

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Herrera 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 23-24 Data: Overall: 34% (6% decrease) 3rd: 28% (same) 4th: 26% (4% decrease) 5th: 42% (15% decrease) AA: 19% (7% decrease) EL: 12% (8% decrease) SPED: 16% (9% increase) District: 49% FRSA End of Year On Track: K: 58% 1st: 40% 2nd: 51% . The large gain for our SpEd population is encouraging. Our priority is to reverse the many decreases we saw last year. Students in our upper grades are struggling with basic ELA concepts and need more support through targeted, data-guided SGI opportunities.

ELA Goals

Need: Increased support in reading comprehension and vocabulary development, especially tier 2 academic vocabulary.

Goal: Students in grades 1-5 will achieve at least one year of growth as measured by iReady. SBAC scores for students in grades 3-5 will increase to an overall percentage of 42%. By June 2025, all students in Kindergarten will be at grade level in ELA as measured by FRSA on track skills and given fidelity to the Science of Reading and the Daily Decoding Routine.

Action Plan: Teachers will utilize small group instruction to differentiate student support. ELA Coach will co-teach and model best practices for teachers in grades TK-2. Intervention specialist will support students in a pull out model for cycles of support.

Progress Monitoring: i-Ready, SBAC, Unit Assessments, FRSA scores. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC 23-24 Data: Overall: 34% (6% increase) 3rd: 25% (3% increase) 4th: 27% (4% increase) 5th: 32% (4% decrease) AA: 19% (2% increase) EL: 16% (2% increase) SPED: 8% (1% increase) District: 44% We are encouraged by the progress made by most students 3-5 and especially by our subgroup populations. We attribute this growth to fidelity in the 5E lesson format and our SGI protocol in math. We will continue to develop the 5E lesson format and extend it down to 2nd grade.

Math Goals

Need: We need to close the achievement gap between our highest performing and our lowest performing subgroups. We need to capitalize on gains made last year as we accelerate student learning.

Goal: By June 2025, students in grades 1-5 will achieve at least one year of growth as measured by iReady. SBAC scores for students in grades 3-5 will increase to an overall percentage of 45%.

Action Plan: Teachers will utilize small group instruction to differentiate student support. Math Coach will co-teach and model best practices for teachers in grades 3-5. We are participating in three days of vertical alignment Professional Development to develop teachers for math progression K-5.

Progress Monitoring: i-Ready, SBAC, Unit Assessments. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELs: 178 Newcomers: 15 RFEP: 0 At Risk of LTEL: 3 Well Developed: 8% Moderately Developed: 43% Somewhat Developed: 35% Beginning Stage: 14% Support for our multilingual learners continues to be a focus at Herrera and teachers have a renewed commitment to Designated ELD.

English Learner Goals

Need: Continue to offer high quality instruction for our English Learners with a renewed emphasis on Designated English Language Development in all grade levels.

Goal: EL students will meet their iReady stretch goals in Reading. All students in grades K-2 will progress toward mastery or exceeding proficiency levels on FRSA. The percentage of English Learners making progress towards English Language proficiency will increase from 48% in June 2024 to 55% by June 2025 as determined by the ELPI.

Action Plan: Our IIC is piloting a program for our Newcomers in grades 3-5 to help them acquire language authentically and with particular attention to the needs of this age group and population.

Progress Monitoring: All students in Grades K-5 will complete the Wonders weekly assessments of other formative assessments to monitor student learning. EL students will complete formative and interim math assessments aligned with their grade level standards. All students in Grades 3-5 will complete at least one SBAC-IAB (as available).

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall Scores
Climate of Support for Academic Learning: 80% (same)
Sense of Belonging: 74% (2% increase)
Knowledge and Fairness of Discipline, Rules, and Norms: 75% (1% increase)
Safe and Civil: 68% (2% decrease)
Safety: 64% (5% decrease)
Average # of Parents attending SSC Meetings in 23-24: 3
Average # of Parents attending ELAC Meetings in 23-24: 8
Scores remained nearly the same in most areas on the Core survey, with slight increases in most areas. Our biggest area for growth is in Safety. We have increased Rec Aide visibility and have a renewed emphasis on school rules and keeping hands to self. Daily Attendance Percentage: 91.41% (increase of 1.39%)

Culture/Climate Goals

Need: Our biggest area for growth is in Safety and Belonging. We also need to improve chronic attendance in the Asian subgroup.

SEL goal: By promoting culturally affirming classrooms, cultural celebrations and increasing cultural competencies on campus, Herrera students sense of personal identity, belonging and agency will increase. Parent participation in SSC, ELAC, and parent workshop opportunities will increase by at least 10% as evidenced by the number of parents or caregivers participating in meetings, fundraisers, campus activities, etc. Chronic absenteeism will decrease by 5% points, with special attention paid to our Asian population.

Action Plan: Students will be provided increased opportunities to make their voices heard through student clubs, student council, and the Green Team. We have increased Rec Aide visibility and have a renewed emphasis on school rules and keeping hands to self to improve safety concerns. We will work with the District All In Attendance clerk to promote increased school attendance, especially among our Asian population.

Progress Monitoring: Will be monitored by discipline, attendance, and Pulse and Core Survey data reviewed in monthly Climate & Culture meetings.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By June 2024, all students in Kindergarten will be at grade level in ELA as measured by the FRSA and given fidelity to instructing in the Science of Reading. Students in Grades 1-5 will achieve at least one year of growth as measured by iReady and given quality core instruction. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.	Goal Partially or Not Met	<p>i-Ready Growth: Overall: 64% met growth percentage 5th: 63% 4th: 53% 3rd: 61% 2nd: 67% 1st: 73%</p> <p>FRSA End of Year On Track: K: 58% 1st: 40% 2nd: 51%</p> <p>Programs that positively impacted: intervention tutoring, Assistance League tutoring</p>	Students in our upper grades are struggling with basic ELA concepts and need more support through targeted, data-guided SGI opportunities. Our intervention teacher is using the Soliday program to help close these persistent gaps.

Math	1) By June 2024, all students in Kindergarten will be at grade level in math as measured by iReady. Students in Grades 1-5 will achieve at least one year of growth as measured by iReady and given fidelity to coherence, focus, and rigorous math instruction. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.	Goal Partially or Not Met	i-Ready Growth: Overall: 60% met growth percentage 5th: 54% 4th: 58% 3rd: 56% 2nd: 58% 1st: 80% Programs that positively impacted: District provided math tutoring	We attribute the math growth to fidelity in the 5E lesson format and our SGI protocol in math. We will continue to develop the 5E lesson format and extend it down to 2nd grade. We are participating in vertical alignment PD to develop teachers for math progression TK-5.
------	--	---------------------------	--	---

English Learner	<p>1) EL students will meet their stretch goals on the i-Ready Reading. All students in grades K-2 will progress towards meeting or exceeding proficiency levels on the Foundational Reading Skills Assessment. All students in Grades 1-5 will complete the Wonders weekly assessments or other formative assessments identified by a grade level team. EL Students in the area of Math will complete formative and interim assessments in mathematics aligned with their grade level standards. All students in Grades 3-5 will complete at least one SBAC-IAB (as available). Progress monitoring will be conducted regularly during teacher planning and collaboration sessions. 2) With intentional ELD instruction, an emphasis on student engagement, and improved access to content, Herrera will see an increase in the rate of students being reclassified as RFEP as designated by the ELPAC.</p>	Goal Partially or Not Met	<p>i-Ready Reading Growth: EL: 68% EO: 62%</p> <p>i-Ready Math Growth: EL: 64% EO: 60%</p> <p>SBAC ELA Growth: EL: 48% EO: 38%</p> <p>SBAC Math Growth: EL: 42% EO: 37%</p> <p>Students reclassified as RFEP: 14</p>	<p>Herrera EL students outperformed English Only subgroup in all testing areas.</p> <p>We will continue to enhance the support provided to our Newcomers, especially in grades 4 and 5. Our IIC is developing a program to help these students accelerate in the time they have at Herrera. We are hosting a support fair with community resources for our families that need support in learning English.</p>
-----------------	--	---------------------------	--	--

<p>Culture/Climate</p>	<p>1) SEL goal: By implementing the Harmony SEL curriculum with fidelity, Herrera students' sense of personal identity, belonging and agency will increase.</p> <p>Culture/Climate goal(s): Parent participation in SSC, ELAC, and parent workshop opportunities will increase by at least 10% as evidenced by the number of parents or caregivers participating in meetings, fundraisers, campus activities, etc.</p> <p>Chronic absenteeism will decrease by 5% points.</p> <p>Progress will be monitored by discipline, attendance, and Pulse and Core Survey data reviewed in monthly Climate & Culture meetings.</p>	<p>Goal Partially or Not Met</p>	<p>Overall Scores: Climate of Support for Academic Learning: 80% (same) Sense of Belonging: 74% (2% increase) Knowledge and Fairness of Discipline, Rules, and Norms: 75% (1% increase) Safe and Civil: 68% (2% decrease) Safety: 64% (5% decrease)</p> <p>Average # of Parents attending SSC Meetings in 23-24: 3 (same)</p> <p>Average # of Parents attending ELAC Meetings in 23-24: 8 (increase)</p> <p>Daily Attendance Percentage: 91.41% (increase of 1.39%)</p>	<p>Scores remained nearly the same in most areas on the Core survey, with slight increases in some areas. Our biggest area for growth is in Safety. We have increased Rec Aide visibility and have a renewed emphasis on school rules and keeping hands to self. Additional lessons were implemented at the beginning of the year for student expectations on the playground.</p> <p>We have implemented Attendance Meetings for students at risk of chronic attendance.</p> <p>Attendance workshops and incentives for students and parents.</p>
------------------------	---	----------------------------------	--	---

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>TOSA (1.0 FTE) To reduce the achievement gaps and positively impact ELA and Math achievement, A TOSA will provide instruction that integrates science, math, engineering and technology in a lab-setting for students in grades 2-5. Grade Level Common Core standards for ELA and Math will be integrated throughout science lessons in which students learn about real-world problem, collect evidence through reading and experiments, construct arguments (verbally and written) and apply newfound understanding. Instructional methods will include inquiry, dialogue, and critical thinking. (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

<p>The position of assistant principal will be utilized to support student achievement through schoolwide practices aimed to reduce the achievement gaps.</p> <p>Herrera School SSC approved to provide additional funding to allow for a .5 FTE Assistant Principal. Herrera in collaboration with the District allotment of .5 FTE which shall equal 100% for an Assistant Principal for the 2023-24 school year.</p> <p>The Assistant Principal of Herrera will support the Principal by monitoring instruction as directed by the Principal. The assistant principal will also monitor academic interventions and teachers providing interventions in class or outside of class. The assistant principal will collaborate with the school counselor to monitor the SST process which occurs throughout the year.</p> <p>The Assistant Principal of Herrera will lead development of the school's School Climate and Culture. Activities include leading Student Expectation Assemblies promoting school wide positive behavior, and reinforcements. The Assistant Principal will also provide daily or as needed intervention for students who are identified with needs in Social-Emotional Learning. The assistant principal will develop interventions to meet students' behavioral needs. The Assistant Principal will meet with parents and communicate with teachers about student progress in social-emotional skills.</p> <p>Student Engagement The Assistant Principal will work in collaboration with the Herrera School counselor to improve attendance, decrease the chronic absenteeism rate and monitor students who are referred to SARB.</p> <p>Common Core Standards The Assistant Principal will facilitate professional development with grade level teams, teacher coaches and, at times, during full staff meetings.</p> <p>(IN 2)</p>	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
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,	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

including the California English Language Development Standards for English learner students, with an intense focus on:

- 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.

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.

- 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.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'

Writing, including daily and unit performance tasks that require:

Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.
K - 2: Foundational Reading Skills Assessment (FRSA)
3 – 5: Smarter Balanced Assessment Consortium summative Assessments

Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

Content Area textbooks (e.g. Health, Science, Social Studies)

Supplemental Reading materials matched to students' instructional Reading level (Newsela)

Thinking Maps

i-Ready Personalized Learning

ELlevation

iReady

progress and needs.

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 / Maravillas (Dual Immersion) and associated ancillary materials</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

<p>Students who have chronic or excessive absences due to illnesses, asthma, dental problems, vision problems or lack of care. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>	<p>The School Nurse will support the needs of the Herrera students four days a week by providing health interventions to improve student attendance. The nurse and health assistant will assess the needs of the students and coordinate with students, teachers, families, and other health care providers so that students' health needs are met. The nurse will also participate in SST process to determine if students have health conditions that are impeding their academic progress in school and support families in ensuring the child attends school.</p>	<p>All Students, Other Targeted Students, Targeted Parents</p>	<p>LCFF \$34,542 Title 1 \$25,013 Nurse Inspector .4 FTE - LCFF 58%; Title 1 42%</p>	<p>08/26/2024 - 06/30/2025 Daily</p>	<p>Nurse</p>	<p>Attendance data for students who have chronic absenteeism, attendance improvement plans, or SST Intervention Plans. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>
---	---	--	--	--------------------------------------	--------------	---

<p>2023-24 data from i-Ready diagnostic assessments reveal comprehension of informational text as the lowest scoring domain. English learners and African American students represent a larger portion of these students. SBAC Math 30, Elementary Math - Math Facts 20, Core Curriculum 50</p>	<p>Facilitator (0.5 FTE) To reduce the achievement gaps and positively impact ELA and Math achievement, A teacher facilitator will provide instruction that integrates science, math, engineering and technology in a lab-setting for students in grades K-5. Grade Level Common Core standards for ELA and Math will be integrated throughout science lessons in which students learn about real-world problem, collect evidence through reading and experiments, construct arguments (verbally and written) and apply newfound understanding. Instructional methods will include inquiry, dialogue, and critical thinking.</p>	<p>African-American, All Students, English Learners, Identified At-Risk Students, Low SES</p>	<p>Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/24/2024 - 06/30/2025 Daily</p>	<p>The Facilitator will be responsible for developing the instructional program in collaboration with the principal and IIC.</p>	<p>i-Ready ELA mid-year and end-of-year assessment data in the domain of Comprehension of Informational Text. District ELA Assessments and STEM Class Assessments. SBAC Math 30, Elementary Math - Math Facts 20, Core Curriculum 50</p>
---	--	---	---	--------------------------------------	--	--

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Preschool students will have 2 opportunities to visit Herrera this year. Students will go on a tour of campus with their preschool teacher.</p> <p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, High-Scope math, math vocabulary, and a modified version of MAP2D, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>Grade 5 matriculation will be monitored and facilitated by the School Counselor. She will present to each 5th grade classroom so that students are able to fill out the applications. She will have parent meetings so that all fifth grade parents may attend and view the District created powerpoint of programs. Our SEL and Compliance Facilitator is hosting technology classes so that each parent can sign on to ParentVUE to choose their child's Middle School. Fifth grade students will also visit Jefferson Middle School, Herrera's home school, in the spring. In addition, any middle school that would like to personally meet Herrera parents will be invited to come and speak to parents in a meeting held by the principal.</p>	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
i-Ready diagnostic data from 23-24 school year shows significant gaps in learning across all grade levels in math. 28% of students in grades 3-5 met or exceeded the achievement level in math SBAC in 2023. SBAC Math 30, Algebra Participation/Pass 20, Elementary Math - Math Facts 20, Core Curriculum 30	Teachers will participate in math PD to expand on the 5 E Lesson format presented to teachers during 23-24 QCI PD. We will expand mathematical practices K-5 to establish school-wide signature practices to enhance student understanding and mastery of mathematical concepts.	LCFF \$10,350 Title 1 \$9,945 Substitute teacher full day (25) for 3 days - LCFF 51%; Title 1 49%	08/24/2024 - 06/30/2025 Quarterly	Principal, IIC, District OCIPD personnel	Data will be monitored via i-Ready Diagnostic assessments, District Unit Assessments, teacher created assessments, and performance on the SBAC.
Student pulse survey indicates need to increase students' sense of belonging and agency. Student behavior data and Culture and Climate Team feedback. Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50	Teachers and classified staff will participate in restorative practices and harm and conflict facilitation training in order to create classrooms that can overcome conflict in a peaceful manner.	LCFF \$34,060 Substitute teacher full day (25) for 4 days - LCFF 100% Services - LCFF 100%	08/24/2024 - 06/30/2025 Semester	Principal, District staff, CCEJ	Pulse survey, discipline data and rates of suspension, frequent check ins with students and teachers.

Describe Teacher Involvement

Teachers are involved in decision making with regard to student achievement during bi-monthly grade level collaboration, ILT meetings, release days each trimester, and grade level chair meetings. In addition, teachers serve on Herrera Teacher Leadership decision-making committees including Instructional Leadership Team, Culture Climate Team, Sunshine Committee, and the Parent Involvement Team.

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Core survey results show decrease in student identity and sense of belonging. Parent survey responses indicate a desire for parent support group specifically designed to uplift the Black community. Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30	Additional hourly funding for Sankofa Parent Village teacher liaison to participate in after hours meetings and activities to support the Sankofa Parent Village. Not to exceed the amount of \$1,280.00	Par Inv \$1,273 Teacher Hourly P Schedule (1) for 15 hours annually - Par Inv 100%	10/10/2024 - 06/30/2025 Monthly	Principal	parent surveys, Pulse sruvey, Core survey

<p>Core survey results show decrease in sense of belonging and identity, especially among the black sub-group. Parent survey results indicate a desire for a parent support group specifically designed to uplift the Black community.</p> <p>Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30</p>	<p>Stipend for Sankofa Parent Village teacher liaison for first Sankofa Meeting of the school year: planning, set up and meeting time.</p>	<p>Par Inv \$170 Teacher Hourly P Schedule (1) for 2 hours annually - Par Inv 100%</p>	<p>10/09/2024 - 12/31/2024 Annually</p>	<p>Principal</p>	<p>Parent surveys, student response in the CORE survey</p>
---	--	--	---	------------------	--

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)	126906
Title I Parent and Family Involvement (3008)	5750

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	80500

* 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	Allison Kargas	10-09-2026
Staff	Classroom Teacher	Carla Castro	06-30-2025
Staff	Classroom Teacher	Caitlin Ferguson	06-30-2035
Staff	Classroom Teacher	Alva Quinonez	06-30-2035
Staff	Other School Personnel	Leticia Bockhold	10-09-2026
Community	Parent/Community Member	██████ Lopez	06-30-2025
Community	Parent/Community Member	██████ Lopez	10-09-2026
Community	Parent/Community Member	██████ Garcia	10-09-2026
Community	Parent/Community Member	████████████████████ Rodriguez	10-09-2026
Community	Parent/Community Member	██████ Allen	10-09-2026

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)	█████ Gomez
DELAC Representative	Parent of EL Student (required)	████████████████████ Zuniga
Principal or Designee	Staff Member (required)	Allison Kargas
Secretary	Parent of EL Student (required)	█████ Sifuentes

Name	Representing
------	--------------

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?	10/21/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Newcomer program for 4th and 5th graders Online language program for use at home ESL class for parents Partners Friends Lunch Club (Lunche Bunche) EL Club After School
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/13/2024

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>Our IIC is implementing a more robust English acquisition program through a Newcomer Program for our 4th and 5th graders as suggested by ELAC.</p> <p>The District offers Rosetta Stone online program for use at home already. We will be providing information about this program to our families. We have developed a survey for parents to take if they want access to Rosetta Stone.</p> <p>We will not offer an ESL class for parents on the school site, but we will develop a list of local resources and programs to help adults learn English.</p> <p>We will explore offering a Lunch Bunch program or EL Club after school through a student survey. If students indicate they are interested in the programs, we will offer it beginning in January of 2025.</p>
--	--

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): 11/13/2024
2. The SSC approved the **Home-School Compact** on 10/09/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/12/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/13/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Olivia Nieto Herrera Elementary School
 1620 Temple Avenue
 Long Beach, CA 90804
 (562) 494-5101 Fax (562) 494-5198



Home-School Compact
Revised October 9, 2024
Distributed November 9, 2024
2024-25

Herrera School Staff will:

- Provide an academic program that is rigorous, challenging and supportive for all students
- Be positive role models for students and integrate social-emotional learning into the curriculum
- Communicate on a regular basis regarding academic progress and social-emotional skills of students
- Provide opportunities for parents to be involved in school activities supporting student achievement including: parent conferences, volunteering, family workshops, and school governance
- Implement a K-5 homework program that emphasizes Reading, Writing, and Math and encourage daily reading for enjoyment

Herrera School Parents/Guardians will:

- Ensure students attend school regularly, appropriately dressed in uniform and prepared to learn
- Develop the habit and joy of reading by reading to, with or encouraging children to read at home
- Monitor daily practice of Math Facts and required minutes on STMath (JiJi program)
- Monitor daily practice of ELA (English Language Arts)
- Assist their children with homework assignments and check assignments for completion
- Participate in parent conferences, Back-To-School Night, Open House and additional family events
- Support and communicate with school staff to help their children reach grade level expectations

Herrera students will:

<ul style="list-style-type: none"> ● Be respectful to others at all times ● Attend school every day and arrive on time ● Wear uniforms daily 	<ul style="list-style-type: none"> ● Always do their best ● Keep hands to self at all times ● Complete homework and return to school
---	---



Herrera School Principal

Parent/Guardian

Herrera School Teacher

Student



Olivia Nieto Herrera Elementary School
1620 Temple Avenue
Long Beach, CA 90804
(562) 494-5101 Fax (562) 494-5198

Pacto entre Escuela-Casa
Revisado el 9 de octubre de 2024
Distribuido el 9 de noviembre de 2024
2024-25

El personal de la Escuela Herrera hará lo siguiente:

- Proporcionar un programa académico que es riguroso, desafiante y solidario para todos los estudiantes
- Desempeñar el papel de un modelo positivo para los estudiantes e integrar el aprendizaje de habilidades sociales y emocionales
- Comunicarse con los padres/guardianes regularmente cerca del progreso académico y sociales/emocionales de los alumnos
- Proveer oportunidades para involucrar a los padres en actividades escolares apoyando los logros de los estudiantes incluyendo: conferencias de padres, voluntarias, taller familiares, y en las reglas de la escuela.
- Implementar un programa de tarea de K-5 que tenga un énfasis en lectura, escritura, y matemáticas

Los Padres/Guardianes harán lo siguiente:

- Mandar a sus hijos a la escuela regularmente, vestidos apropiadamente y preparados para aprender
- Desarrollar el hábito y la alegría de leer a/con sus hijos en casa
- Supervisar la práctica diaria de las tablas de matemáticas y minutos requeridos en el programa ST Math (Jiji)
- Ayudar a sus hijos con la tarea y revisar que sea completado diariamente
- Participar en conferencias escolares, Regreso a la Escuela, la Casa Abierta y otros eventos familiares
- Apoyar al personal escolar, ayudando a que los niños alcancen las expectativas de su nivel académico por comunicación frecuentemente

Los Estudiantes harán lo siguiente:

<ul style="list-style-type: none">● Ser respetuoso con los de demás en todo momento● Asistir y llegar a tiempo diariamente● Usar uniformes diariamente	<ul style="list-style-type: none">● Siempre hacer lo mejor que puedas● Mantener las manos quietas en todo momento● Completar y regresar tarea a el/la maestra/o
--	---



Directora de la escuela Herrera

Padre/Guardian

Maestra de la escuela Herrera

Estudiante



Nieto-Herrera Elementary School
1620 Temple Ave, Long Beach, CA 90804
(562) 494-5101



Parental Involvement Guidelines

As a school that receives Title I, Part A (Title) funds, Herrera Elementary has developed jointly, agreed with, and distributed to parents of participating children, School Parental Involvement Guidelines, that contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA).

PART I

1. Herrera Elementary agrees to implement the following requirements:

- jointly develop with parents and distribute to parents of participating children, School Parental involvement Guidelines that the school and parents of participating children agree on;
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format, and to the extent practicable, will distribute these Guidelines to parents in language the parents can understand;
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school;
- adopt the school's school-parent compact as component of its School 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

1. Herrera Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESA:

- Invites to Attend one of the four District training for School Site Council parents and Teams.

Topics include:

- i. Responsibilities & Roles of SSC and its members
- ii. Composition of SSC
- iii. Budgetary considerations

iv. Single Plans for Student Achievement

v. Title I requirements & mandates

- Plan Meeting with SSC & ELAC parents to review Single Plan for Student Achievement and previous year's Guidelines

i. Invite other parents and stakeholders to attend the meeting

ii. Newsletter

iii. Back to school night

- At Meeting

i. Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary

ii. Re-write or update the parent Involvement Guidelines & Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary

iii. Oral and written translations available, as requested, for Spanish speaking parents to allow for discussions

7. Herrera Elementary will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parents' suggestions/topics taken from the following:

i. Coffee with the Principal

ii. Suggestions made to the office staff and/or in writing to the assistant Principal or teachers

iii. Administer Parent surveys and communication of results

8. Herrera Elementary will submit to the district any parent comments if the school-wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Herrera Elementary will build the school's and parents' capacity for strong parental 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:

- Offering Parent classes and Parent University virtual classes to help parents support their children's success at school
- VIPS

- Providing Parent workshops to assist parents in working on academics with students at home.

2. Herrera Elementary will incorporate the school-home compact as a component of its School Parental Involvement Guidelines:

- Developed, discussed and reviewed at ELAC and SSC meeting
- Distributed to parents
- i. Tear-offs or digital versions to be sent home with each student in both English, Spanish, Khymer
- ii. Acknowledge the home-school compact either digitally or signature

3. Herrera Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this section:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments
- the requirements of Title I
- how to work with educators
- Calendar-Parent Resource Center Parent Workshops
- DCAC and ELAC meetings
- District Website: Parent Involvement/Parent University
- District Monthly subscriptions for parents ("Parents Make the Difference, Recipes for Success")
- Transitional workshop (Getting Ready for Middle School and Kindergarten Orientation) offered through the District Parent Center

4. Herrera Elementary will, with assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Offering multiple ParentVUE technology workshops throughout the year and invites to District and Herrera Parent Workshops.

5. Herrera Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals 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 schools, by:

- Viewing Parents and teachers as Partners in their child's education

- Engaging in respectful communication with Parents
- Developing an understanding of diverse cultures in our school environment
- Using multiple communication channels to reach ALL parents

6. Herrera Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Publishing District Parent Resource Center Calendars and Parent University offerings as sent to Herrera or virtually
- Getting Ready for Kindergarten
- Promotion of District's Kindergarten Festival

7. Herrera Elementary 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:

- Office personnel; Elizabeth Anklam and IOA will be doing the translation of written materials/notifications that are sent to parents

PART IV DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

PART V ADOPTION

Adopted by the Nieto Herrera Elementary School Site Council on October 9, 2024.

Distributed to families on November 22, 2024.


Allison Kargas, Principal

11/22/24

Date



Pautas de Participación de los Padres

Como escuela que recibe fondos del Título I, Parte A (Título), la Escuela Primaria Herrera ha desarrollado, acordado y distribuido a los padres de los niños participantes, Pautas de participación escolar de los padres, que contienen información requerida por la sección 1118(b) de la Ley de la Escuela Primaria. Ley de Educación Secundaria (ESEA).

PARTE I

1. La Primaria Herrera se compromete a implementar los siguientes requisitos:

- desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes, Pautas de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden;
- notificar a los padres sobre las Pautas para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un lenguaje que los padres puedan entender;
- Poner a disposición de la comunidad local las Directrices para la participación de los padres en la escuela.
- actualizar periódicamente las Pautas de participación de los padres en la escuela 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 en la escuela;
- 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

1. La Primaria Herrera tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar de los padres y su plan para toda la escuela, si



Escuela Primaria Nieto-Herrera
1620 Temple Ave, Long Beach, CA 90804
562-494-5101



corresponde, de manera organizada, continua y oportuna según la sección 1118(b). de la ESA:

- Invita a asistir a una de las cuatro capacitaciones del Distrito para padres y equipos del Consejo Escolar.

Los temas incluyen:

- Responsabilidades y funciones del SSC y sus miembros
 - Composición del SSC
 - Consideraciones presupuestarias
 - Planes únicos para el rendimiento estudiantil
 - Requisitos y mandatos del Título I
 - Reunión del plan con los padres del SSC y ELAC para revisar el Plan único para el rendimiento estudiantil y las pautas del año anterior
- Invitar a otros padres y partes interesadas a asistir a la reunión.
 - Hoja informativa
 - Noche de regreso a la escuela
 - En la reunión
- Revisar el Plan Escolar, las Pautas del año anterior y el Pacto de Escuela en el Hogar. Como grupo, no realizar cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - Reescribir o actualizar las Pautas de participación de los padres y el Convenio entre el hogar y la escuela. Como grupo, tomen nota de los cambios y realicen ajustes (eliminaciones o adiciones) según sea necesario.
 - Traducciones orales y escritas disponibles, según lo solicitado, para padres de habla hispana para permitir discusiones.
7. La Primaria Herrera brindará a los padres de los niños participantes, si los padres lo solicitan, oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responderá a dichas sugerencias tan pronto como sea posible. posible:
- Sugerencias/temas de los padres tomados de lo siguiente:
- Café con el director
 - Sugerencias hechas al personal de la oficina y/o por escrito al subdirector o maestros
 - Administrar encuestas para padres y comunicación de resultados.



Escuela Primaria Nieto-Herrera
1620 Temple Ave, Long Beach, CA 90804
562-494-5101



8. La Primaria Herrera 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.

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Herrera desarrollará la capacidad de la escuela y los padres para una fuerte participación de los padres, con el fin de garantizar la 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. se describe específicamente a continuación:

- Ofreciendo clases para padres y clases virtuales de Parent University para ayudar a los padres a apoyar el éxito de sus hijos en la escuela.
- VIPS
- Proporcionar talleres para padres para ayudarlos a trabajar en lo académico con los estudiantes en casa.

2. La Primaria Herrera incorporará el pacto entre la escuela y el hogar como un componente de sus Pautas de participación escolar para los padres:

- Desarrollado, discutido y revisado en la reunión de ELAC y SSC
- Distribuido a los padres.

i. Copias o versiones digitales que se enviarán a casa con cada estudiante en inglés, español y khymer.

ii. Reconocer el pacto hogar-escuela ya sea digitalmente o con firma

3. La Primaria Herrera, con la asistencia de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes, mediante la realización de las acciones descritas en esta sección:

- los estándares de contenido académico del estado
- los estándares de rendimiento académico estudiantil del estado
- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- los requisitos del Título I



Escuela Primaria Nieto-Herrera
1620 Temple Ave, Long Beach, CA 90804
562-494-5101



- cómo trabajar con educadores
- Calendario-Centro de recursos para padres Talleres para padres
- Reuniones de DCAC y ELAC
- Sitio web del distrito: Participación de los padres/Universidad para padres
- Suscripciones mensuales del distrito para padres (“Los padres marcan la diferencia, recetas para el éxito”)
- Taller de transición (Preparándose para la escuela intermedia y orientación para el jardín de infantes) ofrecido a través del Centro para padres del distrito

4. La Primaria Herrera, 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, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:

- Ofreciendo múltiples talleres de tecnología ParentVUE durante todo el año e invitaciones a talleres para padres del Distrito y Herrera.

5. La Primaria Herrera, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo comunicarse con los padres, comunicarse con ellos y trabajar con ellos como socios iguales, en el valor y utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir vínculos entre padres y escuelas, mediante:

- Ver a los padres y maestros como socios en la educación de sus hijos
- Utilizar múltiples canales de comunicación para llegar a todos los padres.

6. La Primaria Herrera, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con Head Start, programas preescolares públicos y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres a participar más plenamente. participando en la educación de sus hijos, mediante:



Escuela Primaria Nieto-Herrera
 1620 Temple Ave, Long Beach, CA 90804
 562-494-5101



- Publicar los calendarios del Centro de Recursos para Padres del Distrito y las ofertas de la Universidad para Padres enviadas a Herrera o virtualmente
- Preparándose para el jardín de infantes
- Promoción del Festival del Jardín de Infantes del Distrito

7. La Primaria Herrera, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. , incluidos formatos alternativos previa solicitud y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Personal de oficina; Elizabeth Anklam y IOA harán la traducción de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV COMPONENTES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

PARTE V ADOPCIÓN

Adoptado por el consejo escolar de la escuela primaria Herrera el día 9 de octubre, 2024. Repartido, 22 de noviembre, 2024.

[Redacted signature]

Allison Kargas, directora

11/22/24

Fecha