



2023-2024

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

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

- Recommendation 1:** 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, 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 with at least 90% 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

ELA Findings

195 students tested for the ELA SBAC test. Overall 54% of grades 3-5 tested at the Not+Nearly Met band while 46% tested at the Met+Exceeded. The following scores reflect overall grade level percentages:

Gr. 3 66% Not+Nearly Met, 34% Met+Exceeded

Gr. 4 50% Not+Nearly Met, 50% Met+Exceeded

Gr. 5 49% Not+Nearly Met, 51% Met+Exceeded

The following subgroup scores reflect overall percentages:

Hisp. 54% Not+Nearly Met, 46% Met+Exceeded

AA 76% Not+Nearly Met, 24% Met+Exceeded

LSES 54% Not+Nearly Met, 46% Met+Exceeded

EL 81% Not+Nearly Met, 19% Met+Exceeded

GATE 13% Not+Nearly Met, 87% Met+Exceeded

-Overall 51% of grade 5 students Met+Exceeded which exceeded other grade level percentages

-Subgroup GATE students exceeded other subgroup percentages

-Subgroup EL scored the lowest and indicate the great need to move student to the Met+Exceeded band

-Overall grade 3 students' percentages reflect the greatest need to move student to the Met+Exceeded band

Comprehensive Needs Assessment

English-Language Arts

ELA Goals

Action Plan: Implementation of the district approved structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, implementing the daily decoding routine, district unit guides, and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.

By June 2024, Riley grades 3-5 students will achieve at least 51% overall met/exceeded on the SBAC in ELA

By June 2024, Riley's African American students in grades 3-5 will achieve a least 34% overall Met+Exceeded on the SBAC ELA

By June 2024, all K-2 student will meet 85% proficiency in FRS

At least 95% of students in Grades 1-5 will complete the iReady assessment in each administration period

At least 90% of students will meet their recommended iReady personalized instructional minutes per week

Comprehensive Needs Assessment

Mathematics

Math Findings

195 students tested for the Math SBAC test. 66% of grades 3-5 tested at the Not/Nearly Met band while 34% tested at the Met/Exceeded. The following grade levels scored as follows:

Gr. 3 - 66% Not+Nearly Met, 34% Met+Exceeded

Gr. 4 - 58% Not+Nearly Met, 42% Met+Exceeded

Gr. 5 - 73% Not+Nearly Met, 27% Met+Exceeded

The following subgroup scores reflect overall percentages:

Hisp. 65% Not+Nearly Met, 35% Met+Exceeded

AA 88% Not+Nearly Met, 12% Met+Exceeded

LSES 66% Not+Nearly Met, 34% Met+Exceeded

EL 75% Not+Nearly Met, 19% Met+Exceeded

GATE 32% Not+Nearly Met, 68% Met+Exceeded

-Overall 42% of grade 4 students Met+Exceeded which exceeded other grade level percentages

-Subgroup GATE students exceeded other subgroup percentages

-Subgroup EL scored the lowest and indicate the great need to move student to the Met+Exceeded band

-Overall grade 5 students' percentages reflect the greatest need to move students to the Met+Exceeded band

Comprehensive Needs Assessment

Mathematics

Math Goals

Action Plan: Implementation of the district approved structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math and iReady personalized instruction.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5. Teachers grades 3-5 will meet regularly with the Math Coach to analyze data and plan next steps.

Goals

By June 2024, Riley grades 3-5 students will achieve at least 43% overall Met+Exceeded on the SBAC in Math

By June of 2024, 40% of all students in grades 1-5, including AA and EL's will be on or above grade level in iReady Math.

By June 2024, Riley African American students will achieve at least 22% overall Met+Exceeded on the SBAC Math

All students will complete formative and interim assessments in mathematics

At least 90% of students will meet their recommended iReady personalized instructional minutes per week.

Comprehensive Needs Assessment

English Learners

English Learner Findings

54 students received ELL services for the 2022-2023 school year.
15 students received 5+ years of ELL services.
9 students took the initial test and of those,
1 student scored in the Novice English Learner band.

Comprehensive Needs Assessment

English Learners

English Learner Goals

Action Plan: Implementation of integrated and designated ELD. Using professional development from the district and site IIC, along with Wonders ELD materials, ELPAC, and ELLevation, teachers will implement integrated and designated ELD instruction. All EL students will receive 30 minutes of designated ELD along with integrated ELD.

Progress Monitoring: Progress will be monitored through formative assessments, ELPAC, and related ELA assessments.

Goals

All ELLs will receive integrated and designated ELD.

By June 2024, students in grades 3-5 will achieve at 30% overall Met+Exceeded on ELA SBAC.

By June 2024, students in grades 3-5 will achieve at 29% overall Met+Exceeded on Math SBAC.

All ELL students will make at least one level of growth (beginning, somewhat/moderately, well-developed) on at least 1 of the ELD domains (reading, writing, listening, speaking)

Comprehensive Needs Assessment

Culture/Climate Domain

Culture/Climate Findings

The following Student Culture & Climate survey overall topic (Safety) indicates the lowest of all topics where 67% of students replied favorably. Results indicate an overall 3% decrease compared to the previous school year.

More specifically 58% of students responded favorably and an overall 1% increase from the previous school year regarding the topic of safety: Do other kids at school spread rumors or lies about you?

In addition, under the following Student SEL survey overall topic (self-efficacy) indicates the lowest of all topics where 58% of students replied favorably.

More specifically 45% % of students responded favorably and an overall 0% change from the previous school year regarding the topic of self-efficacy: I can master the hardest topics in my class.

Comprehensive Needs Assessment

Culture/Climate Domain

Culture/Climate Goals

Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Wonderful Wednesdays, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance.

Progress Monitoring: Progress will be monitored by implementation of Harmony/SEL practices throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and the Pulse and Core Surveys.

Goals

By June of 2024, the number of parents participating in the CORE survey will increase by 50%, 174 total parent surveys.

By June of 2024, the following Student CORE Survey (Culture & Climate) topic Safety will increase by 10% growth from the previous school year. More specifically, the following question will increase by 10% from the previous school year: Do other kids at school spread rumors or lies about you?

By June of 2024, the following Student SEL survey topic Self-Efficacy will increase by 10% compared to the previous school year. More specifically, the following question will increase by 10% from the previous school year: I can master the hardest topics in my class.

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

<p>ELA</p>	<p>1) Overall, all K-2 student will meet grade proficiency in FRS by June 2023.</p> <p>At least 95% of students in Grades 1-5 will complete the i-Ready assessment in each administration period.</p> <p>At least 90% of students will meet their recommended i-Ready personalized instructional minutes per week.</p> <p>All teachers will implement a balanced ELA program</p> <p>Action plan</p> <ol style="list-style-type: none"> 1. 12 week cycles of improvement based on FRS and i-Ready assessments 2. Small group instruction for select subgroups (BIPOC) focus 3. Monitor attendance of select subgroups <p>Progress monitoring</p> <ol style="list-style-type: none"> 1. Case management will meet once a month and discuss select student progress 2. i-Ready monitoring of with adjustment to instruction 	<p>Goal Partially or Not Met</p>	<p>FRSA data is showing promise when compared to on progress benchmarks within select classrooms. FRSA data based on this report shows strong gains in each grade level and overall. See ELA written analysis. FRSA Overall K-2 increased.</p>	<p>ELA FRSA: Literacy Teacher will focus on tiered support for select students in Foundation Reading Skills with our Kinder, 1st, and 2nd graders. In addition, our Intervention and Instruction Coordinator will focus on supporting the intermediate students in grades 3-5 with both Foundational Reading Skills and comprehension. District provided Curriculum support guides will focus on Foundation Reading Skills components for each unit across all grade levels. Additional after school tutoring provided for At-Promise students as staffing permits.</p>
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<p>Math</p>	<p>1) All students will complete formative and interim assessments in mathematics.</p> <p>At least 90% of students will meet their recommended i-Ready personalized instructional minutes per week.</p> <p>All teachers will implement a balanced Math program</p> <p>Action plan</p> <ol style="list-style-type: none"> 1. 12 week cycles of improvement based on unit assessments and i-Ready assessments 2. Small group instruction for select subgroups (BIPOC) focus 3. Monitor attendance of select subgroups <p>Progress monitoring</p> <ol style="list-style-type: none"> 1. Case management will meet once a month and discuss select student progress 2. i-Ready monitoring of with adjustment to instruction 	<p>Goal Partially or Not Met</p>	<p>SBAC Math Data available for our 3rd-5th graders. Overall 38% Met or Exceeded the Standards. 9% African American, 37% Hispanic, 30% White, 32% Low SES, 46% EL/RFEP, 20% EL, 87% GATE/EXCEL</p>	<p>Math after school tutorial opportunities for students who need additional support and remediation as staffing is available. Access to tutorial programs from contracted companies provided by the district. Family events to provide Math Facts materials to parents and other math standards materials.</p>
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English Learner	<p>1) All ELLs will receive integrated and designated ELD</p> <p>Overall students in grades 3-5 will increase Met+Exceeded by at least 17 point increase on SBAC</p> <p>Action plan</p> <ol style="list-style-type: none"> 1. 12 week cycles of improvement based on ELPAC results and i-Ready assessments 2. Small group instruction for select subgroups (BIPOC) focus 3. Monitor attendance of select subgroups <p>Progress monitoring</p> <ol style="list-style-type: none"> 1. Case management will meet once a month and discuss select student progress 2. i-Ready monitoring of with adjustment to instruction 	Goal Partially or Not Met	24.3% of our EL/RFEP students scored Well Developed. 54% of our students scored Moderately Developed.	ELL Teacher will have access and implement strategies from the district adopted Ellavation platform to be used in an effort to build student voice. Students will explain their thinking and challenge the thinking of others. Increase in designated and integrated ELD. And finally hire additional support while focusing on listening and speaking strands.
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<p>Culture/Climate</p>	<p>1) The number of parents participating in the CORE survey will increase by 50%, 160 total parent surveys.</p> <p>The following Student Culture & Climate survey topic (safety) will increase by 7% compared to the previous school year. More specifically, the following questions will increase by 7% from the previous school year: Do other kids hit or push you at school when they are not just playing around?</p> <p>The following Student SEL survey topic (self-efficacy) will increase by 7% compared to the previous school year. More specifically, the following question will increase by 7% from the previous school year: I can master the hardest topics in my class.</p> <p>The following staff survey will result in an increase by 9% compared to the previous school year in the following topic: culture awareness and action.</p>	<p>Goal Partially or Not Met</p>	<p>Sense of safety overall at 67%. All other measures were not met. Attendance goals were not met. Restorative Practices are being implemented.</p>	<p>Culture and Climate Increased attendance support by Counselor, Bi IOA, and by participating in the All in Campaign. Embedded social-emotional curriculum will be used to positively impact students' sense of self-efficacy, growth mindset, perseverance, belonging, social awareness. Restorative Practice training will be scheduled.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide identified select ""at-risk"" students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
Select personnel will provide parent workshops in the areas of English Language Arts, Mathematics, and other related practices such as positive behavior systems in support of the CCSS implementation. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Materials and supplies for parents education classes/workshops will be offered for select parents of students who are at risk in reading, writing, or math. In addition, manipulatives and technology will be purchased to support the achievement gap in the primary grades. (PI 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop 'next steps' for identified select students. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Increase district provided bilingual IOA from 50% to 100% to ensure that we have bilingual office support to assist our families who are Spanish speakers. With the addition of a Dual Immersion Spanish/English program we believe that to engage our families and meet their needs we need to be able to communicate more effectively with our growing community. Increase communication both verbally and in writing in Spanish to help keep parents informed. Increase effectiveness in attendance tracking and intervention. Family outreach. Translation. English Language Advisory support. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
College aides will support our multilingual learners by providing tiered support as students acquire listening, speaking, reading, and writing skills. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight –ten week sessions. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • 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 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

<p>vocabulary with intensity.</p> <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 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>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Increase support for students who are at-risk ELL, EO & FFB/BB. As well support at-risk students who have yet to pass promotion/retention criteria. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Attendance/Chronic Absenteeism Rate 10	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight â€ ten week sessions.	English Learners, Hispanic, African-American	Title 1 \$1,958 Teacher Hourly P Schedule (5) for 5 hours annually - Title 1 100%	08/28/2023 - 06/14/2024 Quarterly	Principal, IIC, LT	Pre and post assessments SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Attendance/Chronic Absenteeism Rate 10
Communicate with families in their primary language/translation and supporting our multi-lingual learners. Attendance/Chronic	The Bi IOA will orders interventions materials for students; completes requisitions for materials, supplies	All Parents, All Students	LCFF \$22,593 Title 1 \$22,593 Intermediate Office Assistant .5 FTE - LCFF 50%; Title 1 50%	08/28/2023 - 06/14/2024 Weekly	Principal, CNSL, Office Manager	Monthly Logs Attendance/Chronic Absenteeism Rate 100

Absenteeism Rate 100	<p>and equipment for categorical programs. Provides direct services to students and parents regarding outside resources to help increase student achievement</p> <p>Provides supplemental monitoring of daily attendance of at-risk students and contacts the families of those at-risk students regarding chronic attendance issues that impede students' achievement.</p> <p>Provides translations/interpretations for Title I required meetings and parent workshops (Understanding the Content Standards, Understanding the Testing Process, Annual Title I Public Meeting); communicate with parents</p>					
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	<p>dates/times/locations of meetings/workshops; duplicate materials for meetings/workshops (BL Spanish) Support families in their understanding of required Title I documents; provide oral and written translation of the documents as necessary “ Parent Involvement Guidelines, Home-School Compact, Title I Newsletters (BL Spanish)</p>					
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<p>Currently monitoring LSES, ELL, and Hisp., A.A. subgroups which include 155 students receiving Tier II and III support for academic, social-emotional, and behavioral well-being EL Reclassification 30, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 50</p>	<p>VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores.</p>	<p>Identified At-Risk Students, All Students, English Learners</p>	<p>Title 1 \$78,694 Teacher - Elementary .5 FTE - Title 1 100%</p>	<p>08/30/2023 - 06/15/2024 Monthly</p>	<p>IIC and principal</p>	<p>Principal EL Reclassification 30, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 50</p>
<p>Currently monitoring LSES, ELL, and Hisp., A.A. subgroups which include 155 students receiving Tier II and III support for academic, social-emotional, and behavioral well-being Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>	<p>The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/31/2023 - 06/15/2024 Weekly</p>	<p>Counselor</p>	<p>Principal Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>

<p>academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A.</p>					
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<p>Teachers and support staff need professional reading material and or workshops to further their understanding to best support select students. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Culture-Climate Survey (Parent) 10</p>	<p>TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.</p>	<p>All Students, All Staff</p>	<p>LCFF \$2,000 Materials - LCFF 100%</p>	<p>08/28/2023 - 06/14/2024 Semester</p>	<p>Principal, IIC, and LT</p>	<p>Pre and post surveys and student achievement data SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Culture-Climate Survey (Parent) 10</p>
<p>Low percent proficient low level proficiency in foundational reading skills in the primary grades and low level proficiency in the i-Ready Fall reading and math levels. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 10</p>	<p>Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.</p>	<p>African-American, English Learners, Hispanic</p>	<p>Title 1 \$1,000 Materials - Title 1 100%</p>	<p>08/28/2023 - 06/14/2024 Quarterly</p>	<p>Principal, IIC, LT</p>	<p>Pre and post assessments SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 10</p>

CORE Survey data Culture-Climate Survey (Student-Staff) 50, Culture- Climate Survey (Parent) 50	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$44,335 Hourly - Recreation Aide (7) for 350 hours annually - LCFF Rec 100%	08/28/2023 - 06/14/2024 Daily	Principal	CORE Survey results Culture-Climate Survey (Student- Staff) 50, Culture- Climate Survey (Parent) 50
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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
Incoming K students will participate in Student/Teacher one-on-one assessment meetings prior to the start of the new school year. Parents will also be in attendance. This practice will make it possible to begin the AM/PM schedule on the first day of school supporting our CCT program.	No Data.	No Data.

Education Celebration offers prospective kindergarten families and opportunity to learn about the school site and kdg program. New student orientation, including school tour, is offered in August prior to school beginning for all new kindergarten students and families. Inclusion of our CDC Pre-school families in as many school functions as possible so that they become familiar with Riley.	5th grade students and families are offered a parent info night to get information about the MS matriculation process and the various middle school info. nights to attend. 5th Grade families are also encouraged to attend Education Celebration so that they can explore the various Middle School programs.	No Data.
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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

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
To provide teachers with the support needed through grade level collaboration and planning to assist with the schools instructional focuses while embedding the CCSS. As well to target the development of lessons that engage students in listening, speaking, reading, and writing. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps"™ for identified select students.	Title 1 \$6,270 Teacher Hourly Extra Comp (11) for 5 hours annually - Title 1 100% Substitute teacher half day (11) for 1 days - Title 1 100%	08/28/2023 - 06/14/2024 Weekly	Administrator IIC Literacy Teacher ILT	Teachers will participate in Pre/Post Surveys Teachers will provide Exit Slips so that training effectiveness can be measured and changes made Administration will monitor PD implementation through classroom walkthroughs and feedback

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

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
Increase parental support for students who are in need of social, emotional, behavioral, and academic support. As well provide them with systems and structures that ensure overall success. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Select personnel will provide parent workshops in the areas of English Language Arts, Mathematics, and other related practices such as positive behavior systems in support of the CCSS implementation.	Par Inv \$500 Materials - Par Inv 100%	08/28/2023 - 06/14/2024 Semester	Principal, IIC, LT	Survey

<p>Select students in the primary grades who are at risk of retention or below grade level expectations are in need of additional support. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>	<p>Materials and supplies for parents education classes/workshops will be offered for select parents of students who are at risk in reading, writing, or math. In addition, manipulatives and technology will be purchased to support the achievement gap in the primary grades.</p>	<p>Par Inv \$1,897 Materials - Par Inv 100%</p>	<p>08/28/2023 - 06/14/2024 Semester</p>	<p>Principal, IIC, LT</p>	<p>Pre and post survey</p>
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School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	182733
Title I Parent and Family Involvement (3008)	2576

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; Research LROIX Development.	NA
Centralized Services Share	Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Family Resource Centers, Kinder Festival, APEX Online, Youth Orchestra.	NA

State Programs *	Allocation
LCFF	37940

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

Midyear Adjustments:

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), Office of Curriculum Instruction and Professional Development (OCIPD), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, DELAC and EL Services, 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.

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

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 to engage parents about site programs and features.

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.

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

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.

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

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

Assistance to Schools

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Armando Dunez	06-30-2025
Staff	Classroom Teacher	Angela Jacobsen	06-16-2024
Staff	Classroom Teacher	Laurie Wolbers	06-16-2024
Staff	Classroom Teacher	Brett Lindstrom	06-16-2025
Staff	Non Classroom Teacher	Enrique Chavez	06-16-2024
Community	Parent	Bertha [REDACTED]	06-16-2024
Community	Parent	Melisa [REDACTED]	06-16-2024
Community	Parent	Tiffany [REDACTED]	06-16-2025
Community	Parent	Andrea [REDACTED]	06-16-2025
Community	Parent	Tisha [REDACTED]	06-16-2025

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)	Paulina [REDACTED]
DELAC Representative	Parent of EL Student (required)	Erica [REDACTED]
Principal or Designee	Staff Member (required)	Allison Rayburn
Secretary	Parent of EL Student (required)	Gracie [REDACTED]

Name	Representing
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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?	11/14/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	~Club de Lectura - create a reading club ~Tutoring - test prep opportunity for ELPAC ~Attendance - for the week, check in ~Bilingual support for parents and students -translated documents and newcomers ~Parent workshop to prepare them for the ELPAC for home support; Technology and ParentVUE ~Role play; looking at art pieces and discussions to prepare for ELPAC
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data EL Attendance Rates Other: iReady Data; ELPAC
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/15/2023
6. What was SSC's response to ELAC recommendations?	Approved

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/24/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/19/2023, 09/19/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



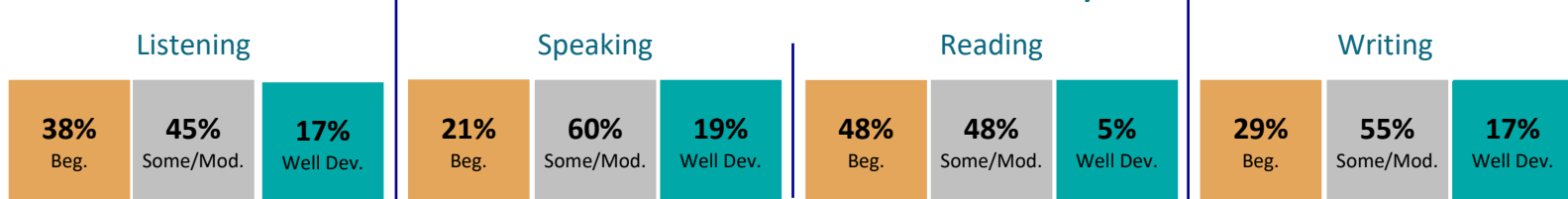
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Riley

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	20%	60%	20%	0%	40%	40%	20%	0%	100%	0%	20%	80%	0%	40%	20%	40%
01	40%	30%	10%	20%	40%	30%	30%	30%	40%	30%	60%	30%	10%	30%	50%	20%
02	20%	40%	20%	20%	20%	60%	20%	20%	60%	20%	40%	40%	20%	0%	80%	20%
03	50%	30%	20%	0%	40%	60%	0%	30%	60%	10%	60%	40%	0%	50%	50%	0%
04	22%	56%	22%	0%	33%	44%	0%	11%	56%	11%	33%	44%	0%	11%	56%	11%
05	20%	40%	40%	0%	40%	20%	40%	20%	40%	40%	40%	60%	0%	20%	60%	20%



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Riley 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 checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

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

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

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

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

Date Approved by SSC

11/15/23

Signature of Principal

Signature of SSC Chair

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)*

Based on our ATSI subgroups, our three categorical positions will provide data to show their support and growth of the three subgroups at our January meeting.

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.



James Whitcomb Riley Elementary School

3319 Sandwood St. Lakewood, California 90712
Phone (562) 420-9595 ♦ FAX (562) 420-7708

Student – Teacher – Parent Compact

As a Student, I will be kind, safe and responsible by doing the following:

1. Come to class, on time, dressed appropriately in uniform, and prepared to work with the necessary supplies, every day.
2. Follow all safety rules by keeping my hands, feet, body and objects to myself.
3. Respect the rights of others to learn without disruption.
4. Show respect for people and property by being kind through my words and actions.
5. Complete all assignments at home and school to the best of my ability.
6. Share my experiences at school with my family.
7. Approach challenges with a growth mindset. (Know that my brain can grow!)

Date _____ Student's Signature _____

As a Caregiver, I will be responsible for the following:

1. Prepare my student for school by making sure they are well rested, well nourished and have all materials needed for learning.
2. Send my student to class, on time (7:55 am, welcome bell, 8:00 am start), dressed appropriately in uniform and prepared to work.
3. Abide by school traffic and safety regulations.
4. Review all school and classroom communications and respond if necessary.
5. Attend Back to School Night, Parent-Teacher Conference, Open House and other school activities.
6. Help my student meet the academic expectations and responsibilities by reviewing school work and checking backpacks.
7. Encourage literacy and mathematics in everyday opportunities with my student.

Date _____ Caregiver's Signature _____

As a Teacher, I will be responsible for the following:

1. Abide by our mission: To engage ALL students in a dynamic, rigorous education which empowers them academically, socially, emotionally so that they are lifelong learners and caring productive citizens.
2. Provide a safe, enjoyable, accepting, positive learning environment that encourages a growth mindset, self-expression and individuality.
3. Strive to meet the individual needs of each student.
4. Be positive role models for our students with our words and actions.
5. Communicate with caregivers on an ongoing basis regarding the behavior and academic success of their student.
6. Teach the Riley Rules; Be Safe, Be Kind, Be Responsible
7. Adhere to the LBUUSD Excellence and Equity Policy.

Date _____ Teacher's Signature _____

Dear Students, Parents, and Staff,

As principal of Riley Elementary School I encourage the use of this contract to increase knowledge of what should be done as a minimum by us all and to increase communication. We have all made commitments to each other by signing this document. If you ever have questions about how these promises can be fulfilled, do not hesitate to ask your child's teacher, our school counselor, or me. Please, never hesitate to contact the school with your questions.

Principal's Signature A. Dueñas

Revised: 10/23



Convenio entre Estudiantes, Maestros, Padres

Como estudiante, Seré amable, seguro y responsable haciendo lo siguiente:

1. Llegar a clase puntualmente, vestido adecuadamente con el uniforme y preparado para trabajar con los útiles necesarios todos los días.
2. Seguir todas las reglas de seguridad manteniendo mis manos, pies, cuerpo y objetos conmigo.
3. Respetar los derechos de los demás, aprender sin interrupciones.
4. Mostrar respeto hacia las personas y propiedad siendo amable con mis palabras y acciones.
5. Completar todas las tareas en casa y en la escuela lo mejor que pueda.
6. Compartir mis experiencias en la escuela con mi familia.
7. Afrontar los desafíos con una mentalidad de crecimiento. (Sabiendo que mi cerebro puede crecer!).

Fecha _____

Firma del estudiante _____

Como Cuidador, seré responsable de lo siguiente:

1. preparar a mi alumno para la escuela asegurándose de que descansen bien, estén bien nutridos y tengan todos los materiales necesarios para aprender.
2. Enviar a mi estudiante a clase, a tiempo (7:55am campana de bienvenida, 8:00 am comienza), vestido apropiadamente con uniforme y preparado para trabajar.
3. Cumplir con las normas de seguridad y tránsito escolar.
4. Revisar todas las comunicaciones de la escuela y el salón y responder si es necesario.
5. Asistir a la noche de regreso a clases, a la conferencia de padres y maestros, a la jornada de puertas abiertas y a otras actividades escolares.
6. Ayudar a mi estudiante a cumplir con las expectativas y responsabilidades académicas revisando el trabajo escolar y revisando las mochilas.
7. Fomentar la alfabetización y las matemáticas en las oportunidades cotidianas con mis alumnos.

Fecha _____

Firma del Cuidador _____

Como Maestro, seré responsable de lo siguiente:

1. Cumplir con nuestra misión: Involucrar a TODOS los estudiantes en una educación dinámica y rigurosa que los capacite académicamente, social y emocionalmente para que sean aprendices de por vida y ciudadanos productivos solidarios.
2. Proporcionar un entorno de aprendizaje seguro, agradable, positivo y de aceptación que fomenta una mentalidad de crecimiento, la autoexpresión y la individualidad.
3. Esforzarse por satisfacer las necesidades individuales de cada estudiante.
4. Ser modelos positivos para nuestros estudiantes con nuestras palabras y acciones.
5. Comunicarse con los cuidadores de forma continua sobre el comportamiento y el éxito académico de sus estudiantes.
6. Enseñar las reglas de Riley; Sea seguro, Sea amable, Sea responsable
7. Adherirse a la política de Excelencia y Equidad del LBUSD.

Fecha _____

Firma del maestro _____

Estimados Estudiantes, Padres y Personal,

Como director de la Escuela Primaria Riley, aliento el uso de este contrato para aumentar el conocimiento de lo que todos debemos hacer como mínimo y para aumentar la comunicación. Todos nos hemos comprometido unos con otros a firmar este documento. Si alguna vez tiene preguntas sobre cómo se pueden cumplir estas promesas, no dude en preguntarle al maestro de su hijo, a nuestra consejera escolar o a mí. Por favor, no dude en ponerse en contacto con la escuela si tiene preguntas.

Firma del director A. Dueñas

Revisado: 23/10



James Whitcomb Riley Elementary School
3319 Sandwood St. Lakewood, California 90712
Phone (562) 420-9595 ♦ FAX (562) 420-7708



James Whitcomb Riley Elementary School Parental Involvement Guidelines

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

PART I

Riley agrees to implement the following requirements:

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

PART II

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

1. Riley will take the following actions to involve parents in the joint development and joint agreement of its Riley Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the 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 English Language Advisory Council (ELAC) and other advisory committees
 - Plan meetings with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meetings
 - ii. Advertise in Title 1 Newsletter, at Back-to-School night, through school messenger, 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 Parental Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish-speaking parents to allow for discussions
2. Riley will distribute to parents and the local community the school's Parental Involvement Guidelines in the following venues:
 - SSC & ELAC meetings
 - Section of Newsletter
 - Main Office Counter
 - Open House
 3. The School Site Council must vote to approve the guidelines. The school will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school at
 - SSC and ELAC meetings, generally 4 - 6 times per year (more frequently if necessary.)
 - Parent information meetings
 4. Riley will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
 - Meetings offered at different times of the day
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school messaging system
 - Child care may be provided
 5. Riley will provide updated information to parents about Title I programs throughout the school year in the following ways:
 - Section of Newsletter
 - On Main Office
 - At SSC, ELAC meetings and other parent meetings, for example, Parent Teacher Association (PTA)
 6. Riley will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Riley will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through:
 - Parent workshops
 - Parent surveys
 - In school newsletters
 - Open House
 - SSC & ELAC meetings
 - Parent Teacher Association (PTA)
 7. Riley will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Riley will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
 - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Riley will build the schools' and parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for parents and staff
 - Parent education workshops
 - Parent-Teacher Conferences
 - Monthly calendars of Parent Workshops posted on district website

- DCAC, DELAC and other district parent forums/meetings
 - District website resources: click “P” for Parent Involvement
2. Riley will incorporate the Home-School Compact as a component of Riley Parental Involvement Guidelines.
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School Site Council must vote to approve Compact
 - Distributed and discussed during Fall parent-teacher conferences
 3. Riley will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:
 - State and local academic assessments including alternate assessments
 - LBUSD Assessments
 4. Riley will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement. These materials and trainings may include literacy training, and using technology, as appropriate, to foster parent involvement. Topics will be determined by:
 - Parent survey
 5. Riley will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school by:
 - Teacher/Staff staff meetings
 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Qualified bilingual staff or the EEP Translation Unit will be doing the translations of written materials/notifications that are sent to parents

PART IV.
DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents 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 parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V.
ADOPTION

This Riley Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Parental Involvement Guidelines were adopted by the School Site Council on **October 10, 2023** and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents when feasible. The schools will provide a copy of these Guidelines to parents in a language the parents can understand.

(Signature on file in the School Office) _____
Armado Dueñas, Principal

October 10, 2023
Date



Escuela primaria James Whitcomb Riley

3319 Sandwood St. Lakewood, California 90712
Teléfono (562) 420-9595 ♦ FAX (562) 420-7708



Escuela primaria James Whitcomb Riley Pautas de participación de los padres

Como Escuela Primaria Riley que recibe fondos del Título I, Parte A (Título I), Riley ha desarrollado conjuntamente con los miembros del Consejo Escolar de Riley (SSC) y distribuido a los padres de los niños participantes, las Pautas de Participación de los Padres de Riley, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen Riley 's expectativas para la participación de los padres y describe cómo implementarán una serie de actividades específicas de participación de los padres. El Convenio entre el hogar y la escuela está incorporado en las Pautas de participación de los padres de Riley.

PARTE I

Riley se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes las Pautas de participación de los padres de Riley que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Pautas de participación de los padres de Riley en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas de participación de los padres de Riley.
- Actualizar periódicamente las Pautas de participación de los padres de Riley para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto entre la escuela y los padres como componente de sus Pautas de participación de los padres de Riley.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES ESCOLAR

1. Riley tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres de Riley y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del Consejo Asesor del Idioma Inglés (ELAC) y otros comités asesores
 - Planificar reuniones con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres y partes interesadas a asistir a las reuniones.
 - ii. Anuncie en el boletín informativo Título 1, en la noche de regreso a clases, a través del mensajero escolar, etc.

- En la reunión
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las pautas de participación de los padres y los pactos entre el hogar y la escuela
 - iii. Se pondrán a disposición de los padres de habla hispana traducciones orales y escritas para permitir el debate.
2. Riley distribuirá a los padres y a la comunidad local las Pautas de participación de los padres de la escuela en los siguientes lugares:
 - Reuniones del SSC y ELAC
 - Sección de Newsletter
 - Mostrador de la oficina principal
 - Casa abierta
 3. El Consejo Escolar debe votar para aprobar las pautas. La escuela actualizará periódicamente las Pautas de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y de la escuela en
 - Reuniones del SSC y ELAC, generalmente de 4 a 6 veces por año (más frecuentemente si es necesario).
 - Reuniones informativas para padres
 4. Riley convocará una reunión pública anual de Título 1 para informar a los padres de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título 1 en esta escuela y el derecho de los padres a participar
 - Reuniones ofrecidas en diferentes momentos del día.
 - Notificaciones/folletos enviados a casa en un idioma que los padres comprendan.
 - Anuncio realizado en el sistema de mensajería escolar.
 - Se puede proporcionar cuidado infantil.
 5. Riley proporcionará información actualizada a los padres sobre los programas de Título I durante todo el año escolar de las siguientes maneras:
 - Sección de Newsletter
 - En la oficina principal
 - En las reuniones del SSC, ELAC y otras reuniones de padres, por ejemplo, la Asociación de Padres y Maestros (PTA)
 6. Riley proporcionará a los padres una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Riley también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos a través de:
 - Talleres para padres
 - Encuestas para padres
 - En boletines escolares
 - Casa abierta
 - Reuniones del SSC y ELAC
 - Asociación de padres y maestros (PTA)
 7. Riley coordinará e integrará programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos mediante:
 - Coordinación de Kinder de Transición
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
 8. Riley presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:
 - En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Riley desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, con el fin de garantizar una participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades descritas específicamente abajo:
 - Capacitaciones del distrito ofrecidas para padres y personal
 - Talleres de Educación para Padres
 - Conferencias de padres y profesores
 - Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
 - DCAC, DELAC y otros foros/reuniones de padres del distrito
 - Recursos del sitio web del distrito: haga clic en "P" para participación de los padres
2. Riley incorporará el Pacto Hogar-Escuela como un componente de las Pautas de participación de los padres de Riley.
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
 - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
 - El Consejo Escolar debe votar para aprobar el Convenio
 - Distribuido y discutido durante las conferencias de padres y maestros de otoño.
3. Riley Con la ayuda de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes:
 - Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
 - Evaluaciones del LBUSD
4. Riley con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Estos materiales y capacitaciones pueden incluir capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres. Los temas serán determinados por:
 - Encuesta para padres
5. Riley educará, con la ayuda de su distrito y de los padres, a sus maestros y demás personal, sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas para padres y construir vínculos entre los padres y la escuela al:
 - Reuniones de maestros/personal
6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo opciones alternativas. formatos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:
 - Personal bilingüe calificado o en el Unidad de Traducción EEP
 - estará haciendo las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV.

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

NOTA: El padre de Riley Las Pautas de Participación Mental pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con sus padres, elija realizar para desarrollar la capacidad de los padres para participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en sección 1118(e) de la ESEA:

- Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación.
- Proporcionar la capacitación necesaria en alfabetización para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación.
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Capacitar a los padres para mejorar la participación de otros padres;

- Para maximizar la participación y participación de los padres en la educación de sus hijos, organizar reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias. en la escuela
- Adoptar e implementar enfoques modelo para mejorar la participación de los padres
- Establecer un consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la crianza de los hijos. Participación total en los programas del Título I, Parte A.
- Desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y proporcionar otro apoyo razonable para las actividades de participación de los padres según la sección 1118, según lo soliciten los padres.

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PARTE V.
ADOPCIÓN

Este Riley Las Pautas de participación de los padres han sido desarrolladas conjuntamente y acordadas por los padres de niños que participan en los programas del Título I, Parte A. Las Pautas de participación de los padres fueron adoptadas por el Consejo Escolar el 28 **de 10 de octubre de 2023** y tendrá vigencia por el período de 1 año. La escuela distribuirá las Pautas a todos los padres cuando sea posible. Las escuelas proporcionarán una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

(Firma archivada en la Oficina de la Escuela)
Armado Dueñas, Principal

10 de octubre de 2023
Fecha