORE survey data at least three times a year (e.g., Fall, Winter and Spring).  
2. Referral Data  
3. Site Surveys  
4. Progress monitoring will also take place during teacher and collaborative planning meetings and through professional development sessions with a specific focus on identified student subgroups (e.g., African American, English Language Learners, Two-or more races student performance), etc.  
5. Teachers will engage in learning cycles to analyze data pertaining to the aforementioned student sub groups.  
6. The SEL facilitator and school counselor will provide support to teachers and students as needed per identified area.

**Comprehensive Needs Assessment**

**SPSA Effectiveness**

<b>SPSA Effectiveness</b>	
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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
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<p>ELA</p>	<p>1) Chavez students will show a 5% gain in SBAC ELA overall, resulting in 35% of our students meeting or exceeding on SBAC ELA. Students in the lowest performing sub groups will demonstrate a 5% gain in students meeting or exceeding on SBAC ELA.</p> <p>Students will make a minimum of a years growth in all content areas.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. Implement a balanced literacy model of instruction</li> <li>2. Focus on small group instruction (Guided Reading)</li> <li>3. Intervention support for Tier 2 students.</li> <li>4. Focus on phonics instruction K-2</li> </ol> <p>Progress Monitoring:</p> <ol style="list-style-type: none"> <li>1. review iready data</li> <li>2. track and analyze guided reading levels of students</li> <li>3. Monitor FRSA data</li> <li>4. Review data and implement practices that support students</li> </ol>	<p>Goal Partially or Not Met</p>	<p>Student data demonstrates that there was an increase in the amount of students that met or exceeded on SBAC ELA. However, we did not meet the school goal of overall 5% growth. The goal was 35% but overall we were at 32%</p> <p>The following are some inferences about the data:</p> <ul style="list-style-type: none"> <li>-Teachers needed more time to learn and understand the cycles of quality core instruction.</li> <li>-Teachers needed more time getting to know the specific needs of students</li> <li>-Interventions were focused on supporting struggling readers</li> <li>-Librarian had limited impact due to the limited amount of time that they are at Chavez. So we are unable to determine its effectiveness.</li> </ul>	<p>For the 2023-2024 school year we will:</p> <ol style="list-style-type: none"> <li>1. We will continue to work toward the 5% increase in the amount of students that met or exceeded in SBAC ELA.</li> <li>2. We are implementing district professional development focusing on K-2 on phonics and 3-5 math.</li> <li>3. Monitor data and growth towards meeting goals at intervals throughout year.</li> <li>4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing.</li> </ol>
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<p>Math</p>	<p>1) Chavez students will show a 10% gain in SBAC math overall, resulting in 23% of our students meeting or exceeding on SBAC math. Students in the lowest performing sub groups will demonstrate a 5% gain in students meeting or exceeding on SBAC ELA.</p> <p>Students will make a minimum of a years growth in all content areas.</p> <p>Action Plan:  1. Release days for teachers centered around math  2. Book study of Principles to Action  3. Learn the 5 E lesson plan  4. Make instructional shifts in math practices</p> <p>Progress Monitoring:  1. analyze iready data  2. after school tutoring  3. analyze math unit assessments</p>	<p>Goal Partially or Not Met</p>	<p>Student data demonstrates that there was no increase in the amount of students that met or exceeded in SBAC math.</p> <p>The following are some inferences about the data:</p> <ul style="list-style-type: none"> <li>-strong focus on foundational reading skills</li> <li>-math was difficult to teach during pandemic</li> <li>- students and teachers needed to gain understanding of new math expectations</li> <li>-Teachers were learning the needs of students in math</li> </ul>	<p>For the 2023-2024 school year we will:</p> <ol style="list-style-type: none"> <li>1. We will expect to have a 5% increase in the amount of students that met or exceeded in SBAC Math.</li> <li>2. Strong focus on math instruction in our professional development</li> <li>3. Monitor data and growth towards meeting goals at intervals throughout year.</li> <li>4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing.</li> </ol>
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<p>English Learner</p>	<p>1) Our goal is to have a 10% increase in EL students that are met and exceeded on SBAC ELA. In addition, a 10% increase in EL students that are met and exceeded on SBAC Math. Our goal is also to increase 10% in EL students that are met and exceeded on FRSA.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. K-2 phonics focus</li> <li>2. standards based teaching</li> <li>3. Small group instruction (guided reading)</li> <li>4. Study EL Roadmap</li> </ol> <p>Progress Monitoring:</p> <ol style="list-style-type: none"> <li>1. FRSA with EL focus</li> <li>2. guided reading levels for EL</li> <li>3. iready data for ELA + Math</li> </ol>	<p>Goal Partially or Not Met</p>	<p>Student data demonstrates that there was a 2% increase in the amount of students that met and exceeded on SBAC ELA.</p> <p>In SBAC math there was a decrease of 4% in the amount of students that met and exceeded.</p> <p>In FRSA we ended the year with 65% of the students met or exceeded.</p> <p>The following are some inferences about th data:</p> <ul style="list-style-type: none"> <li>-we have ELs that are classified as special education students and their learning progressions take longer to attain.</li> <li>-There are good systems in place that support phonics instruction</li> <li>-teachers growing in their knowledge of teaching ELs</li> <li>-Librarian had limited impact due to the limited amount of time that they are at Chavez. So we are unable to determine its effectiveness.</li> </ul>	<p>For the 2023-2024 school year we will:</p> <ol style="list-style-type: none"> <li>1. We will expect to have a 5% increase in the amount of students that met or exceed in all assessment areas for ELs.</li> <li>2. Strong focus on math instruction in our professional development</li> <li>3. Monitor data and growth towards meeting goals at intervals throughout year.</li> <li>4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing.</li> <li>5. EL Road map to focus on instructional strategies that support English language learners.</li> </ol>
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<p>Culture/Climate</p>	<p>1) We will evaluate Pulse and CORE survey data to set a baseline for coming years. Teachers and staff will analyze data results and design next steps that will need to be implemented.</p> <p>There will be a 10% increase in the Pulse survey question on students feeling respected at school.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. Lessons on respect</li> <li>2. Establish school guidelines for success</li> <li>3. focus group of students to understand their perspective</li> <li>4. SEL implementation</li> </ol> <p>Progress Monitoring:</p> <ol style="list-style-type: none"> <li>1. Pulse and CORE survey</li> <li>2. Referral Data</li> <li>3. Site Surveys</li> </ol>	<p>Goal Met</p>	<p>Student data demonstrates that we exceeded the goal on our PULSE survey results. We were working increasing students feeling respected at school</p> <p>The following are some inferences about the data:</p> <p>strong focus on respect</p> <p>lessons were taught</p> <p>students were held accountable to be respectful to each other</p>	<p>For the 2023-2024 school year we will:</p> <ol style="list-style-type: none"> <li>1. Continue SEL lessons for students</li> <li>2. Adding schoolwide SEL curriculum following district guidelines and expectations</li> <li>3. Student focus group to hear their input and implement their feedback</li> <li>4. Continue to use PULSE and core survey data to monitor progress</li> </ol>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional hourly for teacher planning, collaboration, implementation of instructional expectations during distance learning and to help meet school goals. In addition, teachers need to develop and design a dual immersion program. These opportunities would occur before or after school and/or summer. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase materials to support parent implementation of interventions. (PI 2)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Playground Partners offers students the ability to participate in any playground games such as obstacles courses, team sports, and fitness related activities. They create an emotionally safe outdoor play environment for all students. They also encourage character development through team building and skills development. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Full day substitutes and hourly pay for teachers to collaborate, plan, observe, and receive training that support both academic and social emotional school goals. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Parents need to be participants in their child's education and need to meet alongside teachers to make decisions about their children during SST meetings (PI 3)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

<p>Teacher Librarian (.2 FTE)          Provide supplemental instruction to students in grades K -2. Supplement most at-risk ELA students' access to literature and informational text, provide readers' advisory, and database and technology instruction to support content area standards</p> <ul style="list-style-type: none"> <li>• Supplement primary students' literary knowledge development and comprehension skills through narrative presentation, identifying genres, connecting themes, identifying story elements and modeling fluency.</li> <li>• Collaborate with teachers in selection of classroom libraries to align with content standards</li> <li>• Supplement ELA instruction by providing mini-lessons that are aligned to Common Core standards</li> <li>• Augments the ELA and other content area instructional programs by providing supplemental instruction in close read and text dependent questions.</li> </ul> <p>(IN 2)</p>	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Provide translation at school-wide events such as Back to School Night, Conferences, Workshops, and IEPs. Translation of materials and parent resources will also be needed/. (PI 1)</p>	Limited or no impact	Limited or no impact	Somewhat Impactful	Limited or no impact
<p>The Counselor will coordinate an effective SST process that addresses the social-emotional, academic, and behavioral needs of the students. The counselor will be responsible, but not limited to the following academic interventions: monitor academic performance in math and ELA and ensure students have access to appropriate interventions based on their individual academic needs. The Counselor works with teachers and Principal to prepare and deliver parent workshops to provide parents with resources to help their students academically. In addition to academic interventions the counselor will provide support with behaviors and attendance for all subgroups. Based on CORE Survey results, the Counselor will continue to deliver small group lessons that focus on Safety and Self-management. The Counselor will serve as a liaison to SBMH provider and will provide small group direct instruction to students. Counselor will also be responsible for monitoring school data (behavior and academic) to provide support for student intervention groups inside and outside the classroom. Futhermore, counselor will assist in analysis of learning problems for at-risk students and will help the teacher, child, and parent develop a course of action. Counselor will provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.</p> <p>(IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact



Provide principal with miscellaneous funds to cover the operational expenses and extra added cost of supplies needed to accelerate learning. All expenses would be reported to school site council and would support academic achievement, student safety, or improvement of school climate. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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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> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching</li> </ul>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>

and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

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.

- 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.

summative Assessments

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

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

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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
The need for instructional materials, facilities supplies, and materials to support culture and climate. Culture-Climate Survey (Student-Staff) 100	Provide principal with miscellaneous funds to cover the operational expenses and extra added cost of supplies needed to accelerate learning. All expenses would be reported to school site council and would support academic achievement, student safety, or improvement of school climate.	All Students	LCFF \$5,000 Materials - LCFF 100%	08/15/2023 - 06/14/2024 Daily	Principal	Core Survey Culture-Climate Survey (Student-Staff) 100

Students need a safe and engaging outdoor environment Culture-Climate Survey (Student-Staff) 100	Playground Partners offers students the ability to participate in any playground games such as obstacles courses, team sports, and fitness related activities. They create an emotionally safe outdoor play environment for all students. They also encourage character development through team building and skills development.	All Students	LCFF \$3,000 Services - LCFF 100%	08/15/2023 - 06/14/2024 Weekly	Principal	Principal Culture-Climate Survey (Student-Staff) 100
CORE Survey data Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	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 \$39,087 Hourly - Recreation Aide ( 4 ) for 540 hours annually - LCFF Rec 100%	08/29/2023 - 06/16/2024 Daily	Principal	CORE Survey results Culture-Climate Survey (Student-Staff) 50, SEL Survey 50

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
In coming kindergartners and their families are provided multiple opportunities to learn more about our dual immersion program. In January information packets are sent to all nearby and dual language preschools to inform them of our program. In February, we invite families to an information night to learn more about our school and meet teachers. In March, we offer parents a tour of the classrooms where they can see learning in action. In the summer, attending students and their families are invited to kinder orientation to meet their teacher, see their classrooms, and begin to make friends.	In late January, all families of 5th grade students are invited to a "Transition Meeting" hosted by the Counselor. She explains the process for completing required paperwork and provides a brief overview of the programs available in the District. Families and students are invited to attend middle school information nights. Parents then select their school of choice on ParentVUE and are notified of their child's placement towards the end of the year.	No Data.

## Accountability Measure 2: Organizational Climate

### Organizational Climate

#### Organizational Climate

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

### 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
Lessons and resources need to be created for the use of professional development for the implementation of CCSS. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40	Full day substitutes and hourly pay for teachers to collaborate, plan, observe, and receive training that support both academic and social emotional school goals.	LCFF \$14,189 Substitute teacher full day ( 14 ) for 4 days - LCFF 100%	08/15/2023 - 06/14/2024 Monthly	Classroom Teachers IIC Literacy Teacher Principal	ILT Grade Level Agendas Classroom Observations Data



**Accountability Measure 3: Professional Development**

**Teacher Involvement**

<b>Describe Teacher Involvement</b>
<b>Written Analysis</b>
<p>The Instructional Leadership Team meets periodically and is comprised of members who represent each grade level. In addition, we have the following committees at Chavez to support all aspects of school goals: elected teacher to represent in the School Site Council (SSC), Reward and Recognition focuses on recognizing and rewarding both students and staff in attaining goals and creating an environment that is celebratory. Also, we have our culture and climate committee that meets to address the development of a behavior modification plan. This year we have added a technology support team that address the technology needs of staff. Also, our Dual Immersion committee that focused on the development of our Chavez Dual Immersion program. These committees meet as needed to accomplish school goals. Grade level meetings occur monthly with a focus on monitoring student progress and curriculum development. All teachers collaborate with Principal, Counselor, and School Psychologist through SST and IEP process to create plans for struggling and high achieving students.</p>

**Accountability Measure 4: Parent & Community**

**Parent and Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
support at home Culture-Climate Survey (Parent) 100	Purchase materials to support parent involvement at Chavez.	Par Inv \$2,292 Materials - Par Inv 100%	08/15/2023 - 06/14/2024 Monthly	IIC	Principal



### 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)	93840
Title I Parent and Family Involvement (3008)	2398

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	34440

\* 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	Brenda Ocampo	
Staff	Classroom Teacher	Esther Chai	06-14-2024
Staff	Classroom Teacher	Katelyn Wells	06-14-2024
Staff	Classroom Teacher		
Staff	Non Classroom Teacher	Vanessa Mosqueda	06-14-2025
Community	Parent	Adelita [REDACTED]	06-14-2024
Community	Parent	Stephanie [REDACTED]	06-14-2024
Community	Parent	Robert [REDACTED]	06-14-2024
Community	Parent	Raelene [REDACTED]	06-14-2025
Community	Parent	Ryan [REDACTED]	06-14-2025



## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Ana [REDACTED]
DELAC Representative	Parent of EL Student (required)	Angelina [REDACTED]
Principal or Designee	Staff Member (required)	Brenda Ocampo
Secretary	Staff Member (required)	Daisy Garcia

Name	Representing
Miguel [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?	11/06/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	-Math and ELA workshops for parents and students regarding best practices/strategies (including ELPAC test prep workshop) -Books to practice reading and writing strategies at home. -Intervention cycles after school for major content areas (e.g., math, reading and writing)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data EL Attendance Rates Other: district assessments (iREADY Math and ELA), and discipline, socio-emotional data as reported by CORE and PULSE surveys.
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/16/2023

6. What was SSC's response to ELAC recommendations?	SSC discussed and approved all of the items listed on the ELAC Recommendation form.
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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): 11/16/2023
2. The SSC approved the **Home-School Compact** on 10/30/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/25/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 10/20/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/16/2023
6. The SPSA was approved at the following SSC Meeting: 11/16/2023

### LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

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

SSC Chair: \_\_\_\_\_

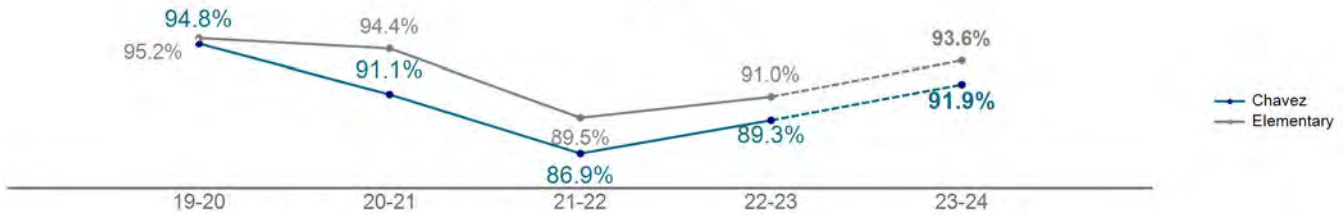
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

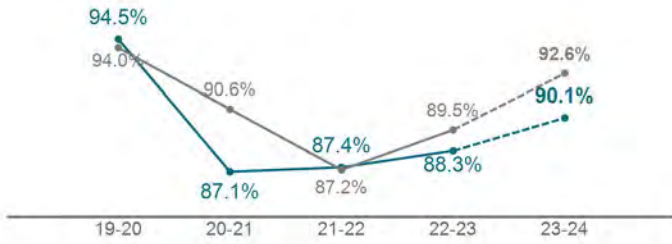
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

**Chavez  
All Students  
N = 315**



**African American  
N = 41**



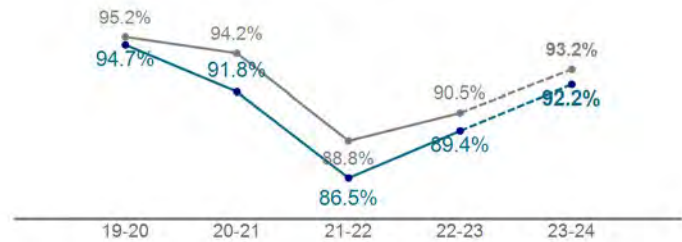
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

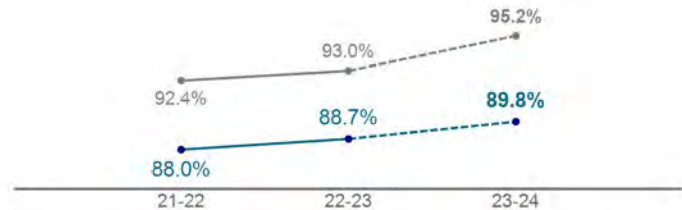
**Hispanic  
N = 232**



**Pacific Islander**

Subgroup with fewer than 20 students.

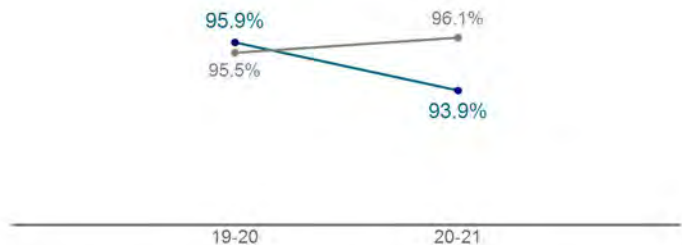
**White  
N = 21**



**Native American**

Subgroup with fewer than 20 students.

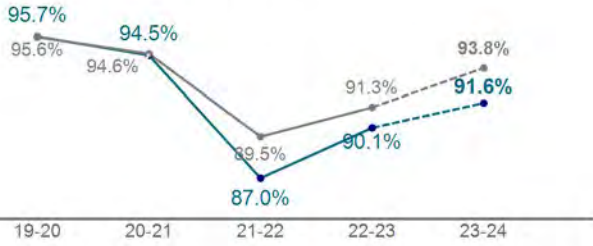
**Other**



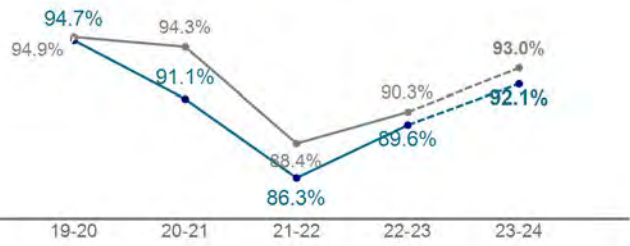
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Attendance Rate

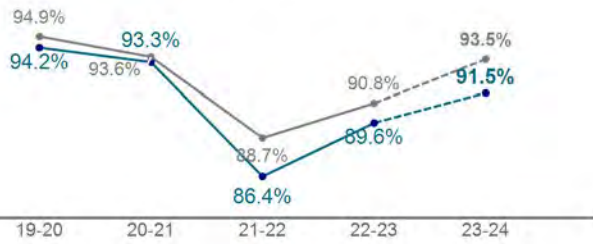
**EL + RFEP**  
N = 98



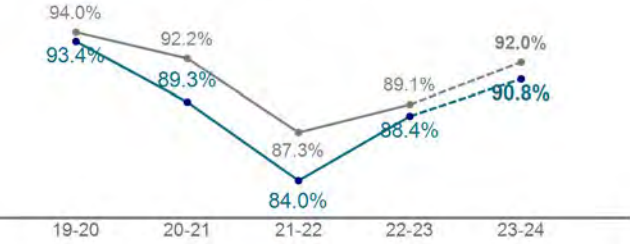
**Low SES**  
N = 309



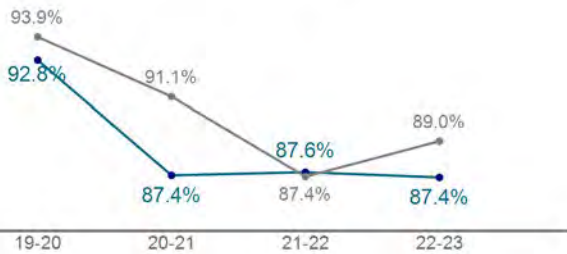
**English Learner**  
N = 91



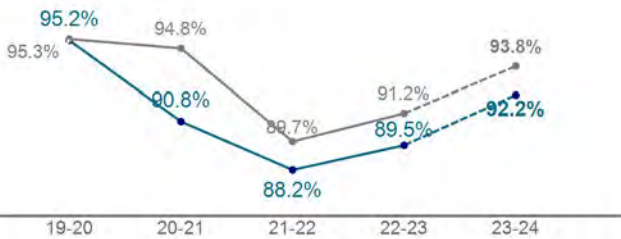
**Special Education**  
N = 74



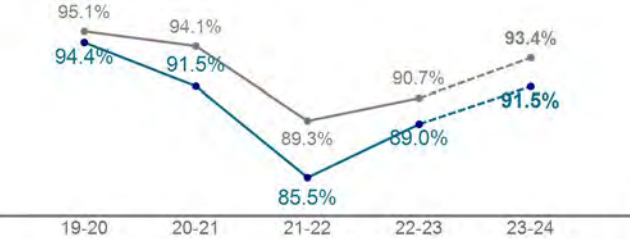
**Homeless or Foster Youth**



**Female**  
N = 158



**Male**  
N = 157



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

# Chronic Absence by Attendance Bands School Data by Subgroup Chavez 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
<b>All Students</b>	359	359	14	29	19	19	19	42.9%	34.3%	61.8%	32.2%
<b>Grade</b>	Gr. TK	1	100					100.0%		100.0%	52.5%
	Gr. K	65	17	32	20	18	12	49.2%	44.8%	69.2%	43.8%
	Gr. 01	55	9	27	22	13	29	36.4%	23.5%	58.2%	35.2%
	Gr. 02	56	16	18	23	29	14	33.9%	45.1%	57.1%	29.4%
	Gr. 03	52	12	46	12	17	13	57.7%	36.7%	69.2%	27.7%
	Gr. 04	57	12	39	16	16	18	50.9%	29.4%	66.7%	27.1%
	Gr. 05	73	16	15	21	21	27	31.5%	25.5%	52.1%	25.6%
<b>Ethnicity</b>	African American	65	17	23	20	22	18	40.0%	41.4%	60.0%	41.6%
	Asian	6	17	33	17	33	16.7%	22.2%	50.0%	21.4%	
	Cambodian	6	33	33	17	17	33.3%	0.0%	66.7%	24.5%	
	Filipino	3	67	33	0.0%	0.0%	66.7%	18.9%			
	Hispanic	248	14	29	18	19	19	43.5%	33.0%	61.7%	34.8%
	Pacific Islander	1	100					0.0%	0.0%	0.0%	43.8%
	White	21	14	38	14	10	24	52.4%	23.8%	66.7%	18.3%
	Other	15	7	47	20	13	13	53.3%	52.9%	73.3%	27.5%
<b>Gender</b>	Female	189	12	29	20	21	19	40.7%	28.7%	60.3%	31.0%
	Male	170	16	29	18	17	19	45.3%	40.4%	63.5%	33.3%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Chavez 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

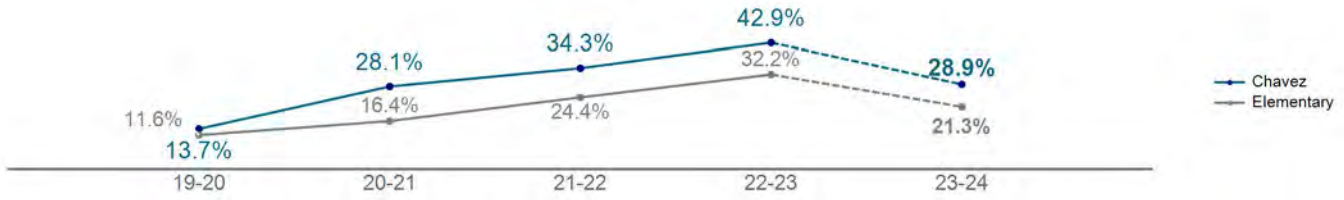
Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates			
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory
	Low SES	333	13	29	19	20	19	41.7%	37.1%	61.0%	36.0%
	ELL	96	13	31	14	21	22	43.8%	34.7%	57.3%	33.8%
	RFEP	11		18	18	27	36	18.2%	0.0%	36.4%	15.7%
	EL + RFEP	107	11	30	14	21	23	41.1%	30.3%	55.1%	31.0%
	Special Ed.	79	15	38	18	10	19	53.2%	44.8%	70.9%	41.4%
	Spec Ed. Speech/RSP	36	8	36	14	8	33	44.4%	34.5%	58.3%	31.8%
	Homeless/Foster	29	21	34	24	10	10	55.2%	29.7%	79.3%	43.2%
	Foster	3		67		33		66.7%	57.1%	66.7%	41.7%
	Homeless	26	23	31	27	12	8	53.8%	23.3%	80.8%	43.4%
	GATE/Excel	7		14	14	14	57	14.3%	16.7%	28.6%	13.4%

The percentages may not equal 100% due to rounding.

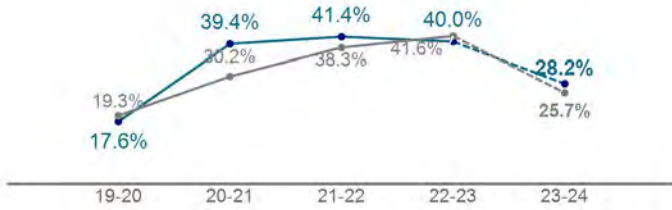


# Percent of Students in the Moderately or Severely Chronic Categories

**Chavez**  
All Students  
N = 305



**African American**  
N = 39



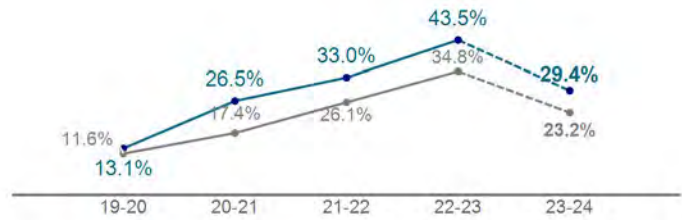
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

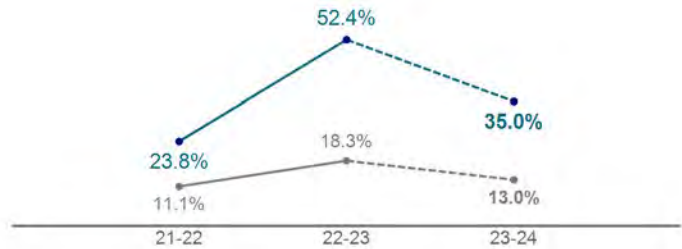
**Hispanic**  
N = 228



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**  
N = 20



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

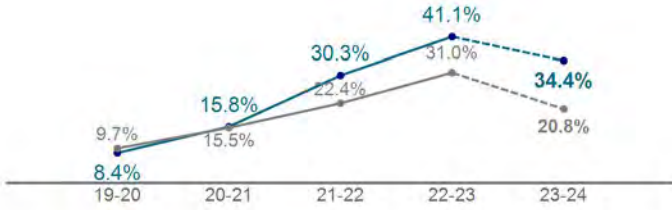
# Percent of Students in the Moderately or Severely Chronic Categories



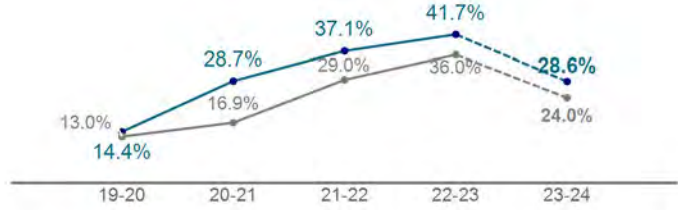
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

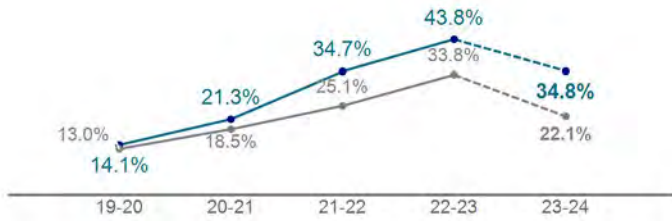
**EL + RFEP**  
N = 96



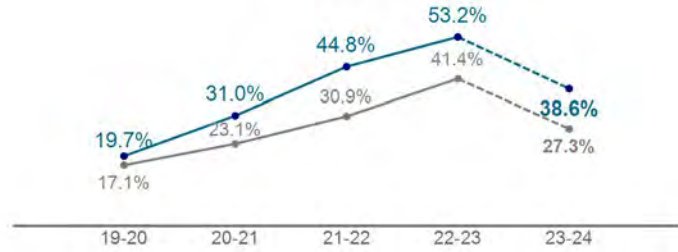
**Low SES**  
N = 301



**English Learner**  
N = 89



**Special Education**  
N = 70



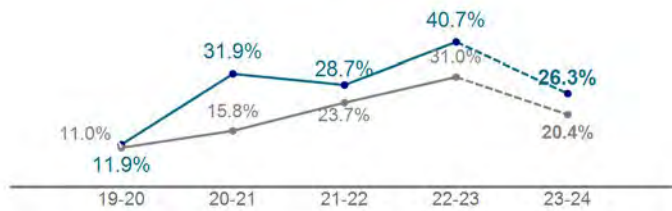
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

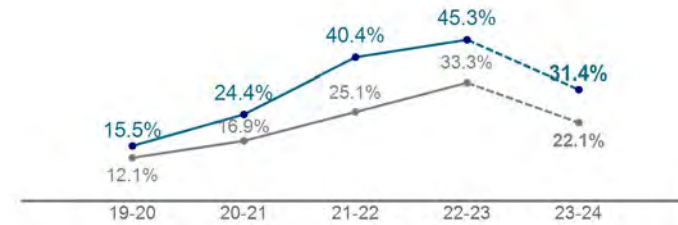
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 152



**Male**  
N = 153



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

# SBAC ELA 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	165	68%	50	18	23	8	32%	↑2		↑2	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	48	65%	48	17	21	15	35%	↑11		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	50	70%	44	26	22	8	30%	↓3		↑4
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	67	70%	57	13	25	4	30%	↓1		-	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	Hispanic	109	74%	50	24	19	6	26%	↓1		↑1
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	36	69%	61	8	25	6	31%	↑4		↓4
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	White	7*	29%	29		57	14	71%	↑9		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
Other	7*	43%	29	14	29	29	57%	↑17		-	
	All Elementary	30%	17	13	26	45	70%	↑2		↑5	
	District	33%	16	17	29	38	67%	↑1		↓1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Asian	4*	25%	25	50	25	75%	↑35		-	
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	3*	67%	33	33	33	33%	↓42		-	
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Filipino	1*	0%			100	100%	-		-	
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	Pacific Islander	1*	100%	100			0%	-		-	
All Elementary		69%	33	36	19	12	31%	↓4		↑3	
District		63%	31	32	28	9	38%	↓2		↓3	
Gender	Female	91	65%	46	19	26	9	35%	↑3		-
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	74	73%	55	18	19	8	27%	↑1		↑4
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
All Elementary*		50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	42	71%	60	12	19	10	29%	↑9		↑13
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	34	88%	74	15	9	8	12%	↑2		↑8

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Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	8*	0%			63	38	100%	↑50		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
	Foster	District	44%	17	27	35	21	56%	↑-		↓4
		All Elementary	75%	50		50		50%	↑50		-
	GATE/Excel	6*	0%			17	83	100%	-		-
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
	Homeless	District	14%	3	11	32	54	86%	↓-		↓3
		15*	87%	67	20	13		13%	↓18		-
	Homeless/Foster	All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Low SES	17*	82%	65	18	18		18%	↓10		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
	Special Ed.	District	65%	41	24	23	12	35%	↓1		↓1
		159	67%	50	17	24	9	33%	↑2		↑2
Spec Ed. Speech/RSP	All Elementary	59%	36	23	22	18	41%	↑2		↑6	
	District	59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	42	88%	86	25	7		12%	↑7		↑4	
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
Spec Ed. Speech/RSP	District	84%	65	19	11	5	16%	↑1		↑1	
	19*	74%	74		11	16	26%	↑20		-	

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Chavez

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	77%	57	19	13	11	23%	↑2		↑5
	Speech/RSP	District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	166	85%	55	30	10	5	15%	↑-		↓5	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	48	79%	52	27	13	8	21%	↓5		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	51	82%	47	35	12	6	18%	↑7		↓11
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	67	91%	63	28	6	3	9%	↑-		-
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	110	85%	56	29	12	3	15%	↑1		↓4
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	36	92%	56	36	3	6	8%	↓-		↓4
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Other	7*	71%	57	14	14	14	29%	↓11		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	7*	71%	43	29	14	14	29%	↑17		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	4*	75%	25	50	25	25%	↓15		-	
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	3*	67%	33	33	33	33%	↓17		-	
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	1*	0%			100	100%	-		-	
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	Pacific Islander	1*	100%	100			0%	-		-	
All Elementary		73%	41	32	18	9	27%	↓3		↓3	
District		76%	46	30	17	8	24%	↓-		↓6	
Gender	Female	92	88%	55	33	8	4	12%	↓2		↓3
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	74	81%	54	27	12	7	19%	↑2		↓7
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
District		62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	43	84%	60	23	9	7	16%	↑3		↓9
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	35	91%	71	20	6	3	9%	↓4		↓8

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	8*	50%	13	38	25	25	50%	↑33		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
	Foster	District	66%	36	30	20	14	34%	↑1		↓9
		2*	100%	50	50			0%	-		-
	GATE/Excel	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	Homeless	6*	17%		17		83	83%	↑23		-
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	Homeless/Foster	District	26%	8	18	28	47	74%	↑2		↓9
		15*	80%	67	13	13	7	20%	↑4		-
	Low SES	All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Special Ed.	17*	82%	65	18	12	6	18%	↑4		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
Spec Ed. Speech/RSP	District	79%	53	25	14	7	21%	↑1		↓4	
	160	85%	54	31	9	8	15%	↓3		↓5	
Special Ed.	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
	District	73%	46	27	17	11	27%	↑2		↓5	
Special Ed.	42	93%	88	5	7		7%	↑5		-	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	19*	84%	74	11	16		16%	↑10		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	78%	55	23	12	10	22%	↑3		↓1
	Speech/RSP	District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	67	85%	28	57	10	4	15%	↑2	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	74%	17	57	18	8	26%	↑1	-	
Grade	Gr. 05	85%	28	57	10	4	15%	↑2	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	70%	16	54	20	10	30%	↑1	-	
Ethnicity	Hispanic	44	89%	30	59	7	5	11%	↑8	-
		All Elementary	76%	18	59	17	6	24%	↑1	-
		District	81%	19	62	15	4	19%	↑1	-
	African American	20	75%	20	55	20	5	25%	↑8	-
		All Elementary	81%	24	57	16	3	19%	↑4	-
		District	86%	29	57	12	2	14%	↑1	-
	Asian	1*	100%	100				0%	↓50	-
		All Elementary	57%	9	48	24	19	43%	↑-	-
		District	57%	6	50	28	15	43%	↑2	-
	Other	1*	100%	100				0%	-	-
		All Elementary	51%	8	43	29	20	49%	↓2	-
		District	56%	11	46	25	18	44%	↓-	-
Pacific Islander	1*	100%	100				0%	-	-	
	All Elementary	83%	22	61	17		17%	↓14	-	
	District	88%	20	69	10	2	12%	↓4	-	
Gender	Female	40	78%	23	55	15	8	23%	↑8	-
		All Elementary	71%	14	57	19	10	29%	↑-	-
		District	75%	15	60	18	7	25%	↑1	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Gender	Male	27	96%	37	59	4	4%	↓9		-	
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	18*	100%	33	67		0%	-		-	
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	13*	100%	46	54		0%	-		-	
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	5*	100%	100			0%	-		-	
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	GATE/Excel	3*	33%		33	33	33	67%	↓33		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	Homeless	7*	86%	57	29	14		14%	↑14		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	7*	86%	57	29	14		14%	↑14		-
All Elementary		83%	21	62	13	4	17%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Chavez

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless/Foster	District	87%	25	62	10	3	13%	↓1		-
	Low SES	66	85%	27	58	11	5	15%	↑4		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	16*	94%	50	44	6		6%	↑6		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	10*	90%	20	70	10		10%	↑10		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

\*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	114	114	31	32	25	20	23
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	49	45	20	35	22	22
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	65	20	42	17	18	23
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	Hispanic	76	35	30	25	21	24
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	African American	26	-	46	23	23	8
		All ES	50	22	22	22	34
		District	25	36	16	15	33
	Other	6 <sup>^</sup>	-	17	17	17	50
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	White	3 <sup>^</sup>	-		67		33
		All ES	53	19	22	27	33
		District	29	33	16	16	35

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Asian	2^	-	100			
		All ES	53	21	23	23	34
		District	33	30	16	16	38
	Cambodian	1^	-	100			
		All ES	53	20	22	25	33
		District	34	30	16	17	37
	Pacific Islander	1^	-	100			
		All ES	41	23	26	25	26
		District	26	32	17	18	33
Gender	Female	68	36	26	26	21	26
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	46	23	41	22	20	17
		All ES	50	22	22	24	32
		District	26	35	15	16	34
Nonbinary	All ES^	72	17	17	33	33	
	District	28	33	15	8	44	
Special Populations	EL + RFEP	32	48	31	19	16	34
		All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	26	50	31	19	12	38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.



# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A  Special Populations	ELL	All ES	50	24	21	23	32
		District	34	31	16	18	35
	RFEP	6 <sup>^</sup>	-	33	17	33	17
		All ES	50	22	21	23	34
	GATE/Excel	District	18	39	12	14	36
		5 <sup>^</sup>	-	20	20		60
	Foster	All ES	49	21	22	27	30
		District	27	34	15	18	33
	Homeless	All ES	55	25	10	31	33
		District	23	40	12	20	29
	Homeless/Foster	12 <sup>^</sup>	-	33	8	17	42
		All ES	55	21	21	25	34
	Low SES	District	28	33	16	17	34
		12 <sup>^</sup>	-	33	8	17	42
	Special Ed.	All ES	55	21	20	25	34
		District	28	34	16	17	33
	113	31	33	25	20	22	
	All ES	50	22	22	24	32	
	District	26	35	15	16	34	
	29	29	34	31	10	24	
	All ES	43	27	20	23	31	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	Special Populations	Special Ed.	District	27	35	15	15	35
				14^	-	14	29	14
	Spec Ed. Speech/RSP	All ES	47	24	21	24	31	
		District	28	35	15	16	34	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	115	115	30	28	30	28	14	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	49	34	16	41	29	14	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	66	27	36	23	27	14	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	77	27	32	29	26	13	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	African American	26	27	23	35	31	12	
		All ES	35	26	27	28	20	
		District	14	40	19	17	24	
	Ethnicity	Other	6^	-		33	50	17
			All ES	40	21	29	29	21
			District	22	34	22	19	26
		White	3^	-	33	33	33	
			All ES	36	22	33	28	18
			District	19	34	22	19	24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	Asian	2^	-			50	50	
		All ES	42		21	26	30	23
		District	19		36	19	20	26
	Cambodian	1^	-				100	0
		All ES	42		21	26	31	22
		District	19		36	19	20	25
	Pacific Islander	1^	-				100	0
		All ES	30		29	29	26	15
		District	14		42	17	18	24
Gender	Female	69	31		28	32	25	16
		All ES	38		23	28	29	20
		District	15		38	19	19	24
	Male	46	28		28	28	33	11
		All ES	39		24	28	27	21
		District	16		38	20	18	25
Nonbinary	All ES^	59			33	50	17	
	District	5		38	20	18	25	
Special Populations	EL + RFEP	33	35		33	24	24	18
		All ES	41		23	26	28	23
		District	12		41	18	17	24
	ELL	27	34		37	22	22	19

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	ELL	All ES	42	23	25	29	23
		District	23	35	19	19	26
	RFEP	6^	-	17	33	33	17
		All ES	40	24	27	26	23
	GATE/Excel	District	4	46	17	15	23
		5^	-		40	40	20
	Foster	All ES	35	24	30	28	18
		District	19	35	21	20	25
	Homeless	All ES	41	24	26	33	17
		District	21	39	16	19	25
	Homeless/Foster	13^	-	46	23	23	8
		All ES	37	26	27	26	21
	Low SES	District	13	40	19	17	24
		13^	-	46	23	23	8
	Special Ed.	All ES	38	26	27	26	21
		District	14	40	19	17	24
	Special Ed.	114	30	27	31	28	14
		All ES	38	24	28	28	21
	Special Ed.	District	14	39	19	18	24
		29	16	41	21	24	14
Special Ed.	All ES	37	26	25	25	24	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Chavez

11/27/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Special Ed.	District	20	36	19	16	29
		14^	-	36	21	36	7
	Spec Ed. Speech/RSP	All ES	39	24	26	26	24
		District	19	36	19	17	28

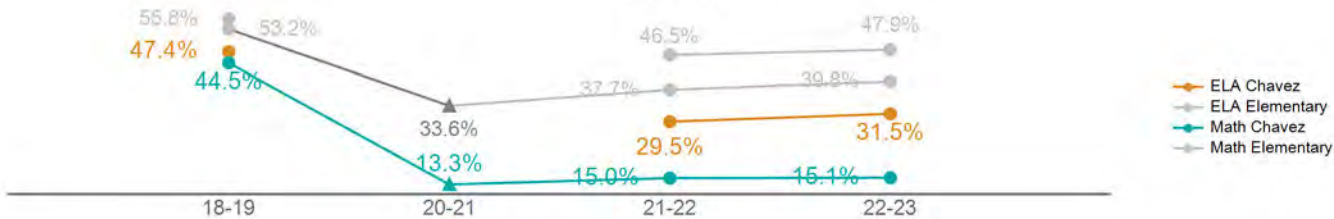
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**Chavez**  
All Students  
N = 166



**African American**  
N = 36



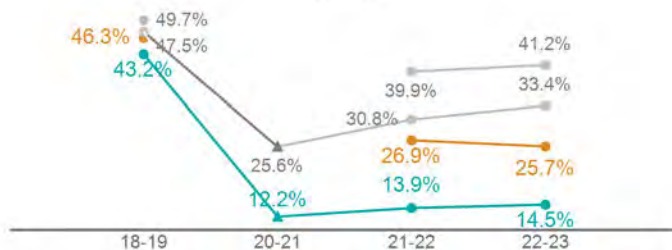
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 110



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

## Percent of Students with Achievement Level of Met or Exceeded in SBAC

### Native American

Subgroup with fewer than 20 students.

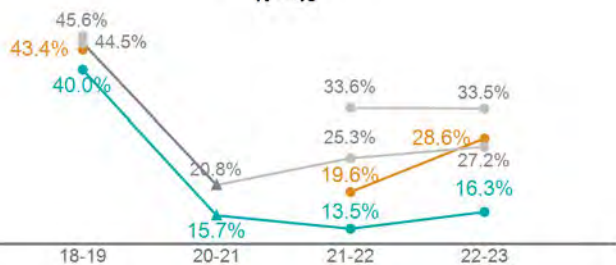
### Other

Subgroup with fewer than 20 students.

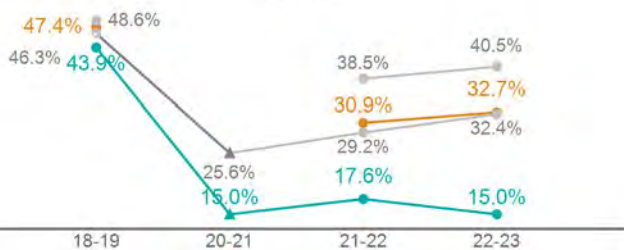


## Percent of Students with Achievement Level of Met or Exceeded in SBAC

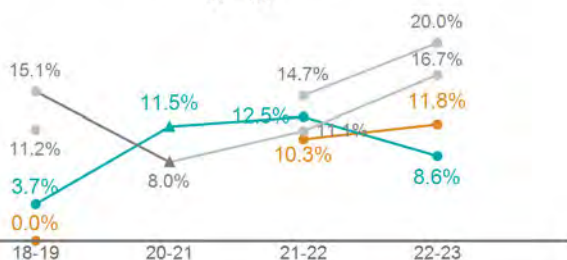
**EL + RFEP**  
N = 43



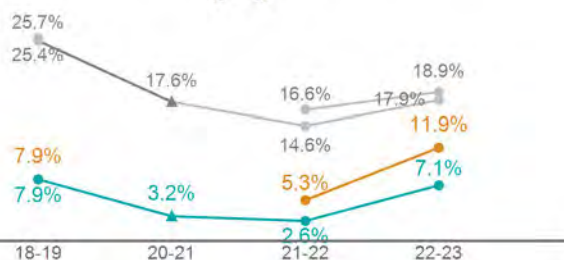
**Low SES**  
N = 160



**English Learner**  
N = 35



**Special Education**  
N = 42



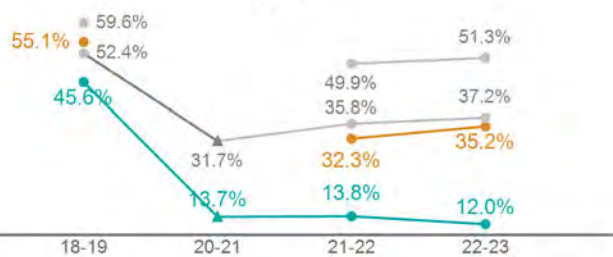
**Homeless**

Subgroup with fewer than 20 students.

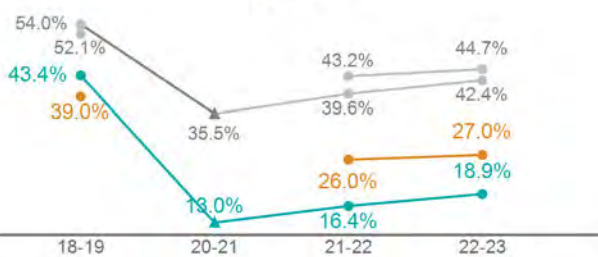
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 92



**Male**  
N = 74



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

# i-Ready Math Overall Relative Placement School Data by Subgroup Chavez 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	272	3	272	15	14	33	21	17
<b>Grade</b>	Gr. 01	3	51	16		55	14	16
	Gr. 02	3	55		15	20	22	44
	Gr. 03	3	48	15	13	38	23	13
	Gr. 04	3	50	34	6	32	22	6
	Gr. 05	3	66	24	18	24	24	9
<b>Ethnicity</b>	African American	3	46	17	20	24	30	9
	Hispanic	3	192	14	14	36	18	18
<b>Gender</b>	Female	3	144	14	14	37	19	17
	Male	3	128	16	13	30	23	18
<b>Special Populations</b>	Low SES	3	257	15	13	34	21	17
	ELL	3	74	22	11	31	19	18
	EL + RFEP	3	85	19	9	31	20	21
	Special Ed.	3	65	35	22	26	6	11
	Spec Ed. Soeech/RSP	3	29	17	14	38	10	21

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Chavez 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	225	3	225	16	19	30	15	20
<b>Grade</b>	Gr. 02	3	51	24	33	16	27	
	Gr. 03	3	48	17	23	13	23	25
	Gr. 04	3	50	28	48	6	18	
	Gr. 05	3	67	22	28	25	15	9
<b>Ethnicity</b>	African American	3	43	19	26	21	14	21
	Hispanic	3	155	15	19	34	15	16
<b>Gender</b>	Female	3	115	14	16	31	17	22
	Male	3	110	19	23	29	12	17
<b>Special Populations</b>	Low SES	3	213	16	19	31	15	19
	ELL	3	53	26	19	30	17	8
	EL + RFEP	3	63	22	16	32	17	13
	Special Ed.	3	61	34	28	21	5	11
	Spec Ed. Soeech/RSP	3	24	21	25	29	8	17

The percentages may not equal 100% due to rounding.



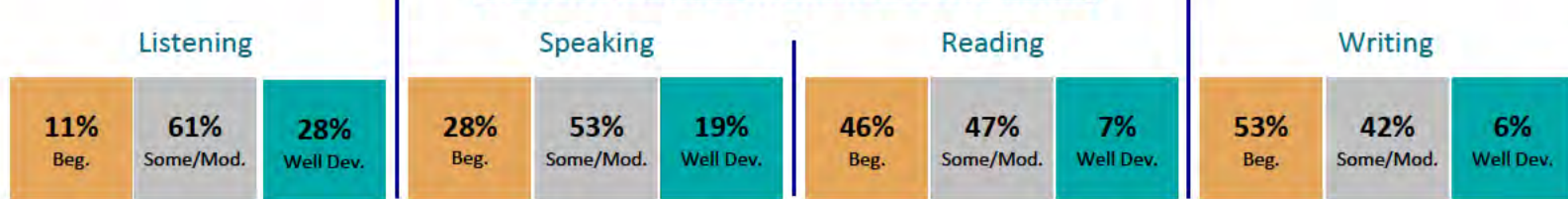
# ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Chavez

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	0%	50%	50%	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%
<b>01</b>	25%	20%	45%	10%	0%	70%	30%	30%	55%	15%	20%	80%	0%	70%	25%	5%
<b>02</b>	35%	41%	24%	0%	18%	47%	35%	35%	53%	12%	71%	6%	24%	71%	24%	6%
<b>03</b>	29%	43%	14%	14%	14%	43%	29%	29%	43%	14%	29%	57%	0%	29%	43%	14%
<b>04</b>	38%	13%	44%	6%	13%	63%	25%	25%	31%	44%	50%	44%	6%	31%	63%	6%
<b>05</b>	36%	36%	27%	0%	18%	64%	18%	9%	82%	9%	64%	36%	0%	45%	55%	0%

<b>School Demographics</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
African American	13%	11.6%	
Am. Indian	0%	.1%	
Asian	1.3%	6.1%	
Filipino	1%	2%	
Hispanic/Latino	74.6%	60.9%	
Multiple	3.6%	7.1%	
Pacific Islander	0%	.7%	
White	6.5%	11.3%	
English Learner	30%	21.2%	
Reclassified Fluent English Proficient	1.3%	2.1%	
Students w/Disabilities	22.1%	13.2%	
Free/Reduced Lunch	#Error	#Error	



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**Cesar Chavez Elementary**  
**2023-2024**

**School-Parent Compact**  
**Teacher-Student-Parent Agreement**

**Our Goal**

Cesar Chavez Elementary is committed to developing each child’s potential to be a successful, responsible and productive member of society. If this is our goal, we, as students, teachers and parents must be willing to recognize and agree upon our individual responsibilities and roles and be willing to commit and work cooperatively to accomplish our goal.

As a **TEACHER**, I understand the importance of a quality education for all children and I am willing to carry out the following commitments to the best of my ability:

- Treat all children with respect and dignity.
- Provide instruction, as directed by Common Core Standards, in a manner that engages all students.
- Consider and respect the intellectual, social emotional and physical well being of each child.
- Provide a safe, healthy and positive learning environment for each child.
- Provide a communication platform for teacher-to-parent contact, as well as, ways parents may contact you directly as needed. (e.g., Remind app, Class Dojo, office hours).
- Communicate with parents on their child’s progress as needed based on performance levels (e.g., fall conferences, achievement reports and spring conferences).
- Explain my expectations, instructional goals and grading policy to parents and students.
- Follow-up with parents when a student has frequent absences/tardies.
- Offer parents resources to support student success

-----  
 Teacher’s name

-----  
 Teacher’s Signature

As a **STUDENT**, I know that I am ultimately responsible for my own success and I am willing to carry out the following assignments to the best of my ability:

- Get to class on time (e.g., make sure to listen to the bell for time warning), dressed appropriately (uniform policy), and ready to learn.
- Take care of myself and be responsible for my own behavior.
- Be present and focused in your learning.
- Follow Chavez Guidelines for Success: Be Kind... in thoughts ,words, and actions
- Ask for help when I do not understand.
- Read for 30 minutes on a daily basis.
- Respect the rights of others to work without disruptions or distractions.
- Work to the best of my ability on all assignments.
- Advocate for yourself when you need support with assignments.
- Talk to my parents and teacher about my schoolwork and progress.
- Provide my parents with all school notices in a timely manner.



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-----  
Student's Name

-----  
Student's Signature

As a **PARENT**, I want the best education for my child, and understand that my participation and cooperation is crucial to his/her/their success in school and agree to carry out the following assignments to the best of my ability:

- Provide adequate food and rest for my child to study at home to ensure the best conditions for learning.
- Prioritize the safety of your child and other children during drop-off and pick-up times.
- Being mindful and respectful during drop-off and pick-up times (e.g., being patient, friendly communication, making sure your car is not blocking others, not parking in a spot that may cause a hazard).
- Make sure that my child is appropriately dressed and on time for school. If uniform support is needed, I will reach out by contacting the main office.
- Provide a time and an environment for my child to study and encourage him/her/they to complete all assignments to the best of his/her/their ability.
- Respect the health and safety of others (per district guidelines).
- Call for an appointment if I have any concerns about my child's performance or attitude towards school and meet with my child's teacher or support staff to discuss ways to correct the situation.
- Encourage my child to read for 30 minutes independently or with an adult.
- Provide a reason for absences via phone call or written note.
- Communicate with the school with specific needs/resources that are needed to make students successful

-----  
Parent's Name

-----  
Parent's signature

-----  
Date

**With teachers, students, and parents working together all of our students have the best chance for success! Thank you for all of your support!**

Revised and approved October 2023.



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## **Cesar Chávez Elementary** **2023-2024**

### **COMPACTO ENTRE LA ESCUELA-PADRES**

Compromiso Entre el Maestro-Estudiante-Padre

#### **NUESTRA META**

La escuela Elemental César Chávez está comprometida en asistir a cada estudiante con su potencial de ser capaz, responsable y un miembro productivo de la sociedad. Si esta es nuestra meta, nosotros como estudiantes, maestros y padres tenemos la obligación de reconocer y tener un arreglo con nuestras responsabilidades individuales y el papel de comprometernos y trabajar en cooperación mutua para lograr nuestra meta.

Como **MAESTRA** (o) yo entiendo la importancia de una educación de calidad para todos los niños y estoy de acuerdo en seguir con el compromiso a lo mejor de mi habilidad:

- Tratar a todos los estudiantes con respeto y dignidad.
- Proveer instrucción como es dirigido por los Estándares Básicos Comunes en una manera que involucra a todos los estudiantes.
- Considerar y respetar el bienestar intelectual, socioemocional y físico de cada niño.
- Proporcionar un ambiente de aprendizaje seguro, saludable y positivo para cada niño.
- Proporcionar una plataforma de comunicación para el contacto entre maestros y padres, también explicar formas de cómo los padres pueden comunicarse con usted directamente según sea necesario. (por ejemplo, aplicación Remind, Class Dojo, agendar citas).
- Comunicarse con los padres sobre el progreso de sus hijos según sea necesario, según los niveles de desempeño (por ejemplo, conferencias de otoño, informes de logros y conferencias de primavera).
- Explicarle a los padres y estudiantes mis expectativas, metas de instrucción y mi póliza de calificaciones.
- Seguimiento con los padres cuando un estudiante tiene ausencias/tardanzas frecuentes.
- Ofrecer a los padres recursos para apoyar el éxito de los estudiantes.

-----  
Nombre del Maestro/a

-----  
Firma del Maestro/a





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Como **ESTUDIANTE**, yo reconozco que soy básicamente responsable de mi propio éxito y estoy de acuerdo de hacer los siguientes trabajos a lo mejor de mi habilidad:

- Llegar a clase a tiempo (por ejemplo, asegurarme de escuchar el timbre que indica dirigirme a clase), vestirme apropiadamente (de acuerdo a la póliza de uniforme) y estar listo para aprender.
- Cuidarme a mí mismo/a y ser responsable de mi conducta/comportamiento.
- Respetar la salud y seguridad de los demás
- Estar presente y enfocado en la enseñanza
- Trabajar lo mejor de mis habilidades en todas mis tareas.
- Seguir las Normas del Éxito de la Escuela Chávez

✓ **Se Bondadoso...en pensamientos, palabras y acciones**

- Pedir ayuda cuando no entiendo algo.
- Leer 30 minutos diariamente.
- Respetar el derecho de los demás para trabajar sin interrupciones o distracciones.
- Trabajar lo mejor que pueda en todas las tareas y pedir ayuda cuando necesites apoyo con las tareas.
- Hablar con mis padres y maestro/a sobre mi trabajo en el salón y mi progreso.
- Darle a mis padres todas las notificaciones de la escuela lo más pronto posible.

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Nombre del Estudiante

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Firma del Estudiante



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Como **PADRE/ TUTOR**. Yo quiero la mejor educación para mi hijo/a y entiendo que la participación y cooperación es crucial para el éxito en la escuela de mi hijo/a y estoy de acuerdo en asistir en lo siguiente a lo mejor de mi habilidad:

- Proveer comida adecuada y descanso adecuado para mi hijo/a para asegurar la mejor condición para su aprendizaje.
- Priorizar la seguridad de su hijo y de otros niños durante los horarios de entregar y recoger a sus hijos en la escuela.
- Ser consciente y respetuoso durante los horarios de dejar y recoger a los niños (por ejemplo, ser paciente, tener una comunicación amigable con otros, asegurarse de que su automóvil no bloquee a otros, no estacionarse en un lugar que pueda causar un peligro o accidente).
- Asegurarme que mi hijo/a este vestido apropiadamente y de que llegue a tiempo a la escuela. Si se necesita apoyo uniforme, me comunicaré con la oficina principal.
- Proveer un horario y un lugar callado para que mi hijo/a estudie en casa y animarlo/a a terminar todas sus tareas a lo mejor de su habilidad.
- Tener todos los materiales de aprendizaje disponibles para su hijo/a.
- Respetar la salud y la seguridad de los demás (según las pautas del distrito).
- Llamar para hacer una cita si yo tengo preocupaciones acerca del logro o actitud de mi hijo/a en la escuela y reunirme con el maestro/a de mi hijo/a o el personal de apoyo de la escuela para discutir maneras de corregir la situación.
- Motivar a mi hijo/a a leer por lo menos 30 minutos independientemente o con un adulto.
- Proveer a la escuela una razón sobre las faltas escolares ya sea por teléfono o por escrito.
- Comunicarse con la escuela con necesidades/recursos específicos que se necesitan para que los estudiantes tengan éxito.

\_\_\_\_\_  
Nombre del padre/Tutor

\_\_\_\_\_  
Firma del Padre /Tutor

\_\_\_\_\_  
Fecha

**¡Cuando los maestros, estudiantes y padres trabajan juntos todos nuestros estudiantes tienen la mejor oportunidad al éxito! ¡Gracias por todo su apoyo!**

Actualizado: Revisado y aprobado en el 2023



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## Chavez Elementary School Parental Involvement Guidelines

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

### PART I

Chavez agrees to implement to the following requirements:

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

### PART II

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

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



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- Attendance at one of the district trainings or school site trainings. Topics include:
    - Responsibilities & Roles of SSC and its member
    - Composition of SSCs
    - Budgetary considerations
    - Single Plan for Student Achievement
    - Role of ELAC and other advisory committees
  - Plan meeting with SSC and ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
    - Invite all parents to attend meetings
    - Advertise the Title I Newsletter throughout the school year.
  - At meeting
    - Review Single Plan for Student Achievement, and as a group, note changes and make adjustment (deletions or additions) as necessary
    - Write or update the Parent Involvement Guidelines & Home-School-Compact
    - Oral and written translations be made available for Spanish and Khmer parents to allow for discussions.
2. Chavez will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
- At a SSC and ELAC meeting
  - Annual Title I Meeting
  - Main Office Counter
  - Back to School Night
  - Chavez Website
3. Chavez will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school: Public School Choice notifications
- Supplemental Services



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- Interventions
  - At SSC and ELAC Meetings
  - Parent Information Meetings
4. Chavez will convene an Annual Title I Public Meeting to inform parents:
- That their children's school participates in Title I.
  - Of the requirement of Title I
  - Of their rights to be involved
  - Meetings times and locations
  - Invitation/fliers sent home with each child in the appropriate language.
5. Chavez will provide updated information to parents about Title I programs throughout the school year.
- Section of Newsletter
  - On Main Office Counter
  - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
  - School Website
6. Chavez will provide to parents 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. 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:
- Parent workshops; parent surveys
  - Coffee with the Principal
  - In school newsletters
  - Back-to-School Night
  - At SSC and ELAC meetings



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7. Chavez will coordinate and integrate parental involvement programs and activities with Head Start and other programs that encourage and support parents in participating more fully in early education of their children by:
  - Promotion/advertisement of the District's Kindergarten festivals
8. Chavez will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parent of participating children:
  - At school site council meetings

### PART III

#### SHARED RESPONSIBILITY FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Chavez will build the schools and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and the community to improve student academic achievement, through the following activities specifically described below:
  - Parent education workshops on site
  - Parent-Teacher Conferences
  - Monthly calendar of Parent workshops posted on district website
  - DCAC, DELAC and other district parent forums/meeting
  - District website resources: click "P" for Parental Involvement
  - Actively recruit VIPS
2. Chavez will incorporate the Home-School Compact as a component of its School Parent Involvement Guidelines:
  - Outlines shared responsibilities 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
  - Distribution method to include: tear offs sent home with each student and presentation of the compact during Parent Teacher Conferences.
3. Chavez will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics as the following:



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- The state's academic content standards
  - The state and local academic assessments including alternate assessments
4. Chavez will, with the assistance of its district, *provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:*
- Parent Workshops
5. Chavez will, with the assistance of its district and parents, *educate its teachers and other staff, in how to reach out to, communicate with, and work with parent as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and school by:*
- Teacher/Staff In-services
6. The school will, to the extent feasible and appropriate, *take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:*
- Ana Johnson, School Secretary, will be doing the translations of written materials/notifications that are sent to parents.

#### PART IV

#### DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, choose to undertake to build parents' 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 parent in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parent from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding of the training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;



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- Training parents to enhance the involvement of other parents;
- In order to maximize parental 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 parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improve parental involvement;
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**PART V**

**ADOPTION**

The Chavez Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the School Site Council members on October 18, 2023 and will be in effect for the period of 1 year. The school will distribute the guidelines on or before 03/18/23. When feasible, will provide a copy of these Guidelines to parents in a language the parent can understand.

Principal Signature: Brenda Ocampo



Signature of Principal

10-24-23

Date

Date Revised: Oct 18, 2023





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## Escuela Elemental Cesar E. Chavez

### Guía para la Participación de Padres

Como escuela que recibe fondos de la Parte A del Título 1, La escuela Chavez ha desarrollado adjunto con los miembros del Concilio del Plantel Escolar y distribuirá a los padres de los niños participantes, el Guía Escolar para la Participación de Padre que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las Escuelas Primarias y Secundarias (ESEA) Las guías establecen las expectativas de la Primaria Chavez para la participación de padres y describe como la escuela implementará un número de actividades específicas para la participación de padres. El compacto entre el Hogar-Escuela se incorporará dentro del Guía Escolar de la participación de padres.

#### PARTE I

Chavez está de acuerdo de implementar los siguientes requisitos:

- Junto a los padres desarrollar, distribuir a los padres de los estudiantes participantes el Guía para la Participación de Padres que la escuela y padres de los estudiantes estuvieron de acuerdo.
- Informar a los padres sobre la Guía para la Participación de Padres en una manera que sea comprensible y uniforme en el idioma que los padres puedan comprender.
- Tener la Guía para la Participación de Padres disponible para la comunidad.
- Periódicamente actualizar la Guía para la Participación de Padres para reunir los cambios necesarios de los padres y la escuela.
- Adaptar el Compacto Entre el Hogar-Escuela como un componente del Guía para la Participación de Padres.
- Estar de acuerdo de ser gobernado por el siguiente estatuto definido por la participación de padres y llevará a cabo programas, actividades y procedimientos de acuerdo a esta definición.

#### PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ EL GUIA PARA LA PARTICIPACIÓN DE PADRES



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1. Chavez tomará las siguientes acciones para involucrar a padres en el desarrollo y el acuerdo en conjunto del Guía para la Participación de Padres y el plan escolar. Si aplica, en manera organizada y a tiempo bajo la sección 1118(b) del ESEA:

- Responsabilidades y la labor de SSC y sus miembros
- Composición de SSC
- Consideraciones presupuestales
- Plan Único para el Rendimiento Estudiantil
- Labor de ELAC y otros comités consultivos

Planear una junta con los padres de SSC y ELAC para repasar la guía del año pasado y las actividades de participación de padres que están subrayadas en el Plan Único para el Rendimiento Estudiantil.

- Invitar a todos los padres a asistir a las juntas
- Anunciar en el Boletín Escolar del Título I todo el año escolar

En la Junta

- Repasar el Plan Único para el Rendimiento Estudiantil y en grupo hacer cambios y ajustes (borrar o agregar) como sea necesario
- Escribir o actualizar el Guía para la Participación de Padres y el Compacto ente el Hogar-Escuela
- Traducciones verbales y por escrito en Español y Khmer disponible para los padres y para poder tener discusiones

2. Chavez tomará las siguientes acciones para distribuir a los padres y la comunidad el Guía para la Participación de Padres:

- En las juntas de SSC y ELAC
- Junta Anual del Título I
- Mostrador de la Escuela
- Noche de Regreso a la Escuela
- Página de Internet de Chavez



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3. Regularmente Chavez actualizará la Guía para la Participación de Padres para reunir los cambios necesarios de los padres y la escuela. Notificación de Escuelas Públicas

- Servicios Suplementales
- Intervenciones
- En las juntas de SSC y ELAC
- Juntas informativas para padres

4. Chavez tendrá una junta anual del Título I para informar a los padres:

- Que la escuela de sus hijos participa en el Título I
- De los requisitos del Título I
- Sobre sus derechos de estar involucrados
- Horario y lugar de las juntas
- Invitaciones/volantes mandados a casa en el idioma apropiado

5. Chavez proveerá información actualizada a los padres sobre el Título I durante el año escolar.

- Sección del boletín
- Mostrador en la oficina de la escuela
- En las juntas de SSC, ELAC y otras juntas de padres (PTA, PTO/CAAP)
- Página de Internet de la escuela

6. Chavez proveerá a los padres una descripción y explicación sobre el plan de estudio que se usa en la escuela, las formas de evaluación académicas para medir el progreso y los niveles de capacidad que los estudiantes deben de reunir. La escuela también proveerá oportunidades de juntas regulares para formular sugerencias y de participar en las decisiones relacionadas con la educación de sus hijos.



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- Talleres de padres; encuestas de padres
  - Pláticas con el director
  - Boletín escolar
  - Noche de Regreso a la Escuela
  - Juntas de SSC y ELAC
7. Chavez coordinará e incorporará el programa de participación de padres y actividades con Head Start y otros programas que animan y apoyan la participación de padres en una edad temprana para sus hijos.
- Promover/anunciar en el Festival de Kinder del Distrito
8. Chavez entregará al distrito cualquier comentario de padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio a los padres de estudiantes participantes:
- En las juntas del Concilio Escolar

### **PARTE III**

#### **COMPARTIR LA RESPONSABILIDAD DE LOS ESTUDIANTES DE ALTO LOGRO ACADÉMICO**

1. Chaves levantara la capacidad escolar y de padres para poder asegurar efectivamente la participación de padres y para apoyar la colaboración entre la escuela, padres y la comunidad para mejorar el logro académico de los estudiantes, a través de las siguientes actividades específicas descritas abajo:
  - Taller para padres en la escuela
  - Conferencias de Padres y Maestros
  - Calendario mensuales de los talleres de padres en la página de internet
  - Juntas y foros de padres en el distrito tal como DCAC, DELAC
  - Recursos en la página de internet: elija "P" para participación de padres



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- Activamente registrar a padres voluntarios (VIPS) para ayudar en el salón.
2. Chavez incluirá el Compacto entre el Hogar-Escuela como un componente del Guía de Participación de los Padres:
    - Subraya las responsabilidades en el hogar, escuela y del estudiante en el logro académico
    - Desarrollar, discutir y repasar en la primera junta de SSC y ELAC
    - El Concilio del Plantel Escolar debe de aprobar el compacto
    - Método de distribución incluirá: Mandar a casa con cada estudiante y entregar el compacto durante las conferencias de Padres y Maestros
  3. Con la asistencia del distrito, Chavez proveerá asistencia para los padres de los estudiantes de la escuela para entender los siguientes temas:
    - Los Estándares Básicos del estado
    - Las evaluaciones académicas y estatales incluyendo evaluaciones alternativas
  4. Con la asistencia del distrito, Chavez proveerá materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico, tal como entrenamiento de alfabetización, y el uso de tecnología, como sea apropiado para promover la participación de padres:
    - Talleres de Padres
  5. Con la asistencia del distrito y de los padres, Chavez educará a sus maestros y otro personal escolar en cómo comunicarse con y trabajar con los padres como compañeros en el valor y utilidad de la contribución de padres, y cómo implementar y coordinar los programas de padre y aumentar la comunicación entre los padres y la escuela proveyendo:
    - Entrenamiento de Maestros/Personal
  6. La escuela extenderá de manera viable y apropiada, las siguientes acciones para asegurar que la información relacionada con la escuela y los programas de padres, juntas, y otras actividades, se mande a los padres de estudiantes participantes en una forma comprensible y uniforme,



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incluyendo formatos alternativos cuando se necesario, y de manera viable en un idioma que los padres pueden entender:

- Ana Johnson, Secretaria Escolar, hará las traducciones de materiales escritos/notificaciones que se manden a los padres.

#### PARTE IV

#### COMPONENTE DISCRECIONAL DEL GUÍA DE PARTICIPACIÓN DE PADRES

Nota: El Guía de Participación de Padres puede incluir párrafos adicionales describiendo otras actividades discrecionales que la escuela, bajo consulta de los padres, eligen comprometerse para aumentar la capacidad de la participación de padres en la escuela para apoyar el logro académico de sus hijos, tal como las siguientes actividades discrecionales anotadas bajo la sección 1118(e) del ESEA:

- Involucrando padres en el desarrollo de entrenamiento para los maestros, director y otros educadores para mejorar la efectividad del entrenamiento.
- Proveer entrenamiento necesario de alfabetización para los padres usando fondos del Título I Parte A, si el distrito escolar exhausto todos los recursos disponibles del entrenamiento;
- Pagar gastos razonables y necesarios asociados con las actividades de la participación de padres incluyendo el costo de transportación y del cuidado de niños para permitir que los padres participen en juntas y sesiones de entrenamiento relacionadas con la escuela;
- Entrenamiento de padres para aumentar la participación de los padres;
- Para aumentar la participación de padres en la educación de sus hijos, organizar las juntas escolares a distintos horarios, o tener conferencias de padres y otros educadores en el hogar de los estudiantes participantes para asegurar que los padres que no pueden asistir a las conferencias en la escuela tengan la oportunidad de asistir a una conferencia.
- Adoptando e implementar modelos para mejorar la participación de padres;
- Establecer un comité de padres (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de padres del Título I, Parte A;
- Desarrollar participaciones apropiadas para las organizaciones comunitarias y negocios, incluyendo organizaciones religiosas, en actividades de participación de padres; y
- Proveer otro apoyo razonable para actividades de la participación de padres bajo la sección 1118 como lo pidan los padres.



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**PARTE V**

**ADOPCIÓN**

La Guía de Participación de Padres de Chavez fue desarrollada en conjunto con y de acuerdo con los padres de los estudiantes participantes en los programas del Título I Parte A. La Guía fue adoptada por el Concilio del Plantel Escolar el 18 de octubre del 2023 y estará en efecto por el periodo de 1 año. La escuela drindará una copia de esta Guía a todas las familias el o antes del 18 de marzo del 2023. Cuando sea viable, Chavez proveerá una copia del Guía a los padres en el idioma que los padres pueden entender.

Firma del Director: Brenda Ocampo



Firma del Director(a)

10-24-23

Fecha

Fecha de revisión: octubre del 2023