

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Gompers Elementary

School Plan for Student Achievement
2024-2025

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

SBAC Overall - 49%

3rd 48%

4th 38%

5th 57%

African American Students stayed exactly the same as last year- 58% at or above grade level.

iReady D1- Early on/Mid Above 27%, 1 Grade Level Below 39%, 2 or more Grade levels below 34%

D3 - Early on/ Mid Above 57%, 1 Grade Level Below 27%, 2 or More Grade Levels below 16%

FRSA Overall 23/24- 58%

ELA Goals

When we analyzed our data, we noticed there was a dip in our ELA SBAC scores. We were at 49% overall last year and went down to 59%. The reason may be because we had 7 teachers move grade levels in the past two years. This may have contributed to our data declining as teachers were adjusting to their new grade. All teachers have received ELD training to support their understanding of ELD standards which in turn leads to more equitable practices and makes learning accessible to all learners. We hope that by June 2025, EL students in grades 3-5 will increase their met or exceeded percentage from 49% to 70% on SBAC ELA.

As for the FRSA data we suspect that implementing the Heggerty model was a learning curve for all tk - 2 grade teachers. Tk - 2nd grade teachers are continuing to receive support from the IIC and are attending QCI trainings for literacy to further cement their knowledge of . By June 2025, 70% of K-2 Students will be at or above grade level in overall foundational skills.

By June 2025, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 1 year of overall academic growth and development as measured by the iReady. Progress monitoring and formative assessment will be conducted daily throughout their lessons. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC Overall - 37%
3rd 39%
4th 37%
5th 35%
African American Students increased scores from 44% - 58%
iReady D1- Early on/Mid Above 13%, 1 Grade Level Below 51%, 2 or more Grade levels below 36%
D3 - Early on/ Mid Above 41%, 1 Grade Level Below 41%, 2 or More Grade Levels below 18%

Math Goals

After reviewing our SBAC data with 3- 5 grade teachers, we determined the reason there was a drop in our Math SBAC scores was due to the the change of 7 teachers into different grade levels, but also because this was the first year 3-5 grade teachers were implementing quality core instruction of math with an emphasis on analyzing student work. We are continuing to receive support from the math coach and attend QCI trainings for math. At Gompers, Tk - 2nd grade teachers are receiving training in CGI practices and Number sense routines through Professional Development trainings. As a site, we are focusing on CGI practices and receiving additional professional development training from a consultant from the UCLA Math Project. By June 2024, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 2 years of overall academic growth and development as measured by the iReady.
By June 2025, students in grades 3-5 will increase their scores by 31% on the SBAC assessment, bringing them from 39% to 70%. Progress monitoring and formative assessment will be conducted daily throughout their lessons. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Multi Language Learners scored 55% on SBAC Math, a 33% increase from the previous year.
There was a 60% growth in multi-language learners scoring mid/above grade level on iReady Reading from diagnostic 1 to diagnostic 3

Multi Language Learners scored 55% on SBAC ELA, a 33% increase from the previous year.
11/18 of multi-language learners have IEPs.
There was a 60% growth in multi-language learners scoring mid/above grade level on iReady Reading from diagnostic 1 to diagnostic 3
In Kindergarten 67% of students were on track in Cycle 3 of FRSA. In Grades 1st - 2nd 0% of students were on track for FRSA.

English Learner Goals

All teachers are receiving trainings in QCI, which centers EL or multi-language learners. As a result of these trainings, teachers will deliver culturally relevant and responsive instruction by centering EL students as the frame of reference during instructional planning.
Teachers will be supporting and monitoring English Learner Progress. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.
50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey Results
On Sense of Identity 4th and 5th graders scored 82%, which dropped by 3 points from spring of 24. At this time last year students scored 83%.
Our African American students scored 88% on Sense of Identity, which increased by 2 points since last fall Pulse Survey.
In the spring of 2024 students scored 85% on Sense of Belonging, this dropped by 2 points on this Fall's survey (83%)
Our African American students scored 88% on Sense of Belonging, this dropped by 3 points on this Fall's survey (83%)
Our attendance rate overall last year was at 93.30%

Culture/Climate Goals

Teachers received support and training on Sanford Harmony and social emotional learning by the SEL facilitator last year and will continue to use these strategies throughout the school year. We have a full time counselor that does regular check-ins with students. The counselor is integrating wellness lessons quarterly to support students regulate their emotions, have a sense of belonging, and create community within their classrooms. The Restorative Behavior intervention supports teachers with intervention strategies to support students. By Winter 2025 our Sense of Belonging Data will increase to 85%. By June 2025, our attendance rate will be 96%. Teachers will integrate social emotional learning throughout their day. Teachers will support and monitor students' wellbeing and use this data to plan next steps during their designated planning time and collaboration sessions.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

<p>ELA</p>	<p>1) With teachers receiving integrating strategies from Ellevation on EL support and language proficiency, we hope that by June 2024, EL students in grades 3-5 will increase their met or exceeded percentage from 14% to 35% on SBAC ELA. (N-less than 20) Tk - 2nd grade teachers are receiving support from the literacy coach and attending QCI trainings for literacy. By June 2024, 75% of K-2 Students will be at or above grade level in Overall Foundational skills By June 2024, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 1 year of overall academic growth and development as measured by the iReady. Progress monitoring and formative assessment will be conducted daily throughout their lessons. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.</p>	<p>Goal Partially or Not Met</p>	<p>SBAC Overall - 49% 3rd 48% 4th 38% 5th 57% African American Students stayed exactly the same as last year- 58% at or above grade level. iReady D1- Early on/Mid Above 27%, 1 Grade Level Below 39%, 2 or more Grade levels below 34% D3 - Early on/ Mid Above 57%, 1 Grade Level Below 27%, 2 or More Grade Levels below 16% FRSA Overall 23/24- 58%</p>	<p>After reviewing our data results, we decided there would be an emphasis on collecting student data to drive our instruction. We hope through progress monitoring and formative assessment conducted daily throughout lessons it will positively impact student achievement. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions Tk - 2nd grade teachers are continuing to receive support from the IIC and are attending QCI trainings for literacy to further extend and cement their knowledge of Getting Reading Right.</p>
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Math	<p>1) 3- 5 grade teachers are receiving support from the math coach and attending QCI trainings for math. At Gompers, Tk - 2nd grade teachers are receiving training in CGI practices and Number sense routines through Professional Development trainings. By June 2024, students grades 1-5 will achieve at least 1 year of academic growth and development and students below grade level will demonstrate more than 2 years of overall academic growth and development as measured by the iReady. By June 2024, students in grades 3-5 will increase their scores by 10% on the SBAC assessment, bringing them from 48% to 58%. Progress monitoring and formative assessment will be conducted daily throughout their lessons. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.</p>	Goal Partially or Not Met	<p>SBAC Overall - 37% 3rd 39% 4th 37% 5th 35% African American Students increased scores from 44% - 58% iReady D1- Early on/Mid Above 13%, 1 Grade Level Below 51%, 2 or more Grade levels below 36% D3 - Early on/ Mid Above 41%, 1 Grade Level Below 41%, 2 or More Grade Levels below 18%</p>	<p>As a site, we are focusing on CGI practices and receiving additional professional development training from a consultant from the UCLA Math Project. We hope through progress monitoring and formative assessment conducted daily throughout lessons it will positively impact student achievement. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions We are continuing to receive support from the math coach and all grades will have the opportunity to attend QCI trainings for math.</p>
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English Learner	<p>1) All teachers are receiving trainings in QCI, which centers EL or multi-language learners. As a result of these trainings, teachers will deliver culturally relevant and responsive instruction by centering EL students as the frame of reference during instructional planning.</p> <p>By December 2024, every EL student (n=28) will increase their achievement by 1 level as measured by the ELPAC.</p> <p>By June 2024, EL students in grades 3-5 will increase their met or exceeded percentage from 14% to 30% on SBAC ELA. (N-17, 2023) Teachers will be supporting and monitoring English Learner Progress. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.</p>	Goal Partially or Not Met	<p>Multi Language Learners scored 55% on SBAC Math, a 33% increase from the previous year. There was a 60% growth in multi-language learners scoring mid/above grade level on iReady Reading from diagnostic 1 to diagnostic 3. Multi Language Learners scored 55% on SBAC ELA, a 33% increase from the previous year.</p> <p>11/18 of multi-language learners have IEPs.</p> <p>There was a 60% growth in multi-language learners scoring mid/above grade level on iReady Reading from diagnostic 1 to diagnostic 3</p> <p>In Kindergarten 67% of students were on track in Cycle 3 of FRSA. In Grades 1st - 2nd 0% of students were on track for FRSA.</p>	<p>All teachers have received ELD training to support their understanding of ELD standards which in turn leads to more equitable practices and makes learning accessible to all learners. As a result of these trainings, teachers will deliver culturally relevant and responsive instruction by centering EL students as the frame of reference during instructional planning. Teachers will be supporting and monitoring English Learner Progress. Teachers will also use this data to plan next steps during their designated planning time and collaboration sessions.</p>
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Culture/Climate	<p>1) Teachers are receiving support and training on Sanford Harmony and social emotional learning by the SEL facilitator. The counselor is integrating wellness lessons quarterly to support students regulate their emotions, have a sense of belonging, and create community within their classrooms. By Winter 2024 our Sense of Belonging Data will increase to 85% , By June 2024, our attendance rate will be 96%. Teachers will integrate social emotional learning throughout their day. Teachers will support and monitor students' wellbeing and use this data to plan next steps during their designated planning time and collaboration sessions.</p>	Goal Partially or Not Met	<p>Pulse Survey Results On Sense of Identity 4th and 5th graders scored 82%, which dropped by 3 points from spring of 24. At this time last year students scored 83%. Our African American students scored 88% on Sense of Identity, which increased by 2 points since last fall Pulse Survey. In the spring of 2024 students scored 85% on Sense of Belonging, this dropped by 2 points on this Fall's survey (83%) Our African American students scored 88% on Sense of Belonging, this dropped by 3 points on this Fall's survey (83%) Our attendance rate overall last year was at 93.30%</p>	<p>Teachers received support and training on Sanford Harmony and social emotional learning by the SEL facilitator last year and will continue to use these strategies throughout the school year. We have a full time counselor that does regular check-ins with students. The counselor is integrating wellness lessons quarterly to support students regulate their emotions, have a sense of belonging, and create community within their classrooms. The Restorative Behavior intervention supports teachers with intervention strategies to support students. By Winter 2025 our Sense of Belonging Data will increase to 85%. By June 2025, our attendance rate will be 96%. Teachers will integrate social emotional learning throughout their day. Teachers will support and monitor students' wellbeing and use this data to plan next steps during their designated planning time and collaboration sessions.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The School Psychologist will assist in the analysis of learning and behavioral problems for at-risk students. He/she/they will help school staff/students/families develop a course of action. He/she/they will assist in continuing the RTI process as well as monitoring those strategies and interventions. Daily mindfulness and SEL activities will be incorporated into the classroom to increase social skills, sense of agency, and sense of belonging. The current School Psychologist will continue the ""Beat the Odds"" program that incorporates playing a single drum for each student in the class. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The district is providing Gompers with \$54,000 for recreation aides to supervise students in the common areas before school, during recess, and during lunch. Recreation aides will enforce safety rules and procedures and assist students as needed. They will also contribute to the climate and culture of the school. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

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 vocabulary with intensity. 	<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 and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to</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>students' instructional Reading level (Newsela)</p> <p>Getting Reading Right Resources (found in Unit Guides)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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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>Wonders</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>

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 • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Students Approaching Grade Level Proficiency SBAC ELA 30, Elementary Reading - FRSA 70	The additional funding would provide tutoring outside of school hours in the fall/winter, to provide much needed intervention in ELA for our nearly met students.	All Students	Title 1 \$13,579 Teacher Hourly P Schedule (8) for 20 hours annually - Title 1 100%	11/07/2024 - 06/15/2025 Weekly	Intervention Coordinator 1-5 grade teachers	Pre and Post Intervention Data from FRSA Scores, iReady, ELA and Reading Fluency SBAC ELA 30, Elementary Reading - FRSA 70

<p>High risk students receiving referrals and having altercations on the playground. Recruit, train, and engage ELAC parents on the importance and responsibility to advocate for Mult-lingual Learners. Elementary Math - Math Facts 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 50</p>	<p>The Family Engagement/Facilitator will create a system of engagement for families to engage in their child's education and school. She will also act as a Math Lead in support of the sites CGI implementation TK - 5. Part of the responsibilities will be to develop opportunities for families to be involved in school events like Literacy With Loved Ones and Math Day. Improve parent communication through Title 1 Newsletters.</p>	<p>All Students, English Learners, Identified At-Risk Students, Other Targeted Students</p>	<p>Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/29/2024 - 06/16/2025 Daily</p>	<p>Principal</p>	<p>Principal will monitor throughout year and by each Family engagement event. Elementary Math - Math Facts 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 50</p>
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<p>There is a current need for students to self regulate and to practice self mindfulness. The school psychologist provides staff development to teachers in strategies and also provides mindfulness for students. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40</p>	<p>The School Psychologist will assist in the analysis of learning and behavioral problems for at-risk students. He/she/they will help school staff/students/families develop a course of action. He/she/they will assist in continuing the RTI process as well as monitoring those strategies and interventions. Daily mindfulness and SEL activities will be incorporated into the classroom to increase social skills, sense of agency, and sense of belonging. The current School Psychologist will continue the Beat the Odds program that incorporates playing a single drum for each student in the class.</p>	<p>All Students, Identified At-Risk Students, Special Education</p>	<p>Title 1 \$37,035 Psychologist .2 FTE - Title 1 100%</p>	<p>07/01/2024 - 06/30/2025 Weekly</p>	<p>Principal/School Psychologist/Counselor</p>	<p>Principal/School Psychologist/Counselor will progress monitor the progress monitoring that takes place. Classroom visitations/observations will take place when the drum circles are being conducted. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40</p>
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<p>Safety data on Core Survey Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, Other 40</p>	<p>The district is providing Gompers with \$54,000 for recreation aides to supervise students in the common areas before school, during recess, and during lunch. Recreation aides will enforce safety rules and procedures and assist students as needed. They will also contribute to the climate and culture of the school.</p>	<p>All Parents, All Students, Identified At-Risk Students</p>	<p>LCFF Rec \$49,254 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (6) for 210 hours annually - LCFF Rec 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal</p>	<p>Core survey/quarterly referrals Playground referrals Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, Other 40</p>
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Transitional Kindergarten and Kindergarten teachers have a 'Get to Know You' celebration to welcome students and families at the beginning of the school year. We also conduct a newcomer Transitional Kindergarten and Kindergarten informational session in the spring. During these sessions, families are given information about the process of starting Kindergarten and Transitional Kindergarten and given a tour of the classes. Matriculation information is sent out to parents and or guardians via counselor and principal. Our counselor also sets up meeting times to meet with families one on one.	Matriculation information is sent out to parents and or guardians via counselor and principal. Our Parent Bulletin offers information on Parent University and Upcoming events pertaining to the transition of 5th graders to middle school. Middle School of Choice Event is offered in March and Parent University covering this topic will be held in February. Our counselor also sets up meeting times to meet with families one on one.	N/a

Accountability Measure 2: 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					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
SBAC Results in ELA & Math iReady Growth FRSA SBAC ELA 30, Elementary Reading - FRSA 40, Core Curriculum 30	Providing teachers with professional development through professional release days to support teachers alignment of instructional through data/action plans, standards, understandings, unit planning	Title 1 \$4,330 Substitute teacher full day (8) for 2 days - Title 1 100%	11/07/2024 - 06/30/2025 Trimester	IIC Literacy Lead Math Lead Cotsen Mentor	Progress Monitor
Teachers will receive release time and support in the planning and the implementation of QCI. Core Curriculum 100	Teachers will receive release time to plan implementation of QCI. PD will be provided by IIC, Math Lead, and Principal.	LCFF \$1,082 Substitute teacher full day (4) for 1 days - LCFF 100%	08/30/2024 - 06/15/2025 Trimester	Principal	Principal, IIC, and Math Lead

Describe Teacher Involvement

Teachers are a part of IEP meetings. Their input and knowledge of grade level standards help to inform parents what they should be doing to best support their child. Teachers are a part of school Site Council along with the principal, and other community members; which offers a balanced voice of stakeholders. Teachers are also involved in MTSS - which is a wrap around service to support students before there is an SST meeting. Teachers are a part of the leadership team - which shares best practices with their grade level teams. The Culture and Climate team makes decisions based on the Core and Pulse data and finds solutions to make sure students feel and sense of safety and belonging here at Gompers.

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Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Family Engagement	Math Manipulatives	Cotsen	January	Teachers Math Lead IIC Cotsen Mentor Principal	Family survey written as well as personal interview with select parents.

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)	149722
Title I Parent and Family Involvement (3008)	1773

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	25060

* 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:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

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.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Linda Reynolds	09-01-2026
Staff	Classroom Teacher	Eric Patterson	09-01-2025
Staff	Classroom Teacher	Lidia Murillo	09-01-2026
Staff	Classroom Teacher	Anthony Angel	09-01-2026
Staff	Other School Personnel	Vanessa Rodriguez-Moreno	09-01-2025
Community	Parent/Community Member	██████ Kloppe	09-01-2026
Community	Parent/Community Member	██████ Jessie	09-01-2026
Community	Parent/Community Member	██████ Garcia	09-01-2026
Community	Parent/Community Member	██████ Ramirez	09-01-2025
Community	Parent/Community Member	██████ Komar	09-01-2026

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary	Parent of EL Student (required)	

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.

ELAC is not required because there are less than 21 English Learner students enrolled.

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):
2. The SSC approved the **Home-School Compact** on 09/23/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/23/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/10/2024, 09/13/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/18/2024
6. The SPSA was approved at the following SSC Meeting: 11/18/2024

LBUSD Board of Education Approval Date: 11/18/2024

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

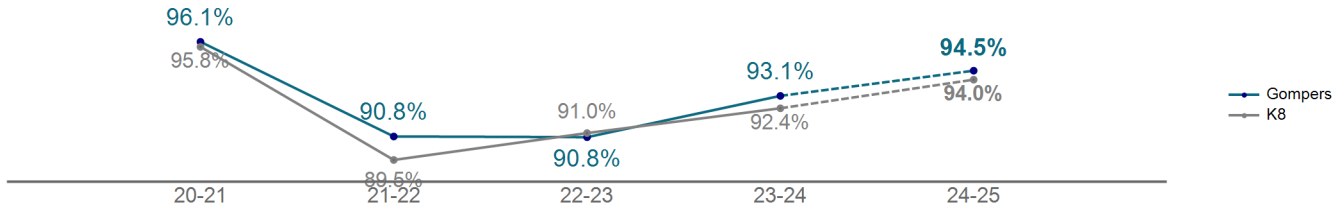
Printed Name: _____ Date: _____

ELAC Chair: _____

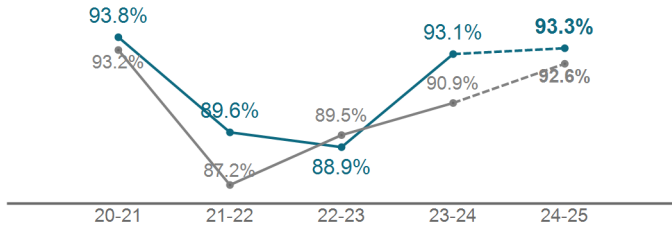
Printed Name: _____ Date: _____

Attendance Rate

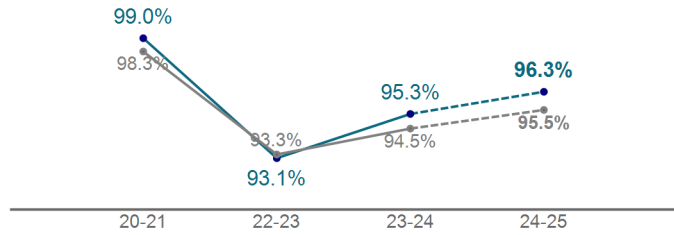
Gompers
All Students
N = 370



African American
N = 39



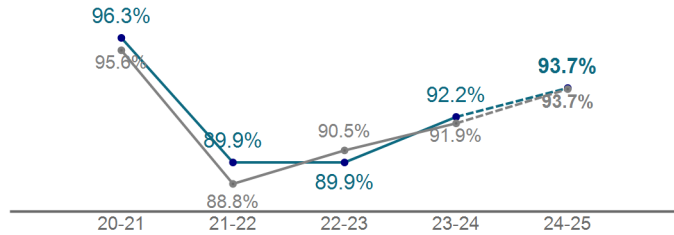
Asian
N = 23



Filipino

Subgroup with fewer than 20 students.

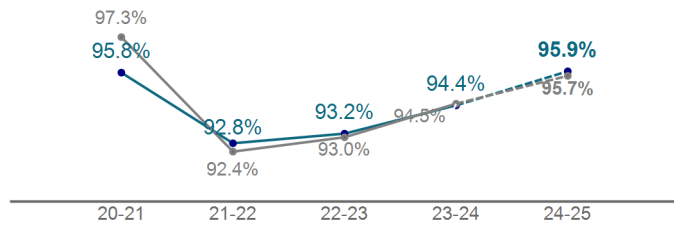
Hispanic
N = 199



Pacific Islander

Subgroup with fewer than 20 students.

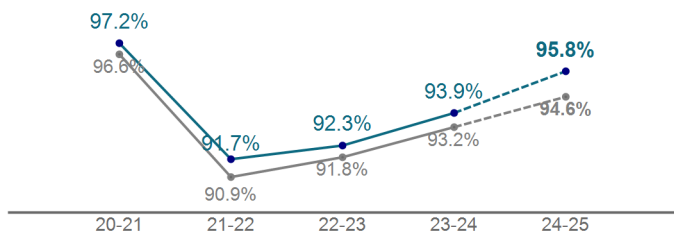
White
N = 52



Native American

Subgroup with fewer than 20 students.

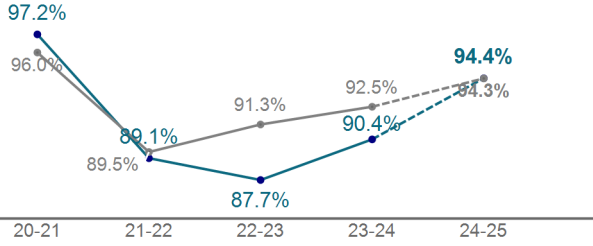
Other
N = 46



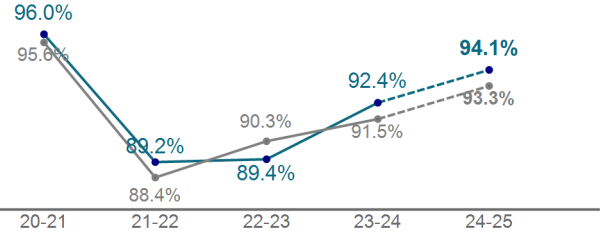
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

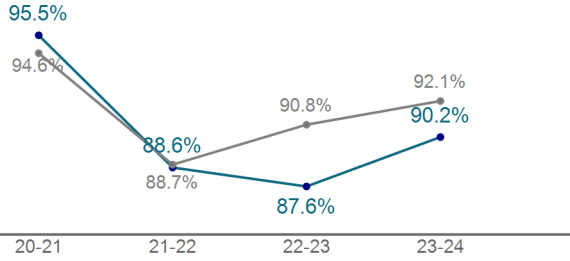
EL + RFEP
N = 20



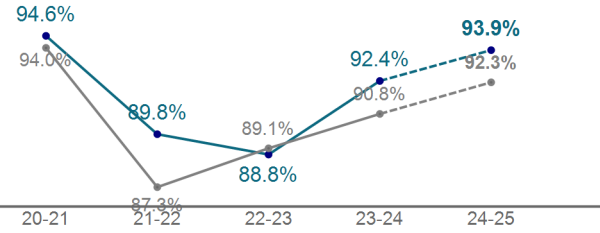
Low SES
N = 171



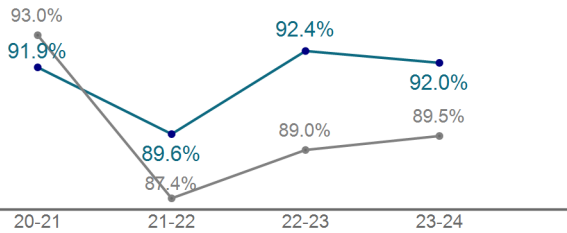
English Learner



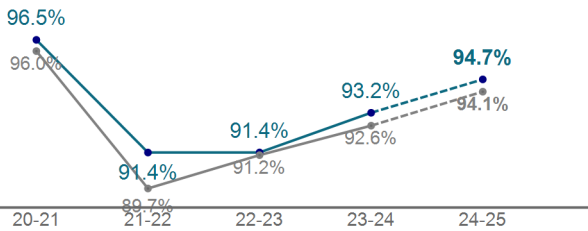
Special Education
N = 90



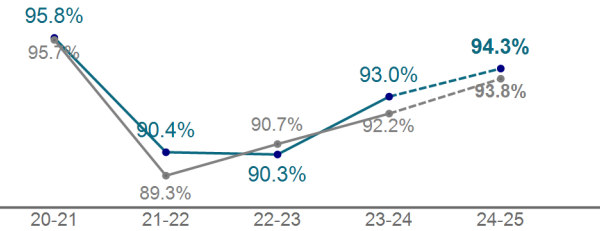
Homeless or Foster Youth



Female
N = 161



Male
N = 209



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

Chronic Absence by Attendance Bands School Data by Subgroup Gompers 2023-2024

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

Category	# Students	Percent by Category				Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate		
All Students	377	377	4	14	18	28	36	18.3%	30.5%	35.8%	24.7%
Grade	Gr. TK	21	14	19	24	43	14.3%	41.7%	33.3%	38.0%	
	Gr. K	54	7	19	11	26	37	25.9%	44.7%	37.0%	32.3%
	Gr. 01	57	2	12	25	40	21	14.0%	32.7%	38.6%	25.1%
	Gr. 02	62	2	18	16	19	45	19.4%	32.8%	35.5%	24.2%
	Gr. 03	66	5	14	23	24	35	18.2%	16.3%	40.9%	19.6%
	Gr. 04	58	7	9	10	21	53	15.5%	27.3%	25.9%	21.8%
	Gr. 05	59	3	15	19	41	22	18.6%	24.6%	37.3%	21.3%
Ethnicity	African American	44	7	11	20	23	39	18.2%	41.7%	38.6%	32.5%
	Asian	23	4	13	39	43	4.3%	13.6%	17.4%	14.2%	
	Cambodian	24	8	8	25	58	8.3%	23.5%	16.7%	18.1%	
	Filipino	10	20	20	20	40	20.0%	30.0%	40.0%	14.4%	
	Hispanic	193	5	18	20	27	31	22.3%	34.6%	42.5%	27.2%
	Pacific Islander	2	50	50	50.0%	0.0%	50.0%	37.4%			
	White	55	4	7	11	36	42	10.9%	22.9%	21.8%	11.9%
	Other	50	2	14	14	26	44	16.0%	21.4%	30.0%	20.5%
Gender	Female	165	4	13	19	29	35	16.4%	26.6%	35.8%	23.7%
	Male	212	4	16	16	27	37	19.8%	33.7%	35.8%	25.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Gompers 2023-2024

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

Special Populations	Subgroup	Total	Attendance Bands				Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	
	Low SES	184	5	18	17	26	34	22.8%	37.7%	39.7%	29.5%	
	ELL	28	14	14	21	18	32	28.6%	46.9%	50.0%	27.0%	
	RFEP	3	67				33	0.0%	50.0%	66.7%	12.1%	
	EL + RFEP	31	13	13	26	19	29	25.8%	47.2%	51.6%	24.8%	
	Special Ed.	100	9	16	16	26	33	25.0%	41.8%	41.0%	31.3%	
	Spec Ed. Speech/RSP	23	9	13	13	26	39	21.7%	30.6%	34.8%	23.3%	
	Homeless/Foster	19	5	16	21	32	26	21.1%	22.2%	42.1%	39.4%	
	Foster	5	20				20	60	0.0%	50.0%	20.0%	31.7%
	Homeless	14	7	21	21	36	14	28.6%	18.8%	50.0%	40.7%	
GATE/Excel	44	7		14	23	57	6.8%	15.4%	20.5%	10.1%		

The percentages may not equal 100% due to rounding.



Gompers Elementary Home School Compact 2024- 2025

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

Gompers K-5

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

THE HOME

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

THE STUDENT

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

Date Voted on and accepted 09/23/2024 (SSC)



Gompers Elementary Home School Compact 2024- 2025

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

LA ESCUELA

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

EL HOGAR

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

EL ESTUDIANTE

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

Fecha votada y aceptada 09/23/2024 (SSC)



Gompers K-5 Elementary Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Gompers K-5 has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Gompers expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Gompers agrees to implement the following requirements:

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

PART II

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

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

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

- Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
- Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
- At Meeting

- i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Gompers will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Parent Bulletin Board- Inside Main Office
 - Back to School Night
3. Gompers will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school: At minimum 1x a year
 - At SSC and ELAC meetings
 - Family information meetings including PTA meetings.
 - School site council must vote to approve the guidelines
4. Gompers will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Schoolloop, teleparent, and website
5. Gompers will provide updated information to families about Title I programs throughout the school year:
 - Parent Bulletin Board
 - Section of Newsletter
 - On Main Office Counter
 - School Website
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Gompers will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Gompers will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Gompers will coordinate and integrate family involvement programs and activities with WRAP, Cotsen Family Engagement, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten
 - Promotion/advertisement of the District's Kindergarten festivals
 - 23/24 Full Day TK/Kindergarten- District Wide
8. Gompers will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:

- At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Gompers will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below: Principal along with Instructional Intervention Coordinator, and Literacy Teacher will be responsible for organizing and creating a strong familial partnership.
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Gompers will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distributed via SSC, Parent Bulletin, School Website, as well as Title 1 Newsletter
3. Gompers will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Gompers will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops - Math Night (CGI), others Cotsen TBD
5. Gompers will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff PD (Cotsen- Cotsen Mentor & Fellows)
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Lola Sanchez, office supervisor, will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

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

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PART V
ADOPTION

Gompers Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on **09/23/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **10/16/24**. Gompers, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Linda Reynolds
Signature of Principal

09/23/2024
Date

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



Gompers K-5 Elementary

Guía de Participación Escolar para las Familias

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

PARTE I

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

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

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

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

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

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

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

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

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

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

- Dolores Sanchez hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

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

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

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

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PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **23 de septiembre 2024** y estarán vigentes por un periodo de **un año lectivo**. La escuela distribuirá la Guía a todas las familias el **09/23/24** o antes. La Escuela Gompers, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Linda Reynolds
Firma del Director(a)

09/23/2024
Fecha