



2023-2024

Gompers Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SBAC Overall - 59%
3rd 55%
4th 52%
5th 70%
African American Students increased scores from 16% to 44%.
iReady D1- 28%, Early on/Mid Above, 39% 1 Grade Level Below
FRSA Overall 22/23 - 71%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

With teachers receiving integrating strategies from Ellevation on EL support and language proficiency, we hope that by June 2024, EL students in grades 3-5 will increase their met or exceeded percentage from 14% to 35% on SBAC ELA. (N-less than 20)
Tk - 2nd grade teachers are receiving support from the literacy coach and attending QCI trainings for literacy. By June 2024, 75% of K-2 Students will be at or above grade level in Overall Foundational skills
By June 2024, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 1 year of overall academic growth and development as measured by the iReady. Progress monitoring and formative assessment will be conducted daily throughout their lessons. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

59% of students in grades 3-5 scored met or exceeded on the Math SBAC. That was an increase from 52% the previous year.
25% of our African American students met or exceeded their math scores on SBAC an increase from 24% in 21/22
For (D1) 12% of students in grades 1-5 are scoring early met or exceeded on iReady Math Assessment. 52% are 1 grade level below.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

3- 5 grade teachers are receiving support from the math coach and attending QCI trainings for math. At Gompers, Tk - 2nd grade teachers are receiving training in CGI practices and Number sense routines through Professional Development trainings. By June 2024, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 2 years of overall academic growth and development as measured by the iReady.
By June 2024, students in grades 3-5 will increase their scores by 10% on the SBAC assessment, bringing them from 48% to 58%. Progress monitoring and formative assessment will be conducted daily throughout their lessons. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

17/28 of multi-language learners have IEPs.
23% multi-language learners scored early on/mid/above grade level on iReady Assessments to date (Jan)
45% of K-2 EL students scored at or above grade level on their FRSA assessment (21/22.) The previous year they scored 50% (20/21) dropping by 5%.
7% of ELs scored at grade level on iReady Math as of Diagnostic 1- October 2023

Multi Language Learners scored 14% on SBAC ELA decreasing from 27% from the previous year. (N- less than 20)
13/28 of multi-language learners have IEPs.
14% multi-language learners scored early on/mid/above grade level on iReady Reading Assessments to date (November- D1)
14% of Multi- language learners scored at grade level on iReady Math to date (November- D1)

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

All teachers are receiving trainings in QCI, which centers EL or multi-language learners. As a result of these trainings, teachers will deliver culturally relevant and responsive instruction by centering EL students as the frame of reference during instructional planning.

By December 2024, every EL student (n-28) will increase their achievement by 1 level as measured by the ELPAC.

By June 2024, EL students in grades 3-5 will increase their met or exceeded percentage from 14% to 30% on SBAC ELA. (N-17, 2023) Teachers will be supporting and monitoring English Learner Progress. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Pulse Survey Results
On Sense of Identity 4th and 5th graders scored 84% maintaining the same percentage from spring of 23. At this time last year students scored 72%.
Our African American students scored 86% on Sense of Identity
In the spring of 2023 students scored 84% on Sense of Belonging dropping 1% on this Fall's survey (83%)
Our African American students maintained 84%
Our attendance rate to date is 84%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Teachers are receiving support and training on Sanford Harmony and social emotional learning by the SEL facilitator. The counselor is integrating wellness lessons quarterly to support students regulate their emotions, have a sense of belonging, and create community within their classrooms. By Winter 2024 our Sense of Belonging Data will increase to 85% ,
By June 2024, our attendance rate will be 96%. Teachers will integrate social emotional learning throughout their day. Teachers will support and monitor students' wellbeing and use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2023, EL students in grades 3-5 will increase their met or exceeded percentage from 20% to 35% on SBAC ELA. (N-15, 2022)</p> <p>By June 2023, 72% of K-2 Students will be at or above grade level in Overall Foundational skills</p> <p>By June 2023, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 1 year of overall academic growth and development as measured by the iReady.</p>	Goal Partially or Not Met	<p>Our 3-5 students, overall scored 59% a 7% increase from 52% from the previous year.</p> <p>Multi-Language Learners in grades 3-5 scored 14% a decrease of 6% on the SBAC ELA.</p> <p>African American students increased their SBAC ELA scores from 16% to 44%</p> <p>K-2 Students scored 71% on overall Foundational skills missing our goal of 72% by 1%.</p> <p>81% of students scored "Early on or Mid/Above on ELA iReady and 54% on Math iReady.</p> <p>Intervention TOSA IIC mostly pulled out for Tier 2 and Tier 3 Intervention.</p>	<p>IIC is focusing on Tier 1 interventions and insuring consistent QCI practices across K-2. There are increased grade level meetings (meeting in common place) where IIC can support implementation of QCI and Getting Reading Right phonemic awareness routines. The IIC conducts 1 pull out group for grades 3-5 students that are reading at K-2 level. The Math Lead is also pushing in for Tier 1 support and models CGI lessons as well as QCI practices. Our site's PD focus is CGI. With increased grade level meetings the math lead is able to meet with grades 3-5 to better support with QCI practices.</p>

Math	1) By June 2023, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 2 years of overall academic growth and development as measured by the iReady. By June 2023, students in grades 3-5 will increase their scores by 10% on the SBAC assessment, bringing them from 45% to 55%.	Goal Partially or Not Met	54% Students scored Early on/Mid/Above. Students in grades 3-5 scored 48% from 45% on their Math SBAC increasing by 3%. Starting 2nd semester our site PD was CGI. Cotsen fellows with a focus on Math modeled CGI lessons for staff and recorded themselves for staff to view portions of CGI lessons.	The math lead is pushing in to grade 3-5 classes to model and co-teach CGI lessons as well as insuring the implementation of QCI practices. She is pulling out a math group that scored 2 or more grade levels behind on the iReady assessment for Diagnostic 1.
English Learner	1) By September 2023, every EL student (n=28) will increase their achievement by 1 level as measured by the ELPAC. By June 2023, EL students in grades 3-5 will increase their met or exceeded percentage from 20% to 35% on SBAC ELA. (N-15, 2022)	Goal Partially or Not Met	According to the ELPAC data, 12% of EL students scored well developed. This was an increase of 8% as compared to last year. 19% of EL students in grades 3- 5 met their percentage on SBAC ELA. A decrease of 16%.	An ELAC committee has been created at Gompers to engage parents of EL students and inform them of ways to get involved with their child's academics. There will be an after school tutoring program that will be offered to students grades 3 -5 that are academically two years behind as measured by iReady Assessment/s.
Culture/Climate	1) By Winter 2023, 4th and 5th grade students will increase their Sense of Identity from 79% to 82%. By June 2023, our attendance rate will be 92%	Goal Partially or Not Met	Our 4th and 5th grade students scored 88% on their Sense of Identity as measured by the Pulse Survey. Our attendance rate was 91.41% falling short of our goal of 92%.	The Principal is holding focus groups after the Pulse Survey is administered to ask students about specific questions or concerns. The SEL TOSA is modeling Sanford Harmony lessons in every classroom TK -5 to increase Sense of Belonging, Identity, and Agency.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Office supplies for home-school communication to include paper, envelopes, and address labels. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The district is providing Gompers with \$54,000 for recreation aides to supervise students in the common areas before school, during recess, and during lunch. Recreation aides will enforce safety rules and procedures and assist students as needed. They will also contribute to the climate and culture of the school. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The School Psychologist will assist in the analysis of learning and behavioral problems for at-risk students. He/she/they will help school staff/students/families develop a course of action. He/she/they will assist in continuing the RTI process as well as monitoring those strategies and interventions. Daily mindfulness and SEL activities will be incorporated into the classroom to increase social skills, sense of agency, and sense of belonging. The current School Psychologist will continue the ""Beat the Odds"" program that incorporates playing a single drum for each student in the class. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:	Wonders and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

<ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>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>Getting Reading Right Resources (found in Unit Guides)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
High risk students receiving referrals and having altercations on the playground. Recruit, train, and engage ELAC parents on the importance and responsibility to advocate for Mult-lingual Learners. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 70, Other 10	The SEL/Facilitator will provide behavioral/emotional support for high risk students. They will create a check in system for our most wanting students. They will also support implementation of Tier 1 SEL curriculum. Improve parent communication through Title 1 Newsletters. Ensure compliance deadlines are met.	All Students, English Learners, Identified At-Risk Students, Other Targeted Students	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/24/2023 - 06/21/2024 Daily	Principal	Principal will monitor referral/behavioral data. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 70, Other 10

<p>There is a current need for students to self regulate and to practice self mindfulness. The school psychologist provides staff development to teachers in strategies and also provides mindfulness for students. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40</p>	<p>The School Psychologist will assist in the analysis of learning and behavioral problems for at-risk students. He/she/they will help school staff/students/families develop a course of action. He/she/they will assist in continuing the RTI process as well as monitoring those strategies and interventions. Daily mindfulness and SEL activities will be incorporated into the classroom to increase social skills, sense of agency, and sense of belonging. The current School Psychologist will continue the Beat the Odds program that incorporates playing a single drum for each student in the class.</p>	<p>All Students, Identified At-Risk Students, Special Education</p>	<p>Title 1 \$33,409 Psychologist .2 FTE - Title 1 100%</p>	<p>08/30/2023 - 06/30/2024 Weekly</p>	<p>Principal/School Psychologist/Counselor</p>	<p>Principal/School Psychologist/Counselor will progress monitor the progress monitoring that takes place. Classroom visitations/observations will take place when the drum circles are being conducted. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40</p>
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Safety data on Core Survey Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, Other 40	The district is providing Gompers with \$54,000 for recreation aides to supervise students in the common areas before school, during recess, and during lunch. Recreation aides will enforce safety rules and procedures and assist students as needed. They will also contribute to the climate and culture of the school.	All Parents, All Students, Identified At-Risk Students	LCFF Rec \$46,061 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide (6) for 217 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal	Core survey/quarterly referrals Playground referrals Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, Other 40
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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>1. "Meet your teacher and pick up supplies day" with TK & K students/guardian (1)</p> <p>2. New student packet provided to families to review expectations and what will be covered in TK & K..</p> <p>3. Kinder Information Meeting and Tour for New and Perspective TK/K families (March)</p>	<p>School Site will support students and families of 5th graders with information via ParentVue and Weekly Newsletter. Families will be reminded of the 5th grade school of choice timeline.</p> <p>1. A night (virtual session) with MS counselors across the district providing information on their school and program pathways.</p> <p>2. Supporting students/families with completing the online application.</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
Core Survey- Sense of Safety 73%	Safe and Civil program implementation: Guidelines for Success: GREEN with development of common language of expectations for Gompers community: BOY Lessons on GREEN, Expectations Assemblies, Reinforcement lessons as needed throughout the year Expectations Assemblies conducted per class. Monthly/Quarterly Emergency Drills held.	No Funding Time allotment of Recreational Aide training. Aides trained in Restorative Questions when conflict arises.	8/30/23-6/16/24	Recreation Aides (5) Principal Instructional Intervention Coordinator SEL/Facilitator	Core Survey Pulse Survey Referral/Incident Data

<p>4th/5th Grade Pulse Survey - Fall 23/24 Sense of Belonging 83% (Spring 22/23 - 84%) (AA-84%)</p>	<p>Safe and Civil program implementation with Safe and Civil Team leading the implementation pathway: Guidelines- GRIT is the acronym for characteristics for Scholar of the Month Students, parents, and teachers are reminded the importance of a Growth Mindset. SEL programs- Best Buddies and SEL training for Teachers Sense of Identity Materials from Ellevation. Community Circles SchoolWide Implementation of Harmony Focus Groups held after Pulse Survey/s. Wellness Lessons presented by Counselor 3x a year to grades K-5.</p>	<p>None, revision of time allocation in staff collaboration meetings and ongoing recreation team meetings. Title 1 Funding - 1 additional day of School Psychologist time. \$34,408</p>	<p>8/30/23 6/16/24</p>	<p>Teachers, SEL Facilitator Counselor Psychologist</p>	<p>Pulse Survey (3x) Core Survey 1x Referral /Suspension Data</p>
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Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
22/23 SBAC ELA Met/Exceeded 59% (52% - 21/22) 22/23 SBAC Math Met/Exceeded 48% (45% - 21/22) iReady 22/23 Overall Relative Placement- Early On or Mid/Above Math 54%, ELA 81%	Enhancing the level of rigor through a focused professional development pathway on increasing the level of Student Engagement and Cognitively Guided Instruction. Staff is engaged in district provided Quality Core Instruction and follow up support is provided via grade level/staff meetings with Literacy/Math, Principal support. Staff Development continues in CGI Math Practices. Cotsen Mentor/Fellows provides modeling/professional development.	District Funded Professional Development Teacher Release Days (3) Title 1- \$12,000	Teacher Release Days- TBD Staff Meetings	Instructional Intervention Coordinator Principal Cotsen Mentor/Fellows	Qualitative Measures: Internal Learning Walk Collaborative Inquiry Visit Admin Informal walkthrough feedback Grade Level collaboration with implementation of PD practices. Collaborative Inquiry Visitation

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
<p>Gompers Teachers participate in decision making by being part of School Site Council. They are also instrumental in creating, following and attending IEP meetings for their students. They also call for and attend SST/504 meetings for their students.</p> <p>One of Gompers values is to introduce and maintain rigor and high expectations school wide. Quality Core Instruction at Gompers has consisted of Engagement Strategies (Understanding and Expectation #3).</p> <p>The staff has collaboratively decided to focus their efforts on enhancing rigor through a year-long study/training of Depth and Complexity Icons as well as Cognitively Guided Instruction. The Principal, Cotsen Mentor as well as the Instructional Intervention Coordinator is leading and directing the professional development to their peers in the professional release days and staff collaboration opportunities.</p> <p>The district is providing Quality Core Instruction Professional Development in Language Arts for teachers in Grades TK-2 and Math for teachers in Grades 3-5. The Literacy Lead and Math Lead co-teach and model strategies from the Professional Development sessions that they attend. The leads, as well as the Principal, model Tier 1 strategies and help to ensure that QCI strategies/lessons are being implemented with fidelity in every classroom. Teachers have the opportunity to practice and implement strategies at staff/grade level meetings that are structured by grade level bands and are supported by the Literacy and Math Leads.</p>

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
As identified by Core Survey (family) 22/23, decision and communication regarding school programs and budgetary decisions.	SSC and ELAC as identified by LBUSD. Applied and Accepted into Cotsen Family Involvement Training. Committee formed as of 10/23.	Title 1 Parent Involvement Funds Applied for and granted Cotsen Family Involvement funds- \$2000.	Monthly Meetings in accordance with compliance measures and school progress measures Agendas and minutes to the meeting are attached/available via school website and in the parent newsletter SMORE as well as located on the Parent Board in the office.	Parents, Community Members, and staff.	Attendance numbers at SSC and ELAC meetings beyond the elected representatives Newly formed ELAC for 23/24. Core Survey 23/24

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)	189709
Title I Parent and Family Involvement (3008)	1461

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	24080

* 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	Linda Reynolds	
Staff	Classroom Teacher	Ashley Crocker	06-21-2024
Staff	Classroom Teacher	Vannee Rim-Meann	06-21-2024
Staff	Classroom Teacher	Eric Patterson	06-21-2025
Staff	Non Classroom Teacher	Vanessa Rodriguez	06-21-2024
Community	Parent	Jennifer [REDACTED]	09-20-2024
Community	Parent	Sophia [REDACTED]	09-20-2024
Community	Parent	Ami [REDACTED]	09-20-2024
Community	Parent	Vincent [REDACTED]	09-20-2025
Community	Parent	Alice [REDACTED]	09-20-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Janeth [REDACTED]
DELAC Representative	Parent of EL Student (required)	Martha [REDACTED]
Principal or Designee	Staff Member (required)	Linda Reynolds
Secretary	Parent of EL Student (required)	Sandra [REDACTED]

Name	Representing
Estella [REDACTED]	Parent of EL Student
Irma [REDACTED]	Parent of EL Student
Manuel [REDACTED]	Parent of EL Student
Phuc [REDACTED]	Parent of EL Student
Tham [REDACTED]	Parent of EL Student
Van [REDACTED]	Parent of EL Student
Yazmin [REDACTED]	Parent of EL Student
Jose [REDACTED]	Parent of Non-EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/15/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Parents asked about after school care that provides homework help for their children. The purpose of this was to support their children with homework and to be in a safe environment at school while parents are at work.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades Other: Edulastic Unit 1 results for Math and Reading.
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	11/27/2023
6. What was SSC's response to ELAC recommendations?	Information for WRAP was given to parents as an option for homework help and afterschool childcare. There may also be tutoring available in the future for 3 -5 grade students that are 2 grade levels behind.

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): 11/27/2023
2. The SSC approved the **Home-School Compact** on 10/09/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/25/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/27/2023
6. The SPSA was approved at the following SSC Meeting: 11/27/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Gompers Elementary School ▾

If ATSI, identify subgroups:

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

11/27/2023

Signature of Principal

Linda Reynolds

Signature of SSC Chair

Ashley Crocker

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 stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students 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 principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, 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.
- 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 or district departments for objective feedback.

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

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors 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, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, 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.



Gompers Elementary Home School Compact 2023 - 2024

The staff and parents/guardians at Gompers K-5 School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality equitable instructional program to students, the staff and parents/guardians of Gompers K-5 School agree to implement the following activities:

Gompers K-5

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

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.

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 and respectful manner.

Date Voted on and accepted 10/9/2023 (SSC)



Gompers Elementary Home School Compact 2023 - 2024

El personal y los padres de familia/tutores en Gompers K-5 tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en la escuela Gompers K-5 están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- Gompers proporcionará un programa de instrucción riguroso, equitativo y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- Gompers tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- Gompers mantendrá a los padres de familia informados sobre el progreso de sus niños.

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar a tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser aprendices cooperativos y comprometidos.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva y respetuosa.

Fecha votada y aceptada 10/9/2023 (SSC)



Gompers K-5 Elementary Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Gompers K-5 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 Gompers 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

Gompers 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. Gompers 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:

Review of Title I Program with SSC as well as ELAC.

- 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. Gompers 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
 - Parent Bulletin Board- Inside Main Office (Temp location for Measure E)
 - Back to School Night
3. Gompers will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school: At minimum 1x a year
 - At SSC and ELAC meetings
 - Family information meetings including PTA meetings.
 - School site council must vote to approve the guidelines
4. Gompers 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, teleparent, and website
5. Gompers will provide updated information to families about Title I programs throughout the school year:
 - Parent Bulletin Board
 - Section of Newsletter
 - On Main Office Counter
 - School Website
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Gompers 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. Gompers 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. Gompers will coordinate and integrate family involvement programs and activities with WRAP, Cotsen Family Engagement, 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
 - Promotion/advertisement of the District's Kindergarten festivals
 - 23/24 Full Day TK/Kindergarten- District Wide
8. Gompers 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. Gompers 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: Principal along with Instructional Intervention Coordinator, and Literacy Teacher will be responsible for organizing and creating a strong familial partnership.
 - 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. Gompers 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
 - Distributed via SSC, Parent Bulletin, School Website, as well as Title 1 Newsletter
3. Gompers 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. Gompers 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 - Math Night (CGI), others Cotsen TBD
5. Gompers 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 PD (Cotsen- Cotsen Mentor & Fellows)
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:
 - Lola Sanchez, office supervisor, 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, 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 or online 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, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Gompers Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on **10/09/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **10/16/23**. Gompers, 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



Gompers K-5 Elementary

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la escuela Gompers 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 escuela Gompers para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La escuela Gompers está de acuerdo en implementar los siguientes requisitos:

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

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

1. La escuela Gompers 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:

Se revisa la Guía de Participación Para Las Familias por lo menos una vez por año.

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

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

7. La Escuela Gompers 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 todas las escuelas en el distrito.
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Gompers entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

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

1. La Escuela Gompers 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. La Escuela Gompers 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
 - Distribuir por boletín semanal, sitio web, Título 1 boletín.
3. La Escuela Gompers, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela Gompers, 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 en matemáticas (CGI)
5. La Escuela Gompers, 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 (Cotsen)
6. La Escuela Gompers, 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:

- Dolores Sanchez 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.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **09 de octubre 2023** y estarán vigentes por un periodo de **un año lectivo**. La escuela distribuirá la Guía a todas las familias el **10/16/23** o antes. La Escuela Gompers, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Firma del Director(a)

Fecha



Samuel Gompers Elementary School

A California Distinguished School

5206 Briercrest Avenue, Lakewood, CA 90713

(562) 925-2285 (562) 920-0053 Fax



Participación de los padres

Por favor marque los comités en los que le gustaría actuar como representante.

- Me gustaría servir como representante del Foro de Padres de Escuelas Primarias.** Se le pedirá que comparta información en la PTA de su sitio y en otras reuniones. Esto requiere asistir a 3 reuniones de distrito por año.
 - Me gustaría participar en el foro de padres del superintendente.** Los Foros de Padres del Superintendente se llevan a cabo para fomentar el diálogo abierto entre los padres y la Superintendente Dra. Jill Baker. Esto requiere asistir a 5 reuniones de distrito por año.
- Me gustaría servir como representante ante el Comité Asesor Comunitario del Distrito de Educación Especial (DCAC).** El Comité Asesor Comunitario está formado por padres, personal del distrito, representantes de agencias y otras personas interesadas en las necesidades de los discapacitados. La función principal del CAC es asesorar al LBUSD sobre programas y servicios de educación especial. Esto requiere asistir a 8 reuniones de distrito por año.
- Me gustaría ser considerado para el Consejo Escolar de Gompers (SSC).** El SSC es responsable de revisar el Plan Único de Rendimiento Estudiantil con asignaciones presupuestales. Los miembros del SSC asisten a 4 o 5 reuniones por año y sirven por un período de 2 años.
- Me gustaría ser miembro del Comité Asesor de Estudiantes de Inglés (ELAC).** Todos los sitios escolares con 21 o más estudiantes de inglés mantienen un ELAC en el sitio en el que los padres de estudiantes de inglés constituyen al menos el mismo porcentaje de miembros del comité que sus estudiantes representan al cuerpo estudiantil. Todos los padres/tutores de estudiantes de inglés están invitados a participar en la elección del comité. El propósito del ELAC es asesorar a la administración y al personal de la escuela sobre programas y servicios para estudiantes de inglés.
- Me gustaría servir como representante de la Coalición de Padres Afroamericanos Involucrados (CIAAP).** El Distrito y el grupo CAAP creen firmemente que los padres desempeñan un papel esencial para ayudar a los estudiantes a alcanzar el éxito en la escuela. Debemos trabajar juntos como socios para asegurarnos de que todos los niños cumplan con altos estándares académicos. Para ayudar a que esto suceda, nos gustaría brindarles a los padres/tutores la información, las herramientas y las habilidades que los capacitarán para elevar los logros en su hogar, escuela y comunidad. Esto requiere asistir a 7 reuniones de distrito por año.

Regrese a la oficina de la escuela antes del viernes 15 de septiembre de 2023.

El nombre del estudiante _____ Grado _____

Nombre de los padres: _____

Teléfono de casa (_____) _____ Teléfono Móvil (_____) _____

Dirección de correo electrónico _____



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Participación de los padres

El Distrito Escolar Unificado de Long Beach reconoce que la participación familiar es un componente crítico de la educación de todos los niños. Los padres informados y comprometidos marcan la diferencia en la educación de sus propios hijos y en la calidad general de las escuelas. El distrito fomenta y facilita activamente la participación de los padres en la educación de sus hijos.

Para que los padres puedan ser voluntarios en el salón de clases de sus hijos, en el campus o en una excursión escolar, se debe completar una solicitud VIPS y devolverla a la oficina de la escuela para su procesamiento y aprobación. Las solicitudes VIPS están disponibles en línea en lbschools.net. Vaya al índice A-Z, seleccione V, vaya a Voluntarios en escuelas públicas (VIPS) y seleccione Solicitud VIPS. La solicitud VIPS debe incluir una copia de una autorización de tuberculosis y una copia de su licencia de conducir. Las solicitudes VIPS deben renovarse cada 4 años.

Se necesitan padres voluntarios para varios comités asesores escolares y distritales. Si desea ser considerado como padre representante de un comité, complete la información al reverso y devuélvala antes del viernes 15 de septiembre de 2023.

Si tiene alguna pregunta sobre los comités, comuníquese con la oficina de la escuela al (562) 925-2285.

(Continúa al dorso)