



2023-2024

# **Dooley 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.

## **English-Language Arts**



## Written Analysis - ELA Findings

### Written Analysis

#### SBAC

Dooley students in grades 3-5 took the SBAC assessment and 41% of our students scored met or exceeded in English Language Arts which was a 6% increase from the previous year. Our lowest performing subgroups are African American (33%) and ELLs (26%). However, both African American and EL students both increased by 9% from the previous year.

#### SBAC ELA Subgroup Breakdown

The number of students that met or exceeded in ELA was 41%.

#### Subgroups

Cambodian students 83% (Increase by 26%)  
African American students 33% (Increase by 9%)  
Asian students 71% (Increase by 16%)  
Low SES students 41% (Increase by 7%)  
Other students 64% (Increase by 7%)  
Hispanic students 40% (Increase by 5%)  
Special Ed Students students 8% (Increase by 3%)  
White students 50% (Decrease by 10%)  
GATE/EXCEL students 84% (No Increase or Decrease)  
ELL students 26% (Increase by 9%)  
RFEP students 56% (Increase by 1%)

#### iReadyReading

Students in grades 1-5 took the iReady Assessment in May/June of 2023. 40% of our students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 37% of our students scored one grade level below, 15% scored two grade levels below and 7% scored three or more grade levels below. Students scored high in phonological awareness (85%) and high frequency words (81%). Comprehension (36%) and vocabulary (38%) are areas that students need additional support. 33% of our African American students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 37% scored one grade level below, 18% scored two grade levels below and 11% scored three or more grade levels below.

## Comprehensive Needs Assessment

# English-Language Arts

## Written Analysis - ELA Goals

### Written Analysis

By the end of the 2023-2024 school year, FRSA will increase by 5% from 56% to 61% for all students.  
By the end of the 2023-2024 school year, SBAC ELA will increase by 5% from 41% to 46% for all students.

#### Areas of Need:

SBAC

Our lowest performing subgroups are African American (33%) and ELLs (26%). However, both African American and EL students both increased by 9% from the previous year.

#### iReadyReading

Comprehension (36%) and vocabulary (38%) are areas that students need additional support.

#### Action Plan Summary:

-Professional Development: Whole staff PD around providing small group instruction (non negotiables) and writing instruction.

-Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American & English Learner students.

-Ongoing data analysis around iReady, FRSA, Performance Tasks, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).

## Comprehensive Needs Assessment

### Mathematics

## Written Analysis - Math Findings

### Written Analysis

#### SBAC

In math, 32% of our students scored met or exceeded in math which was a 1% increase from the previous year. Our lowest performing groups were African American (22%) and Multilingual Learners (17%). However, both African American (2%) and Multilingual Learners (5%) increased from the previous year.

#### SBAC Math

##### Subgroup Breakdown

The number of math students that met or exceeded in math was 32%.

##### Subgroups

Cambodian students 67% (Increase by 10%)

Low SES students 32% (Increase by 2%)

ELL students 17% (Increase by 5%)

Hispanic students 31% (Increase by 1%)

Other students 57% (Decrease by 7%)

RFEP students 39% (Decrease by 8%)

African American students 22% (Increase by 2%)

Asian students 57% (Increase by 2%)

White students 75% (Increase by 35%)

Special Ed Students students 5% (Decrease by 4%)

GATE/EXCEL students 72% (Decrease by 4%)

#### iReadyMath

Students in grades 1-5 took the iReady Assessment in May/June of 2023. 35% of our students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 46% of our students scored one grade level below, 14% scored two grade levels below and 6% scored three or more grade levels below. Students scored similarly in Number and Operations (44%) and Algebra and Algebraic Thinking (41%). Measurement and Data (37%) and Geometry (33%) were areas of need. 29% of our African American students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 42% scored one grade level below, 21% scored two grade levels below and 7% scored three or more grade levels below.

## Comprehensive Needs Assessment

# Mathematics

Written Analysis - Math Goals
Written Analysis
<p>By the end of the 2023-2024 school year, SBAC math will increase by 5% from 32% to 37% for all students.</p> <p>Areas of Need: SBAC Our lowest performing groups were African American (22%) and Multilingual Learners (17%). However, both African American (2%) and Multilingual Learners (5%) increased from the previous year.</p> <p>iReadyMath Measurement and Data (37%) and Geometry (33%) were areas of need.</p> <p>Action Plan Summary: -Professional Development: Whole staff PD around providing small group instruction (non negotiables). -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American &amp; English Learner students. -Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>

## Comprehensive Needs Assessment

### English Learners

## Written Analysis - English Learner Findings

### Written Analysis

**iReadyReading**  
Students in grades 1-5 took the iReady Assessment in May/June of 2023. 28% of our Multilingual Learners scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 48% scored one grade level below, 15% scored two grade levels below and 9% scored three or more grade levels below.

**Math**  
Students in grades 1-5 took the iReady Assessment in May/June of 2023. 24% of our Multilingual Learners scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 54% scored one grade level below, 16% scored two grade levels below and 6% scored three or more grade levels below.

## Comprehensive Needs Assessment

### English Learners

## Written Analysis - English Learner Goals

### Written Analysis

By the end of the 2023-2024 school year, FRSA will increase by 5% from 45% to 50% for EL students.  
By the end of the 2023-2024 school year, SBAC ELA will increase by 5% from 26% to 31% for EL students.  
By the end of the 2023-2024 school year, SBAC math will increase by 5% from 17% to 22% for EL students.

#### Areas of Need:

iReadyReading

Comprehension (36%) and vocabulary (38%) are areas that students need additional support.

iReadyMath

Measurement and Data (37%) and Geometry (33%) were areas of need.

#### Action Plan Summary:

-Professional Development: Whole staff PD around providing small group instruction, writing and math (non negotiables).

-Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American & English Learner students.

-Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).

## Comprehensive Needs Assessment

### Culture/Climate Domain

## Written Analysis - Culture/Climate Findings

### Written Analysis

Dooley has an active Safe & Civil committee dedicated to safety on the playground. Culture and Climate data indicates that students perceive their own social-emotional skills Climate of Support for Student Learning as favorable (level 3 40th-59th percentile). In addition, based on the survey data, Sense of Belonging (School Connectedness) Student 73%, is an area that needs to be improved. Student attendance is key in terms of supporting student learning in the classroom and establishing school routines. Additional efforts must be made to support students coming to school daily and on time. Additional support is also needed to improve student behavior when interacting with others. SEL (Culturally Responsive Teaching and Self-Management) is a key focus for our school to continue to build community. The following programs will be utilized to support focus areas.

- Restorative Justice/Restorative Practices
- The Zones of Regulation - Leah M. Kuypers
- Safe and Civil Schools Initiative
- Bully Free Classrooms
- Character Counts - 6 Pillars of Character
- Panorama Website
- The Fair Act
- Rising Voices
- BLAST Mentors
- Pathways
- Grief Counseling
- Mini Groups (Friendship Skills, Self Regulation, Growth Mindset)

Effectiveness will be determined by CORE survey data, student feedback groups and a decrease in office referrals and school suspensions. It will also be determined by the overall climate and community of the school.

## Comprehensive Needs Assessment

### Culture/Climate Domain

**Written Analysis - Culture/Climate Goals**

**Written Analysis**

By the end of the 2023-2024 school year, Climate of Support for Academic Sense of Belonging will increase by 2% from 73% to 75% for all students.

Area of Need:  
 Sense of Belonging (School Connectedness) Student 73%, is an area that needs to be improved. Student attendance is key in terms of supporting student learning in the classroom and establishing school routines. Additional efforts must be made to support students coming to school daily and on time. Additional support is also needed to improve student behavior when interacting with others.

Action Plan Summary:  
 -PBIS team will meet monthly to analyze data and develop plans to support student improvement in culture & climate.  
 -PBIS team will analyze PULSE survey data and make decisions to support student culture and climate efforts.  
 -PBIS team will analyze CORE Survey data at the beginning and end of the year to measure progress.

**Comprehensive Needs Assessment**

**SPSA Effectiveness**

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
ELA	1) Goals: 100% of all students will meet their Typical Growth Goal on iReady math & ELA assessments.  At least 25% more African	Goal Partially or Not Met	Percentage of Students that Met the Typical Growth Goal in ELA All - 49% AA – Increase from 38% to 46% ELL - 45%  Percentage of Students that Met	We will utilize our Interventionists and the IIC to work daily with identified students to provide targeted interventions. The Literacy Lead will support our teachers in Tier 1. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to



American students below grade level will meet their Annual Stretch Growth Goal on iReady math & ELA assessments.

In Grades TK-2 there will be at least a 10% increase Overall in students achieving met or exceeded on the FRSA.

Areas of Need:

iReady - Students scored high in phonological awareness (82%) and high frequency words (78%). Comprehension (44%/39%) and vocabulary (38%) are areas that students need additional support.

35% of our African American students (142) scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 38% scored one grade level below, 19% scored two grade levels below and 8% scored three or more grade levels below.

SBAC

Dooley students in grades 3-5 took the SBAC assessment and 35% of our students scored met or exceeded in English Language Arts. Our lowest performing

the Stretch Growth Goal in ELA  
All - 24%  
AA – Increase from 14% to 27%  
ELL - 19%

FRSA

All – 56%  
AA – 51%

build academic vocabulary, listening, speaking, reading and writing. Students will also be offered tutoring opportunities.

	<p>subgroups are African American (24%) and ELLs (21%).</p> <p>Action Plan Summary:          -Professional Development:          Whole staff PD around providing small group instruction (non negotiables).          -Grade Level Collaboration:          Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American &amp; English Learner students.          -Ongoing data analysis around iReady, FRSA, Performance Tasks, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>			
Math	<p>1) Goals:          100% of all students will meet their Typical Growth Goal on iReady math &amp; ELA assessments.</p> <p>At least 25% more African American students below grade level will meet their Annual Stretch Growth Goal on iReady math &amp; ELA assessments.</p>	Goal Partially or Not Met	<p>Percentage of Students that Met the Typical Growth Goal in Math          All - 48%          AA – Decrease from 39% to 37%          ELL - 41%</p> <p>Percentage of Students that Met the Stretch Growth Goal in Math          All - 22%          AA – Increase from 10% to 20%          ELL - 17%</p>	The Math Lead will support our teachers in Tier 1. Teachers will provide additional support for students that are identified as needing additional math support during small group instruction. Students will also be offered tutoring opportunities.

Areas of Need:

iReady-Students scored the highest in Number and Operations (47%). Algebra and algebraic thinking (40%), Measurement and Data (35%) and Geometry (34%) are areas that students need additional support.

29% of our African American students (142) scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 50% scored one grade level below, 14% scored two grade levels below and 8% scored three or more grade levels below.

SBAC

In math, 30% of our students scored met or exceeded. Our lowest performing groups were African American (20%) and ELL (16%).

Action Plan Summary:

- Professional Development: Whole staff PD around providing small group instruction (non negotiables).
- Grade Level Collaboration: Teachers utilize grade level

meetings to discuss best practices based on data. Specifically calling out progress of African American & English Learner students. -Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).			
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English Learner	<p>1) Goals: At least 25% more EL students below grade level will meet their Annual Stretch Growth Goal on iReady math &amp; ELA assessments.</p> <p>Action Plan Summary: -Professional Development: Whole staff PD around providing small group instruction (non negotiables). -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American &amp; English Learner students. -Ongoing data analysis around unit assessments, iReady, FRSA, Performance Tasks, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>	Goal Partially or Not Met	<p>Percentage of Students that Met the Typical Growth Goal in ELA ELL – Increase from 36% to 45%</p> <p>Percentage of Students that Met the Stretch Growth Goal in ELA ELL - Increase from 9% to 19%</p> <p>Math Goal Percentage of Students that Met the Typical Growth Goal in Math ELL – Increase from 39% to 41%</p> <p>Percentage of Students that Met the Stretch Growth Goal in Math ELL – Increase from 15% to 17%</p>	Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with tutoring focused on developing identified skills in math and ELA.
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Culture/Climate	<p>1) Goals: Student attendance will increase to 3%. Sense of Belonging will increase by 10% on the CORE Survey Student Assessment.</p> <p>Action Plan Summary: -PBIS team will meet monthly to analyze data and develop plans to support student improvement in culture &amp; climate. -PBIS team will analyze PULSE survey data and make decisions to support student culture and climate efforts. -PBIS team will analyze CORE Survey data at the beginning and end of the year to measure progress.</p>	Goal Partially or Not Met	Student Attendance Increased by 2% Sense of Belonging 73% (No increase or decrease)	<p>Our assistant principal, SEL Facilitator and counselor will develop schoolwide SEL systems, provide staff training, parent training and student activities that support social emotional growth in students.</p> <p>Our school counselor and SEL Facilitator will work with students in small groups supporting students in the area of social emotional learning (self-awareness, self-management, social awareness, relationship skills, responsible decision making and problem solving.</p>
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### Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Intervention Specialist/Science TOSA- to lower class size in order for teacher to implement SGI intervention. TOSA supplements Science curriculum with hands on NGSS lessons that incorporate reading and writing. This intervention is in addition to classroom teachers utilizing Amplify Science in their own classrooms. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Guided Reading books in levels E to provide tools for small group differentiated instruction for students reading at the Kinder level. (SM 3)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)

The Playground Partners YMCA program will collaborate/work together to organize and facilitate physical activities during recess and lunch. Two staff members will work from 10AM-1:45PM supporting 1st-5th grade recess and Kindergarten through 5th grade lunch. These staff member guided activities will support student safety and civility and support student behaviors in the school learning enviroment throughout supervision of common areas. In addition, sense of belonging and school climate and culture will increase due to guided student interactions on the playground. (IN 10)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Instructional supplies in support of schoolwide programs. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
School to home planners for grades 3-5 (PI 2)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Additional Counselor (2.5 days/week) (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Librarian - increase Librarian from 40% to 60%. Dooley to fund 20%. Librarian will provide standards based lessons to extend classroom learning and provide classroom teacher with the opportunity to meet with students in small groups and one-on-one. (IN 4)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Assistant Principal- Increase Assistant Principal from 50% to 100%. Dooley to fund 50% (IN 1)	Strong Positive Impact	Limited or no impact	Strong Positive Impact	Strong Positive Impact
Increase Psychologist time from 40% to 80%. Dooley to fund the additional 40%. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Staff members will participate in various training opportunities to support students in need academically and emotionally. (IN 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
1 roving substitute teacher for 10 days throughout the school year to allow teachers to attend SST & IEP meetings. (IN 6)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)

Teachers/staff provide support to students outside of the school day. Support will focus on identified needs based on qualitative and quantitative data. (IN 9)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
Selected staff to interpret for parent meetings, parent conferences, and other school functions. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Teacher planning based on identified needs utilizing school qualitative (ILW, CDS, Classroom Visits, Teacher Noticings) and quantitative data. Teachers will meet as a grade level to plan lessons, small group instruction (needs and acceleration). (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Scholastic Newsletter subscription for 2-5th grades (SM 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Supplies necessary for hands on experimentation and exploration in Science Lab (SM 2)	Somewhat Impactful	(Does not apply to this goal)	Limited or no impact	(Does not apply to this goal)

## 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> </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</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>



<ul style="list-style-type: none"> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.  K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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**Accountability Measure 1: Increase Achievement**

## Core Programs (ELA, Writing, Math)

<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>
machines need service and/or break Other 100	Service Contracts for 1 service contract for the Ricoh office copier	Administration, All Staff, Support Staff/Counselors	LCFF \$2,000 Materials - LCFF 100%	08/29/2023 - 06/21/2024 Other	repair person	as needed for repair Other 100
Qualitative Data (ILW, CDS, Classroom Visits, Teacher Noticings) Quantitative Data (SBAC, iReady, FRSA, Exit Slips, etc.) SBAC ELA 50, Core Curriculum 50	Teacher planning based on identified needs utilizing school qualitative (ILW, CDS, Classroom Visits, Teacher Noticings) and quantitative data. Teachers will meet as a grade level to plan lessons, small group instruction (needs and acceleration).	African-American, English Learners, All Students	LCFF \$6,841 Substitute teacher full day ( 27 ) for 1 days - LCFF 100%	08/30/2023 - 06/14/2024 Trimester	Grade Level Teams	Student assessment data, exit slips, Classroom Visits, etc. SBAC ELA 50, Core Curriculum 50
SBAC, ARs SBAC ELA 40, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40	Teachers will be paid extra hourly for various student and school needs (tutoring, school planning opportunities, data analysis, etc.).	Identified At-Risk Students, Other Targeted Students	LCFF \$3,891 Teacher Hourly Extra Comp ( 15 ) for 3 hours annually - LCFF 100%	08/30/2023 - 06/14/2024 Other	Teachers	Surveys, iReady, SBAC SBAC ELA 40, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40

iReady Data Edulastic FRSA Core Curriculum 30, Basic Services 40, Other  30	Teachers need release time to attend SST & IEP meetings. These meetings support teacher and parent communication to determine next steps for students.	Identified At-Risk Students, Targeted Staff, Support Staff/Counselors	Title 1 \$2,534 Substitute teacher full day ( 1 ) for 10 days - Title 1 100%	08/29/2023 - 06/14/2024 Quarterly	Support Staff Counselor Teacher	Attendance Signatures on IEP and SST paperwork Core Curriculum 30, Basic Services 40, Other 30
Parent and teacher requests to support communication between home and school Culture- Climate Survey (Parent)  50, Basic Services 50	Student planners (grades 3-5) will be purchased to support home to school communication of classroom work, schedules, tests, and coming events.	Targeted Staff, Targeted Parents, Other Targeted Students	Title 1 \$1,800 Materials - Title 1 100%	08/29/2023 - 06/14/2024 Daily	Teachers Students Families	Signatures of parents/guardians on daily/weekly basis monitored by classroom teachers Culture-Climate Survey (Parent) 50, Basic Services 50
Parents need translators to be able to Culture-Climate Survey (Parent) 50, Basic Services 50	Selected parents need English translation for parent meetings, and parent conferences.	Targeted Parents, Targeted Staff	Title 1 \$2,854 Teacher Hourly Extra Comp ( 3 ) for 11 hours annually - Title 1 100%	08/29/2023 - 06/14/2024 Monthly	Selected staff	signed forms showing signature of the interpreter Culture- Climate Survey (Parent) 50, Basic Services 50

Based on SBAC, iReady, Priority Standards Assessments, and Performance Tasks students need additional support in writing instruction. SBAC ELA 50, Core Curriculum 50	Storyworks provides digital and print access to magazines that include several genres that will provide additional text sources to support reading/writing instruction. The digital platform also allows teachers to level the reading based on student need.	Other Targeted Students	LCFF \$1,500 Materials - LCFF 100%	08/30/2023 - 06/21/2024 Daily	5th Grade Teachers	Monitoring student progress based on writing samples and rubrics SBAC ELA 50, Core Curriculum 50
1st through 5th grade students needing to improve their reading, reading comprehension skills, writing skills, English language skills, and Science knowledge in order to increase their achievement. SBAC ELA  50, Elementary Reading - FRSA 50	Intervention Specialist/Science TOSA- to lower class size in order for teacher to implement SGI intervention. TOSA supplements Science curriculum with hands on NGSS lessons that incorporate reading and writing. This intervention is in addition to classroom teachers utilizing Amplify Science in their own classrooms.	English Learners, Identified At-Risk Students, Other Targeted Students	Title 1 \$163,656 Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100%	08/29/2023 - 06/16/2024 Daily	Intervention Teacher	unit Science tests, SBAC ELA results SBAC ELA 50, Elementary Reading - FRSA 50

<p>Based on CORE/Pulse survey data and behavioral referrals, student supports for social emotional learning and behavior interventions are needed. SBAC, FRSA, and unit assessment data also show an additional need for professional development opportunities. SBAC ELA 30, Elementary Reading - FRSA 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 30</p>	<p>Assistant Principal-Increase Assistant Principal from 50% to 100%. Dooley to fund 50%. A.P. will provide professional development in areas of CCELA and Math, create rewards and incentives for students in various areas, set goals in literacy and math, conduct grade level meetings to attain next steps, support and co-lead with the Principal, resolve behavior/social issues.</p>	<p>All Parents, All Staff, All Students</p>	<p>LCFF \$18,765 Title 1 \$75,062 Asst. Principal Elementary .5 FTE - LCFF 20%; Title 1 80%</p>	<p>08/09/2023 - 06/24/2024 Daily</p>	<p>Assistant Principal</p>	<p>Schedule of professional development sessions, incentive and reward system for at-risk students in Literacy, schedule of grade level meetings and topics discussed, backward planning plans with teachers to determine next steps in Literacy instruction, behavior assemblies, communication with Principal SBAC ELA 30, Elementary Reading - FRSA 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 30</p>
<p>additional counselor time needed to support students needing social emotional and behavioral support in order to thrive, students will have more opportunity for individual and group support to manage their emotions and be better able to participate in their learning SEL Survey 50, Other 50</p>	<p>Counselor increased from 50% to 100% - oversee and manage planning &amp; selection of appropriate student classroom placement; coordinate retention process, SARB, GATE/EXCEL, School-Based Mental Health, coordinate testing logistics for all</p>	<p>All Students</p>	<p>LCFF \$16,419 Title 1 \$65,678 Counselor .5 FTE - LCFF 20%; Title 1 80%</p>	<p>08/09/2023 - 06/24/2024 Other</p>	<p>Counselor</p>	<p>group logs, check in, survey data SEL Survey 50, Other 50</p>

	state and district assessments, provide academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans, provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth, identify students in need of behavioral interventions and provide support to improve student civility.					
According to the needs highlighted in our data, additional resources are needed to support some students. Assessments are provided by a psychologist. Other 100	Increase Psychologist time from 60% to 80%. Dooley to fund the additional 20%.	Identified At-Risk Students	LCFF \$6,682 Title 1 \$26,727 Psychologist .2 FTE - LCFF 20%; Title 1 80%	08/09/2023 - 06/24/2024 Daily	Psychologist	Students reports for Triennials, initials, Behavior Intervention Plans, and observations. SST monitoring. Other 100



<p>Students are performing below grade level in reading and math. Based on the CORE/Pulse survey, students are in need of additional supports in SEL. SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 60</p>	<p>SEL Faciliator will be increased from 50% to 100%. SEL Facilitator will provide workshops and trainings for parents on ways to support students academically and socially, work with small groups of students who are struggling in reading or math, support students socially and emotionally via SEL curriculum/resources, and support teachers as an instructional leader (lesson study, trainer of trainer, etc.).</p>	<p>All Parents, All Students, All Staff</p>	<p>LCFF \$8,538 Title 1 \$76,841 Program Facilitator .5 FTE - LCFF 10%; Title 1 90%</p>	<p>08/09/2023 - 06/24/2024 Daily</p>	<p>SEL Facilitator</p>	<p>Meeting agendas, staffing PD, call logs, school events SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 60</p>
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**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

**Accountability Measure 1: Increase Achievement**

## Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, Go Math, math vocabulary, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>Each year in February/ March, our school counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same information, and ask questions of the counselor. When available, the Lindsey Middle School counselor is on hand to answer questions specific to that campus, as the vast majority of our students enroll at Lindsey.</p>	<p>No Data.</p>

### 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
Reading and comprehension support based on FRSA, iReady and SBAC results. Math skills based on iReady and SBAC results.	Release Days to plan based on identified needs	District Funded	Various Release Days	All Teachers	SBAC, iReady, FRSA, AR

<p>Student progress in district unit assessments, SBAC data, FRSA scores and common assessments must be analyzed to determine next steps in instruction. SBAC ELA, SBAC math, FRSA, iReady</p>	<p>Teachers will work in grade level teams to analyze student data focused on progress toward grade level goals in math and ELA. Teachers will also collaborate to determine next steps in planning and to develop interventions to support student learning. Teachers will disaggregate the data to determine lowest and highest performing subgroups for interventions and acceleration.</p>	<p>Title 1</p>	<p>Each Trimester</p>	<p>Teachers and administration</p>	<p>SBAC data, iReady, FRSA, Common Assessment Data, Teacher exit slips</p>
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**Accountability Measure 3: Professional Development**

**Teacher Involvement**

**Describe Teacher Involvement**

**Written Analysis**

Dooley Elementary School staff is included in the site-based decision making process in regards to the use of academic assessments, the achievement of individual students, and the overall program in the following ways:

- \* Teachers at each grade level meet collaboratively to bring coherence and consistency to the content and presentation of CCSS. During grade level meetings, teachers will share methods to integrate CCSS into Wonders & associated ancillary materials, Informational text, Response to Literature and Write From The Beginning prompts. Teachers will also analyze unit assessment data in order to provide support and ideas to determine best next steps. Teachers in grades K-5 will participate in training to become more adept at Small Group Instruction to accelerate learning.
- \* Staff participates in the site-based decision making process through the Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council meeting, with advisement from the English Language Advisory Committee. The staff is encouraged to participate in decisions regarding the overall academic program.
- \* Staff participates in Parent/Teacher conferences (twice a year), the Student Study team process at the grade and site level to share data and collaborate instructional strategies. Staff will communicate with parents via phone calls, emails and in person.
- \* Coordinating and integrating federal, state, and local funds/services: Staff participates in the coordination and integration of the federal, state, and local funds/services process through Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council, with advisement from English Language Advisory Committee.
- \* CIV, ILW and CDS teams participates in grade level and cross grade level classroom walk throughs, curriculum development, Student Support Team meetings, IEPs, and staff development workshops.

**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>
Feedback at site and district parent meetings show a need to increase communication with families regarding student achievement.	School Messenger, Synergy Mail, Canvas and/or email will be used to communicate district news, homework assignments, class schedules, and grades in order to improve communication with families and support student achievement.	No cost.	On going	Classroom teachers and staff	- Increase in the number of hits on the site's school website. - Increase in communication between the teacher and parents. - Increase in student achievement.
Allow for a quick, efficient method of communicating with families regarding district and school-wide events, safety alerts and meetings.	School Messenger enables teachers and district/school administrators to send email and text messages to families.	No cost	As needed	Administration Teachers	Increase in communication between the school/district and parents.
To teach social and environmental responsibility to Dooley students.	Dooley Green Team - recycling initiative schoolwide. School garden.	Self-sustaining	Various times and dates	Teachers	Cleanliness of school, fewer full trash cans, increased amount of recyclables collected, periodic trash audit
Parents want to be part of the larger district community.	Superintendent's Parent Forum, Elementary Parent Forum, DCAC, CAC, CIAPP	No cost.	Monthly	District	Parent participation rates and feedback at ELAC and SSC meetings.
Schoolwide initiative to promote decision making among all stakeholders.	ELAC SSC	No cost	5-7 times per year	ELAC members SSC members	Feedback in meetings

Schoolwide initiative to provide information to all stakeholders	Parent Workshops Parent-Teacher Conferences School Messenger Parent Letters ParentVue School website	No cost	Semester 1 & 2 November Weekly Weekly Ongoing Ongoing	School Staff	ParentVue activity Attendance at school events
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### 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)	491843
Title I Parent and Family Involvement (3008)	5624

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	82040

\* 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	Edward Sigur	06-13-2024
Staff	Classroom Teacher	Daphne Wells	06-13-2024
Staff	Classroom Teacher	Michelle Rimpo	06-13-2025
Staff	Classroom Teacher	Timothy Arbizo	06-13-2025
Staff	Non Classroom Teacher	Janique Ratliff	06-13-2025
Community	Parent	Destinee [REDACTED]	06-13-2025
Community	Parent	Claudia [REDACTED]	06-13-2025
Community	Parent	Daisy [REDACTED]	06-13-2025
Community	Parent	Debra [REDACTED]	06-13-2025
Community	Parent	Citlalilt [REDACTED]	06-13-2024

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Genesis [REDACTED]
DELAC Representative	Parent of EL Student (required)	Claudia [REDACTED]
Principal or Designee	Staff Member (required)	Sylvia Cortes-Sagrera
Secretary	Parent of EL Student (required)	Claudia [REDACTED]

Name	Representing
Claudia [REDACTED]	Parent of EL Student
Genesis [REDACTED]	Parent of EL Student
Wendy [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?	11/13/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	After school tutoring. Parent training opportunities.
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 CELDT/ELPAC Results Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023
6. What was SSC's response to ELAC recommendations?	The after school tutoring was approved. SSC agreed to share opportunities provided by the district to support parents with training.





## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/04/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

### LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

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

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

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

# SBAC ELA 2023 :: School Data by Subgroup

## Dooley

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	384	59%	33	26	23	19	41%	↑6		↑6	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	119	54%	24	30	21	25	46%	↑8		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	129	53%	38	16	24	22	47%	↑15		↑7
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	136	68%	36	32	23	10	32%	↓4		↑4	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	Hispanic	283	60%	31	29	22	18	40%	↑5		↑6
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	64	67%	50	17	14	19	33%	↑9		↑5
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Other	14*	36%	7	29	36	29	64%	↑7		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
Pacific Islander	7*	43%	14	29	57		57%	↑13		-	
	All Elementary	69%	33	36	19	12	31%	↓4		↑3	
	District	63%	31	32	28	9	38%	↓2		↓3	

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

Dooley

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	7*	29%	14	14	29	43	71%	↑16		-	
		All Elementary	38%	19	19	23	39	62%	↑1		↑6	
		District	34%	17	18	30	36	66%	↑-		↑1	
	Cambodian	6*	17%		17		67	17	83%	↑26		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7	
		District	39%	19	20	32	29	61%	↑1		↑2	
	Filipino	4*	0%			50		50	100%	↑25		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7	
		District	28%	11	17	31	41	72%	↑2		↑2	
	White	4*	50%	50		50		50%	↓10		-	
		All Elementary	25%	9	15	24	51	75%	↑-		↑4	
		District	26%	11	15	30	44	74%	↑1		↓1	
American Indian	1*	0%			100		100%	-		-		
	All Elementary	36%	27	9	41	23	64%	↑8		↑9		
	District	41%	25	16	41	18	59%	↑18		↑12		
Gender	Female	197	58%	31	27	21	20	42%	↑5		↑2	
		All Elementary	49%	27	21	24	28	51%	↑1		↑5	
		District	47%	25	22	28	24	53%	↓-		↓-	
	Male	187	59%	35	24	24	17	41%	↑7		↑10	
		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 + RFEF	137	66%	35	31	21	12	34%	↑1		↑3	

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Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	EL + RFEP	All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	101	74%	40	35	16	10	26%	↑9		↑5
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
	RFEP	District	86%	60	25	11	3	14%	↑4		↑3
		36	44%	22	22	36	19	56%	↑1		-
	Foster	All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	GATE/Excel	4*	100%	50	50			0%	↓17		-
		District	75%	50	25	16	9	25%	↓3		↓4
	Homeless	All Elementary	75%	53	22	11	14	25%	↑-		↑7
		74	16%	3	14	30	54	84%	↓-		↓5
	Homeless/Foster	All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Low SES	61	67%	31	36	25	8	33%	↑4		↑3
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
	Special Ed.	District	64%	40	24	24	12	36%	↓1		↓1
		65	69%	32	37	23	8	31%	↑3		↑3
Special Ed.	All Elementary	64%	41	23	20	16	36%	↑2		↑6	
	District	65%	41	24	23	12	35%	↓1		↓1	
Special Ed.	375	59%	33	26	22	19	41%	↑7		↑6	
	All Elementary	59%	36	23	22	18	41%	↑2		↑6	
Special Ed.	District	59%	34	25	25	16	41%	↑1		↓1	
	39	92%	72	21	8		8%	↑3		-	

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Dooley

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	Special Ed.	All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	32	91%	66	25	9		9%	↑4		↑4
		All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

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# SBAC Math 2023 :: School Data by Subgroup

## Dooley

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
All Students	385	68%	35	34	21	10	32%	↑1		↓-	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	119	65%	27	38	24	12	35%	↓3		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	129	60%	26	34	26	14	40%	↑10		↑4
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	137	79%	49	30	15	6	21%	↓4		↓5
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	285	69%	34	35	22	9	31%	↑1		↓1
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	63	78%	49	29	16	6	22%	↑2		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Other	14*	43%	7	36	21	36	57%	↓7		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
Pacific Islander	7*	57%	29	29	43		43%	↑10		-	
	All Elementary	73%	41	32	18	9	27%	↓3		↓3	
	District	76%	46	30	17	8	24%	↓-		↓6	

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Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Asian	7*	43%	14	29	14	43	57%	↑2		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	6*	33%	17	17	33	33	67%	↑10		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	4*	25%	25	25	50	75%	↑13		-	
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	White	4*	25%	25	50	25	75%	↑35		-	
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
American Indian	1*	100%	100			0%	-		-		
	All Elementary	64%	27	36	18	18	36%	↓3		↓9	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	197	71%	38	34	20	9	29%	↑1		↓2
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	188	65%	31	34	22	12	35%	↑2		↑2
		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	139	77%	36	41	17	6	23%	↓4		↓1

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Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	EL + RFEP	All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	103	83%	35	48	15	3	17%	↑5		↑6
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
	RFEP	District	90%	68	22	8	2	10%	↑3		↓-
		36	61%	39	22	22	17	39%	↓8		↓15
	Foster	All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	GATE/Excel	4*	100%	75	25			0%	↓17		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
	Homeless	District	85%	62	23	13	2	15%	↑2		↓2
		74	28%	5	23	31	41	72%	↓4		↓15
	Homeless/Foster	All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Low SES	62	79%	35	44	15	6	21%	↓1		↓3
		All Elementary	72%	44	27	18	11	28%	↑2		-
	Special Ed.	District	78%	52	26	14	8	22%	↑-		↓5
		66	80%	38	42	14	6	20%	↓2		↓3
Special Ed.	All Elementary	72%	45	27	18	10	28%	↑2		-	
	District	79%	53	25	14	7	21%	↑1		↓4	
Special Ed.	376	68%	34	34	21	11	32%	↑2		↓-	
	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
Special Ed.	District	73%	46	27	17	11	27%	↑2		↓5	
	39	95%	74	21	5		5%	↓4		↓3	

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Dooley

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	Special Ed.	All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	32	97%	72	25	3		3%	↓7		↓8
		All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

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Dooley

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	137	85%	18	68	12	2	15%	↓6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	85%	18	68	12	2	15%	↓6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	104	86%	17	68	13	2	14%	↓6		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	23	91%	17	74	9		9%	↓3		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Pacific Islander	4*	50%		50		50	50%	↑10		-
		All Elementary	83%	22	61	17		17%	↓14		-
		District	88%	20	69	10	2	12%	↓4		-
	Other	2*	100%		100			0%	↓25		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	Asian	2*	50%		50		50	50%	↑50		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
Cambodian	2*	50%		50		50	50%	-		-	
	All Elementary	61%	9	52	24	15	39%	↓4		-	
	District	65%	9	56	25	10	35%	↑-		-	

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Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Filipino	1*	100%	100			0%	↓50		-	
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
	White	1*	100%	100			0%	↓33		-	
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
Gender	Female	68	87%	19	68	12		13%	↓2		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	69	84%	16	68	13	3	16%	↓10		-
		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	54	87%	19	69	11	2	13%	↓6		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	26	96%	23	73	4		4%	↑1		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	28	79%	14	64	18	4	21%	↓9		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	Foster	2*	100%	100			0%	-		-	

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Dooley

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	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	33	58%	6	52	33	9	42%	↓21		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	23	91%	4	87	9		9%	↓7		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	25	92%	4	88	8		8%	↓7		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	137	85%	18	68	12	2	15%	↓5		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
Special Ed.	21	90%	29	62	10		10%	↑10		-	
	All Elementary	89%	44	46	7	4	11%	↑3		-	
	District	93%	47	46	5	2	7%	↑1		-	
Spec Ed. Speech/RSP	16*	88%	13	75	13		13%	↑13		-	
	All Elementary	86%	34	52	9	5	14%	↑4		-	
	District	90%	37	53	7	3	10%	↑1		-	

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# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Dooley

1/17/24

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	259	259	47	24	23	22	31	
		All ES	49	22	22	24	32	
		District	27	34	15	16	34	
Grade	Gr. 04 (Minimum Growth Target: 44)	127	53	20	22	26	32	
		All ES	49	21	24	27	28	
		District	48	22	24	27	27	
	Gr. 05 (Minimum Growth Target: 35)	132	41	29	23	19	29	
		All ES	50	22	20	22	36	
		District	49	22	20	22	36	
Ethnicity	Hispanic	193	47	25	22	22	31	
		All ES	49	23	22	24	31	
		District	26	35	15	16	34	
	African American	42	49	19	26	21	33	
		All ES	50	22	22	22	34	
		District	25	36	16	15	33	
	Other	9 <sup>^</sup>	-		33		44	22
		All ES	49	19	23	27	31	
		District	30	32	16	17	35	
	Asian	6 <sup>^</sup>	-		17	50		33
		All ES	53	21	23	23	34	
		District	33	30	16	16	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.

<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

## Dooley

1/17/24

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	Cambodian	5^	-		40	40	20	
		All ES	53		20	22	25	33
		District	34		30	16	17	37
	Pacific Islander	5^	-		80	20	0	
		All ES	41		23	26	25	26
		District	26		32	17	18	33
	Filipino	3^	-			67	33	
		All ES	50		21	21	24	34
		District	31		32	14	16	37
	White	1^	-		100	0		
		All ES	53		19	22	27	33
		District	29		33	16	16	35
Gender	Female	126	47		22	25	24	29
		All ES	50		21	22	25	32
		District	28		34	15	16	34
	Male	133	46		26	20	21	32
		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	101	43		26	23	26	26

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

## Dooley

1/17/24

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	EL + RFEP	All ES	50	24	21	23	33	
		District	25	36	13	15	36	
	ELL		67	46	22	22	27	28
		All ES	50	24	21	23	32	
	RFEP	District	34	31	16	18	35	
		All ES	50	34	32	24	24	21
	Foster	District	18	39	12	14	36	
			3^	-			67	33
	GATE/Excel	All ES	55	25	10	31	33	
		District	23	40	12	20	29	
	Homeless		60	34	27	30	20	23
		All ES	49	21	22	27	30	
	Homeless/Foster	District	27	34	15	18	33	
			37	44	24	16	19	41
	Low SES	All ES	55	21	21	25	34	
		District	28	33	16	17	34	
			40	48	23	15	23	40
		All ES	55	21	20	25	34	
		District	28	34	16	17	33	
			256	46	24	23	23	30

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

## Dooley

1/17/24

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	Low SES	All ES	50	22	22	24	32
			District	26	35	15	16	34
	Special Ed.	All ES	32	50	31	9	22	38
		District	43	27	35	15	15	35
	Spec Ed. Speech/RSP	All ES	26	64	27	4	23	46
		District	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

## Dooley

1/17/24

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	259	259	38	23	26	32	19	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	127	60	6	26	44	24	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	132	17	39	26	20	15	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	193	37	22	28	33	17	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	African American	42	40	24	17	38	21	
		All ES	35	26	27	28	20	
		District	14	40	19	17	24	
	Ethnicity	Other	9^	-	22	44	22	11
			All ES	40	21	29	29	21
			District	22	34	22	19	26
		Asian	6^	-	50	50		
			All ES	42	21	26	30	23
			District	19	36	19	20	26

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

## Dooley

1/17/24

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	Ethnicity	Cambodian	5 <sup>^</sup>	-	20	40	40	
			All ES	42	21	26	31	22
			District	19	36	19	20	25
	Pacific Islander	5 <sup>^</sup>	-	40	20	20	20	
		All ES	30	29	29	26	15	
		District	14	42	17	18	24	
	Filipino	3 <sup>^</sup>	-			33	67	
		All ES	36	24	27	29	20	
		District	22	36	17	22	26	
	White	1 <sup>^</sup>	-				100	
		All ES	36	22	33	28	18	
		District	19	34	22	19	24	
Gender	Female	126	33	24	29	30	17	
		All ES	38	23	28	29	20	
		District	15	38	19	19	24	
	Male	133	43	22	23	34	21	
		All ES	39	24	28	27	21	
		District	16	38	20	18	25	
	Nonbinary	All ES <sup>^</sup>	59		33	50	17	
District		5	38	20	18	25		
Special Populations	EL + RFEP	101	35	25	29	31	16	

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 Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Dooley

1/17/24

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	EL + RFEP	All ES	41	23	26	28	23	
		District	12	41	18	17	24	
	ELL		67	47	15	28	39	18
		All ES	42	23	25	29	23	
	RFEP	District	23	35	19	19	26	
			34	14	44	29	15	12
	Foster	All ES	40	24	27	26	23	
		District	4	46	17	15	23	
	GATE/Excel		3^	-		33	67	0
		All ES	41	24	26	33	17	
	Homeless	District	21	39	16	19	25	
			60	26	30	33	23	13
	Homeless/Foster	All ES	35	24	30	28	18	
		District	19	35	21	20	25	
	Low SES		37	40	30	14	32	24
		All ES	37	26	27	26	21	
	Homeless/SES	District	13	40	19	17	24	
			40	40	28	15	35	23
	Homeless/SES	All ES	38	26	27	26	21	
		District	14	40	19	17	24	
Low SES		256	38	23	26	32	20	

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

## Dooley

1/17/24

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	Low SES	All ES	38	24	28	28	21	
		District	14	39	19	18	24	
	Special Ed.		32	30	28	22	25	25
		All ES	37		26	25	25	24
		District	20		36	19	16	29
	Spec Ed. Speech/RSP		26	38	23	19	31	27
		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.

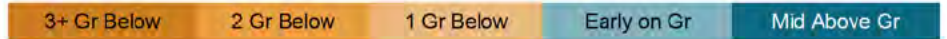


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	100	36	62	2		
			2	105	23	69	5	4	
			3	101	11	57	21	11	
	Teacher	Gonzalez, E	1	26	35	62	4		
			2	26	15	62	12	12	
			3	28	4	57	25	14	
		Gutierrez-Andrade, I	1	24	38	63			
			2	26	42	54	4		
			3	25	16	64	12	8	
		Montez, V	1	27	56	41	4		
			2	30	27	70	3		
			3	30	30	53	17		
		Rimpo, M	1	29	38	62			
			2	29	24	72	3		
			3	29	14	48	21	17	
	Ethnicity	African American	1	14	50	43	7		
			2	18	22	78			
			3	14	14	57	29		
		Asian	1	2	100				
			2	2	100				
			3	1			100		
		Hispanic	1	73	37	62	1		
			2	74	26	65	4	5	
			3	72	13	56	22	10	
		Pacific Islander	1	3	33	67			
			2	3	100				
			3	4	100				
White	1	4	100						
	2	4		75	25				
	3	4		50	50				
Other	1	4	25	75					
	2	4	25	50	25				
	3	4		75	25				
Filipino	3	2		50	50				



# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	50	44	56			
			2	52	21	75	4		
			3	49	12	55	20	12	
		Male	1	50	28	68	4		
			2	53	25	62	6	8	
			3	52	10	60	21	10	
	Special Populations	Low SES	1	94	36	62	2		
			2	95	23	67	5	4	
			3	94	12	54	22	12	
		ELL	1	35	40	60			
			2	36	36	58	6		
			3	35	17	63	14	6	
		RFEP	1	1	100				
			2	1	100				
			3	1				100	
		EL + RFEP	1	36	39	61			
			2	37	35	59	5		
			3	36	17	61	14	8	
		Special Ed.	1	7	43	57			
			2	7	43	43	14		
			3	6		83	17		
		Spec Ed. Speech/RSP	1	7	43	57			
			2	7	43	43	14		
			3	6		83	17		
		Foster	1	1	100				
			2	1	100				
		Homeless	1	14	50	50			
2	16		31	63	6				
3	13		15	54	23	8			

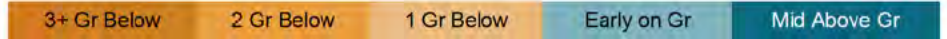


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	All Students	All	1	97	55	43	2			
			2	102	32	61	5	2		
			3	104	13	57	17	13		
	Teacher	Arbizo, T	1	17	65	35				
			2	23	30	70				
			3	23	17	65	9	9		
		Gutierrez, L	1	20	60	40				
			2	21	29	71				
			3	19	21	37	21	21		
		Kong, B	1	21	57	43				
			2	23	48	43	4	4		
			3	23	9	61	22	9		
			Livingston, J	1	21	52	43	5		
				2	20	35	50	10	5	
				3	21	10	52	24	14	
		Meadows, M	1	20	60	35	5			
			2	18	33	56	11			
			3	21	19	62	10	10		

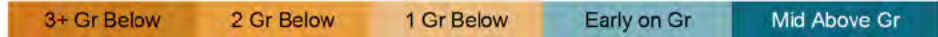


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
2	Ethnicity	African American	1	18	50		50				
			2	18	22		78				
			3	17	12		59		24	6	
		Asian	1	2	50		50				
			2	3	67		33				
			3	3	67		33				
		Filipino	1	2	100						
			2	1	100						
			3	1	100						
		Hispanic	1	70	57		41		1		
			2	75	35		59		5		
			3	77	13		58		16	13	
		Pacific Islander	1	2	100						
			2	3	33		67				
			3	3	67		33				
		Other	1	3	33		33		33		
			2	2	50		50				
			3	3	67		33				
		Gender	Female	1	39	72		26		3	
				2	42	48		48		5	
				3	42	19		62		14	5
			Male	1	58	43		55		2	
				2	60	22		70		5	3
				3	62	10		53		19	18
Special Populations	Low SES	1	92	52		46		2			
		2	97	32		62		4			
		3	98	13		55		18	13		
	ELL	1	29	66		34					
		2	33	48		48		3			
		3	34	18		68		12	3		
	RFEP	1	4	50		50					
		2	3	33		33		33			
		3	3	33		67					





# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	EL + RFEP	1	33	64	36			
			2	36	47	47	6		
			3	37	16	65	11	8	
		Special Ed.	1	4	75	25			
			2	7	29	71			
			3	7	29	57	14		
		Spec Ed. Speech/RSP	1	4	75	25			
			2	7	29	71			
			3	7	29	57	14		
		Foster	1	3	67	33			
			2	3	33	67			
			3	3		67	33		
		Homeless	1	5	40	60			
			2	8	38	50	13		
			3	9		44	44	11	
		GATE/Excel	1	9		78	22		
			2	11		55	27	18	
			3	11		27	18	55	

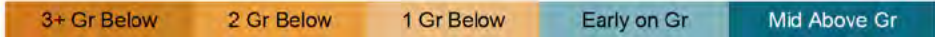


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	119	19	34	45	2	
			2	118	3	12	66	14	5
			3	117	3	9	46	27	15
	Teacher	Camicero, M	1	24	8	13	71	8	
			2	24			25	50	25
			3	24			13	29	58
		Cortes-Sagrera, S	1	24	25	46	29		
			2	24	4	13	79	4	
			3	24		8	67	25	
		Gates, M	1	22	18	45	36		
			2	21	14		86		
			3	23		4	43	43	9
		Nieves-Patterson, A	1	22	14	32	55		
			2	22	18		77	5	
			3	23		4	13	48	30
		Whitcomb, R	1	21	24	38	38		
			2	20	10	10	75	5	
			3	22	9	18	59	9	5
	Ethnicity	African American	1	19	21	42	32	5	
			2	19	5	11	68	16	
			3	21		10	14	33	33
American Indian		1	1			100			
		2	1			100			
		3	1			100			
Asian		1	1			100			
		2	1			100			
		3	1			100			
Filipino		1	1			100			
		3	1			100			
Hispanic		1	88	20	31	48	1		
	2	87	3	13	64	13	7		
	3	84		1	7	46	30	15	

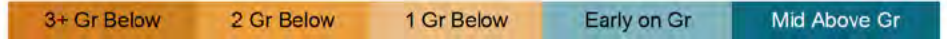


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 3

**Legend**

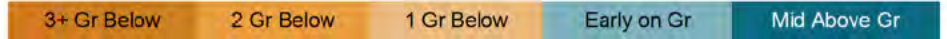


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Ethnicity	Pacific Islander	1	1	100				
			2	2	50	50			
			3	2	50	50			
		White	1	3	33	33	33		
			2	3	67		33		
			3	3	67		33		
		Other	1	5	40	60			
			2	5	80			20	
			3	4	50		50		
	Gender	Female	1	68	19	38	41	1	
			2	69	6	12	65	13	4
			3	65	3	9	49	28	11
		Male	1	51	20	29	49	2	
			2	49	12	67		14	6
			3	52	2	8	42	27	21
	Special Populations	Low SES	1	115	17	35	46	2	
			2	113	3	12	66	14	5
			3	111	2	8	48	26	16
		ELL	1	34	26	38	35		
			2	33	3	18	73	33	
			3	33	9	55		30	6
		RFEP	1	1	100				
			2	2	50		50		
			3	2	50		50		
		EL + RFEP	1	35	26	37	37		
			2	35	3	17	71	6	3
			3	35	9	54		31	6
	Special Ed.	1	5	80		20			
		2	6	17	67		17		
		3	6	33	33	17	17		
Spec Ed. Speech/RSP	1	5	80		20				
	2	6	17	67		17			
	3	6	33	33	17	17			



**i-Ready Math Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 3**

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Homeless	1	23	39	30	30		
			2	23	4	22	61	13	
			3	22	5	14	45	27	9
		GATE/Excel	1	13	15	8	62	15	
			2	14			29	43	29
			3	14			14	36	50

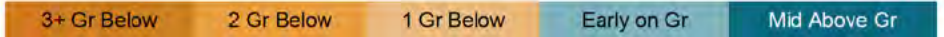
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	127	20	24	40	10	5	
			2	123	9	17	46	18	11	
			3	126	10	13	32	18	27	
	Teacher	Lim, G	1	33	52	33	15			
			2	33	24	39	36			
			3	33		27	73			
		Neally, D	1	30	33	40	27			
			2	31	16	29	45	10		
			3	31	16	19	42	16	6	
		Patton, M	1	2	50	50				
			2	2	50	50				
			3	2	100					
		Rivas, J	1	28	21	39	36	4		
			2	28	14	11	68	4		
			3	30	17	17	40	17	10	
		Wells, D	1	30	23	33	40	3		
			2	29	7	28	48	17		
			3	31	6	19	45	13	16	
		Ethnicity	African American	1	18	33	28	28	6	6
				2	16	13	25	44	6	13
				3	18	17	22	28	6	28
	Asian		1	4	25	25	50			
			2	4	50	25	25			
			3	4	25	25	50			
	Filipino		1	2	50	50				
			2	2	100					
			3	2	100					
Hispanic	1		95	21	27	42	7	2		
	2		93	10	18	46	20	5		
	3		93	10	14	34	19	23		
Other	1	8	50	38	13					
	2	8	50	13	38					
	3	8	25	25	50					
Pacific Islander	3	1	100							

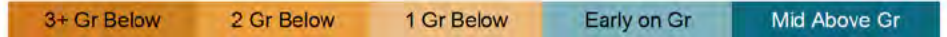


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	62	21	26	40	10	3
			2	60	7	17	47	23	7
			3	62	11	16	26	21	26
		Male	1	65	20	23	40	11	6
			2	63	11	17	44	13	14
			3	64	8	11	38	16	28
	Special Populations	Low SES	1	123	20	25	40	11	4
			2	121	8	17	45	18	11
			3	123	9	14	33	17	28
		ELL	1	44	23	34	39	2	
			2	44	11	25	55	9	
			3	42	10	21	43	14	12
		RFEP	1	6		83		17	
			2	6			33	50	17
			3	6				50	50
		EL + RFEP	1	50	20	30	44	4	2
			2	50	10	22	52	14	2
			3	48	8	19	38	19	17
		Special Ed.	1	12		67	17	17	
			2	11		36	45	18	
			3	11		36	27	27	9
		Spec Ed. Speech/RSP	1	10		70	20	10	
			2	10		40	40	20	
			3	9		44	33	11	11
	Foster	1	2		100				
		2	1		100				
		3	2		100				
Homeless	1	15		47	20	20	13		
	2	16		13	25	44	19		
	3	16		25	25	25	6	19	
GATE/Excel	1	27			37	44	19		
	2	27			15	37	48		
	3	27			4	22	74		

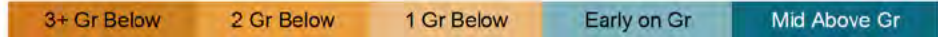


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 5

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	130	25	19	45	8	2
			2	124	15	19	44	16	6
			3	124	12	16	39	23	10
	Teacher	Lockerman, T	1	31	13	45	32	10	
			2	31	3	35	39	23	
			3	30	23	40	37		
		Patton, M	1	4	75	25			
			2	2	50	50			
			3	2	50	50			
		Tariq, J	1	31	32	16	52		
			2	30	23	27	40	10	
			3	32	19	22	44	16	
	Winters, T		1	33	42	24	33		
			2	31	23	29	48		
			3	33	24	24	48	3	
	Wong, B	1	31	19	26	52	3		
		2	31	13	16	55	16		
		3	33	12	21	33	30	3	
	Ethnicity	African American	1	23	35	30	26	9	
			2	21	10	29	43	19	
			3	20	5	20	50	20	5
		Asian	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
Filipino		1	1	100					
		2	1			100			
		3	1			100			
Hispanic		1	97	25	18	48	8	1	
		2	94	18	17	45	14	6	
		3	94	14	17	38	20	11	
Pacific Islander		1	4	25	50	25			
		2	4	25	50	25			
		3	4	25	25	50			

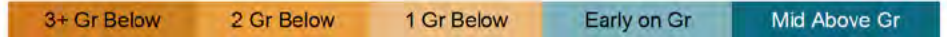


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 5

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
5	Ethnicity	White	1	1	100						
			3	1	100						
		Other	1	2	100						
			2	2	50	50					
			3	2	100						
		Gender	Female	1	67	30	21	45	3		
	2			63	17	17	51	10	5		
	3			60	13	18	45	18	5		
	Male		1	63	21	17	46	14	2		
			2	61	13	20	38	23	7		
			3	64	11	14	33	28	14		
	Special Populations	Low SES	1	130	25	19	45	8	2		
			2	124	15	19	44	16	6		
			3	124	12	16	39	23	10		
		ELL	1	24	38	17	46				
			2	21	29	24	29	19			
			3	23	26	13	35	26			
		RFEP	1	25	12	12	64	12			
			2	26	4	15	58	19	4		
			3	26	4	15	42	23	15		
		EL + RFEP	1	49	24	14	55	6			
			2	47	15	19	45	19	2		
			3	49	14	14	39	24	8		
		Special Ed.	1	21	57	10	24	10			
			2	17	35	24	29	12			
			3	18	33	17	17	33			
		Spec Ed. Speech/RSP	1	16	50	13	25	13			
2			16	31	25	31	13				
3			16	31	19	19	31				
Foster	1	1	100								
	2	1	100								
	3	1	100								





**i-Ready Math Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 5**

**Legend**

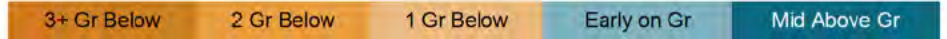


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Homeless	1	22	18	27	55		
			2	21	24	14	52	10	
			3	22	14	23	36	27	
		GATE/Excel	1	33	9	61	24	6	
			2	33		3	39	36	21
			3	31			23	42	35

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 1**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	111	29	68	2		
			2	108	15	68	12	6	
			3	98		9	46	18	27
	Teacher	Gonzalez, E	1	26	12	81	4	4	
			2	26	4	73	4	19	
			3	28		4	43	11	43
		Gutierrez-Andrade, I	1	26	38	58	4		
			2	27	15	70	7	7	
			3	25		4	52	32	12
		Montez, V	1	28	43	57			
			2	30	17	63	17	3	
			3	30		10	50	13	27
	Rimpo, M	1	29	17	79	3			
		2	29	17	59	24			
		3	29		14	45	17	24	

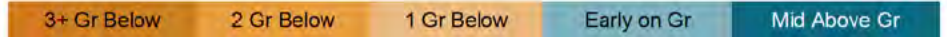
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	18	33	67			
			2	18	22	78			
			3	16		13	56	6	25
		Asian	1	2		100			
			2	2				100	
			3	1				100	
		Hispanic	1	79	30	66	3		
			2	76	14	70	9	7	
			3	70		10	44	21	24
		Pacific Islander	1	4	25	75			
			2	4	25	75			
			3	3		100			
		White	1	4		100			
			2	3				100	
			3	3			33	67	
		Other	1	4	25	75			
			2	4		50	25	25	
			3	3		33	33	33	
		Filipino	2	1		100			
			3	2				50	50
		Gender	Female	1	53	34	62	4	
2	54			13	67	13	7		
3	50				8	44	20	28	
Male	1		57	23	75	2			
	2		53	15	70	11	4		
	3		47		11	47	17	26	
Nonbinary	1		1		100				
	2		1		100				
	3		1		100				
Special Populations	Low SES	1	104	29	68	2			
		2	98	15	66	12	6		
		3	91		10	43	20	27	

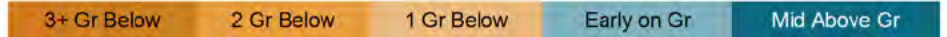
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
1	Special Populations	ELL	1	40	40	58	3			
			2	39	21	69	8	3		
			3	37	16	51	14	19		
		RFEP	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	41	39	56	5			
			2	40	20	68	10	3		
			3	38	16	50	16	18		
		Special Ed.	1	9	44	56				
			2	8	25	75				
			3	7	29	57	14			
		Spec Ed. Speech/RSP	1	9	44	56				
			2	8	25	75				
			3	7	29	57	14			
		Foster	1	1	100					
			2	1	100					
		Homeless	1	15	33	67				
			2	16	19	69	6	6		
			3	13	8	46	23	23		

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 2**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	99	54	38	3	5		
			2	99	26	49	13	11		
			3	95	15	46	13	26		
	Teacher	Arbizo, T	1	22	36	59	5			
			2	23	17	65	9	9		
			3	23	22	43	13	22		
		Gutierrez, L	1	20	55	45				
			2	21	24	48	19	10		
			3	18	28	22	22	28		
		Teacher	Kong, B	1	22	68	23	5	5	
				2	23	35	48	9	9	
				3	23	17	52	9	22	
	Livingston, J		1	22	59	27	9	5		
			2	22	27	36	23	14		
			3	21	5	48	14	33		
	Teacher	Meadows, M	1	20	45	45	10			
			2	21	24	48	5	24		
			3	21	10	57	10	24		

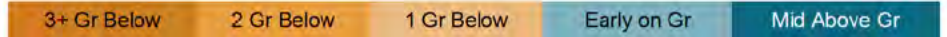
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 2



**Legend**

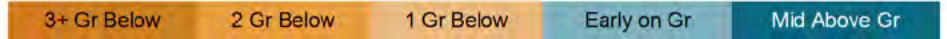


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	African American	1	19	37	63			
			2	18	28	50	22		
			3	15	20	33	20	27	
		Asian	1	3	67		33		
			2	3	33	33	33		
			3	3	33	33	33		
		Filipino	1	1				100	
			2	1	100				
			3	1				100	
		Hispanic	1	73	59	34	34		
			2	72	26	49	13	13	
			3	70	11	54	11	23	
		Pacific Islander	1	1	100				
			2	3	33	67			
			3	3		33	33	33	
		Other	1	2	50		50		
			2	2	50		50		
			3	3	33		67		
		Gender	Female	1	42	60	38	2	
				2	41	29	56	12	2
				3	41	15	59	10	17
Male	1		57	49	39	5	7		
	2		58	24	45	14	17		
	3		54	15	37	15	33		
Special Populations	Low SES	1	95	53	39	3	5		
		2	93	26	49	13	12		
		3	90	14	47	12	27		
	ELL	1	31	84	16				
		2	33	45	45	6	3		
		3	32	16	66	6	13		
	RFEP	1	2	50		50			
		2	2	50		50			
		3	3	33		33	33		

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 2**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	EL + RFEP	1	33	79	18	3		
			2	35	43	46	6	6	
			3	35	14	63	9	14	
		Special Ed.	1	7	57	43			
			2	9	44	56			
			3	7	43	57			
		Spec Ed. Speech/RSP	1	7	57	43			
			2	9	44	56			
			3	7	43	57			
		Foster	1	2	100				
			2	2	50	50			
			3	1	100				
		Homeless	1	8	63	38			
			2	9	22	78			
			3	9	33	56	11		
		GATE/Excel	1	9		44	22	33	
			2	10		30	20	50	
			3	11		18		82	

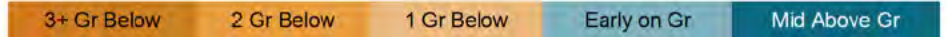
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	119	11	32	29	24	4	
			2	116	8	11	24	40	17	
			3	116	5	13	16	44	22	
	Teacher	Camicero, M	1	24	8	38	38	17		
			2	24		13	46	42		
			3	24		13	38	50		
		Cortes-Sagrera, S	1	24	17	38	29	13	4	
			2	24	4	17	29	42	8	
			3	24	4	29	17	33	17	
		Gates, M	1	22	9	41	27	23		
			2	21	10	10	43	33	5	
			3	23		4	9	22	65	
		Nieves-Patterson, A	1	22	5	45	27	23		
			2	23		4	9	22	48	17
			3	23		4	9	22	39	26
		Whitcomb, R	1	21	14	33	29	24		
			2	21		14	19	14	33	19
			3	22		14	18	9	45	14
		Ethnicity	African American	1	19	16	37	16	21	11
				2	19	16	11	26	21	26
				3	20	10	20	20	25	25
	American Indian		1	1	100					
			2	1					100	
			3	1					100	
	Asian		1	1					100	
			2	1					100	
			3	1					100	
Filipino	1		1					100		
	2		1					100		
	3		1					100		
Hispanic	1	88	10	32	35	19	3			
	2	85		7	12	21	46	14		
	3	84		5	12	17	48	19		



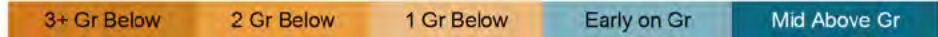
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 3



**Legend**

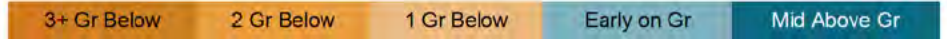


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Ethnicity	Pacific Islander	1	1					100	
			2	2	50		50			
			3	2		50		50		
		White	1	3		33		33		33
			2	2			50		50	
			3	3			33		33	33
		Other	1	5			40		60	
			2	5			60		40	
			3	4					50	50
	Gender	Female	1	69		10	36	23	26	4
			2	68		7	16	24	37	16
			3	64		6	17	14	39	23
		Male	1	50		12	26	38	20	4
			2	48		8	4	25	44	19
			3	52		4	8	19	50	19
	Special Populations	Low SES	1	116		9	33	30	23	4
			2	111		7	11	23	41	18
			3	110		5	13	15	45	23
		ELL	1	33		12	48	30	9	
			2	33		12	9	30	45	3
			3	33		9	9	27	42	12
		RFEP	1	2						100
			2	2						100
			3	2						100
		EL + RFEP	1	35		11	46	29	14	
			2	35		11	9	29	49	3
			3	35		9	9	26	40	17
	Special Ed.	1	5		60		20	20		
		2	6			50	17	33		
		3	6			50	33	17		
Spec Ed. Speech/RSP	1	5		60		20	20			
	2	6			50	17	33			
	3	6			50	33	17			

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 3**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Homeless	1	23	17	43	17	17	4
			2	22	18	9	36	18	18
			3	22	9	14	14	55	9
		GATE/Excel	1	14	14	36	29	21	
			2	14	21	36	43		
			3	14	14	36	50		

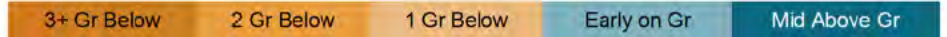
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	123	28	11	38	14	10	
			2	125	21	6	45	13	15	
			3	124	16	7	39	13	25	
	Teacher	Lim, G	1	33			36	33	30	
			2	33			21	27	52	
			3	33			9	21	70	
		Neally, D	1	30	47	7	37	10		
			2	31	39	6	42	13		
			3	31	35	6	39	13	6	
		Patton, M	1	3	33		67			
			2	2	50		50			
			3	2	50		50			
			Rivas, J	1	28	32	18	43	7	
				2	29	21	7	62	7	3
				3	30	20	10	53	7	10
			Wells, D	1	29	31	21	41	7	
				2	30	20	13	63	3	
				3	30	10	13	57	10	10
		Ethnicity	African American	1	17	35	12	29	18	6
				2	18	22	6	39	11	22
				3	17	18		53		29
	Asian		1	5			40	20	40	
			2	4			50		50	
			3	4			25	25	50	
Filipino	1		2			50		50		
	2		2			50		50		
	3		2				50	50		
Hispanic	1		91	31	11	40	11	8		
	2		94	23	7	46	15	9		
	3		92	18	9	39	14	20		
Other	1		8		13	38	38	13		
	2		7			43		57		
	3		8		13	25	13	50		
Pacific Islander	3	1					100			

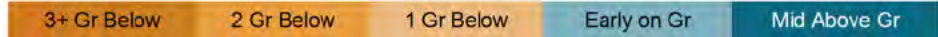
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	60	23	10	42	17	8
			2	61	15	5	49	15	16
			3	62	13	5	40	16	26
		Male	1	63	32	11	35	11	11
			2	64	27	8	41	11	14
			3	62	19	10	37	10	24
	Special Populations	Low SES	1	121	27	11	39	14	9
			2	123	20	7	46	13	15
			3	121	16	7	40	13	24
		ELL	1	43	42	14	37	2	5
			2	44	32	14	48	7	
			3	41	24	17	44	10	5
		RFEP	1	6			33	50	17
			2	6			33	50	17
			3	6			17	50	33
		EL + RFEP	1	49	37	12	37	8	6
			2	50	28	12	46	12	2
			3	47	21	15	40	15	9
		Special Ed.	1	13	77		23		
			2	11	91		9		
			3	12	58		25	8	8
		Spec Ed. Speech/RSP	1	10	90		10		
			2	10	90		10		
			3	10	70		20	10	
	Foster	1	2	100					
		2	2	100					
		3	2	100					
Homeless	1	15	33	7	40	7	13		
	2	15	20	20	33	20	7		
	3	16	25	6	44	13	13		
GATE/Excel	1	26			23	42	35		
	2	26			15	23	62		
	3	27			11	19	70		

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 5**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	128	16	39	26	15	4	
			2	129	12	31	33	19	6	
			3	117	13	29	30	19	9	
	Teacher	Lockerman, T	1	31		13	29		42	16
			2	31			6	23	45	26
			3	30			20	10	40	30
		Patton, M	1	4	100					
			2	4	100					
			3	4	75	25				
		Teacher	Tariq, J	1	32	19	50	19	13	
				2	33	18	30	39	12	
				3	31	23	32	32	13	
	Winters, T		1	35	29	46	23	3		
			2	33	6	52	33	9		
			3	35	14	40	37	6	3	
	Wong, B		1	31	16	52	29	3		
			2	32	13	41	34	13		
			3	32	16	28	38	16	3	

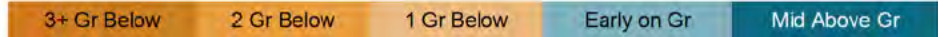
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Dooley 2022-2023 Grade 5



**Legend**

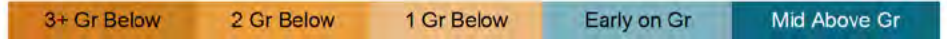


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
5	Ethnicity	African American	1	23	22	43	17	17			
			2	23	13	35	39	13			
			3	17	18	29	29	12	12		
		Asian	1	2			50		50		
			2	2			50		50		
			3	1					100		
		Filipino	1	1		100					
			2	1		100					
			3	1		100					
		Hispanic	1	97	16	38	27	14	4		
			2	97	12	32	31	18	7		
			3	91	13	30	31	20	7		
		Pacific Islander	1	3		33	33		33		
			2	4			50		50		
			3	4		25	25	25	25		
		Other	1	2	50		50				
			2	2					100		
			3	2				50	50		
		White	3	1		100					
			Female	1	65	18	40	25	12	5	
				2	66	17	26	32	21	5	
		3		59	17	27	25	20	10		
		Male	1	63	14	38	27	17	3		
			2	63	6	37	33	16	8		
			3	58	9	31	34	17	9		
		Special Populations	Low SES	1	128	16	39	26	15	4	
				2	129	12	31	33	19	6	
3	117			13	29	30	19	9			
ELL	1		24	25	54	17	4				
	2		23	13	48	30	9				
	3		22	23	41	27	9				
RFEP	1		25		4	32	24	36	4		
	2		27	4	30	37	26	4			
	3		27	4	30	30	26	11			

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Dooley 2022-2023 Grade 5**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	EL + RFEP	1	49	14	43	20	20	2
			2	50	8	38	34	18	2
			3	49	12	35	29	18	6
		Special Ed.	1	19	68	21	11		
			2	17	47	41	12		
			3	18	44	28	28		
		Spec Ed. Speech/RSP	1	16	63	25	13		
			2	15	40	47	13		
			3	15	40	27	33		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	23	13	57	17	13	
			2	22	9	59	18	14	
			3	20	10	30	35	15	10
GATE/Excel	1	34	9	32	44	15			
	2	32	3	25	47	25			
	3	27	4	19	41	37			

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218



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



**Legend**



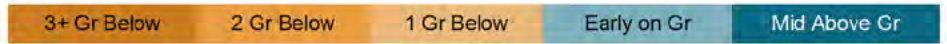
Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	628	3	628	5	13	46	21	15
<b>Grade</b>	Gr. K	3	35	69			17	14
	Gr. 01	3	112	16	55		19	10
	Gr. 02	3	107	15	56		17	12
	Gr. 03	3	117	3	9	46	27	15
	Gr. 04	3	127	9	13	32	18	27
	Gr. 05	3	130	15	17	37	22	9
<b>Ethnicity</b>	African American	3	94	6	19	44	21	10
	Hispanic	3	471	6	13	47	20	14
	Other	3	21	43		19	38	
<b>Gender</b>	Female	3	306	6	15	47	20	12
	Male	3	322	5	11	45	21	17
<b>Special Populations</b>	Low SES	3	604	5	13	45	21	15
	ELL	3	211	6	16	54	18	7
	RFEP	3	40	3	13	35	25	25
	EL + RFEP	3	251	5	15	51	19	10
	Special Ed.	3	56	23	23	34	20	
	Spec Ed. Soeech/RSP	3	52	21	25	33	21	
	Homeless	3	77	9	17	40	25	9
	GATE/Excel	3	83	16		31	53	

The percentages may not equal 100% due to rounding.

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



**Legend**



Category		Diagnostic Window	# Students	Percent by Category					
All Students	632	3	632	7	14	37	21	21	
	Gr. K	3	39	64			21	15	
Grade	Gr. 01	3	112	8	47		18	27	
	Gr. 02	3	106	16	45		13	25	
	Gr. 03	3	117	5		13	17	44	21
	Gr. 04	3	126	16	8	39		13	25
	Gr. 05	3	132	15	30	29		17	8
	Ethnicity	African American	3	95	11	17	39		13
Hispanic		3	475	8	14	38		22	17
Other		3	21	10		19	24	48	
Gender	Female	3	311	7	14	36		22	21
	Male	3	321	7	14	38		20	20
Special Populations	Low SES	3	608	7	15	36		21	21
	ELL	3	213	9	15	47		18	11
	RFEP	3	41	2		22	24	29	22
	EL + RFEP	3	254	8	16	43		20	13
	Special Ed.	3	59	34	25		34	3	
	Spec Ed. Soeech/RSP	3	53	30	26		36	4	
	Homeless	3	76	11	17	38		24	11
	GATE/Excel	3	84	6		14	26	54	

The percentages may not equal 100% due to rounding.



**School Plan for Student Achievement Addendum 2023-2024**  
**Additional Targeted Support and Improvement (ATSI) -**

**Dooley Elementary School -**

In ATSI identify subgroups:

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

**Attestation:**

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

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

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

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

Date

**April 19, 2023**

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

## Resource Inequities

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

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

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

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

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

### Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

## Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

Quarterly visits will be customized by schools, but follow a common structure:

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

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



## Home School Compact

The staff and parents/guardians at Dooley have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Dooley agree to implement the following activities:

### THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide before/after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

Principal's Signature \_\_\_\_\_ Date October, 4, 2023

### THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



## Compacto Escolar-Hogar

El personal y los padres/tutores en Dooley tienen altas expectativas de los estudiantes en la escuela y de sí mismos. En un esfuerzo por proporcionar un programa educativo de la más alta calidad a los estudiantes, el personal y los padres/tutores de Dooley están de acuerdo en implementar las siguientes actividades:

### LA ESCUELA

La escuela proporcionará un programa educativo riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.

El personal escolar será un modelo positivo para los estudiantes.

La escuela proporcionará tutoría antes/después de la escuela cuando haya recursos disponibles.

La escuela involucrará a los padres/tutores en los comités de la escuela.

La escuela mantendrá a los padres informados sobre el progreso de sus hijos/as.

Firma del director \_\_\_\_\_ Fecha 4 de octubre de 2023

### EL HOGAR

Los padres/tutores enviarán a sus hijos/as a la escuela bien descansados, con la oportunidad de desayunar en la escuela o haber desayunado en casa y llegar a tiempo todos los días.

Los padres/tutores proporcionarán un lugar tranquilo para que sus hijos/as estudien y verifiquen su trabajo.

Los padres/tutores hablarán, leerán o escribirán a/con sus hijos/as al menos 20 minutos cada noche.

Los padres/tutores asistirán a todas las conferencias solicitadas por el maestro para compartir el progreso académico de sus hijos/as.

Firma del padre/tutor \_\_\_\_\_ Fecha \_\_\_\_\_

### EL ESTUDIANTE

Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo y descansando bien.

Los estudiantes serán aprendices responsables al prestar atención en clase, leer todos los días y hacer lo mejor que puedan en la escuela.

Los estudiantes se esforzarán para creer en sus habilidades, mantendrán una actitud positiva y serán alumnos/as cooperativos y comprometidos/as.

Los estudiantes interactuarán con maestros/as y compañeros/as de manera positiva.

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



# **Dooley Elementary**

## **Family Involvement Guidelines**

### **2023-2024**

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

#### **PART I**

Dooley agrees to implement the following requirements:

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

#### **PART II**

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

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

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

### **PART III**

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

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

### **PART IV**

#### **DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

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


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

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

\* \* \* \* \*

**PART V**  
**ADOPTION**

Dooley Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on **October 4, 2023** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before November 9, 2023 Dooley, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

  
\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

*For Elementary, K-8, and Middle Schools, revised 7/2017*

# **Dooley Elementary**

## **Guía de Participación Escolar para las Familias**

### **2023-2024**

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

#### **PARTE I**

Dooley está de acuerdo en implementar los siguientes requisitos:

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

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

1. Dooley tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
  - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
  - ii. Composición del SSC
  - iii. Consideraciones Presupuestarias
  - iv. Plan Único para el Rendimiento Estudiantil
  - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
  - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión

- ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
  - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
  - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
  - iii. Tener disponible intérpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
- 2. Dooley tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
  - En la reunión del SSC y ELAC
  - Sección del Boletín Informativo
  - Reunión Anual del Título I
  - Mostrador de la Oficina Principal
  - Noche de Regreso a la Escuela
- 3. Dooley actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
  - En las reuniones de SSC y ELAC
  - Reuniones informativas para las familias
  - El Concilio del Plantel Escolar deberá votar para aprobar la guía
- 4. Dooley convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
  - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
  - Llevar a cabo distintas reuniones durante horarios flexibles
  - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
  - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolLoop,” School Messenger, Canvas y llamadas telefónicas automáticas
  - Se proporcionará cuidado de niños
- 5. Dooley proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
  - Sección del boletín informativo
  - Mostrador de la Oficina Principal
  - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
- 6. Dooley les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Dooley también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
- 7. Talleres para las familias; encuestadas para las familias
  - Pláticas con el director(a)
  - En el boletín informativo de la escuela
  - Noche de Regreso a la Escuela
  - En las reuniones del SSC y ELAC
- 8. Dooley coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
  - Promoción/publicidad de los festivales de Kindergarten del Distrito
9. Dooley entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

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

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

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

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elige comprometerse para fomentar


la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

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

\* \* \* \* \*

#### **PARTE V: ADOPCIÓN**

Esta Guía de Participación Dooley para las Familias se ha desarrollado conjuntamente y de acuerdo con las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **4 Octubre 2023** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **9 Noviembre 2023** o antes. Dooley, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

  
\_\_\_\_\_  
Firma del Director(a)

\_\_\_\_\_  
Fecha